



Behaviour Policy

Millbridge Appendix

2020 – 2021

* This appendix should be read in conjunction with the Share MAT

The achievement of the aims and expectations within the behaviour policy are met through the promotion of the following:

- Positive attitudes from all staff - including encouragement, praise, recognition of good work/behaviour, etc.
- Specific use of rewards to mark examples of good behaviour, such as kindness, politeness, respectfulness, etc.
- Teaching of individual/group strategies/games/activities which the children can use to help them to manage their emotions and behaviour;
- Listening to pupils, treating them fairly and helping them to manage their emotions and behaviour;
- Challenging unacceptable behaviour.

Pupils are expected to:

- Listen to staff and others and show respect
- To use language that is appropriate to the learning environment (including on-line)
- Show respect for the learning environment
- Promote the good reputation of the school in the community
- Adhere to anti-bullying, anti-racist and anti-homophobic procedures and practices
- Focus positively on our Steps to Success
- Adhere to the school rules:
 1. We are gentle (we don't hurt others)
 2. We are kind and helpful (we don't hurt anybody's feelings)
 3. We listen (we don't interrupt)
 4. We are honest (we don't cover up the truth)
 5. We work hard (we don't waste our own or others' time)
 6. We look after property (we don't waste or damage things).

Collective Responsibility

ALL staff, including ETAs and Lunchtime Supervisors, are responsible for dealing with behaviour issues with the support of the SLT. Procedures will be applied consistently and fairly at all times.

ETAs/Lunchtime Supervisors	<ul style="list-style-type: none"> • <u>Listen</u> to ALL sides • Seek facts: speak to those involved AND witnesses • Deal with the concern/issue by following school procedures • Pass to the class teacher if necessary
Teachers	<ul style="list-style-type: none"> • <u>Listen</u> to ALL sides • Seek facts: speak to those involved AND witnesses • Deal with the concern/issue by following school procedures • If serious/support is required, involve Assistant Head
Assistant Head-teachers	<ul style="list-style-type: none"> • Familiarise with information/facts gathered by the Class Teacher • Establish the reason for escalation • Seek further facts/information by having further conversations with those involved AND witnesses • Follow up the issue/concern by following school procedures • If serious/support is required, involve Head of School
Head of School	<ul style="list-style-type: none"> • Familiarise with information/facts gathered by the Assistant Head • Establish the reason for escalation • Seek further facts/information by having further conversations with those involved AND witnesses • Follow up the issue/concern by following school procedures • If serious/support is required, involve Executive Head
Executive Head-teacher	<ul style="list-style-type: none"> • Follow formal procedures



Graduated response

To help pupils to understand their behaviour choices we make use of a graduated response system in the form of a traffic light. This system aims to seek out, draw attention to and celebrate positive choices with both intrinsic and extrinsic rewards.

Where positive reinforcement has not been successful for individuals, we follow the Share MAT policy, which sets out consequences for negative behaviour choices.

	Behaviour:	As a result:
Gold	<ul style="list-style-type: none"> ● I have made a dramatic improvement in my attitude towards learning. ● I have produced an outstanding piece of work (in school or at home). ● I have shown great kindness and/or friendship towards other pupils. ● I have gone out of my way to help someone in school. ● I have consistently followed our Golden Rules and am a fantastic role model for others. 	<ul style="list-style-type: none"> ● Extra Dojo points – Dojo prizes/certificates ● Star achievements ● Celebration events ● Roles and responsibilities ● Table of success: lunch with a teacher
Green	<ul style="list-style-type: none"> ● I follow our 'Golden Rules'. ● I am always ready to learn: my eyes are looking; my ears are listening; my lips are closed; my hands are still; my brain is ready. ● I clearly follow instructions when asked. ● I am kind and respectful, showing good manners. ● I walk sensibly around the classroom and around school. ● I respect the property of the school and of other children. ● I have not hurt others through my actions or words. ● I have tried my best and worked the hardest I can. 	<ul style="list-style-type: none"> ● Dojo points – Dojo prizes and certificates ● Star achievements ● Whole class marble jar (whole class reward)
Amber	<ul style="list-style-type: none"> ● I have not been listening very well and/or have been distracting others. ● I have chosen to disobey instructions or not complete work to a standard which I am capable of. ● I shouted out several times during lessons. ● I was disrespectful to adults in school. ● I was unkind/hurtful to another child. ● I was unable to move sensibly around school. 	<ul style="list-style-type: none"> ● Repeated amber = Reflection time: <ul style="list-style-type: none"> - Finish/redo work that requires more effort - Write an apology note - Reflect on the school rules - Reflect on what could have been done differently
Red	<ul style="list-style-type: none"> ● I have continued to ignore warnings and have failed to listen. ● I have disobeyed instructions. ● I have continued to shout out in class and be disrespectful to the class and/or my teacher. ● I have been disruptive throughout a lesson, despite warnings. ● I have been fighting or deliberately hurting others in school. ● I used inappropriate language in school. ● I used offensive language, insulting other people. ● I have hurt or been purposely unkind to other children. 	<ul style="list-style-type: none"> ● Parent's meeting ● Extended reflection time ● Internal exclusion ● Positive attitude plan (AHT to review) ● My Support Plan
Red Severe	<ul style="list-style-type: none"> ● I have continued to display the above behaviours. ● I have bullied someone by being repetitively unkind/hurtful. ● I have refused to follow instructions despite warnings. ● I have been violent and/or aggressive towards another. ● I have used highly offensive language (e.g. racist). 	<ul style="list-style-type: none"> ● Positive attitude plan (HoS to review) ● Fixed term exclusion ● Permanent exclusion

Dojo Points:



At the end of every day, you can earn 2 Dojos for...

