

# Millfield Primary School



## Behaviour Policy

### Aim

The aim of the behaviour policy is to create an effective learning environment that promotes positive behaviour, values and respect embedding confidence and self-belief. The behaviour policy is focused on developing positive relationships between staff, pupils and parents and is based upon the Millfield Code of Conduct. This code was devised by all pupils in consultation with their School Council members and teaching and non-teaching staff.

### **Millfield Primary School – Code of Conduct**

- We never hurt others with words or actions.
- We listen carefully, work hard and try to do our best at everything.
- We respect each other, our school and the world around us.

In working towards this aim it is essential that there is a consistent approach to behaviour to ensure that expectations are clear throughout the school and in different contexts.

### Promoting positive behaviour

It is the responsibility of all staff to promote positive behaviour and to act as good role models. At Millfield Primary School we are committed to:

- Drawing attention to good behaviour
- Giving clear and consistent reminders about expectations
- Teaching positive behaviour through specific lessons and other subject areas
- Dealing with incidents of inappropriate behaviour in a professional and appropriate manner

### Classroom behaviour management

We believe that good classroom management promotes a positive learning environment in which staff have clear expectations that are shared and reinforced.

Individual reward systems may be in place within the classroom to help to reinforce positive behaviour and at the beginning of the new school year each class teacher will develop a set of class rules in consultation with pupils. These rules should be displayed in the classroom and referred to when necessary to reinforce positive behaviour.

Good behaviour may also be rewarded during Star of the week assembly as part of a nomination by the class teacher, lunchtime supervisors or the head teacher's award

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## **Rewards**

The Millfield Primary School Code of Conduct is clearly displayed in each classroom and any rewards given are done so with a direct reference to the code. We aim to encourage pupils to demonstrate appropriate behaviour by operating a system of positive praise and rewards that encourage them to make the most of their learning experiences.

Each class has a behaviour sheet that is completed where pupils gain a 'point' if they have followed the Code of Conduct (more than one point may be given each day). Once a stated number of points have been gained pupils are awarded a behaviour certificate and this is awarded in an assembly

**Bronze award – 50 points**  
**Silver award – 100 points**  
**Gold award – 200 points**  
**Platinum award – 250 points**

In Key Stage 2 we operate a team point system and these can also be given to promote positive behaviour and reward academic and non-academic success.

## **Sanctions**

The Millfield Code of Conduct is clearly displayed in each classroom and any sanctions given are done so with direct reference to the code. The sanctions are issued if one of the strands from the Code of Conduct is not followed. Minor breeches should mainly be dealt with by the class teacher and be resolved by making reference to the classroom rules and the Code of Conduct. It is important that recognition is gained for any improvement in behaviour so that positive relationships are established and maintained.

Where the Code of Conduct is consistently being broken and disruption to learning is taking place a staged response using the school 'behaviour ladder' should be followed and recorded in the class behaviour record book with the date and reason clearly stated.

Teachers adapt this response system to meet the need and age of the children in their care. The staged response / behaviour ladder is used for consistent inappropriate behaviour which is disrupting the learning of pupils within the classroom.

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## **Millfield Primary School staged response to unacceptable behaviour:**

### **Stage 1 – Verbal warning and discussion with teacher**

The pupil is warned about their behaviour and the consequences should their behaviour continue.

### **Stage 2 – Warning**

The pupil's name is recorded in the Behaviour Record book and the teacher may decide not to award a behaviour point for this day

### **Stage 3 – Sanction (Time out – 10 minutes reflection)**

The pupil may be asked to move to a time out area to spend 10 minutes away from the group to consider their behaviour and how to improve it (this can take place during lesson time or lunch / break time). Whilst sitting in the time out area pupils should:

- Sit quietly and not attempt to communicate with others
- Not leave the time out area without permission

### **Stage 4 Sanction (Time out – up to 30 minutes reflection in a different classroom)**

Time out in a partner classroom or another year group for up to 30 minutes this should include time for reflection and work to be provided for the class teacher if appropriate.

### **Stage 5 Head teacher / deputy head teacher**

The pupil is sent with the completed behaviour book recording stages 2 to 4 to the HT / DHT. The book is then signed by the head teacher / deputy head teacher. A letter will then be sent to parents/carers regarding the pupil's behaviour / parents or carers will be invited in to discuss pupil's behaviour.

**In the case of serious incidents of misbehaviour (e.g. violence against another pupil or teacher / member of staff) it may be appropriate to respond immediately with Stage 5.**

Entries into the behaviour book are monitored by the head teacher

Teachers should use their professional judgement when using the staged response.

