

Mandale Mill Primary School



Behaviour Policy

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Prepared by	Katie Blenkiron (Behaviour Lead), Rachel Fields (SENCO) and relevant Working Party staff
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Date adopted by Governing Body	

Belong, Believe, Become.

Mandale Mill Primary School

Behaviour Policy

This policy is to be read in conjunction with the Anti-Bullying Policy, Attendance Policy, our SEN Information Report and the SEMH Provision Map.

Behaviour Policy Intent Statement

At Mandale Mill, the Behaviour Policy has been purposely written and designed to ensure an inclusive, child-centred approach. Whilst as staff we appreciate that children are all unique and a policy cannot give an insight into every child, our intent is that the policy will outline the pathways to success for all children at Mandale Mill Primary School. The policy is written in conjunction with many evidence-based approaches which have been tweaked to support our school in the best possible way. The 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. This is underpinned by our Gold: Rights Respecting Schools Award status.

Aims

Mandale Mill believes that our behaviour policy will help to create an atmosphere of mutual respect, trust and shared responsibility. The policy will discuss the role of the parents/carers, children and local community in conjunction with Mandale Mill Primary School staff to ensure a clear understanding of life within our school. We aim to be a happy, friendly and safe community where we respect and care for each other as we are learning, living and playing. It is also integral to our belief that everybody within the school respects the rights, values and beliefs of all individuals within the school community. It is of the utmost importance that everyone connected to the child as an individual understands their role in following the guidelines set out in the implementation of the policy.

Implementation

Role of School Staff

All school staff have a duty to ensure that the considerations within this policy are implemented consistently. In part, this will guarantee they are working collaboratively to ensure safety for all children. As a school, we follow a universal plan (see attached SEMH Provision Map) which is then further adapted to every individual and their needs. This includes:

- Showing a consistent approach which puts the child at the heart of every decision we make;
- Creating a positive, inclusive atmosphere for every child, whilst viewing them as an individual and understanding their needs;
- Understanding the individualised personalities and needs of each pupil in order to best support them during their time at Mandale Mill;
- Ensuring all behaviour incidents are logged on the school system, CPOMs, with a simple yet factual account of what has occurred. At this point, the Behaviour Lead (Katie Blenkiron) and relevant SLT/Teaching Team Staff will be alerted. This may result in further actions if a serious incident is deemed to have occurred, or a repetitive pattern of concerning behaviour develops. Behaviour within school is regularly reviewed to provide a safe and positive environment.

Role of Children

- To arrive at school with a positive mindset and willingness to learn;
- Being polite to others and try your best to follow Mandale Mill school rules;
- Within the Universal offer, to be responsible for your own behaviour;
- Meet expectations as shown within your setting;

- Following Star Rules: be your best, respect yourself, respect others, make responsible choices, always learning.

Role of Families

- Working collaboratively with the school to support their child's learning;
- Open, respectful communication channels with school;
- Inform of current developments in the child's life;
- Ensure children arrive at school prepared and punctual;
- Early contact with school on all matters that affect the child.

SEND (Special Educational Needs and Disabilities) at Mandale Mill Primary School

This section should be read in conjunction with the SEMH Provision Map and our SEND Information Report.

Some children need additional support from within school and/or outside agencies. We support children with identified SEND as part of our universal offer with quality first teaching being at the forefront and we use the plan, do, assess, review cycle to plan appropriate next steps and targets. An Early Help assessment may be used to support multiagency working and identification of unmet needs.

SEMH (Social, Emotional and Mental Health) at Mandale Mill Primary School

This section should be read in conjunction with the SEMH Provision Map.

Pupils with SEMH needs or low self-esteem can present with behaviours which alienate those around them. However, it is intrinsic that adoption of positive behaviour management strategies is always employed to ensure they can acquire and access more appropriate patterns of behaviour independently in the future. School staff at Mandale Mill will endeavor to reinforce good behaviour and celebrating achievements by always giving time, approval and attention to pupils were needed, ensuring a reinforcement on self-esteem and promoting positive development for life beyond their school years. It is important that children's Social, Emotional and Mental Health is always considered when looking at the best course of action moving forwards. Most children within school will find their needs are met by the Universal offer, which is applied by the Class Teacher in the first instance and overseen by the Behaviour Lead. Occasionally, some children may require further support due to SEMH needs and will need to engage with provision under the Intervention or Personalised offer, which would be overseen by the Behaviour Lead and/or SENCO. 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 cooperatively and consistently.

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 have a role in referring the child to these agencies by speaking with the SENCO (Rachel Fields), Behaviour Lead (Katie Blenkins) and/or recording all conversations/concerns on CPOMs.

