**Mill Lane**

**Primary School**



Behaviour Policy

January 2017

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**Mill Lane Primary School**

**Behaviour Policy**

**Aims**

* to teach and reinforce appropriate behaviour skills to all children
* encourage children to take responsibility for their actions and empower them to make sensible choices
* ensure that everyone within the school community has high expectations of behaviour
* ensure that appropriate behaviour is rewarded
* ensure that incidents of inappropriate / unacceptable behaviour are dealt with consistently
* support children and adults in managing and improving behaviour

Our aims are best achieved when working in close partnership with pupils, parents, carers, staff, governors and the wider community. To achieve our aims we place great value on the following all encompassing ‘Handy High 5’ words:

**HERE – HAPPY – HEALTHY – HARDWORKING – HONEST**

We are very proud of the high expectations we place on behaviour and conduct within Mill Lane Primary School. Through these high expectations, we aim to develop a calm, friendly atmosphere, fostering a caring culture based on mutual respect, co-operation and support. We use positive reinforcement and praise to show the children what is expected of them in terms of behaviour. We all agree to follow our school’s ‘Golden Rules’ to enable our school community to work safely and harmoniously together.

**Our Golden Rules:**

* We are kind and helpful – we don’t hurt anyone’s feelings
* We are gentle – we don’t hurt others
* We listen – we don’t interrupt
* We work hard – we don’t waste our own or other’s time
* We are honest – we don’t cover up the truth
* We look after property – we don’t waste or damage things

These rules are discussed with children frequently and displayed in all areas of school. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Our school promise embodies the ethos and culture which makes our school a safe and happy environment for everyone. All members of the school community are familiar with the promise and use it as a benchmark to promote positive behaviour.

‘Our School Promise’

At our school we understand,

That respect and learning go hand in hand.

We look after our friends, and treat property with care.

We work very hard, and our problems we share.

We try our best to be sensible and safe,

To make our school a happy place.

We use kind words and follow each rule,

Everyone is equal at our school.

**Rewards for appropriate behaviour**

Our Behaviour Policy should strike a healthy balance between rewards and consequences which are clearly understood by everyone: teachers, children, parents and governors. Pupils should learn from experience to expect to be treated fairly and consistently. Pupils will be taught that the rules apply to everybody in school. The whole school community is aware that there is flexibility in the way rewards and sanctions are used to manage behaviour in accordance with the needs of the child and the safety of others.

Positive approval of good behaviour or “praise” should be regarded as a major contributory factor. Rewards are given out by all adults with a specific reminder about what the child has done to earn the reward. Rewards at Mill Lane are displayed throughout the building and include:

* **Specific praise from adults**
* **Class Dojo points and Gems**
* **Stickers**
* **Sharing work with another teacher or a team leader**
* **Taking part in a Celebration Assembly**

Pupils are rewarded for following the Golden Rules and promoting model behaviour. All pupils at Mill Lane are members of one of four Gem Teams:

Diamonds

Emeralds

Rubies

Sapphires

Gems and praise are awarded each day and a weekly assembly highlights the successes of the teams. House Captains and Vice Captains for these teams are democratically voted for, by all pupils, each year.

Excellent Lunchtime behaviour is recognised and praised by our lunchtime staff, who invite children to sit at the special Top Table each week.

A weekly whole school achievement assembly celebrates the effort, skill and talent of pupils from each class. Teachers write nominations in the special ‘Gold Book’, and children receive a golden certificate to take home. Children are also awarded for achievements in Maths, spelling and handwriting.

‘Golden Time’ is a class and individual reward given for following the Golden Rules and making positive behaviour choices. Individual pupils choose how they will enjoy this reward during ‘Golden Time’ activities each week.

Positive playtime behaviour is praised and recognised by the Playground Friends, who can also reward dojo’s and gems (See Section on Playground Friends)

It is generally accepted that good behaviour has contributed significantly to the development of the school. There are several elements identified by the staff of the school as being particularly significant in the success of our current behaviour policy.

**Parental Support** is crucial to the success of any system. We understand that children sometimes feel that they have not been treated fairly or they are unhappy with the sanction placed upon them. We ask that parents support the school in the first instance and come into school to discuss any issues. We accept that mistakes will occasionally occur. Where this is found to be the case, we will make every effort to rectify the situation. However, we do make every effort to ensure that our judgements are correct in the first instance.

**Consistency** In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the school. All staff must apply the procedures in the same way.

**Fairness** The system has pre-determined rewards and sanctions built into it. If these rewards and sanctions are applied consistently, they are perceived to be fair by the children. Children have to accept responsibility for their own actions and behaviour. In this respect, and this is made explicit to all children within the school, they choose their attitude and behaviour.

**S.T.E.P**

All adults working in school are responsible for modelling good manners and appropriate behaviour to children.

We encourage a caring attitude for each other, with emphasis on politeness, thoughtfulness, empathy and good manners; our **S.T.E.P**. approach is promoted throughout the school - **S**orry, **T**hank you, **E**xcuse me, **P**lease;

All children and adults are expected to know and use this STEP approach when interacting with any other child or adult.

Key phrases to gain children’s attention – “Give me your attention, please.” and “Give me five.” (with the visual cue of holding a hand high in the air)

All staff have a responsibility to ensure that children have equal opportunities to earn rewards for their behaviour and to take part in Golden Time and other reward activities.