-  Following the Rule of the Week all day.
-  Being on the star all day!

-  Finishing the lesson on the STAR
-  Producing work of an excellent standard throughout the lesson
-  Remembering prior learning

At the end of every lesson, you can earn a Dojo for these things...



Within lessons, you can earn a Dojo for these (and many more) things...

-  Working hard and following instructions
-  Being kind and respectful
-  Trying my hardest with my work
-  Setting an excellent example

Sanctions

These sanctions are in place for those pupils who break school rules and repeatedly find themselves on amber and/or behave in ways which see them moved straight to red (please refer to the graduated response/behaviour policy).

Serious breaches of the school behaviour policy may see pupils jump straight to Stage 2 or Stage 3, depending on the severity of behaviour.

Level 1 - Class Teacher Sanctions

Missed playtime and/or lunchtime to catch up on missed work or to make the required effort to complete a task

Time-out in another class (if appropriate)

Removal of responsibilities

Missed treat/club

Stage 1 parent's meeting

Level 2 - Phase Leader Sanctions

Missed play/lunch for extended periods

Time-out with phase leader

Stage 2 parent's meeting

Implementatio of a Positive Attitude Plan (involving weekly parent meetings with class teacher)

Ban from clubs/out of school provision

Level 3 - SLT Sanctions

Time out with SLT

Stage 3 parent's meeting

Internal exclusion

Fixed term exclusion

Part-time timetable

Managed move

Permanent exclusion

Reasonable force

School staff may need to employ a lawful amount of reasonable force to guide, intervene, control or restrain. Staff may have to use restraint to bring a pupil under control in more extreme circumstances, such as to prevent violence or injury to themselves or others.

Appropriate training (Team Teach) will be provided and kept up to date for designated members of staff.

Specific provision and strategies

Children with Social, Emotional and Mental Health needs are offered extra support and provision from all staff. They are given additional support from our Pastoral Team where specific interventions are employed to support needs.

Children receiving any additional support will have individual plans in place such as a Behaviour Plans or a My Support Plan.

Specialist advice is taken from other agencies where appropriate.

Day-to-day Behaviour Expectations

The following high expectations of behaviour, help to ensure that our behaviour policy is followed successfully. All members of staff should take collective responsibility for all pupils around school and always present as great role models:

In class	<ul style="list-style-type: none">● Pupils to stay in their seats - no swinging on chairs;● Pupils to sit up straight so that they are concentrating and ready to learn;● Pupils should be encouraged not to shout out;● Pupils should avoid sitting/lounging on tables and furniture;● Pupils to make their best effort with written tasks (See presentation policy).
Uniform/Kit	<ul style="list-style-type: none">● Pupils to wear their full school uniform;● Pupils to use school PE kit – to be kept in school and taken home for washing at the end of the half term;● Staff to celebrate those who do so;● Teachers to contact parents of those who don't;● Staff to find spares for items of the uniform missing.
Around school	<ul style="list-style-type: none">● Pupils to walk on the left-hand side, calmly and quietly;● Staff to encourage punctuality into lessons;● Children to be escorted, by an adult, onto the playground at play/lunch/home-time, in an orderly fashion;● Encourage children to show polite manners: holding open doors etc;● When moving around school as a class, stop at points to ensure that the whole class is together and doing the right thing;
On the playground	<ul style="list-style-type: none">● Staff to man designated zones, whilst supporting others (see playtime rota);● Staff to actively organise and encourage active play/games;● Staff to hurry pupils to their lines;● Classes to line up in two neat lines, facing the front quietly;● Teachers to be out before the bell;● Classes to be taken in one a time, quickly and calmly.
Outside of school	<ul style="list-style-type: none">● Children to be organised into pairs and groups and assigned designated adults● Children to walk in pairs, 2 behind 2;● The same high expectations of pupil's behaviour should be evident at all times whilst outside of school;● When walking in public, each group leader takes responsibility for their group;● Staff should be positioned throughout the line – one at the front, one at the back and others dotted throughout;● When crossing a road, an adult should man the crossing until the next adult along the line takes over.

Reflection time

If a pupil misses their playtime as a result of their behaviour/attitude, the following points should be taken into consideration:

- The staff member asking the pupil to miss playtime is responsible for keeping them in.
- The staff member is also responsible for finding the pupil something worthwhile to do with their time.

Tasks could include:

- Completing unfinished tasks
- Re-doing tasks where enough effort has not been made
- Writing an apology letter
- Discussing and reflecting on behaviour choice

If missing playtime is given as a sanction, this must be followed up and the child must stay in.

If the member of staff who asked the pupil to miss play is unavailable, they must find someone who will take responsibility for the pupil/pupils for them.

Positive Attitude Plans

Initial concerns

Monitor behaviour concerns closely:

Liaise with Phase Leader weekly in order to raise concerns to SLT at Behaviour and Safety Meetings
Proactively seek solutions using knowledge of pupil - evaluate known triggers and de-escalation strategies

Log concerns on CPOMS with any actions linked to the behaviour policy
Keep parents in the loop at all times

Further concerns

In liaison with SLT, introduce a Positive Attitude Plan - consider which parts of the day need evaluating:

Personalise the PAP to suit needs

Meet with parents to involve them in the process

Set SMART targets in collaboration with parents/pupil

Arrange to meet weekly formally to discuss progress with parents - log the conversation and scan in a copy of the PAP

Share PAP at least once a week with Phase Leader

Remove PAP when adequate progress has been made

Ongoing concerns

Meet parents more regularly - possibly informally on a daily basis

Review targets - if they cannot be met, re-address these and set more manageable targets

Review the daily evaluation process - does this need to be extended to a whole day or do we need to unpick the afternoon into 'chunks'?

Pupil should share their PAP daily with a member of SLT