

Millfields First School Behaviour Policy (including anti-bullying)

Rationale and Aims

To aid continuity and consistency of behaviour throughout the school, by providing a whole school approach towards appropriate and inappropriate behaviour, both in and out of the classroom. The aims of this behaviour policy encompass the whole school aims and objectives. These are referred to in the document – ‘**A well-educated young person**’ ...

- is an independent learner and decision maker.
- has good relationships with adults and peers.
- is literate and a good communicator.
- uses numbers and ICT effectively.
- is adventurous and willing to try new things.
- co-operates as part of a team.
- has a sense of responsibility and discipline.
- Is morally and spiritually aware.
- is adaptable.
- is prepared for the challenges of society.
- is tolerant and challenges stereotypes.
- has a sense of well-being and can lead a safe, fulfilling life.

At Millfields First School we believe that good behaviour supports a school in fulfilling its duty and its aims. Setting a good example is paramount and staff attitude will be the most critical determiner of the success of the policy. The staff determines the calm positive and consistent tone of the environment in which pupil/staff relationships can be developed, enabling each child to achieve.

Parental Involvement

At Millfields First School we value the role that parents play, both in the life of the school, and in their children’s education. Parents who value the education of their children should also place importance on good behaviour and thus both home and school support each other. Parents are informed of procedures and rules when a child enters school. Parents sign a Home-School Agreement when their child starts school. If a child’s behaviour is causing a concern, parents are contacted at an early stage, hopefully before the negative behaviour is able to become established.

School Rules

In order to achieve our aims and values the following set of rules have been devised and reviewed by all staff, pupils and governors in school.

- **Always use kind words, kind feet and kind words.**
- **Have respect and care for the environment, the equipment and each other.**
- **Listen to adults and each other.**

The Zone Board

- Positive behaviour or good work can be rewarded by children moving up into silver and then gold and rewarded appropriately. This motivates children and encourages appropriate behaviour.
- Inappropriate behaviour can be sanctioned by moving children down into orange and then red. This discourages or prevents inappropriate behaviour.

Rewards

To motivate and encourage children to follow the rules, a system of rewards has been agreed by all staff. These might include moving a child up the class zone board, informing the child’s parents verbally or presentation of a sticker and entry into the gold book presented at a weekly assembly. **Sanctions**

Sanctions can discourage or prevent inappropriate behaviour. They can be followed by rewards to encourage good behaviour. These might include moving a child down a class zone board, loss of privilege or missing 5 minutes of playtime.

House Points

All children from year 1 to year 4 are part of one of 4 houses. This encourages children to:

- give equal consideration to teamwork and individual accolade.
- develop mutual support and respect for each other.
- uphold a high standard of achievement and behaviour so as not to let others down or disturb others in their learning.

Teachers and support staff will award children house points and they will be collected weekly. In the weekly celebration assembly the scores will be accumulated for each house and a cup awarded to the winning team.

Serious Incidents

For very serious behaviour e.g. racial remarks, biting etc. the child should be seen immediately by the Head Teacher. Parents may be informed. A record is made, if necessary, on any appropriate paperwork and relevant procedures are followed.

Exclusion from School

Children who have been involved in an extremely serious incident or who have a serious behaviour difficulty in which children, staff or school property may be at risk, may be excluded from school for a period of time. The Head Teacher follows local authority guidelines and informs the parents, Governing Body and the local authority. Exclusion is the ultimate sanction and this would not be applied unless all other avenues and help had been explored and been unsuccessful. A period of internal exclusion precedes an external exclusion.

Children with Special Educational Needs

The approach to promoting positive behaviour is effective for the vast majority of children. However when a child presents with persistent inappropriate behaviours a more personalised approach is adopted.

- Cause for concern raised by class teacher and/or parents with Special Educational Needs Co-ordinator.
- The SENCo gathers information through observations and consultation and works collaboratively with teachers, parents and the child to put in place an appropriate programme of support. This is recorded on an individual behaviour support plan.
- If difficulties persist the advice of outside agencies is sought, for example the educational psychologist.

Anti- Bullying

Bullying can be described as deliberately hurtful behaviour, repeated over a period of time.

Bullying within school is never condoned and children should be in no doubt that such behaviour is totally unacceptable. Children should also be aware that they must inform staff of any bullying so that these can be eliminated. Any incident of bullying and any complaint from a child or parent should be taken seriously and investigated. The Head Teacher should always be informed of any bullying incident, where upon appropriate action may be taken.

This policy has been written by SENCO in collaboration with all staff, teaching assistants, lunchtime supervisors and governors. For further information please refer to the Anti-bullying policy.

This policy will be reviewed in March 2015.