



Millfields Primary School
Behaviour Statement
And Policy

Signed: David Roscoe (Chair of Governors)

Date: ...09/05/19

Aims of the statement

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. These procedures apply to all children, staff, governors and volunteers working in the school. The aim of our procedures is to promote good behaviour in the following ways:

- Provide a broad, balanced and challenging curriculum which is rigorously planned to ensure breadth, depth and relevance and appropriate to the needs and progression of every child.
- To encourage, reward and celebrate the individual strengths and achievements of children and staff.
- To develop purposeful relationships between children, staff, governors, parents and the wider community.
- To promote high expectations of good behaviour, courtesy, mutual respect and consideration for others within and beyond the school environment through a clear and consistent approach, including being a good role model.
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and ultimately of wider society.
- To give consistent and clear scripts and routines using positive phrasing, feelings, comfort and forgiveness. For script see Appendix 1

Children's Rights

To reinforce the school's values, we recognise that all children have 3 key rights and responsibilities:

- 1st right – We all have the right to learn in a calm, supportive and purposeful atmosphere in which effective teaching and learning can take place and the responsibility to *let others learn*
- 2nd right – We all have the right to be treated with respect and the responsibility to *treat others with respect*
- 3rd right – We all have the right to feel safe and secure and the responsibility to *keep everybody safe*

Responsibilities

Senior Leadership Team and Governing Body

The headteacher and governors have a critical role in identifying and developing values and expectations that are shared by children, parents and staff. They should:

- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day.
- Ensure senior leader's model the behaviour and social skills they want children and staff to use.

- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.
- Monitor the effectiveness of the behaviour policy and ensure that it is consistently applied.

Teaching and non-teaching staff

Staff are expected to set the right example to children in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of children within sight or sound of them. The teacher is the main influence in creating a positive environment in class by:

- Clearly explaining and teaching the class and school rules to the children.
- Setting high but achievable standards for children's work and behaviour.
- Sharing skills, learning tasks and outcomes as part of the teaching process.
- Encouraging active participation and responsibility for their own learning which includes opportunities for self-evaluation.
- Offering a balance of appropriate differentiated learning experiences for all.
- Ensuring that marking and feedback is appropriate and thorough.
- Positively reinforcing good work/effort/behaviour.
- Ensuring positive and smooth transition arrangements between Key Stages.
- Using positive phrasing

Parents and Carers

We believe that it is important that parents are involved in the reinforcement of positive behaviour.

- On enrolment parents sign a home/school agreement which clearly sets out expectations of behaviour, attendance and punctuality.
- Parents should ensure that their children know the standard of behaviour expected in school and understand the consequences of breaking school rules.
- The school will inform parents if they are concerned about a child's behaviour and they feel that initial sanctions have not had the necessary effect.
- The school works in close partnership with outside agencies which provide information and classes for parents wishing to learn more about how they can support behaviour and attendance from home.

Behaviour

Promoting good behaviour involves responsibilities and rights on the part of the teachers, support staff and learners. Teachers and support staff are expected to act as role models for children, in terms of their behaviour, appearance and modelled relationships. Children have the responsibility to co-operate and the right to enjoy respect and friendship.

Unacceptable behaviour

Teachers and support staff should treat children and adults with courtesy and be consistent and fair in their treatment of all children (by giving limited choice when necessary). Unacceptable behaviour for adults would constitute: public arguments or disagreements with other adults in the school; sarcasm or ridicule used against children; any form of corporal punishment; lack of preparation/feedback in lessons; any behaviour out of school which would be liable to damage the reputation of the school.

The following behaviours are unacceptable from children at this school:

- Refusal to accept the authority of a member of staff.
- Physical abuse to a person or property (e.g. vandalism, hitting, kicking, biting, punching, spitting, fighting).
- Verbal abuse (e.g. swearing, offensive name calling, including abuse directed by reason of another individual's race, gender, disability or sexual orientation).
- Bullying of any kind (including abuse directed by reason of another individual's race, gender, disability or sexual orientation).
- Stealing.
- Offensive hand gestures.
- Abuse of internet privileges – cyber bullying.
- Leaving the premises/classroom without permission

When dealing with an incident all staff should hold the following in mind.

