

Behaviour Policy

Bonneygrove and Millbrook Primary School Federation



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| Subject: | Behaviour Policy |
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| Approved by: | Shen Hasekilerden (Chair of Governors) and Jane Acreman (Vice Chair of Governors) |

1. INTRODUCTION

At Millbrook Primary School we are committed to enabling all children access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We praise and reward positive attitudes to behaviour, working to maintain fairness and consistency whilst also encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents, and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting positive behaviour we can build individual and collective esteem and encourage positive personal relationships.

- Ensuring a safe, caring, and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Promote British Values including tolerance, democracy and mutual respect
- Preventing bullying

The Governing Body has a duty under S175 Education Act 2002 that requires them to decide to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. KCSIE (September 2023) makes these requirements more specific including the importance of ensuring all pupils and particularly those that are vulnerable are safeguarded.

This policy does not stand in isolation and links too many areas of our provision. Therefore also please see:

- Anti-bullying policy & charter
- Child protection & safeguarding
- Health & Safety
- Intimate Care
- Positive Handling
- Whistleblowing

1. MILLBROOK PRIMARY SCHOOL PRINCIPLES OF BEHAVIOUR

The vision of Millbrook Primary School is 'Believe and Achieve.' This underpins all aspects of our school community. In order to achieve our vision the school has adopted a set of core values around which underpin our behaviour approach and principles.

At Millbrook Primary School we expect everyone in our community to embody our core values. In order to do this everyone has the right and the responsibility to be:

- ✓ **inspired and inspire others**
- ✓ **respected and respect everyone**
- ✓ **successful and help others to succeed**
- ✓ **resilient and help others to develop resilience**
- ✓ **heard and cared for.**

This helped shape the following principles:

- Every child has the right to learn and the responsibility to ensure the learning of others is not disrupted;
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse;
- The fundamental approach is a positive one, drawing attention to, rewarding positive behaviour and mutual respect;
- A whole school approach to give consequences with a clearly defined code of conduct;
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work;
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will ensure effective communication systems;
- Where there are significant concerns over a pupil's difficult/dangerous behaviour we will share the strategies we use with parents; working on an active partnership to promote positive behaviour;
- Early support for developing problems;
- Strategies may be recorded in an Individual Risk Reduction Plan where there is a high level of concern;
- The use of inappropriate language is considered to be unacceptable behaviour;
- We will seek advice and support from appropriate outside agencies where applicable;
- Staff will keep abreast of current issues and initiatives;
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff;
- Staff will also attend STEPS refresher training once per year.
- Corporate consistent approach but with due regard for individual circumstances;
- Opportunities for responsibility and recognition for non-academic achievement;
- Promotion of British Values of mutual respect and tolerance (including but not limited to those of different faith groups).
- Every child has the right to feel safe and not suffer from any form of child on child abuse being verbal or physical.

2. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of Difficult/Dangerous behaviour. For repeated or serious acts of anti-social behaviour, the Headteacher may permanently exclude a child although this action is only taken after the School Governors have been notified.

3. THE ROLE OF THE GOVERNING BODY

The governing body has the responsibility of setting down these general guidelines on standards of consequences and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and the use of consequences, but governors may give advice to the Headteacher about particular behavioural issues and the use of the chosen consequences. The head teacher must take this into account when making decisions about matters of behaviour.

4. THE SCHOOL ROLE:

All staff should:

- Make sure that the behaviour policy is **consistently** and **fairly** applied;
- Deal with situations as they arise using the STEPS approach, in all aspects of school life with all children in the school, unless they have a IRRP;
- Avoid the use of judgmental language e.g. "you are very rude;"
- De-escalation scripts to be used with children and to allow the child time to follow the expectation;
- Ensure distracting choices are not allowed to become a pattern in behaviour;
- Ensure the School's Expectations are clearly displayed in all classes and communal areas of school. They are applicable from REC to Year 6.
- Ensure children are taught the meaning of the expectations in an age appropriate way. This should be an ongoing activity at all times for each class through the school;
- Use PSHE lessons as a useful way to teach and discuss aspects of behaviour;
- Deal with each other and all members of the school community in a polite and respectful manner. **Our expectations apply to both adults and children;**
- Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail;
- Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playground etc.
- Observe children in order to undertake trigger analysis of problems and plan to

