



Millfields First School

Behaviour policy

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Millfields First School Behaviour Policy

Governors and staff have developed this policy to reflect the ethos and values that we all share and maintain within our community.

Discipline in our school will be in line with our belief of mutual respect and our motto of “Every Child Counts, Every Moment Matters”. Our purpose is to develop the character of the child to lovingly respect his/her own person and belongings, and to respect other people and their property. Our over-riding rule is “Treat others as you would like to be treated.” Children are reminded of the 3Rs, Respect, Responsibility and Relationships.

Overview

For behaviour management to be successful, it must be predictable and consistent. For all children to feel safe, respected, and able to learn at school, we have high expectations of their behaviour.

The following are behaviours that will not be tolerated:

- Violence (physical or verbal)
- Aggression/ threatening behaviour
- Oppositional behaviour (defiance)
- Disrespect to people
- Disrespect to property
- Constant low-level disruption

We recognise that some children have special educational /emotional needs which will impact on their behaviour. This behaviour is dealt with in line with our Trauma Informed School practices and advice, where needed from outside agencies.

As a school we have adopted the “Zones of Regulation” approach to help children recognise their feelings and emotions and be able to verbalise them and have strategies to enable them to re-regulate when they are heightened.

The following steps outline how all staff ensure a fair system. There is on-going discussion with pupils about respect as well as fair consequences for misbehaviour.

When dealing with unexpected/unacceptable behaviour:

- Children are asked to identify the behaviour which was wrong, to talk about the incident and to think about the impact of their behaviours on other people and how to avoid the situation again
- Children are encouraged to repair the relationship with the affected individual/s
- all staff act firmly and confidently, as well as in a respectful manner, modelling the desired behaviours at all times,

- all staff make clear that it is the behaviour that we do not like, and not the child,
- staff follow the graduated approach to behaviour management as identified in this policy,
- staff follow up incidents that cannot be dealt with immediately,

Code of Conduct

Rules are needed to ensure that the children have a knowledge and understanding of the school's expectations. Each class teacher agrees a set of Class Rules with their class at the beginning of the year and reviews them when necessary.

Rules are effective when they are:

- few, reasonable and fair,
- explained, discussed and agreed with the children,
- simple and precise,
- enforced and enforceable,
- positive – describing the behaviour the school wants to see,
- accepted and supported by parents.

Three Rs of Behaviour at Millfields

Respect

Responsibility

Relationships

All children and adults know of these and how they relate to good behaviour

Rewards and Sanctions

A system of rewards and sanctions is part of this policy so that staff can be consistent in the way that behaviour is dealt with. It is important that all staff follow the behaviour policy to ensure it is consistently and effectively used. This allows the children to feel they have been treated fairly.

School-wide reward systems

All staff will look for, acknowledge and reward, good behaviour choices.

Frequent praise and public celebration is the most effective way of rewarding effort and appropriate behaviour.

Informal rewards eg giving praise for appropriate behaviour in and outside the classroom are frequently given.

Examples of informal rewards which staff are encouraged to use for behaviour include:

Praise and encouragement in lessons, stickers, children being brought to the attention of SLT where they receive praise and a sticker, class teachers calling parents or talking to them at the end of the day to praise positive behaviour.

Formal rewards also happen:

- Gold Book: Children who show positive contribution to our attitudes and values (eg kindness, respect, friendship etc) will be celebrated using the Golden Book. The class teachers will choose one child per week. Children will have their names (first name and last initial) added to the newsletter
- Stars of the week: A child from each class is chosen by their teacher each week to meet with the Head or another member of SLT to bring their work, have a sticker and talk about their learning that week. Their name (first name and last initial) will be added to the newsletter.
- Treasure chest ladder (FS and KS1) and stars ladder (KS2)
- House points (Class Dojo) - children gain reward points for good work, good behaviour, showing our values and collect them for their house.
- Mrs Montandon's Tea Party. Each half term a child is chosen from each class to come and have cake and juice with the Head teacher. These are children who are always (nearly always) doing the right thing, being kind, working hard. They will also receive a "Good as Gold" badge to keep and a party bag.

Foundation Stage and KS1

In FS and KS1, a Treasure Chest is used. The children who show positive behaviour during the day move up a number, 1-10 in Pre-school, 1-15 in reception, 1-20 in KS1 until they reach the Treasure Chest. If they are in danger of not climbing the ladder they will go to the "choppy waters" section as a warning. They can move out of this during the day and continue their journey up the ladder if their low-level behaviour improves. When the children reach the end of the numbers, they choose a prize from the chest. Once they choose their prize they start again on 1. If behaviour including behaviour for learning is exceptionally good, a child may move up an extra rung at the discretion of staff.

