

Mandale Mill Primary School



Behaviour Policy

Status	Date
Date issued	Autumn Term 2018
Prepared by	Safeguarding Committee
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Date adopted by Governing Body	Autumn Term Safeguarding Committee

Making an Impact on Lifelong Learning

Policy for Behaviour

Introduction

This Behaviour Policy provides the framework for a happy, secure and orderly environment in which our children learn and develop as caring and responsible people. This policy provides a clear statement of aims and school expectations regarding the behaviour of the Mandale Mill community.

Aims:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions;
- To work consistently and fairly in the positive management of behaviour;
- To encourage our children to cooperate with one another and with other adults in the school;
- To encourage and develop the values of caring and sharing through cooperation and negotiation;
- To work in partnership with parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society;
- To establish clear principles by which those employed by the school approach behaviour issues.
- To ensure individual needs of pupils are met by approaching behaviour from a child-centred perspective.

Objectives:

We support positive behaviour through

- A consistent approach by the whole community;
- Appreciating and following agreed codes of behaviour;
- Encouraging our children to see themselves as a member of the school community and recognise their responsibility within this;
- Having a positive and consistent approach to playtimes and lunchtimes;
- Encouraging everyone to take care of and have respect for their own and each other's belongings and opinions.
- Celebrating occasions when children exemplify excellent behaviour among their peers;
- Doing our best to make sure parents know about good behaviour as well as the times when this may have been a challenge;
- Proactively teaching appropriate behaviour using agreed objectives for different ages and stages of development.

Rights:

- Every child has the right to learn and no child has the right to intentionally disrupt the learning of others;
- Every child has the right to be supported through any incidents of challenging behaviour in a calm, consistent manner;
- Every teacher has a right to teach;
- We believe in a positive approach to good behaviour in school. It depends upon trusting relationships and a process of co-operative teamwork. The school welcomes and encourages the involvement of LA, governors, parents and others in the community.

Responsibilities:

All members of the school community work towards the school's aims by

- Respecting the rights, values and beliefs of all individual members of the school community;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and ethnic groups;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Rejecting and challenging all conduct involving bullying or harassment;
- Working as a team, supporting and encouraging one another.

Role of Teaching Staff:

- Monitoring and evaluating behaviour throughout the school, reviewing the success of this policy;
- Reflecting on their own practice and supporting that of one another;
- Playing their part in recording and reporting incidents of a serious misconduct;
- Being flexible when addressing issues of behaviour and recognising that dealing with this may need to take priority over other matters;
- All staff involved with school follows the guidelines laid down within this policy
- Providing challenging and stimulating lessons designed to enable all children to reach the highest standards;
- Being good role models;
- Supporting one another to ensure they deal with aspects of challenging behaviour in a firm but calm and quiet manner;
- Providing opportunities for children to discuss appropriate behaviour;
- Treating each child fairly and by treating all children in their class with respect and understanding;
- Reporting to parents about the progress of their child, which may also involve contact if there are concerns about behaviour or welfare of a child;
- Ensuring aspects of behaviour which need to be recorded are done so in an accessible, secure and organised manner.

In order to help staff and visiting staff to achieve a consistent approach to behaviour management the following guidelines are provided

- Use Marvellous Me to award children;
- Spread the good news and try to let the pupil know that you know when a colleague tells you something positive about a child's behaviour;
- Be precise and explicit about praise – "I like the way ...", "it makes a big difference when you ...", "you have already tried hard to improve ...",
- Use your judgement about when pupils may prefer very public praise and when private praise may be far more effective and welcome;
- When dealing with frustrating or very challenging behaviour try your best to maintain a calm, quiet but assertive voice and be conscious of your positioning and your own body language and its effect on the situation – remember that you are the adult and the professional in the situation;
- Never use sarcasm or criticism towards a child however frustrating or challenging the circumstances may be;
- Use a consistent stepped approach to communicating expectations to pupils – start with a clear expression of your expectations and include a please always – "sit up straight and look at me please", step it up to remind that this is unacceptable and you need cooperation immediately and why – "I need you to ... straight away because ... ", move on to describing sanctions and consequences – "you need to Or else you will need to ...";
- Keep the context of the pupil at the forefront of your mind – remember what may be behind the issue;
- Following a particularly difficult issue make sure you talk it out with a colleague you feel comfortable discussing it with and be prepared to support other colleagues in return if this means being flexible about priorities and time;
- If an issue is really challenging and affecting your well-being it is essential you tell the Headteacher (and no-one other than the Headteacher) of this so he/she can advise you.

Role of Pupils:

- Being punctual and ready to begin lessons on time;
- Being organised;
- Being polite and helpful to others and following the school rules;
- Contributing to the development of the school's code of behaviour;
- Developing a responsibility for their environment and for their own learning and conduct.

Role of Parents/Carers as partners:

- Working collaboratively with the school;
- Ensuring their children arrive at school punctually and with the appropriate resources to fulfil their learning requirements for that day;
- Supporting their child's learning, and to cooperate with the school;
- Ensuring that children attend school regularly and are ready to learn;
- Providing prompt information to explain all absences, preferably by phone on the morning of the absence;
- Participating in discussions concerning their children's behaviour and being prepared to listen;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.

When considering behaviour we try our best to develop a good partnership with our parents through

- Regular informal contact with teachers who are accessible to parents after school or by appointment;
- Special reward assemblies, which parents are invited to;
- A programme of open school events and consultations;
- An induction programme for children entering the Foundation Stage;
- Transition booklets to explain changes within school;
- Behaviour policy available on school website;
- Attempting to inform parents of good news about behaviour as well as when we need to work together to improve behaviour;
- Celebrations of positive contributions to the wider community with other agencies.

