



BEHAVIOUR POLICY AND PROCEDURE

Primary Appendix

2024 - 25

Millbridge Primary Academy



Schedule of amendments:
v1.0 – New approved 8.10.24

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:

- Adhere to the academy rules:
 1. Being **ready**
 2. Being **respectful**
 3. Being **safe**.

Collective Responsibility

ALL staff, including ETAs and lunchtime supervisors, are responsible for dealing with behaviour issues with the support of the SLT as identified in both the Teacher Standards and TA Standards:

| Teacher Standards | TA Standards |
|--|---|
| Manage behaviour effectively to ensure a good and safe learning environment. | Teaching assistants are expected to use effective behaviour management techniques consistently inline with the academy's policy and procedures. |

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 (and rectify behaviour when necessary), 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.

Day-to-day behaviour expectations (would be considered green on the traffic light)

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 the academy 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 |
| Uniform/Kit | <ul style="list-style-type: none"> • Pupils to wear their full academy uniform • Pupils to use academy PE kit – to be kept in the academy 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 the academy | <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 the academy 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 the academy | <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 the academy • 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 |

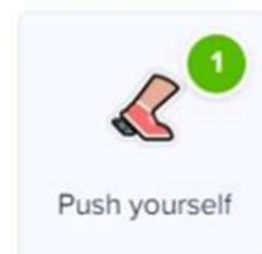
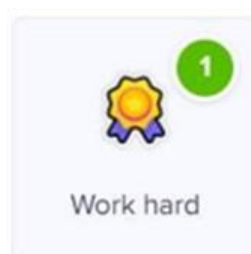
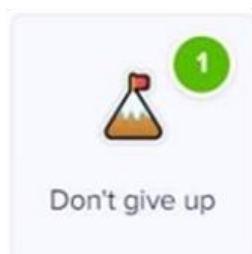
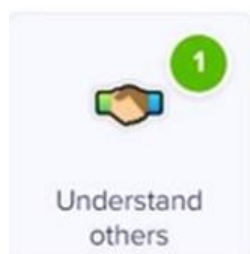
The Gold Star

When children go above and beyond in terms of being ready, respectful and safe they may be put on the gold star. These pupils act as role models to others.



Dojo Points/100 Club

Children are rewarded with Dojo points for demonstrating our learning behaviours (see below). When a pupil reaches 100 Dojo points, they can spend the points in the Dojo shop.



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

| | Behaviour (these are examples and not an exhaustive list): | As a result: |
|--------------------|--|---|
| Amber | <ul style="list-style-type: none"> • Not listening very well and/or distracting others • Choosing to disobey instructions or not complete work to an acceptable standard • Shouting out several times during lessons • Being disrespectful to adults (or other pupils) • Being unkind to another child • Moving irresponsibly around the academy • Behaving in a way that is unsafe | <ul style="list-style-type: none"> • Repeated amber may result in reflection time/time out and behaviour being logged on CPOMs • Conversation with parents |
| Red | <ul style="list-style-type: none"> • Continuing to ignore warnings and failing to listen • Disobeying instructions • Continuing to be disrespectful • Being disruptive throughout a lesson, despite warnings • Fighting or deliberately hurting others • Inappropriate language • Using offensive language to insult other people • Being purposely unkind to other children | <ul style="list-style-type: none"> • Parent meeting • Extended reflection time • Time out • Clubs/trips ban • Internal suspension • Positive attitude plan (AHT to review) |
| Red Serious | <ul style="list-style-type: none"> • Continuing to display the above behaviours • Bullying another by being repetitively being unkind/hurtful • Refusing to follow instructions despite multiple warnings • Being violent and/or aggressive towards another • Using highly offensive language (e.g. racist or homophobic) | <ul style="list-style-type: none"> • Formal parent meeting • Positive attitude plan (HoS to review) • Support to regulate plan • Time-out with SLT • Three strikes reflection time • Fixed term suspension • Permanent exclusion |

* Pupils may jump straight to a more serious sanction if the behaviour warrants it.