Poor behaviour in FS results in reflection time where the children have the opportunity to think about their behaviour and what action would have been more appropriate. They will be supported in this by an adult. If a child displays level 3 or level 4 behaviours the parents will be informed and this must be logged on CPOMS. If appropriate, they will be informed by the class teacher of other levels of behaviour. This should be by phone call at the end of the day, or by parents being phoned by the office to be asked to meet with the teacher at the end of the day. A child's poor behaviour must never be discussed in front of other parents or children. A child must not be spoken about negatively within their hearing.

In KS1 unexpected/unacceptable behaviour may result in children having a walk round the school to re-regulate. Children will be helped to become calm and consider the impact of their actions through PACE (Play, Acceptance, Curiosity and Empathy). Parents will normally be informed all Red Card and Critical Incident behaviours and, if appropriate, they will be informed by the class teacher of other levels of behaviour in the same manner as in FS.

The expectation is that all children will move up the treasure chest at the end of the day unless poor behaviour continues.

If it is necessary for a member of SLT to be involved they will be sent for. Children must not be brought to the member of staff.

There will be an appropriate sanction. Parents will be informed if this happens, initially by the Class Teacher.

KS2

In KS2 the children go up a ladder to reach the stars. There are 20 rungs to the ladder. The children who show positive behaviour during the day climb the ladder one rung per day. If they are in danger of not climbing the ladder they will go to the “asteroid belt” section as a warning. They can move out of this during the day and continue their journey up the ladder if their low-level behaviour improves. When the children reach the stars after 20 rungs they collect a sticker. When they have 2 stickers they may choose a prize or collect more stickers for a larger prize. Some of the prizes could be reward vouchers for eg extra play.

As in KS1 unexpected behaviour may result in children having a walk round the school to re-regulate. Children will be helped to become calm and consider the impact of their actions through PACE (Play, Acceptance, Curiosity and Empathy. Parents will be informed of level 3 and level 4 behaviours and if appropriate, they will be informed by the class teacher of other levels of behaviour.

The expectation is that all children will move up the ladder at the end of the day unless poor behaviour continues.

If behaviour, including behaviour for learning, is exceptionally good, a child may move up an extra rung at the discretion of staff.

If it is necessary for a member of SLT to be involved, they will be sent for. Children must not be brought to the member of staff.

There will be an appropriate sanction. Parents will be informed if this happens, initially by the Class Teacher.

“Blanket sanctions” for the whole class should not be used in any Key Stage. The missing of PE/ games/ art or any other curriculum entitlement must not be used as a sanction.

Hierarchy of Seriousness

The following are four broad categories of behaviour difficulties:

Minor behaviours (level 1):

Class teachers, will deal with these through the use of minimal interactions; that is, they should have the least amount of impact on learning time for the other children. The teacher should always be in control of this situation and be aware of their next step if necessary.

When minor behaviours occur:

1. The child will receive a reminder.
2. If poor behaviour is repeated, the child receives a yellow card and an appropriate sanction eg miss a few of minutes of play time.

These minor behaviours should be dealt with in-class by these staged actions.

Teachers should use their professional judgement in choosing and using these consequences. The prime motivation should be to help a child make good behaviour choices, rather than punish poor ones. Teachers will need to respond in the most appropriate way for the child involved, not all children can be dealt with in the same way because of their individual special needs.

- Encouragement (you've noticed, it's not good enough: a quick, "jolly them along" ...)
- Disappointment in the child's behaviour ("the look", the short/sharp statement)
- Giving the child a target (e.g. you need to have done 5 more by the end...)
- Moving them/working with them (Explain TIME-IN- they'll be with you at playtime if they don't do it now...)
- Threatening the loss of a privilege/ playtime
- Losing the privilege (follow-through on the threat, so think carefully)

	Level 1 – verbal warning/ reminder, no formal recording	Level 2 – Yellow Card <i>Recorded on behaviour system</i>	Level 3 Red Card <i>Recorded on behaviour system</i>	Level 4 Critical incident <i>Recorded on behaviour system</i>
Examples of Behaviours	Calling out Attention seeking Time wasting Distracting others Not following instructions first time Minor inappropriate comments Moving around classroom without permission	Repeated Level 1 behaviour Repeated disruption of learning Refusal to follow instructions Arguing with staff Repeated calling out Continued lying/deceit Repeated teasing or name calling Causing injury through careless behaviour Provoked physical retaliation	Persistent disruption despite intervention Leaving classroom without permission Swearing directly at someone Spitting at another person Significant refusal Deliberate damage to school property Fighting	Unprovoked physical aggression Deliberately injuring another child Physical assault on staff Kicking or biting Deliberately throwing objects to injure Bullying Persistent intimidation Racist abuse Homophobic abuse Theft