Sen and behaviour

At Mandale Mill Primary School we are aware that social, emotional and mental health problems may be linked to Special Educational Needs and background information and SEND Support Plans must be taken into account before applying sanctions.

It should be recognized that repeated behaviour may constitute a Special Educational Need in itself. It may be indicative of:

- A learning difficulty
- A lack of appropriate social skills
- An emotional upset e.g. bullying, abuse, bereavement, family turmoil, anxiety or depression

Behaviours which may signify emotional and mental health difficulties

- There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.
- **The most important cause of behavioural difficulties – Limited Self-Esteem**

- The most important cause of social, emotional and mental health difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.
- Pupils with low self-esteem may display their insecurities by
- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

- Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.
- Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.
- Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.
- This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

- The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.
- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Referral to outside agencies

A child experiencing behavioural difficulties may be referred to a number of educational agencies such as the Educational Psychologist or the Inclusion Team. Teachers need to play a part in referring pupils to these agencies.

Exclusions

We will try to continue inclusion of a child within school using our first day response procedures. This requires the cooperation of parents and pupil and it may be necessary for the internal removal of a child to be timed to coincide with staff availability. When pupils fail to cooperate with internal exclusion process or when this has already been tried without success, a fixed term remove to another school setting may be required. As a last resort, a fixed term exclusion would be issued. The school follows LA guidelines when informing parents of a need to exclude a pupil. An attempt is always made to provide pupils with work to complete in the home setting.

On return to school a back to school meeting with a clear plan is essential together with a review of progress. The school will inform the LA of any pupils in danger of permanent exclusion from school and request a pastoral support programme to be put in place as soon as possible.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

Equal Opportunity

Equality of educational opportunity irrespective of sex, race or socio economic group is the responsibility of everyone in school. The school and its community endeavour to ensure that both boys and girls are equally supported within a safe environment.

Monitoring and Evaluation

The senior leadership team will monitor this policy. ***Its success will be evaluated regularly with the assistance of governors using the Ofsted framework current at the time.***

Glossary of terms

Sendco – Special Educational Needs Coordinator

Rewards at Mandale Mill

Verbal Praise	Stickers	Written comment on child's work	Phone calls home	Sharing work with peers
Gold Awards	Celebration Assembly	Marvellous Me Awards	Praise pads	Sharing work/behaviour with Headteacher
Sharing work/behaviour with another colleague	Attendance Awards	Punctuality Awards	Feedback to parents	Star Assembly

Non - verbal warning Reminder of expectations	Level 1 Verbal Warning	Level 2 Time Out Deputy or Head Teacher informed through CPOMS	Level 3 Sent to Teacher From Flow Chart Time Out Letter 'A' Home to Parents and meeting class teacher with record on CPOMS	Level 4 Sent to Head Teacher Seclusion Letter 'B' sent home to parents and meeting with Head (Deputy Head Teacher in Head teachers absence) Writing of Behaviour Contract
If the 'star' rules are being 'pushed'	(1st Time Offences) Rough Play Running indoors Being overly noisy Pushing in Interrupting Verbal unkindness Physical unkindness Misbehaviour in toilets/cloakrooms/corridors Disrupting others work Misuse of school resources or others property Failing to follow instructions Mild swearing Other behaviour deemed unacceptable by the class teacher/responsible adult	All level 1 offences if repeated	All level 2 offences if repeated ALSO: Serious swearing Sexual gestures Defiant behaviour towards adults Threatening behaviour to others Arguing (failing to accept responsibility for actions) Lying to a teacher/responsible adult in school Physical aggression Fighting Bullying Continual disruption to the work of others Other behaviour deemed unacceptable by the Deputy/ Head Teacher	All level 3 offences if repeated ALSO: Threatening behaviour towards adults Physical/verbal abuse to adults Extreme Fighting Unprovoked hurting of others Bringing inappropriate items in to school Vandalism Continuous swearing or 'strong' swearing Racist comments Persistent bullying Other behaviour deemed unacceptable by the Head Teacher

Refusing Time Out?

If a child is not causing a safety risk, leave him/her and claim time out later when the child has calmed down. Use specific age appropriate words.

If a child is a risk, use evacuation procedures and seek adult support from a colleague.

Sanctions at Level 2 may include:

- Loss of playtime/lunchtime
- Deputy/ Head Teacher informed

Sanctions at Level 3 may include:

- Pupil secluded to another area of school for a short time where they will be set work to complete and will not have contact with peers in their year group (where possible, parents/carers will be notified of a forthcoming seclusion)
- Letter 'A' issued to parents/carers
- Class Teacher meeting with parents/carers
- Incident form completed

Sanctions at Level 4 may include:

- Pupil secluded to another area of school for a longer time where they will be set work to complete and will not have contact with peers in their year group (where possible, parents/carers will be notified of a forthcoming seclusion)
- Letter 'B' issued to parents/carers
- Head Teacher /Deputy Head Teacher meeting with parents/carers
- Behaviour Contract written in conjunction with school, pupil and parents/carers
- In extreme circumstances, exclusion may be considered

Further Sanctions

- The Headteacher can impose further sanctions.
- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion

Exclusions will be carried out in accordance with school and LA policy and Governors directive and be used in only the most serious cases. It should :

- provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- Prior to the exclusion of a child these steps must be taken:
- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.