

Working together to nurture our children to be caring, independent and successful learners



## MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL

### BEHAVIOUR POLICY

#### Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	13.10.23	Juliette Whitby	New policy
2.0	02.07.24	Angela Davis	Policy update

#### Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
1.0			

Review date: 2.7.2024

- The Headteacher must set out measures in the Behaviour Policy which aim to:
- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work;
- Regulate the conduct of pupils.

When deciding what measures should be the Headteacher must have regard to any guidance or notification provided by the Governing Body which may include the following:

- Screening and searching pupils;
- To power to use reasonable force and any other physical contact;
- The power to discipline beyond the school gate;
- When to work with local agencies to assess the needs of pupils who display continuous disruptive behaviour.
- Pastoral care for staff accused of misconduct

The Head must decide the standard of behaviour expected of pupils at the school. The Head after consultation must also determine the school rules and any disciplinary penalties for breaking rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

### **A consistent approach**

For a positive behaviour system to be successful there needs to be a consistent approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel they have lost control over their actions.

In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable, not the child themselves.

Mickley Village Primary and Nursery School is committed to encouraging the best standards of behaviour at all times; both within and outside the school (school visits, swimming etc.). Our vision of 'Working together to nurture our children to be caring, independent and successful learners' should be evident through everything we do and in how we manage behaviour in the school.

Our primary aims are that every member of the school community feels valued and respected, and that each person is treated fairly and well in an environment where everyone feels happy, safe and secure. This policy encourages children to become positive, caring individuals, responsible for their own actions and increasingly independent members of the school community. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability
- gender reassignment

- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Mickley, we have a well-considered approach to protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Our policy and approach to behaviour management supports this.

### **School Vision:**

- Create a welcoming environment which is filled with fun learning opportunities; values the health and well-being of all its members and is a happy place to be.
- Develop close links with our local community and the wider community.
- Recognise, accept and understand diversity within the school community, local community and the wider community.
- Celebrate and value individuals.
- Create life-long learners who try their best.
- Develop resilience, confidence and pride.
- Create a learning environment where everyone has respect, tolerance and develops friendships.
- Provide challenges which help children fulfil their potential while raising attainment.
- Support every learner and meet their individual needs.
- Engage parents in their children's learning journeys.

### **The school rules are as follows:**

- Be kind, polite and help others.
- Respect others and their property.
- Be honest and take responsibility for your own actions.
- Always be ready to learn and work hard.
- Keep your hands and feet to yourself

### **The aims of this policy are:**

- To create an environment that encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response in dealing with behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

## **The role of the adult**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we will:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

## **Classroom Management**

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **Rewards**

At Mickley Village Primary and Nursery School the emphasis is on rewarding good behaviour, amongst other achievements in many different ways. Each class and teacher may have their own focus or reward for the children, such as stickers or stamps. As a school we operate the following rewards system. This centres on earning dojo points using Class Dojo, which can be given for good work or behaviour, or to acknowledge outstanding effort, or acts of kindness.

## **Star of the Week Awards**

These are awarded on a weekly basis to one child in each class who have worked hard or achieved something special. Each child receives a Star of the Week ribbon and also their parents are invited to the celebration assembly to see their child receive their award.

## **Sticker**

These are awarded on a weekly basis to children who have worked hard or achieved an area of improvement in their learning that requires a special mention. These are awarded in addition to the stickers or stamps that are awarded in the classroom.

## **Dojo Prizes**

These are awarded to children who earn a number of dojo points, e.g. 25, 50, 75, 100 etc. When children earn a given number of points they can exchange them for prizes. Children can choose from the main prize box or save up their stamps to earn better prizes later on in the year.

### **Lunch Time Gold Table**

These are awarded by the lunch time supervisors to children who have followed the school rules during lunch time. Children who have received this award are invited to sit at a table with other children who have received the gold table award. This table is preset with cutlery, beakers and with a 'golden table cloth'.

### **Attendance Stickers**

These stickers are awarded to whole year groups of children who have achieved 100% attendance during the week.

### **Celebration Assemblies**

These take place on a Friday and children receive any certificates and rewards. All Parents of any child who has received an award is invited.