Rewards at Mandale Mill Primary School

Rewards are an integral part to daily life within Mandale Mill and it is our strong belief that daily positivity is key to success for each individual child. Rewards may look different in each individual classroom or setting and may include, but not be restricted to:

- Stickers/Sticker chart;
- Certificates/Praise Pads;
- Positive verbal communication;
- Praise Phrases;
- Positive experience e.g. earned 'treat' such as extra breaktime;
- Marvellous Me Badges;
- Positive visual communication e.g. thumbs up, high-five;
- 'Stars' within written marking;

- Smiley faces within written marking;
- Showing work to staff around school;
- Phone call home/speaking to parents on collection;
- Celebration assembly;
- 'WOW' work wall;
- Star of the Week Award.

Intervention Techniques and Positive Handling

In addition to the Behaviour Policy, staff are responsible for managing most behaviour using the Universal offer on the SEMH Provision Guidance (appendix 1). Mandale Mill is a school which prides itself on positive reinforcement, de-escalation and restorative work. Therefore, prior to any consequences being utilized, it is of the utmost importance that staff employ the below strategies where appropriate:

Strategy	What this looks like/example script for use
Ignoring	Where practical ignore inappropriate behaviour whilst praising appropriate behaviour
Positive Questioning	e.g. "What are you doing? What could we be doing? Excellent – you know what we could/should be doing – let's make that choice!"
Positive Choices	"If you do this, then this will happen (positive outcome) whereas if you choose to do this, then this will happen (negative outcome). Now make a choice of what you would like to do."
Code of Conduct/Rules	Take the rule and provide examples, whilst using praise for positive outcomes
Modelling	Indicate role models displaying appropriate behaviour. Adults to be good role models.
Distraction	If a difficult situation is likely to develop, distracting the child's attention, e.g. give a specific task, send a message, etc.
Positive Handling	Teachers may need to have physical contact with a child if their actions pose a danger to themselves or others, or their actions are causing damage to school property. Several members of staff, both teachers and Teaching Assistants are trained in Team Teach methods of positive handling. This is then recorded on CPOMS under the heading Team Teach. Parent/Carers would be informed.
Inclusion of script	"Hi X, I can see that you're feeling cross/sad/worried today, I'm here and ready to talk when you need me".

Consequences at Mandale Mill Primary School

Regarding any unacceptable behaviour, it is imperative that it is made clear that it is the behaviour which is unacceptable and not the individual child. Consequences for behaviour must always be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. However, from time-to-time a child may require a consequence as detailed below:

- Change in seating arrangements within the classroom to minimise distractions for the child or disruption to other pupils;
- Verbal warning;
- Communication with parent/carer;
- Temporary loss of break or lunch time;
- Temporary loss of responsibilities;

- Time out for reflection purposes either within the classroom or within another area in school.

On very rare occasions it may seem appropriate for a child to have a temporary internal isolation or external exclusion. This would be organised through discussion with the child, parent, the Behaviour Lead and a member of SLT. Further information on isolations and exclusions can be found in the following section.

Exclusions

We will always endeavour to continue inclusion of a child within school where possible, taking into account the safety of the child, peers and staff. 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 appropriate 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. In line with exclusion guidelines, word is always provided for the duration of the exclusion.

On return to school a positive 'back to school' meeting with a clear plan is essential, together with a review of progress. The school will inform the LA (via PIP meetings) 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.

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.

Dissemination of the Policy

All staff members and governors will receive a copy of the policy as agreed by Governing Body.

Legal Framework

The legal framework which forms the basis of the policy and practice guidance includes:

- Regulate the conduct of pupils (Section 89(1) (a to e) Education and Inspections Act 2006)

http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf

- Use of reasonable force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf



Article 3 – All adults should do what is best for you. When adults make decisions, they should think about how these decisions affect children.

Article 5 – Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 37 – No one is allowed to punish you in a cruel or harmful way.

Article 39 – You have the right to help if you've been hurt, neglected or badly treated.