- avoid them becoming difficult/dangerous through their behaviour;
- Make children feel valued by listening to them and giving them time to explain;
- Take great care to listen to all children who have witnessed or been involved in an incident. The adult will make notes. Restorative approach will allow the child to feel listened to. Staff must be mindful not to scapegoat;
- Get to know the children to be able to bring out the best in them;
- Avoid confrontation;
- Make the reason for rewards and consequences clear,
- Make sure that children know what acceptable behaviour looks like, and avoid the use of the general words like “be good;”
- Help children to develop positive relationships, by intervening at an appropriate point to talk things through;
- Teach playground games through role models;
- Ensure children are involved in appropriate games in the playground;
- Make effective use of the playground equipment such as skipping ropes, tennis racquets, balls, and stilts and take responsibility for looking after the equipment and ensuring it is stored correctly;
- Make sure work is well matched, has good pace and children are challenged;
- Share specific praise and approval with parents when children have made positive choices with their behaviour;
- Ensure parents/carers are made aware from the start if their child receives a consequence for difficult/dangerous behaviour that will be recorded on a Record of Behaviour slip and monitored.
- Proactively promote home school links;
- Embed the practice of routinely setting achievable targets and celebrating with the child their success in achieving them;
- Make it clear that it is the choice of behaviour that is unacceptable – **NOT THE CHILD.**

5. THE ROLE OF THE LEARNING MENTOR

The Learning Mentors are to:

- Support children with SEND difficulties e.g. ASD, SEMH & ADHD
- Engage and support children on IRRP
- Open door policy for children to come to the Beehive during break and lunchtime. These children may want to discuss a worry/concern or share some good news.
- Implement and monitor the child’s Behaviour Reflection Report.

6. THE ROLE OF THE PHASE LINKS

Phase links are:

- The initial designated behaviour support for class teachers.
- To resolve any issues if behaviour is ongoing or repeated and escalates beyond the classroom.
- To liaise with their SLT Links should the issues/concerns continue or be of a serious nature.

7. THE ROLE OF PARENTS AND CARERS

The school collaborates actively with parents and carers, so that children receive consistent messages about positive choices of behaviour at home and at school. We explain the school expectations on the website and at induction; and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use a protective or educational consequence for the child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, a member of the Leadership Team should be contacted so a meeting can be arranged. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils by promoting self-esteem and confidence, leading to order and self-regulating.

It is also recognised that external influences on children must be considered and related to the expectations of the school. The development of positive relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who make positive choices with their behaviour. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through clearly defined school expectations/values understood by all:

Millbrook's Values:

- **Respectful**
- **Heard and Cared For**
- **Resilience**
- **Inspire**
- **Successful**

8.1 Celebrating positive behaviour

Public praise can be powerful when it is specific to the aspect of behaviour being celebrated. There are also occasions when a quiet word of praise is more appropriate.

The school has several methods for celebrating positive behaviour. These include:

- Sharing success with other classes.
- Sharing success with other members of staff.
- A well done phone call
- Mention in home school communication book
- Phase Links will bring to the attention of SLT where a 'Wow' card is to be sent home.
- Star of the week which are linked to our school values- nominated by each teacher and presented in Friday's whole school assembly. Stars of the Week are displayed in a prominent position within the main corridor.
- 'House Points' – all staff award House Points. The house with the highest number of House Points each week wins a gold star in Friday's assembly. The house with the most gold stars at the end of the term has a treat/non-uniform day or a party.
- Midday Staff are to celebrate positive choices of behaviour at lunch time by giving a raffle ticket to the children. Every child who receives a raffle ticket is awarded 10 House Points. The points are added onto the following week's total.