- Training received about the Thrive Program, particularly regarding principles of communication and de-escalation
- Training received on Zones of Regulation
- Shared reparation, reflection and restoration. (See Appendix 4)

How we Support Pupils

Within our PSHE (Personal, Social and Health Education) curriculum, the Thrive Program and Zones of Regulation, we aim to give pupils the skills and confidence to:

- understand 'right' from 'wrong'
- take responsibility for their actions
- understand that sometimes things do go wrong and that in such instances, there is an obligation to put things right or to make amends

- be assertive, express their feelings and resolve conflict without resorting to being aggressive or rude
- tell someone if there is a problem that needs to be resolved
- become resilient

Restorative Justice

As a primary school, we understand that our children are on a learning journey and this includes learning how to be social with their peers and adults. We also understand that children may make mistakes when they are learning and therefore our approach puts restoring harm done to relationships over and above the need to assign blame and dispense punishment. For this reason, we will work with children in our school to ensure that they always learn from their mistakes and restore any harm that they have done.

Our Serious Incident Form has a pupil de-brief on the reverse of this form to help guide this process by asking the following questions: What happened? What were the people involved thinking and feeling at the time? Who has been affected and how? How can we put right the harm done? What have we learnt so as to make a different choice next time?

Inclusion

As a school, we aim to give every child, every chance, every day. Therefore children with specific identified Special Educational Needs may need a flexible approach to the Rewards and Consequences. Some children may need a completely different approach to help encourage pro-social behaviours and these children will have an agreed Individual Behaviour Support Plan.

Ways of Promoting Good Behaviour - Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

These vary according to age but can include:

- Instant positive comments – written or spoken
- House points – which are awarded for: Good and outstanding effort/work; Maintaining a positive attitude; Going ‘above & beyond’ in their learning; Reaching personal targets within their learning
- Sharing Assembly – Headteacher’s awards
- Stickers given for good behaviour
- Sharing work with the Headteacher
- Movement in the classroom reward system
- Tapestry – engaging parents in children’s achievements during the day.

Ways of Promoting Good Behaviour - Sanctions

We are committed to developing positive behaviour and raising self-esteem for all children. Positive correction is encouraged as the preferred method through rule reminders and referring children to the behaviour they should be aiming for, rather than emphasising poor behaviour. However, we recognise that from time to time there will be a need for sanctions when behaviour is deemed unacceptable and not conducive to learning. The use of sanctions should be characterised by certain features.

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Let the child know that you understand there might be a problem by using the de-escalation scripts. (Appendix 2).

Sanctions proceed along the following continuum however some offences would require the immediate attention of the headteacher, and involvement of parents. (Appendix 3).

- Facial expression of disapproval
- Reinforcement of expected behaviour and opportunity to adjust behaviour
- Moving the child's name down on the classroom system
- Opportunity to reflect and correct behaviour

Sanctions for continued inappropriate behaviour could include:

- Time out in the class area
- Time out in another class
- Restorative justice
- Loss of privileges e.g. Part of playtime/activities
- Class teacher may talk informally with parents
- Taken to a Senior School Leader
- Taken to Headteacher and discussion with parents

Serious Incident Form Recording

Any incidents where a child has caused physical harm to their peers, staff or self, damaged property, absconded, sworn, committed an act which could be seen as bullying, racist, homophobic or discriminatory should be recorded on a Serious Incident Record form after the member of staff has put in place protective and educational consequences. These forms should then be passed to a member of the senior team as soon as possible.

Fixed – term and permanent exclusions

Headteacher

In the case of a child behaving in an abusive, violent or disruptive manner it will be at the discretion of the headteacher to engage the exclusion procedure **from the next session**.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child they must:

- Inform the parents immediately giving reasons for the exclusion.
- Make it clear to the parents that, if they so wish, they can appeal against the decision to the governing body.
- If the exclusion is for more than 5 days, or permanent, the headteacher must also inform the LA and the governing body.
- Following a period of exclusion a child and their parent will be required to meet the headteacher before returning to school.