**Consequences for inappropriate or unacceptable behaviour in class**

At Mill Lane Primary School we will display our sanctions throughout the building. Our sanctions are hierarchical generally, however, in the case where a pupil consistently breaks the rules, the teacher may want to alter the starting point of the hierarchical system. In addition, where any behaviour is deemed serious enough, the adult dealing with the incident may choose to immediately involve the Deputy Head Teacher or Head Teacher. Our sanctions are:

* **A reminder that the specific behaviour is against the rules**
* **A warning to cease the specific behaviour (this may be a visual warning, such as a name written on a board, if it’s considered by the adult that the child needs a visual reminder)**
* **A time-out within the room for 5 mins (with work given). To miss 5 mins golden time.**
* **Isolation from the class with work for up to 15 mins (child can go to team leader or Deputy Head Teacher). To miss 10 mins of golden time.**

**Following a time-out or isolation, children are expected to apologise and acknowledge why they had to complete a time-out or isolation. Children are encouraged to make the right choices next time.**

* **Child taken to see Deputy Head Teacher and phone call home to parents**
* **Child taken to see Head Teacher and phone call home to parents**

Immediate Isolation - children can be moved to an immediate isolation when the child has done something that they clearly know that they shouldn’t have e.g.

* Swearing
* Hitting/ fighting
* Defiance
* Refusing Time-Out

**During the Golden Time** session, any pupil who has lost some Golden Time is asked to sit with the visual cue of a sand-timer for as long as their ‘Time-Out’ session warrants. During this time, children sit and write out the school promise.

## Fixed-term and permanent exclusions We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on Head Teachers to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Exclusion may be considered when there is a risk of harm or significant injury/ offense to others e.g.

* Aggressive use of swearing against another child or adult
* Significant verbal threats to adults/children
* Unprovoked violent attack against other children or adult

**Safety** of our children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

**Bullying.** If a child threatens, hurts or bullies another child, the class teacher records the incident and involves the Deputy Head Teacher and Head Teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. *(See Anti-Bullying Policy)* Mill Lane Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

**Restraint** Teachers can use reasonable force to restrain pupils if

* There is danger of them hurting themselves or others
* They are committing criminal offence
* They are causing damage to property
* They are refusing to comply with the school rules.

Where restraint has to be used to manage children, all incidents are recorded on CPOMs. These actions, when taken, are in line with government guidelines on the restraint of children.

All staff members may undertake pupil searches.

Teachers can instruct pupils to empty their pockets and belongings.

Where there is potential danger or risk to the personal safety of teachers or pupils the police will be called.

All staff members are aware of the regulations regarding the use of force by teachers. At Mill lane we have some staff members who have completed the Team Teach Programme on the correct handling of children. This training is endorsed by Stockton Local Authority.

*For full details please refer to the Positive Handling Policy*

**Hate Crime** Any ‘hate’ incidents are logged ad dealt with by the Head Teacher and reported to the LA.

**Consequences for inappropriate or unacceptable behaviour at playtimes or lunchtimes**

Any pupil behaving inappropriately during playtime or lunchtime can be asked to sit in ‘Time Out Club’. The class teacher, lunchtime supervisors and parents are made aware of sanctions decided upon, to ensure all involved have the same high expectations of standards of behaviour. Lunchtime Supervisors are involved in the whole school ethos towards rewarding positive behaviour. They award stickers, gems/dojos and praise for excellent behaviour choices and follow the same warning and Time Out procedures evident in the classrooms.

**Behaviour Passports To Success**

Occasionally, some pupils need more structured systems to encourage them to make consistent positive behaviour choices. These pupils work closely with the Senior Leadership team or PSA to agree on appropriate behaviours, rewards and sanctions. These pupils carry a ‘Behaviour Passport’ which they have responsibility to have checked by the appropriate member staff after each individual session during the school day. This information is shared with parents on a daily/ weekly basis as appropriate.

## The role of all staff

* Catch the child being good and award praise and/or other reinforcers e.g. stickers, points, certificates.
* Try to anticipate problem behaviour so that you can re-direct the child.
* Give clear instructions, then apply stated consequences. Avoid pitying the child. In order to become self-managing the child has to learn to accept responsibility for his/her behaviour. Protecting children from the consequences of their behaviour means that we assume responsibility and the child has no opportunity to learn from the situation.
* Tell children what to do rather than what not to do. If you need to use DON’T or STOP in your instructions always add what the child can learn from the situation.
* Use “please and “thank you” a lot and expect children to do the same.
* Smile, look pleased to see the child and use his/her name when you speak to him/her.
* Be consistent in the way you respond.
* Set an example in your own behaviour.
* Communicate to all children that you want to trust them despite the difficult behaviour they exhibit. “I don’t like your misbehaviour, but I do like you”.
* By your own actions communicate that you mean what you say. If you are unable to follow something through, then don’t say anything at all.
* Stay calm. Speak quietly but firmly and act rather than react. Avoid shouting.
* Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you do to. Inform the Head Teacher or Deputy Head of the situation.
* Refuse to argue or debate the rightness of a pre-set consequence.
* The child’s misbehaviour is his/her business and yours, keep interventions as private as possible.
* Above all show the child his/her success is important to you and that you want the child to make wise choices in the way that he/she behaves. The child must know that you want him/her to be happy in school.

## The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the Golden Rules consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself as outlined above. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Head Teacher or Head Teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, after consultation with the Head, Deputy, SENDCo or PSA, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## The role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the LA and school governors have been notified.

## The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, 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 reasonable sanctions to punish a 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, they should contact the Deputy Head or Head Teacher and then school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## The role of governors

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

## Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. *(See Medical and Medicines Policy)*

The school will take very seriously the misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher. If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. *(See Drugs Policy)*

## Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school records incidents of misbehaviour on CPOMS when neccessary. The class teacher records minor classroom incidents. The PSA keeps a record of Behaviour Passports and related incidents.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Behaviour Policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the school change.

### Signed and dated:

### Head Teacher ………………………………………………………………………………………………

Chair of Governors …………………………………………………………………………………………