Although it is likely that this staged response will not be necessary it is important that all pupils are aware of the staged response process.

There may also be incidents which require the head teacher to be involved. On these occasions the incident is logged and the actions taken. It will then be left to the judgement of the head teacher to decide if the incident needs to be reported to parents / carers.

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### **Individual behaviour plans**

Where a pupil's behaviour is causing serious concern the teacher of that child may consider it appropriate for that pupil to follow an individual behaviour plan. In such cases parents/ carers, teaching staff and the head / deputy head teacher will work together with the child to generate a small number of positive targets.

These targets will be recorded on an individual sheet. The sheet will be completed by the class teacher after every lesson and a comment / picture relating to the agreed targets will be recorded on the behaviour plan. At the end of each day / week the behaviour sheet should be checked and signed by the head teacher / deputy head teacher. The behaviour plan should be reviewed regularly and feedback given to pupils and parents/ carers with reference to the attainment of the targets.

### **Persistent poor behaviour**

As a school we do everything we can to reinforce positive behaviour and we work closely with pupils, parents/carers and teachers as well as with external agencies where required.

Fixed term or permanent exclusions will be a last resort and will come after all elements of the behaviour policy have been implemented without success or improvement and will be done in consultation with all those involved.

The exception to this will be any form of serious assault or violent behaviour which threatens the safety of pupils or members of staff. In such cases the head teacher reserves the right to exclude a pupil with immediate effect.

### **Lunchtime behaviour policy**

All pupils have the right to eat their lunch in a calm orderly atmosphere.

All lunchtime supervisors are aware of the Millfield Code of Conduct and make direct reference to it when issuing rewards and sanctions during lunchtime.

### **Lunchtime behaviour policy - Rewards**

Pupils who show consistently good behaviour at lunchtime may be nominated for a lunchtime award that is presented in the Star of the Week assembly

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## **Lunchtime behaviour policy - Sanctions**

If sanctions are issued then they are done so with direct reference to the Millfield Code of Conduct.

Any incidents of inappropriate or aggressive behaviour are dealt with in the following way:

The incident of unacceptable behaviour is recorded in the class Behaviour Book - class teacher informed at the end of lunchtime.

Where the Head Teacher is involved in investigating poor behaviour at lunchtime this will be recorded.

Similar and repeated occurrences of unacceptable behaviour will be reported directly to the head teacher / deputy head teacher. A letter will be sent home to parents/carers informing them of the behaviour and they will be invited into school to discuss this

Where there have been incidents of poor behaviour at lunchtime those pupils involved may be required to miss their next lunchtime due to their actions. This will be at the digression of the member of staff who has dealt with the behaviour issue.

Any further adverse reports about behaviour at lunch time may result in the school excluding the pupil from school at lunchtime for a fixed period. This will mean that the pupil will not be able to return to school until 5 minutes before the beginning of afternoon learning. Further problems may result in a longer fixed term of exclusion

In serious cases where pupils have been aggressive towards each other either at lunchtime or in the school day then a period of fixed exclusion may be enforced. Any form of aggression is unacceptable and will not be tolerated.

Where children are experiencing behavioural difficulties at lunchtime it may be appropriate for an individual behaviour plan to be put in place as described elsewhere in this policy.

In cases of extreme aggressive behaviour at lunchtime the head teacher has the right to permanently exclude immediately.

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## **Behaviour Outside of School Premises – Before and After School**

On the way to and from school and at after school clubs / activities, pupils continue to represent the school, and should be aware that the school expects high standards of behaviour to be maintained.

The school will treat very seriously any incidents of unacceptable behaviour on the way to and from school reported by parents / carers or members of the public.

The behaviour of pupils outside of school can be considered as grounds for the sanctions outlined in this behaviour policy including exclusion.

## **Promoting Positive Behaviour**

Within the curriculum the school will promote positive behaviour through inclusion in assemblies, subject areas as appropriate and general class discussion.

It is the responsibility of all within the school to maintain the ethos which has been agreed. Pupils need good models from adults. We are committed to:

- Drawing attention to good behaviour,
- Giving clear and regular reminders of what is expected,
- Teaching good behaviour / manners through own conduct,
- Setting good example ourselves, in terms of manners, courtesy and care.
- Dealing with incidents of poor behaviour in a calm, professional manner

This behaviour policy will be reviewed annually.

Policy reviewed: October 2016

Policy reviewed October 2017

Policy reviewed: September 2018

Date of next review: September 2019

*Mr S Kelly / Mr M Walker*

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