The Governing Body

To safeguard decisions made by the headteacher in relation to fixed-term and permanent exclusions, the governing body:

- May be required to form a pupil discipline committee, which should comprise three non-staff members. The committee should consider, on behalf of the governing body any parent/carer representations made following a fixed term exclusion
- Can consider reinstating or upholding the headteacher's decision to permanently exclude a child
- Cannot in the case of a fixed-term exclusion, extend the period set by the headteacher.
- Must ensure that the Headteacher complies with the ruling, should the pupil discipline committee decide that a child should be reinstated.

Monitoring

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis.

They will:

- Report to the governing body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

- Keep a record of any child who is suspended for a fixed- term or who is permanently excluded, and report upon this termly to the governors without naming the child/ren.

It is the responsibility of the governing body to:

- Monitor the rate of suspensions and exclusions.
- Ensure the school policy is administered fairly and consistently.
- Review the policy annually – this may be carried out earlier if deemed necessary.

Appendix 1

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)

Appendix 2

De-escalating Script

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

Avoid saying 'Don't'

Don't think about a pink elephant!

It is not possible to obey this message – the brain creates a picture of the elephant.

Instead of using 'Don't', give a clear description of the behaviour you do want instead:

- Hold your knife carefully and keep your hands above the table
- Use the playground for jumping and the furniture for sitting
- Wipe your nose on a tissue. I'll give you one to keep in your pocket
- Walking thanks

Use partial agreement

- De-escalates situations
- Acknowledges a pupil's point of view without agreeing to it
- Harder for a pupil to challenge

MDA: Jane, start your dinner thank you.

Pupil: I wasn't talking...

MDA: Maybe you weren't, but I am asking you to eat your dinner now.

LSA: Robin, give Adam his coat back, thank you

Pupil: He took my coat first.

LSA: Maybe he did; but I am asking you to give it back now.

Appendix 3

Daily Rewards and Consequences Organisation

	Learning Behaviours	Consequences
+2	Inspire and motivate others to learn. Finding ways to learn more. Explaining how to learn from your mistakes. Check your work and improve it Talk about what you have done well and what you need to improve.	Move up the behaviour chart 2 House points if on gold at end of day Stickers
+1	Help yourself when you get stuck before asking for help Helping make you school environment better. Doing things in a better way than last time Showing others our learning values	Verbal praise from an adult. 1 House point if on silver at end of day
Our Expectations	To show helpful learning behaviours such as: concentrate, don't give up, be cooperative, be curious, have a go, use your imagination and keep improving. To show respect, care and kindness to others, ourselves and our school property.	Successfully grow your brain. Learn to work with others. Enjoy learning. House points
-1	Choosing not to engage in learning. Disturbing other children's learning. Not showing respect for others	Facial expression of disapproval. Reinforcement of expected behaviour and opportunity to reflex and improve. If the unhelpful behaviour continues, move down on the traffic lights. The moment the child displays expected social behaviour they will move back to green.
-2	Stopping the class from learning	Move onto the traffic light system to purple. Time out in the class area Time out in another class Loss of privileges e.g. Part of playtime/activities Class teacher may talk informally with parents Taken to a Senior School Leader Taken to Headteacher. Formal discussion with parents A fresh start, including moving back to green should be encouraged by the staff.
-3	Refusal to accept the authority of a member of staff Physical abuse to a person or property (e.g. vandalism, hitting, kicking, biting, punching, spitting, fighting) Verbal abuse (e.g. swearing, offensive name calling, abuse directed by reason of another individual's race, gender, disability or sexual orientation) Bullying of any kind (including persistent abuse directed by reason of another individual's race, gender, disability or sexual orientation) Stealing Offensive hand gestures Abuse of internet privileges (including cyber bullying) Leaving the classroom/premises without permission	A Serious Incident record will be completed by staff after protective and educational consequences. Parents to be informed. The Headteacher will decide on a consequence which may include internal or external exclusion to keep everyone safe.

Appendix 4

Pupil De-Brief

What happened?

What were the people involved thinking and feeling at the time?

Who has been affected and how?

How can we put right the harm done?

What have we learnt to be able to make a different choice next time?