Universal
<p>Whole School behaviour policy</p> <p>Staff trained in emotional coaching – shared approach to support children in the four stages</p> <p>Shared script and staff trained in de-escalation</p> <p>Well-planned and stimulating PSHE curriculum that is differentiated to needs of cohort</p> <p>Anti-bullying is routinely addressed and pupils are confident in reporting incidents</p> <p>Provision of planned opportunities to learn and practice social and emotional skills during structured activities</p> <p>Gold: Rights Respecting School - all rights are embedded within the whole school community</p> <p>Restorative Practice approaches are in place for all</p> <p>Flexible grouping arrangements</p> <p>Some differentiation of activities and materials</p> <p>Differentiated questioning</p> <p>Use of visual, auditory and kinaesthetic approaches</p> <p>Awareness that a Child or Young Person may need more time to complete tasks and that equality of access may mean that they need to do some things differently</p> <p>Resources and displays that support independence</p> <p>Routine feedback to pupils in a variety of ways which may include verbal, recorded and peer</p> <p>Transparent system of school rewards and sanctions</p> <p>Rules and expectations consistent across staff</p> <p>Use of different teaching styles</p> <p>Clear routines e.g. for transitions</p> <p>Consideration to classroom organisation, seating and group dynamics</p> <p>Movement breaks</p> <p>Walk and Talk approach to support de-escalation</p> <p>Access to individual sensory toys as required (such as lap weight, ear defenders, fidget toys, seat wedge)</p>
Intervention
<p>Early Help as required</p> <p>Multi agency approach</p> <p>Future Steps specific programme</p> <p>Referral to Alliance (TAMHS)</p> <p>Referral to outside agencies such as CAMHS/EP</p> <p>Boxall Profile and planned intervention</p> <p>Movement breaks</p> <p>Opportunities to develop Social Emotional Aspects of Learning</p> <p>Access to quiet spaces in school</p> <p>Meet and greet system</p> <p>Time-limited intervention programmes with staff who have knowledge and skills to address specific needs as supported by SENCO (such as SEAL materials, social stories, behaviour specific lessons, Lego therapy if Communication and Interaction need also identified, Thrive/Theraplay interventions)</p> <p>CPOMS monitoring by key leaders</p> <p>Opportunities for small group work based on identified need</p> <p>Time for formal meetings with parents on a regular basis</p>
Personalised
<p>Individual behaviour plan or SEND Support Plan</p> <p>Access to planned time out/individual work area</p> <p>Individualised rewards system</p> <p>Task/Choice approach</p> <p>Increased access to additional adult support in the classroom and during planned times throughout the school day</p> <p>Alternative curriculum opportunities- through The Lab utilising individualised support to access the curriculum in a differentiated and appropriate way</p> <p>Use of the My Plan</p> <p>Adaptions to provision –reasonable adjustments considered</p> <p>Use of key-working approaches to ensure the Child or Young Person has a trusted adult to offer support during vulnerable times</p> <p>Personalised timetable</p> <p>Individual Risk Assessment</p> <p>LA advice - SEND support advice, PIP meetings, HNF.</p> <p>Managed Moves</p>

Our focus for behaviour at Mandale Mill is on relationships, positive reinforcement and rewards. The provision offer we provide for all children is set out within the SEMH Provision Map (Appendix 1) which highlights the strategies available in school.

Within school, staff will record all incidents that do not follow school rules with the consequences on the school monitoring system (CPOMs). Staff may try a number of different strategies or may need to implement a more specific strategy depending on the behaviour that has been dealt with and the individual child. Consequences that staff may use are set out under Consequence section of the Behaviour Policy. Staff will always have used strategies from the SEMH Provision Map (Appendix 1) and the intervention techniques before a consequence is required.

The consequence must be recorded in the following way:

- Incident (Brief outline of what happened)
- Consequence
- Any Impact or further actions

Examples

<p>Name refused to come into the classroom after break.</p> <p>Take up time given, calm voice used, clear choice: “You need to be in the classroom otherwise you will miss time at lunchtime.”</p> <p>Name returned to class with TA after 8 mins.</p>	<p>Name had been rude to a member of staff by swearing.</p> <p>Time out to reflect given.</p> <p>Name apologised to staff member.</p>
<p>Name had a fight with Name at playtime. Both children had pushed each other and Name had kicked out.</p> <p>Loss of playtime tomorrow. Restorative work completed with both children. Parents informed by Class Teacher.</p> <p>Monitoring the interaction and staff made aware to monitor over break and playtimes.</p>	<p>Name had come into school upset and had started getting angry with the other children (shouting at others).</p> <p>Walk and talk approach with TA.</p> <p>Calmed until playtime. Did another walk and talk after playtime to re settle.</p>

On CPOMs, staff need to assign the record to either Behaviour U, I or P depending on the provision currently in place for that individual child.

When monitoring is completed by the Behaviour Lead, it may be possible that a child who is currently supported using strategies from universal is highlighted as receiving a number of recorded incidents. It will be at this stage that staff and parent/carers may consider if an intervention or more personalised approach is required.