8.2 Therapeutic - guide

Throughout the school children's choices of behaviour should be tracked through the Record of Behaviour.

| Step | Action |
|------|---|
| 1 | Verbal reminder for difficult behaviour, this will include, low level disruption, rocking on their chair, calling out, failure to follow instructions, inappropriate comments/language or talking with their peers at an inappropriate time. |
| 2 | Script sentencing used when asking them to make a better choice. Speak slowly, consistent and use of limited language. E.g. child's name, thank you for going back to your seat/thank you for starting your task, thank you for not rocking on your chair. Repeat a few times to allow the child to register and follow your request. |
| 3 | If difficult behaviour persists the child will be given the choice to have some thinking time on a designated place in the class or to move to their 'buddy class.' A ROB will need to be completed at this point |
| 4 | If the difficult behaviour escalates to dangerous behaviour which includes, throwing chairs fighting, being physical with their peers, please call for SLT, SENCO, Learning Mentor who will assist. De-escalation script will be used and a decision will be made regarding the consequence, depending on the level of dangerous behaviour being displayed |
| 5 | When the behaviour becomes dangerous e.g. Fighting, throwing objects, hurting another child, defacing property the adult will use the de-escalation script. We will give the child chance to calm down if they have stopped the behaviour. If the behaviour is escalating then we will make sure all other children and adults are kept safe away from the dangerous behaviour. The child will then be asked to leave the class/playground/dining hall/corridor to have some time to talk to a member of staff. |
| 6 | If a problem has arisen between two children or a group of children then the restorative approach will be used by the learning mentor. Accounts from the children will be recorded and acted upon if necessary. |

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| 7 | An educational or protective consequence will be put in place for any of the difficult or dangerous behaviour shown by a child. This decision is discussed with the member of staff involved and SLT or Learning Mentor. |
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Remember:

- Behaviour on school trips and at lunchtimes are included in the steps.

8.3 ROBs (Record of Behaviour slips)

ROBs are to record the difficult/dangerous behaviour and resulting consequences – **they are not to be used as a threatening consequence themselves!**

They are used for several reasons. They ensure that:

Pupil accounts are taken

Parents are informed

Consequences are used equitably and in accordance with this policy across the school

We are able to monitor difficult/dangerous behaviour of individuals, groups, classes, and cohorts so patterns can be identified and additional support put in place to address them. We are able to identify commonly recurring inappropriate behaviour so that additional support can be put in place to address it e.g. through assembly themes, circle time, additional groups etc.

All members of staff (except the learning mentor) are responsible for completing ROBs for any difficult or dangerous behaviour they deal with; however, if they are not the class teacher, they must notify that class teacher.

If a child's behaviour is logged on a ROB their parent, in most instances will be notified by the class teacher at the end of the day and any comments noted. This is essential so that parents/carers are aware of any issues at the earliest stages.

If the child is collected by any person other than their parent/carer (e.g. older sibling or child-minder) then the parents should be contacted by phone in order to discuss the issue. Messages in relation to behaviour should not be relayed through other adults.

ROBs are collected by the Learning Mentor daily and entered onto the school's tracking system.

Data from the ROBs is analysed. Interventions will be put in place if needed, these include Counselling, Play Therapy, Mentoring, Behaviour Reflection Report, Rivers, Phoenix Centre, School Nurse, CAMHS

8.4 Persistent Difficult/Dangerous Behaviour

If a child's difficult or dangerous behaviour persists the Learning mentor will work with the child on a 1-1 basis to discuss choices of behaviour. A meeting with the Headteacher, Teacher, Learning Mentor, Senco and parent to discuss a way forward for the child to become successful within our school.

The Learning Mentor will meet with the child twice a day to discuss their behaviour reflection report. Both parent and teacher will be aware of the child's SMART targets. These can change on a daily or weekly basis.

If needed, an Individual Risk Reduction Plan will be completed and put in place with the help of the anxiety mapping, roots, and observations. This will always be shared with the parent/carer.

8.7 Early Years

Reception classes follow the same systems as those outlined previously; however, in nursery the approach is slightly different.