Reasonable force

Academy 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

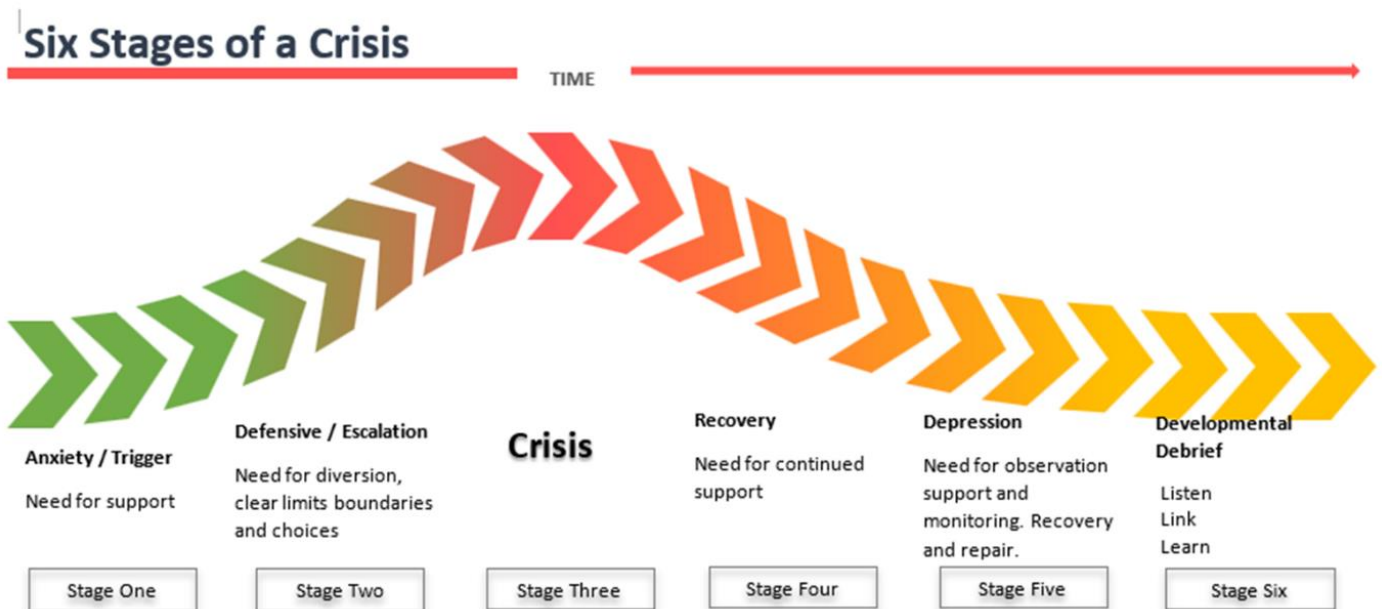
Children with social, emotional and mental health needs are offered extra support and provision from all staff. They are given additional support from our pastoral team where specific interventions are employed to support needs. Children receiving any additional support will have individual plans in place such as a behaviour plans or a My Support Plan. Specialist advice is taken from other agencies where appropriate.

On occasion, and at the head of academy's discretion, SEND may be considered in relation to behaviour and adaptations may be made to the use of the Behaviour Policy (and the graduated response).

Children may be supported to make better behaviour choices through implementation of a range of different strategies, including:

Support to regulate plans

These plans unpick and make sense of the emotions and triggers of children who are likely to escalate to the point of crisis. The following is considered and a plan created to aid de-escalation:



Brain Breaks

We recognise that the academy can sometimes become overwhelming for our pupils who struggle to regulate.

Where appropriate, a pupil may be given a 'brain break card.' This can be used to give a pupil a short and agreed amount of time to calm/regulate. Brain breaks can take place inside and outside of the classroom (whichever is more appropriate). Logistics of where, how and when the brain break take

place, is agreed with the class teacher and pupil. Failure to comply with the agreed logistics of the brain break, will result in the removal of this strategy.

Reflection time

If a pupil misses their social time 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.

