

MILL DAM SCHOOL



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ACKWORTH

Behaviour Policy

September 2020

Updated to include Covid 19 changes
See highlighted areas and red text for changes.

Responsibilities and Rights

I have a responsibility to comply with all reasonable requests.

I have a responsibility to treat others with respect.

I have a responsibility to always do my best.

I have the right to feel and be safe.

I have the right to learn.

I have the right to be treated with respect.

Our Vision

For a school where everyone becomes the very best they can be.
Be your best self – every day!

Our aims

To provide a broad and balanced education covering key skills, learning independence, PSHE and a range of extra curricular activities. We aim to develop well rounded children who have a love of learning that they can then take forward to enhance their learning at high school and use during their lives.

Our Values

Our four core values are:

- Excellence
- Aspiration
- Independence
- Equality.

Our School Motto

A place to learn, a place to grow.

Our School Rules

- Be ready
- Be respectful
 - Be safe
 - Be kind

A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework. All references to behaviour include learning behaviours and attitudes as well as conduct.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team (SLT).

The 2012 Teaching Standards set out the following expectations which will be monitored regularly

A teacher **must**:

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Overall Expectations

We have agreed four key expectations that permeate the teaching and management of behaviour. These are our school rules:

- Be Ready
- Be Respectful
- Be Safe
- Be Kind

Specific Expectations

<p>Staff, volunteers and governors.</p>	<ul style="list-style-type: none"> ➤ To lead by example, modelling respect in all interactions and following these key principles at all times. ➤ To be consistent in dealing with pupils and all members of the school community. ➤ To encourage the aims and values of the school, and local community, among the pupils. ➤ To ensure that a positive, calm tone of voice and body language are demonstrated at all times. ➤ To have high expectations of the pupils. ➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. ➤ To facilitate regular communication between home and school. ➤ To encourage and promote wonderful walking, legendary line ups and terrific transitions. ➤ To ensure that all expected behaviour is recognised in an appropriate way. ➤ To use agreed silent hand signals with verbal reinforcement if needed but avoiding shouting unless essential. (1, 2, 3 for transitions and silent hand for attention.) ➤ To ensure that children aren't labelled as naughty and that the choices they make are dealt with and sanctioned. ➤ To promote correct and smart uniform at all times including for PE. ➤ To model and promote good manners at all times.
<p>Children</p>	<ul style="list-style-type: none"> ➤ To respect, support and care for each other, both in school and the wider community. ➤ To actively listen to others – all adults, including support staff, parents and visitors and children - and respect their opinions. ➤ To attend school regularly, on time, ready to learn and take part in school activities. ➤ To take responsibility for their own actions and behaviour. ➤ To follow the school rules and demonstrate the school motto. ➤ To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexual orientation and age.
<p>Parents</p>	<ul style="list-style-type: none"> ➤ To be aware of, and support, the school's values and expectations. ➤ To ensure that pupils come to school regularly, on time for the school day. ➤ To take an active and supportive interest in their child's work and progress. ➤ To respect, model and support the aims and values of the school.

Positive Behaviour Strategies and rewards

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school teaches the SEAL curriculum, alongside PSHCE recommendations through which pupils learn the skills of self awareness, self regulation, motivation and empathy as well as social skills.

The fundamental rights of all of those in the school are also reinforced. Playground leaders and peer mediators will be introduced to support positive behaviour at playtime and lunchtime. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

Reward strategies

- Class dojos. Children are aware of the expectations and encouraged to choose to engage in the correct behaviour. When this happens they gain class dojos, which are collated during each half term and rewarded on a class by class basis.
- Class recognition board. Every child starts every lesson in the mill pond, expected behaviour will be recognised and recorded each lesson on a class recognition board with their name moved from the pond to the tree. Each time expected behaviour is seen dojo points will be earned.
- Reading rewards. Throughout school, children whose reading record is completed on at least 5 days each week will be able to wear their own clothes to school on Friday. TAs will check these every Thursday and inform children. If reading records are not in school they cannot be checked and so they must be sent to school every day. In addition to this, in key stage two, children who read 4 good books a month will be rewarded with certificates in assembly. During Covid 19 restrictions reading records will not be physically checked by school staff. The 5 times reading reward will not take place initially and will be reviewed as the situation changes. Teachers will inform children each Thursday who have shown excellent reading behaviours in school that they are allowed to wear their own clothes on a Friday.
- Star of the week. Once a week children who have shown excellent behaviour or improvements in learning or behaviour will receive a star of the week certificate in assembly. As assemblies are not taking place during Covid 19 restrictions these will continue to be recorded on the newsletter and will be praised within bubbles.
- Over and above: Children who **consistently** show at least expected behaviour **and** behaviour which is exemplary will be rewarded in any of the following ways:
 - Hot Choc Friday. Individual children will be invited to have hot chocolate with Mrs Thompson on a Friday to celebrate their excellent attitudes.
 - Reward assembly. Each half term children who have shown consistently good attitudes and behaviour will receive a certificate in the main reward assembly to which parents are invited. These will not be able to happen initially during Covid 19 restrictions and will be reviewed as the situation changes.

Consequences

If a child chooses to behave in a way which is not acceptable the following sanctions will be applied.