	Low level silliness	Spitting on floor or property Deliberately damaging minor items Inappropriate language Negative comments about protected characteristics	Ganging up on others Intimidating behaviour Repeated discriminatory language Repeated Yellow Card behaviours	Leaving school grounds Serious vandalism Behaviour creating significant risk of harm
Response	<i>Reminder of expectation</i> Opportunity to correct behaviour No formal recording	<i>Recorded Yellow Card</i> Consequences could include: <i>Reflection time</i> <i>Missed playtime/lunchtime</i> <i>Restorative conversation</i> <i>Written/verbal apology</i> <i>Repairing damage</i> <i>Loss of privilege</i>	<i>Recorded Red Card</i> Sanctions could include: <i>SLT involvement</i> <i>Parents informed</i> <i>Behaviour support reviewed</i>	<i>Recorded Critical Incident</i> Sanctions could include: Internal suspension or external suspension considered in line with policy Immediate referral to HT/DHT Parents contacted CPOMS record
		3 Yellow Cards in 2 weeks = Red Card		

Yellow Cards, Red Cards and Critical Incidents will be recorded on Arbor. Where there are safeguarding concerns, incidents will also be recorded on CPOMS.

If the child's behaviour is disrupting the learning of others, the child may be asked to leave the class, supported by an adult, to discuss the reasons for their behaviour and to continue their work. Children will not just be "sent out of the classroom" by themselves. Once the child returns to class they will have a "fresh start".

Level 1 and 2 behaviours (outdoors):

This is dealt with by lunchtime supervisors/staff, who give a warning, then reflection time if the behaviour continues. If the poor behaviour carries on, the child is brought to a member of SLT/class teacher who will then decide on the appropriate sanction.

Level 3 and 4 Behaviours (outdoors):

If the child exhibits a behaviour that is deemed to be a level 3 or level 4 behaviour, a senior member of staff will be sent for, rather than the child brought to them. An appropriate consequence will be given. This behaviour is recorded on CPOMS or Arbor as appropriate. Parents may be informed.

If a child has a red card parents must be informed; this should not be left until parents' evening/reports.

The Blue Room

If a child exhibits behaviour which is harming or likely to harm, him / herself or others, they may be encouraged to go to the "blue room". This is a safe environment, with no distractions, in which the child cannot be hurt or cause hurt or damage to others or to property. This allows the child to de-escalate his/her behaviour and to reduce anxiety in a safe and calm environment. Some children may choose to go to the blue room or another "safe space" if they feel themselves dysregulating. They will always be accompanied by an adult.

The Sensory Room

This can be used once a child has de-escalated for them to regulate themselves in a safe, positive space. The sensory room can also be used when a child is struggling with transition or their emotions. They may also choose to use it to re-regulate themselves.

Team Teach

We are a Team Teach trained school. Where necessary, trained staff will use restrictive interventions to prevent harm to children, to staff or serious harm to property.

Incident Records

Level 2, 3 and 4 behaviours need to be recorded.

The Chair of Governors is informed of any suspensions/exclusions as they happen, the remaining governing board received collated suspension/exclusion data via the Head Teacher's report.

Guidelines for the categories of Behaviours

Strong parental support for good behaviour is ESSENTIAL to the safety of pupils and staff and to good order in school, which promotes learning.

Where a child's behaviour is proving problematic, the teacher will call parents, explain the situation and attempt to enlist their full support. Working closely with parents is not only fair, and desirable, but often very effective when the child sees that home and school are working closely together; catch up meetings should be arranged.

The Head Teacher (or any member of staff to whom she delegates this responsibility) has the right to interview pupils in a group, or individually, as is deemed necessary to establish the truth. Children are asked to apologise for their behaviour, if they are able to understand what they have done wrong and the impact their actions have had. This may take different forms – verbal or written.

Suspension

The following behaviours will normally result in consideration of an immediate fixed-term external suspension, as they place the child, other pupils or members of staff at risk of harm:

- Leaving school without permission.
- Physical assault on a member of staff.
- Unprovoked significant physical aggression towards another child.
- Confirmed bullying.
- Serious discriminatory behaviour, including racist, homophobic or transphobic abuse.
- Any behaviour that creates a significant risk of harm to others.

When deciding whether a suspension is appropriate, the Head Teacher will consider:

- The age and developmental stage of the child.
- Any identified SEND or additional needs.
- The context and circumstances surrounding the incident.
- The level of intent shown.
- The actual or potential harm caused.
- Any previous patterns of behaviour.

Not every instance of physical contact with a member of staff or another child will be regarded as physical assault. Accidental contact, behaviour arising from a child's identified needs, or low-level

incidents where there was no deliberate intent to cause harm will be considered on a case-by-case basis.

