Motcombe School

Flying high together

# Behaviour Policy

**Reviewed annually in Term 1**

**Last Review: September 2026**

**Please also see**
**Motcombe School Child on Child Abuse Policy**

## Our Motto

Flying High Together

## Our School Vision

*"We are dedicated to ensuring every child is included, supported and valued and has a true sense of belonging"*

## Our School Values

We will support every child ….

**to have academic confidence**
**to make safe and sensible choices**
**to be physically fit**
**to gain mental strength through resilience**
**to show kindness**

## Ethos

Every child is unique and individuality is encouraged. We believe that our hygge-inspired environment supports this by promoting children's emotional wellbeing and mental health. We ignite curiosity and wonder and this enables them to learn well.

### Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for all children.

We have easy access into the main part of both buildings and have accessible toilet facilities.
As with any additional needs the school works closely with parents and appropriate outside agencies.

**INTRODUCTION**

At Motcombe we firmly believe that the best way to encourage high standards of behaviour in school is a clear code of conduct backed by a fair and agreed system of rewards and sanctions.

Our whole school Behaviour Policy uses our values and use of simple language to ensure a consistent approach to managing behaviour and makes this an inclusive school. The approach helps Motcombe to create a listening culture and a safe environment through which high self-esteem, self-discipline and positive relationships can flourish.

We have agreed principles, values and strategies to help us achieve each aim of our Behaviour Policy.

Our agreed aims are:

- to ensure consistency of approach and provide a clear framework for behaviour
- for children to be responsible for their own behaviour
- positive Home/School partnerships
- to provide clear procedures for making referrals to external agencies

**Aim 1**

**Motcombe School provides a consistent approach to managing behaviour by all staff. The School provides a clear framework for the whole school community.**

| Principles | Values | Strategies |
|---|---|---|
| At Motcombe School we: | | |
| have a firm commitment to developing moral values | believe that this enables all children to be successful in all aspects of their lives | The School Values<br>Academic confidence<br>Making safe and sensible choices<br>Being kind<br>Being physically fit<br>Gaining mental strength through resilience |
| create a positive approach to behaviour | acknowledge that a consistent approach leads to the successful management of behaviour | • model good behaviour<br>• have good communication between all staff |
| recognise the value of a whole school policy for behaviour | acknowledge the importance of having clear and shared expectations for standards of behaviour | • model good behaviour<br>• set clear and agreed boundaries<br>• ensure that children and parents know our expectations |
| believe that rules apply to all | recognise that a shared ethos leads to a safe and secure learning environment for all | • We use incentive and sanction procedures to reward positive behaviour<br>• Children are awarded a Dojo as a reward for making a good choice and lose a Dojo for not making a good choice<br>• Any fighting or play fighting will result in the loss of 2 consecutive playtimes. This is followed by 'Supported Play' led by a member of the SLT, where necessary to support the child.<br>• After 2 play and/or lunchtime incidents logged on the behaviour log a child will be placed on Supported Play for the next 5 days |
| believe that rules apply to all | recognise that a shared ethos leads to a safe and secure learning environment | • Children know that they must:<br>• walk in the corridors<br>• line up quietly<br>• move around the school quietly |

**Aim 2**

**Motcombe children are supported to take responsibility for their own behaviour.**

| Principles | Values | Strategies |
|---|---|---|
| At Motcombe School we: | | |
| believe that children should take responsibility for their own actions | recognise that it is important to abide by the rules and conventions of communities | Learning to take responsibility through:<br>• Circle Time<br>• PHSE curriculum<br>• Citizenship curriculum<br>• British Values<br>• Rewards for good behaviour |
| firmly believe in providing children with choices and enabling them to understand the consequences of choices made | believe it empowers children and encourages self-discipline and an understanding of other people, their beliefs, cultures and values | • Circle Time<br>• PHSE curriculum<br>• Citizenship curriculum<br>• Rewards for good behaviour |
| firmly believe that children show support for each other in developing and maintaining good behaviour | believe it empowers children to empathise with each other and to develop a role as a responsible citizen | • Playground Friends<br>• Class helpers<br>• Community Champions<br>• Makaton Mates<br>• Motcombe Motivators |
| firmly believe that in giving children responsibilities they are helped to engender high self-esteem and a pride in their school and environment | believe it empowers children to empathise with each other and to develop a role as responsible citizen | • Playground Friends<br>• Star of the Day<br>• Community Champions<br>• Makaton Mates<br>• Motcombe Motivators |

**Aim 3**

**Motcombe School promotes a positive partnership between school and parents/carers. The school provides clear procedures for involving parents in the management of their child's behaviour.**

| Principles | Values | Strategies |
|---|---|---|
| At Motcombe School we: | | |
| believe in a strong and honest partnership between home and school. | • believe it is the best way to support children in the management of their behaviour<br>• recognise that a consistent approach helps to support a child's behaviour | • have an open school policy to ensure effective two-way communication<br>• recognise good behaviour<br>• meet with parents if children constantly break rules<br>• Children who play aggressively in the playground or on the field will lose 2 playtimes – all children are aware that this is the sanction for aggression. |
| believe in providing clear procedures for supporting children to make better choices | recognise that clear and unambiguous procedures support the partnership in managing a child's behaviour | 1. consultation with parents/carers<br>2. consultation with Inclusion Manager<br>3. targets set for the child<br>4. behaviour Support Plan is drawn up<br>5. referral to outside agencies<br>6. log behaviour<br>7. home and school strategy established<br>8. behaviour that results in a danger to other children, staff or damage to property can result in an internal or fixed term exclusion |

**Aim 4**

**Motcombe School provides clear procedures for making referrals to external agencies.**

| Principles | Values | Strategies |
|---|---|---|
| At Motcombe School we: | | |
| provide inclusive education for **all** our children | acknowledge that for some children, specific strategies within school must be applied | • use time out in other classes<br>• we use visual timetables for support |
| provide inclusive education for **all** our children | acknowledge that for some children outside support needs to be accessed | • follow the Code of Practice for SEN<br>• inform parents of their rights and responsibilities<br>• identify children with additional behavioural needs in consultation with parents<br>• provide extra support within school<br>• set individual targets<br>• refer children to outside agencies |

Success Criteria

- Happy, safe and confident children.
- Standards of behaviour within the school will be high.
- The whole school community, (children, visitors, parents/carers, staff) will work together to ensure that all aspects of the policy are adhered to.