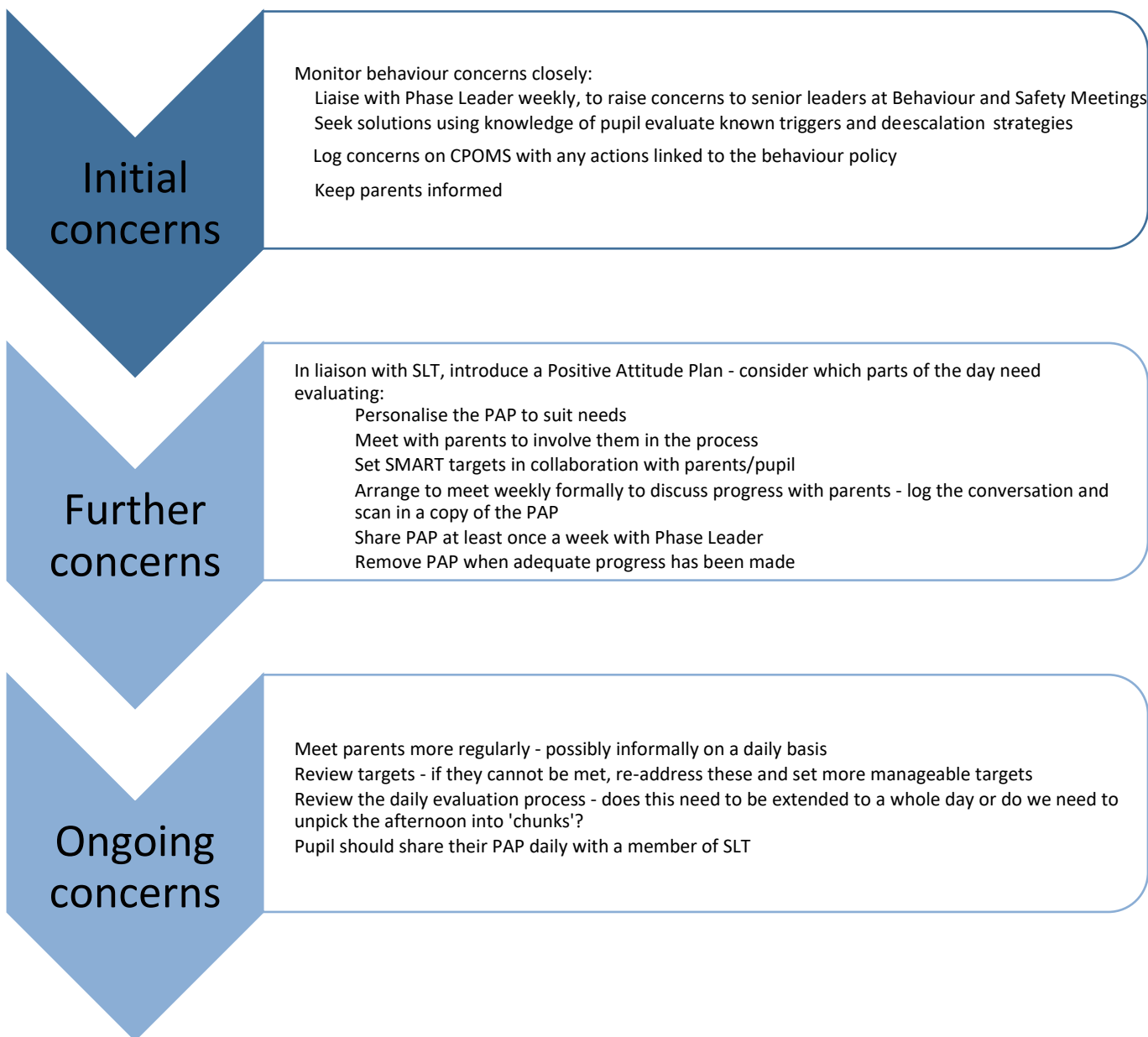
Time-out

Teachers may feel on occasion that a pupil (or the rest of the class where disruption is evident) would benefit from time away from the classroom. They will be sent for some quiet time in a partner classroom (chosen to ensure further disruption would be unlikely) or with SLT.

Positive Attitude Plans

Positive Attitude Plans are designed to help a pupil to focus on one or two broken down targets to help them to refine their behaviour. These can be in place for all or parts of the academy day, and can also be extended to apply at home (where parents want to work together as there are behavioural issues at home too). Pupils work with teachers to evaluate how well they have met targets at given points in the day using RAGG rating.

The procedure for PAPs works as follows:



Suspensions and Exclusions

Our academies adhere to DfE guidance when implemented suspensions or, in very rare cases, permanent exclusions. See the Behaviour Policy and Procedure.