### **Sanctions**

Prior to any of the following sanctions being implemented, staff will have already actively used any strategies that they know will generally work within their own classroom and with groups or individual children. These strategies may include;

- The adult using positive phrases or comments towards other children in the class to encourage extrinsic motivation of everyone in order to avoid consequences. The adult will very quickly 'catch' the child doing something good and quickly give praise!
- The 'teacher look'.
- A quiet word or a whole group reminder.
- The child being asked to move to a different seat within the classroom.
- Support to refocus on the task.
- The child may choose to take a few minutes to sit in the classrooms' quiet area.
- A gentle reminder of our school / class rules.
- The child, where possible, may be given a 'distraction task' such as take a message to another class, collect printing, or collect something from within the classroom.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. At Mickley Village Primary and Nursery School we use the following approach.

1. The supervising adult will give a verbal reminder of the rule(s) broken.
2. If the behaviour continues, this will result in the child getting the initials of their name in the yellow zone displayed in the classroom, which indicates 5 minutes playtime lost.
3. If the negative behaviour continues, this will result in the child getting their initials in the red zone displayed in the classroom.
4. Final warning - If the behaviour continues then the child will be sent to the Headteacher or the senior teacher.
5. Any behaviour needing an instant red card (see list) *must* be referred to the headteacher or senior teacher for full investigation.
6. Midday supervisors will report any yellow or red cards to the appropriate class teacher, by speaking directly with the teacher, at the end of the lunchtime period to ensure continuity.

7. The MDS team will discuss incidents at the end of each session and inform other members of the MDS team who may not have been working that day.

*Please note the colours show the stages of the sanctions, but they may be displayed in the classroom in a different form, for example clouds and rainbows or rocket ship.*

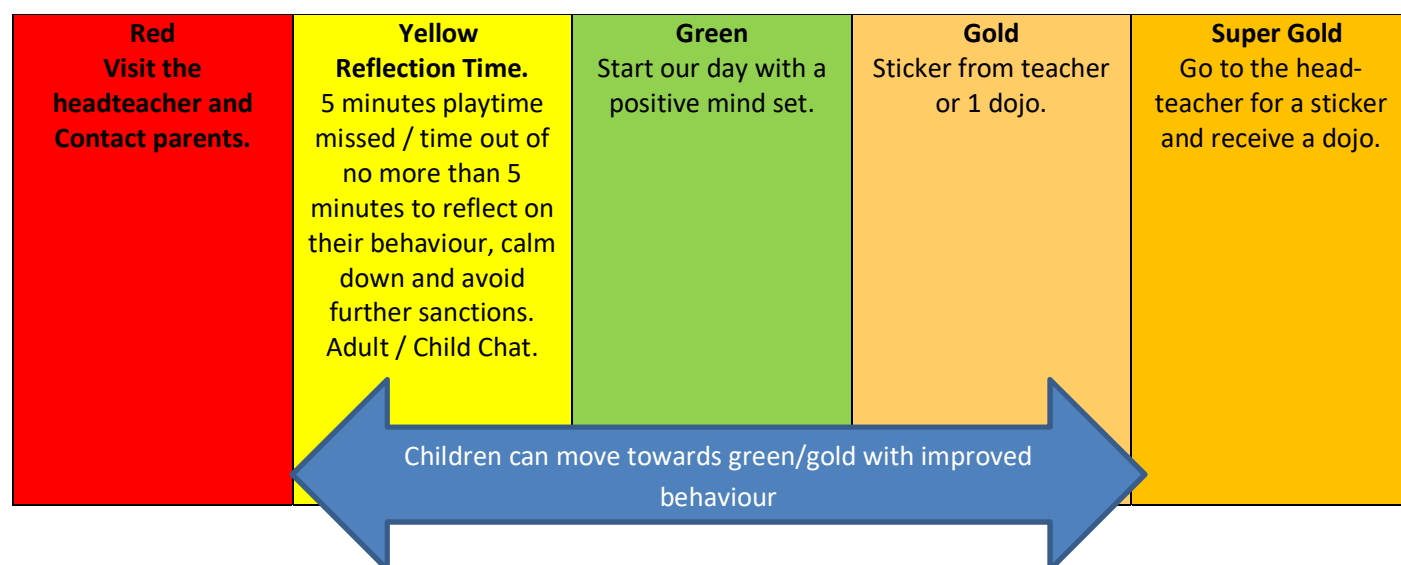
Class teachers will speak to a parent/carer at the end of the day if a child is on orange or red.