Deliberate acts of aggression towards staff or pupils, including hitting, punching, kicking, biting, spitting, scratching or throwing objects with the intention of causing harm, will be treated as serious incidents and may result in an external suspension.

Repeated negative behaviours over playtimes and/or lunchtimes will usually lead to an internal breaktime suspension, that is, the children will not be allowed out for a fixed number of playtimes/lunchtimes. If the negative behaviours persist, they may result in a fixed-term external lunchtime suspension, ie parents will be informed that they will be expected to make arrangements for their children to be collected from school over lunchtime and be brought back to school in time for the afternoon learning session. This will be recorded as a half day external suspension for that child. For some children the use of “lunch club” is appropriate as it helps them to manage their own behaviour. This is not a punishment.

Parents are informed of serious behavioural incidents and are also advised that should the behaviour persist, the child will be at risk of a fixed-term external suspension. As indicated above, some behaviours may instantly trigger a fixed-term external suspension. An external suspension will be formally reported to the Chair of Governors, the Local Authority and the social worker involved with the family if applicable.

As a last resort, where it is apparent that the school has done all it reasonably can, and the child is continually disrupting the good order and smooth running of the class or school, the HT may decide to permanently exclude the child. This will be formally reported to the LA; parents will have a right of appeal.

Behavioural Plans

For some children with specific needs not all of the sanctions will be suitable. For these children, personal support plans are drawn up. These will be adhered to by staff; the child will know the plan and the expectations.

S.E.N.D.

Behaviour is always the result of a need. We feel it is vital that if a child is frequently making poor behaviour choices we investigate why. Sometimes a child needs support with behaviour due to the fact that they have special educational needs (which may be undiagnosed). In this situation, a class teacher will meet with the SENDCo to discuss what support has been offered in-class, and what extra support may be needed in the future. The SENDCo will observe the child, talk to parents and involve outside agencies if appropriate. Staff must always consider whether behaviour may be linked to SEND, communication needs, emotional regulation difficulties, trauma or sensory needs.

Reasonable adjustments should be made where appropriate. Consequences may be adapted in line with individual behaviour support plans. The aim is to support children to learn positive behaviour and self-regulation while maintaining high expectations for all. The school will distinguish between

behaviours that a child cannot yet manage because of an identified need and behaviours that a child can reasonably be expected to control, whilst maintaining appropriate support and high expectations.

Social/Emotional Needs

If a child is not deemed to have SEND, but persistently makes poor behaviour choices, then our SENDCo, will support the teacher to form a plan for their needs. Support will take a variety of forms, depending on the nature of the needs identified. These could include 1:1 support, small group intervention and support in-class.

Racial / Homophobic/Transphobic Abuse

Racial / Homophobic/Transphobic Abuse has no place in our school. Whenever an incident is alleged whereby anyone has been subjected to any form of this type of abuse, the matter will be referred to the Head teacher or an Assistant Head Teacher without delay. Where the incident is found to be significant, after investigation, parents of both parties will be informed. In all cases, the victim will be given comprehensive reassurance of how they are valued by our school community and of how much we deplore any such behaviour. In the class/es in which the children are where the behaviour has been exhibited, a class PHSE session or circle time will be held, linked to the incident based on respect and valuing others and their differences. School assemblies have recurring themes of respect and caring.

Staff Roles

All staff will apply the policy consistently and fairly, treating every child as an individual. They will use positive language and model good behaviours. They will ensure that the school rules are adhered to. They will teach that with rights come responsibilities.

Pupil Roles

Children will follow the school rules. They will accept sanctions and make appropriate recompense.

Parental Roles

Parents and those with parental responsibility are expected to fully support the school in establishing good order and high standards of behaviour. They are also expected to support the school with regard to any sanctions that result from the behaviour of their child. Parents are expected to come in to school promptly to discuss their child's behaviour if and when requested. It is expected that parents will uphold the authority of the teacher in front of the child. If a parent is concerned about an incident in which their child has been involved it is important that they speak to a member of staff to discuss the issue. It is far better to establish the facts, than allow worries to undermine the relationship between home and school.

Parents cannot be informed of the specifics of sanctions applied to children other than their own. They will be given only general information such as, the situation has been dealt with by the class teacher, by a member of the senior leadership team etc in accordance with the behaviour policy.

School visits / trips / residential trips

If a child poses a risk to themselves and/or to other members of the party, and if it is felt that the risk cannot be managed at a reasonable level, then the team leader will seek advice as to whether or not the child will be able to be included on the visit. Parents will be kept informed of the decision.

For residential visits, behavioural expectations will be clearly laid out to parents and children. Parents may be asked to collect their child from the residential visit if their behaviour breaches these.

Bullying (See Anti Bullying Policy)

Online safety (see online safety policy)