

# Mill Lane Primary School



## Behaviour Policy March 2020

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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:

## Sapphires Rubies Emeralds Diamonds

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 recognized 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 - **Sorry, Thank you, Excuse me, Please;**

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). 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 (When appropriate).

**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 Exclusion from maintained schools, academies and pupil referral units in England (DfE, September 2017). We recognise it is the duty of the school and local authority 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.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where

further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

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**

In line with current government guidelines on social distancing, staff will not restrain children. This is to protect both pupils and staff from potentially exposing themselves to COVID 19. All other pupils must be removed from the room/location and space given to allow the pupil to calm down whilst supervised by members of staff who are team-teach trained.

When restrictions on social distancing are relaxed, 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 and 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)*

### **Weapon related incident**

Weapons are banned on the school premises. For the purpose of this policy a "weapon" is:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns;
- knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc;
- explosives, including fireworks, aerosol sprays, lighters, matches;
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

- Num chukkas, death stars and other martial arts objects.
- Screwdrivers, hammers, chisels, bradawls and any tool that could be offensively used.
- Razor, razor blades or chains. (*See Weapons Policy*)

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

following any altered routines for arrival or departure  
 following school instructions on hygiene, such as handwashing and sanitising  
 following instructions on who pupils can socialise with at school  
 moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)  
 expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')  
 and avoiding touching your mouth, nose and eyes with hands  
 tell an adult if you are experiencing symptoms of coronavirus  
 rules about sharing any equipment or other items including drinking bottles  
 amended expectations about breaks or play times, including where children may or may not play  
 use of toilets  
 clear rules about coughing or spitting at or towards any other person  
 clear rules for pupils at home about conduct in relation to remote education  
 rewards and sanction system where appropriate

### **Effects of Corona Virus**

Returning to school and the routines and rules, which are in place, will be challenging for many children having spent an extended period at home. As a school we are mindful that children might have, at worst, suffered trauma, bereavement, abuse or and at the least, a huge disruption to their daily routines. Mill Lane aim to get back 'into the swing of things' as quickly as possible, but in the short term appreciate that children and their families will need time to adjust and support.

**Behaviour Expectations:** Although our principles around behaviour will not change, we do accept children might find it difficult to conform to our usual high standards. This could be a direct result of but not limited to, being over tired, hungry, anxious about being away from loved ones or bereavement.

We expect all staff to:

- Be mindful to why poor behaviour might be taking place.
- Ensure that behaviour expectations are re-established as quickly as possible - children are re-introduced to sanction chart and dojo system.
- Give frequent reminders to help encourage positive behaviour.
- Remind children about how they should speak to each other; how they treat each other and the expectations about attitudes and respecting one another and staff.
- Leaders should find time to talk to each class daily to remind them of these expectations
- Emphasis must be placed on the school being a safe environment and that they are loved and cared for
- Aim to re-establish the culture and ethos that existed before. Remind pupils of the Value for the half term and try to complete this lesson as soon as possible on return.
- Place much emphasis on attitudes to learning using LORIC sessions
- Allow more rest or down periods and allow 'snack times' as children's eating routines are likely to have changed.
- Be aware that school will sound and feel different to children and this might also impact on behaviour.
- Pupils are expected to stay within giving areas or 'bubbles' around school.

**Hygiene:** In order to keep pupils and staff as safe as possible, staff should remind pupils of the importance of following these expectations:

- Hands are washed as soon as pupils and staff enter the building and at regular intervals throughout the day.
- If pupils or staff need to sneeze or cough, they should make use of tissues and then dispose of it ('catch it, bin it, kill it') avoiding touching their mouth, nose or eyes with hands until they have been washed.
- Water bottles or cups must not be shared.
- Children will only use toilets designated for their group.
- Hands are washed after using the toilet.
- Pencils, pens, rulers and other stationery equipment are not shared.
- Play equipment used by children should be washable and should not be shared.

- Any person deliberately spitting or coughing at another person will immediately be removed from the group and spoken to by HT or DHT in her absence.

If at any time a pupil informs a member of staff that they are feeling unwell or displays symptoms of the virus, they should be isolated from the rest of the group. Carers must be contacted immediately and the pupils should self-isolate for the recommended time scale.

**Learning:** Mill Lane's Primary concern is for its pupils. As classes return to school, the focus will be primarily on their mental wellbeing. Timetables will be altered with a focus on PSHcE, PE, Music and Art based lessons. English and Maths lessons can take place but will primarily be on revision and consolidation rather than new learning in the first instance.

**Break times:** All staff are mindful to the needs of the pupils in their care. When children are having breaks, these will be within designated areas. Children can only mix with others within their group and play equipment will be limited dependent upon whether it can be washed. Staff must explain to children that certain areas such as the 'Trick Trail' are not allowed to be used. In order to keep children within groups and minimise possible contamination, children will eat lunch in classrooms or out in the school yard.

These changes are likely to cause issues for some children. Staff should be mindful that some pupils will find restrictions difficult. Staff must try to reassure pupils and be mindful to the affects changes in school might have.

**Arrival and Departures:** In order to keep staff and pupils safe, children and parents are expected to follow these procedures:

- Parents will not come onto the school site unless they have a pre-arranged appointment.
- Pupils will be collected from and return to parents at the school gate.
- Behaviour and start times will be staggered to avoid crowds of people.
- Only one parent will be encouraged to drop off and collect pupils.

### **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 necessary. 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 .....