Parents *will be* contacted by a member of staff in the event of a serious breach of the school rules in order to discuss the incident and work together to support improvements in the behaviour of the child.

All children's initials will start on green, any initials that are moved to yellow or red can be moved back to green and where possible this should be done quickly and should always return to green once the child has completed the sanction.

All children's names should be moved back onto green before the end of the day.  
Remember, tomorrow is a new day and a new start.

### **Working together to nurture our children to be caring, independent and successful learners.**



### Instant Red Zone Offences

Acts of aggression towards others (physical or verbal)	Fighting
Threatening displays of temper	Verbal aggression
Throwing items at other children/adults in an aggressive manner	Swearing
Damaging or taking other people's property	Spitting

### **Sanctions in the Early Years Foundation Stage (EYFS)**

Children in the Early Years Foundation Stage are learning the basic fundamentals of behaviour, boundaries, what is right and wrong and our school expectations.

We believe that our children will learn the foundations of behaviour through:

- Positive language
- Role modelling
- Instant positive reinforcement through the use of class dojos and stickers
- Clear, consistent boundaries explained to children in a way they can understand
- Reminding children of the class and school expectations daily
- Acknowledging the child's feelings and talking to them about how they are feeling
- Using a calm, quiet space with sensory toys and bubble tube for children to regulate their emotions and feelings
- Positive relationships with parents and frequent opportunities to discuss child's behaviour with parents
- Encouraging children to stop and think about their behaviour and asking supporting questions such as 'how can we solve this?'

***Every new day is a fresh start and the chart/display is reset at the end of each day.***

Age-appropriate sanctions will be applied following each red zone/card.

Teachers will inform MDS team of any children who have received a yellow or red card during the morning to ensure consistent implementation of further sanctions if needed.

This procedure must be followed by all school staff for consistency.

### **Pupils with behaviour as a special educational need**

For some pupils for whom social, emotional and mental health difficulties are a special educational need an adapted system to the above may need to be put in place. This could consist of steps between each of the levels. Children with behaviour as a SEN will normally have an IEP.

### **Additional support away from the classroom**

Despite all of the above being put into place a small percentage of children may still have behavioural difficulties. For these children additional interventions will be needed. These may include:

- The writing of a behaviour plan in collaboration with the SENCO
- Positive play strategies
- Additional teaching assistant time
- Support of the Local Authority Behaviour Support Team
- Provision through Inclusion Funding or EHCP

### **Communication and Parental Partnership**

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and be given an opportunity to discuss the situation.

Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. This will ensure that school and home can work together to support the pupils.

Where there is evidence that bullying has taken place, parents will be notified and involved. This includes evidence of incidents taking place outside of school, which are having an impact on a child's Welfare and learning in school.

### **Fixed term exclusion**

Where the Headteacher feels that the discipline issue is so severe that time in internal exclusions would not be appropriate he/she has the discretion to issue fixed-term exclusion. The majority of fixed term exclusions will be served at home. Work will be set by the school whilst the child is excluded.

### **Exclusion protocols**

The Headteacher will complete the following paperwork for all external exclusions:

- LA form outlining exclusion
- Letter to parents outlining length of exclusion
- Inform any agencies working with the pupil
- Discuss/inform the Chair of Governors
- Copy exclusion form to the Director of Children and Younger Adults - file a copy in the child's school folder
- Liaise with the child's class teacher to set work for the period of the exclusion

### **Reintegration from exclusion**

Children returning from exclusion will be brought back to school by their parents to meet with the Headteacher. At this meeting the child's behaviour contract and or plan will be discussed/developed. The child will spend the first day after the exclusion working with the Head in readiness for their return to class the following day.

### **Permanent Exclusion**

The Headteacher will exercise his/her duty to permanently exclude a pupil when he/she feels that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try and improve the pupil's behaviour; and
- The pupil has seriously breached the school's behaviour policy

The school will follow DfE guidance on permanently excluding pupils.