- Verbal warning. An adult will remind a child that they are making the wrong choice and allow them time to correct this. At this stage the child's name will remain in the mill pond.
- Time out. If the child's behaviour does not improve their name will be moved to the yellow stepping stone and they will have 5 minutes thinking time at a specified area in the classroom. They will be expected to reflect on how they can change their choices as well as continuing with any work set.

- Partner class. If the child's behaviour does not improve they will be escorted to a partner class where they will complete their work. The teacher in the partner class will not reprimand them or give them any undue attention for their behaviour choices. They will work there up until the end of that session and will then return to their own class. Partner classes will be within key stage bubbles.
- Accountability. If the child's behaviour continues to deteriorate, they disrupt learning in the partner class or there has been an extreme behaviour incident (deliberate verbal or physical aggression towards a child or a member of staff, damage to property etc.) then they move to the red stepping stone and will be spoken to by a member of the senior leadership team. They will also miss the next break time or 15 minutes of lunchtime as applicable. This will be spent in the headteacher's office or main school office. During Covid 19 restrictions senior staff within bubbles will supervise this to avoid cross bubble movement. However, if incidents are of a significant nature the headteacher will cross bubbles to intervene. If any child has been placed on red a behaviour log must be completed and given to Mrs Thompson.

Break and lunchtimes

Supervisors on the playground and in the dining room will also be able to award dojos and implement sanctions. The same expectations apply to all adults and to the children whichever adult is with them. Staff will carry green cards for dojos (to represent the tree) and yellow, amber and red cards for sanctions. The sanctions will operate slightly differently as below:

- First incident – verbal warning
- Second incident – yellow card, time at the wall to reflect.
- Third incident – amber card, time spent with a supervisor – up to the remainder of the break or lunchtime.
- Fourth incident or extreme behaviour incident as above – red card given, child is taken into school and is spoken to by a member of senior staff. If any child has been given a red card a behaviour log must be completed and given to Mrs Thompson. During Covid 19 restrictions children will be taken to senior staff within bubbles to avoid cross bubble movement. However, if incidents are of a significant nature the headteacher will cross bubbles to intervene.

Teaching staff will escort their children to and from the playground at the start and end of break and lunch. Lunchtime staff will escort the children to and from the hall and playground during lunchtime.

Should any malicious accusations against staff be made and be discovered to be unfounded appropriate disciplinary action within the scope of this policy may also be implemented. In all cases of rewards and sanctions the individual needs of the child involved will be taken account of. This includes any disability and special educational need.

Further SLT action

If a child's behaviour reaches a serious or persistent level the following steps will be taken by senior members of staff.

- Parents will be contacted and will be asked to come into school to discuss their child's behaviour.
- A home / school behaviour contract will be initiated which records positive and negative behaviour each day. This is viewed and signed by the class teacher and parent each day. Such records will be tailored individually to the needs of each child taking into account any SEND requirements.

- If the child's behaviour presents a danger to other children or staff they will work with a member of SLT or one to one with another adult in seclusion for the remainder of the session or the day if required. During Covid 19 restrictions this will take place in the larger main reception area or within bubbles if possible to allow for a greater air flow and staff working in seclusion will maintain social distance.
- If the child's behaviour continues to be extreme and dangerous exclusion may be used.

Fixed Term and Permanent Exclusions

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the headteacher may issue a fixed term or permanent exclusion.

If the headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The headteacher will follow the LA guidelines and would inform the LA, and the trust.

After an exclusion a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Headteacher will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at significant risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The governors and trust will be informed annually of the number and types of exclusions.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Mill Dam School no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. All incidents classified as bullying must be recorded and passed to Mrs Stevenson.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

Racism and homophobia

At Mill Dam School our wish is to develop in every individual a sense of self worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. Homophobia is behaviour which upsets a person by making a connection with their perceived sexual orientation. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial or homophobic incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. A log must be completed for all incidents and passed to Mrs Stevenson.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism and homophobia by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

Partnership with parents and other agencies

It is very important that parents and school work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time.

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibility for promoting good behaviour is written in the Home School Agreement which is in re-development and will be signed by new parents, children and the school. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary

Staff development and support

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the SENCO, or any member of the SLT.
- Staff needing help with behaviour management will be supported through appropriate CPD.

Managing pupil transition

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through the inclusion file which also includes records of strategies used.

Pupils' conduct out of school

- The school will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school.
- Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the school incident recording forms which record outcomes and actions.
- Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Monitoring and Review

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the deep support lead and head teacher on a regular basis, and through staff meetings.

This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Appendix 1

Reward / sanction reference chart

- ✓ Everyone starts in millpond.
- ✓ Expected behaviour = move to tree. Dojos gained from then on. Make sure this is clear on the recognition board so expected behaviour is promoted at all times.
- ✓ Over and above: hot choc Friday, postcards, main reward assembly.

- Verbal warning
- Yellow stepping stone – class room thinking time
- Amber stepping stone – partner class
- Red thinking stone – accountability.
- Extreme or continuous: parents informed, home school behaviour contract, internal seclusion, exclusion if appropriate.

Appendix 2

Sections from Positive Handling Policy

Using reasonable force or other physical contact (detail in positive handling policy)

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the school staff or any person the headteacher has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of school staff have had recent and up to date training.
- Reasonable force can be used to
 - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
 - Prevent behaviour that would disrupt a school event, trip or visit.
 - Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
 - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
 - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SEN pupils.
- It is unlawful to use force as a punishment.