The three school expectations still apply although in a simplified version:

Step guide for dealing with Difficult Behaviour is:

| Step | Action |
|------|--|
| 1 | Verbal reminder for difficult behaviour, this will include, low level disruption, rocking on their chair, calling out, failure to follow instructions, inappropriate comments/language. |
| 2 | Script sentencing used slow, consistent and use of limited language. E.g. child's names thank you for going back to your seat/thank you for starting your task. Repeat a few times to allow the child to register and follow your request. |
| 3 | If choice of behaviour persists the child will be given the choice to have 'time out' within the class. Parents will be informed when they collect their child. |

9. DANGEROUS BEHAVIOUR

This includes:

- Persistent or repeated incidences of bullying including virtual and/or cyber bullying.
- ***NB This can include incidents of bullying outside of the school premises or normal school hours. (See Anti-Bullying policy).***
- Physically harming another (whether child or adult).
- Racism.
- Swearing and using abusive language towards others.
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission;
- Rudeness;
- Vandalism;
- Theft;
- Threatening others/ Threatening with & /or using a weapon;
- Bringing a weapon on the premises;
- Any action which may jeopardise the health and safety of the individual or others;
- Persistent difficult/dangerous behaviour;
- Malicious allegations against staff.

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the Head or other member of the Senior Leadership Team.

They can lead to exclusion, depending on severity and circumstances

10. Suspension

We will always try to identify the causes of behaviour issues and to set up strategies to support the child to modify their behaviour. At MPS we see suspension as a last resort however there are incidents or circumstances where it will be the only appropriate step. For example in line with the Local Authority's policy there will be a minimum of a 5 day external exclusion for bringing an offensive weapon to school.

Work to be completed is always set for any suspension in order to minimize any detrimental effects on a child's education. It is expected that this will be completed and returned to the school to be marked.

10.1 Internal Suspension

An internal suspension at MPS means that a child will complete their set work in another classroom. They will also not be permitted to be in the playground at break or lunchtime.

10.2 Suspension

If an external suspension is deemed appropriate it is expected that the child remains supervised at home for the day and completes the work that has been set. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the suspension.

10.2.1 Procedures

- If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents must meet with a member of the Leadership Team on the day that the child returns to school to ensure such events do not reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

11. SAFETY SUPPORT PLANS / INDIVIDUAL RISK REDUCTION PLANS

On rare occasions it may be felt that a child is at risk of permanent suspension due to the Difficult or Dangerous behaviour being displayed. In this circumstance the school will put a Safety Support Plan (SSP) or an IRRP into place in order to support the pupil and try to prevent this occurring. This is a 16 week plan that involves the pupil, school and parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. There are regular reviews to assess progress and make amendments as needed. Where appropriate, other agencies including the Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupil.

12. OTHER INFORMATION

12.1 Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself into danger (e.g. attempting to run away)
4. Damaging property

For further details please see our Positive Handling policy.

12.2 Confiscating Items

Unapproved items brought into school by children may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.

The Headteacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed. All of the above actions and the list of the unapproved items are in line with the DFE Advice "Searching, Screening & Confiscation" (January 2018).

13. INCIDENTS OUTSIDE OF THE SCHOOL

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

13.1 AT MPS THIS IS SEEN AS:

Any difficult/dangerous behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

In extreme cases (such as cyber bullying) misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school
- affects a child's emotional wellbeing
- it is seen as sexual harassment

The Behaviour policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Special Educational Needs Policy (including School Information Report and The MPS SEN School Offer)
- Equalities Policy
- Attendance Policy
- Safeguarding Policy
- E-Safety Policy

We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

See also our SEN, Inclusion, Anti- Bullying & Equalities Duty for further detail of this.

Appendix

Buddy Class List

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|---|---------------------|
| Classes are to Buddy within their designated areas. | Reception to Year 1 |
| | Year 1 to Year 2 |
| | Year 2 to Year 3 |
| | Year 3 to Year 4 |
| | Year 4 to Year 5 |
| | Year 5 to Year 6 |
| | Year 6 to Year 4 |

De-escalation script

- Learners name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and