### **Bullying**

At Mickley Village Primary and Nursery School, we consider bullying to be persistent, threatening behaviour. This behaviour can be physical, psychological, social or verbal. As a school, we also recognise and understand that not all inappropriate behaviour is bullying. As a Staff, we are committed to ensuring that the children in our care are provided with a safe, caring environment throughout the school day. We will not tolerate any form of bullying whatsoever, and will ensure that children are provided with the strategies to take responsibility for their own action. (also see Anti-bullying Policy)

### **Searching, Screening and Confiscation**

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscations powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Only the Headteacher and Senior Teacher have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These prohibited items are;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been , or is likely to be used: to commit an offence or to cause personal injury to, or damage property of; any person (including the pupil)
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images

The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted. The authorised member of staff will make an assessment of how urgent the need for a search is and consider the risk to other pupils and staff. Any searches of possessions will be conducted away from other pupils and on school premises. There will be two members of authorised staff present (Senior Leaders) and the pupil. Parents will be informed if a search of possessions has occurred and any follow up actions, including potential sanctions.

Any search of possessions by a member of staff will be recorded on the school's safeguarding system. If evidence is found that is harmful to the pupil, other pupils or staff, the pupils' parents will be informed and possibly children's social care and/or the police depending upon the nature of the incident.

**No member of staff will carry out a body or strip search.**

## Home and School working together

Any parents who are concerned about their own child's behaviour or that of another child should:

- Contact the child's class teacher immediately and maintain contact at the school's request.
- Make an appointment with the Headteacher to discuss the matter if concerns continue.
- Support the school in its efforts to promote positive behaviour.
- Discuss and celebrate all positive behaviour in school and reward accordingly (we strongly believe that money or expensive gifts should not form part of this reward).
- Discuss negative behaviour with their child and its consequences for all concerned.
- Apply appropriate sanctions at home e.g. withdrawal of privileges.
- The school uses My Concern to log all behavioural incidents and all staff are responsible for doing this.

## Success Criteria

The Behaviour Policy will be operating well when:

- There is a happy atmosphere in which everyone has the opportunity to do their best.
- Everyone shows respect for themselves, each other, property and the environment.
- Everyone co-operates with everyone else in a polite, considerate and helpful manner.
- There are equal opportunities for all.

Policies to read in conjunction with the Behaviour Policy:

Anti-bullying Policy

Equality and Diversity Policy

## Appendix 1

	Non-negotiables
Learning	I come into class quickly and quietly and settle down.
	I always listen and can explain what I am learning.
	I am an independent learner and have strategies to get unstuck.
	I am organised and ready to learn.
	I respond to my next steps and use feedback to improve my work.
	I always take pride in my work.
	I take responsibility for my learning.
	I hand my homework in on time.
	I don't give up when I find something hard.

	I contribute to every lesson and stay on task.
<b>Behaviour</b>	I follow the School Rules.
	I follow the Dining Hall Rules.
	I have the confidence to say when I am finding something difficult.
	I respect other people and their opinions.
	I am mature and sensible in and around the school.
	I work and play co-operatively.

## Appendix 2

### Classroom organisation strategies

1. Are you always prompt and punctual?
2. Do you have procedures for:
  - a. Coming in and going out from the class
  - b. Registration
  - c. Movement around the classroom
  - d. Using, sharing, collecting and storing books and equipment
  - e. Attracting the teachers' attention
  - f. What children should do when a piece of work is finished
  - g. Tidying up at the end of a lesson
  - h. Wet playtimes
  - i. Fruit and water
3. Does your overall organisation allow flexibility and encourage the children to be independent?
4. School rules, are they displayed? (Are they referred to and discussed on a regular basis?)
5. Do the children know where they may and may not go?
6. Are the children aware of what they may and may not use?
7. Do the children know what you expect of them?
8. Do you frequently remind the children of routines used in the class and school in general?
9. Do the children have a class timetable to follow? Do they have an idea of how the day is structured?

### Strategies for the movement of children around school

1. Do you have a sensible child designated to lead the line, stopping sensibly as appropriate or as directed by the teacher?
2. Have you considered strategies for moving around school e.g. having a line order, or list where the children know positions in the line?
3. Are the children supervised in classrooms and corridor areas adequately?
4. Are the children led to the playground and received from the playgrounds in an orderly supervised manner, before and after school, end of breaks, dinnertime?
5. Do you support each other as staff to ensure orderly behaviour in and around the building?
6. Children sent on errands should be sent in pairs. They hopefully will modify each others' behaviour. This is also an important safety point.

7. Do you ensure that certain combinations of children do not sit together in assemblies or when lining up? If the opportunity to fuss and distract are removed before hand it alleviates potential poor behaviour situations later.