



Myton Park Primary School

Behaviour Policy (Draft)

<i>CREATED/REVISED:</i>	<i>Spring 2020</i>
<i>REVIEW DATE:</i>	<i>Spring 2021</i>
<i>APPROVED BY GOVERNING BODY:</i>	<i>To be approved at the Autumn 20 full Governing Body Meeting</i>

Our behaviour policy aims to maintain a community spirit where all are valued and feel safe.

It is the wish of the Governing Body for the behaviour policy to be adhered to by all stakeholders – children, parents/carers, staff, governors, volunteers and other community members. As adults we must understand and action our duty as positive role models.

At Myton Park Primary School we aspire to have a true community feel where we all (children, parents/carers, staff, governors, volunteers, visitors and other community members) work together to ensure we all reach our potential.

We resolutely pursue, and endeavour to set the very highest standards in all areas, which means we must all commit to set the highest standards for ourselves. We envisage a school where relationships are positive, expectations are high and we all have the self-belief and drive to accomplish our aspirations, within a learning environment that aims to meet the needs of all stakeholders.

To achieve this, we must all approach situations with a positive ethos, We expect mutual respect and a commitment to the following protocol:

We are here for each other and the children in our care

We demonstrate good manners at all times

We talk with each other

We listen to each other

We make time for each other

We inform each other

We are honest with each other

We support each other

We respect each other

We celebrate and share different strengths

Myton Park Primary School aims to provide an attractive and secure environment with an atmosphere, which promotes positive attitudes, high levels of self-esteem, care, consideration and responsibility. We endeavour to provide a quality-learning environment in which all our pupils feel happy, safe and secure to express their own individual liberty. We want each child to achieve the highest possible standards of attainment and see behaviour as an integral part of the learning process. We hold very high expectations of pupil behaviour and promote an ethos within the school of community. Through school assemblies, PSHE and RE we endeavour to enhance pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversities and accept differences. Mutual respect is promoted and children understand what this means and how it is shown. We encourage all children to treat ~~one another~~ others and property with respect and adopt socially acceptable behaviour traits.

We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this, we will be offering our children the chance to fully participate in the life of our school and our community.

We promote an ethos in which children should feel confident to seek adult support.

Aims

The school has four central aims in its approach to behaviour:

1. To promote high expectations of standards of behaviour;
2. To set clear rules and guidelines
3. To promote a culture where everyone understands their individual liberty. They can make their own choice and understand they have a responsibility and accountability for this within the community.
4. To involve staff, children, parents and governors in promoting this policy.

Objectives

-  To encourage children to take responsibility for their own behaviour;
-  To develop self-respect and respect towards others;
-  To show respect towards their environment;
-  To show thoughtfulness and good manners;
-  To encourage children to seek support when necessary

RIGHTS

We believe adults and children have fundamental rights.

These are:

-  *a right to learn*
-  *a right to feel safe*
- *a right to be treated with respect and dignity*

We explain to the children that the main aims of school rules are to keep everyone feeling safe and happy; and to allow them to achieve their full potential.

The role of staff

Teaching and all support staff have a vital role in supporting and maintaining standards of good behaviour within school. In order to achieve this staff are expected to:

-  *To promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity;*
-  *To promote high expectations concerning behaviour, attitude and approach;*
-  *To reinforce and praise good behaviour, caring attitudes and “doing your best”, as well as rewarding success;*
-  *To develop an awareness of each child as an individual;*
-  *Understand that humour can diffuse a volatile situation;*
-  *Have a fair and consistent approach on applying rules;*
-  *A calm manner at all times;*
-  *An ability to refer to the behaviour and not the child;*
-  *To work to understand the root of any behavioural difficulties*
-  *A team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues;*
-  *An acknowledgement and active approach that problems within school are a shared responsibility;*
-  *To inform parents of any concerns where appropriate.*

The role of parents

Parents have an important role in supporting staff. Most parents are willing and anxious to give this support but are not always sure how they can do this effectively.

It is always helpful when parents:

-  *Encourage children to respect school;*

-  Ask questions about their work and behaviour;
-  Show interest in their child's progress;
-  Praise good reports and certificates sent home;
-  Support class teacher;
-  Visit school not just when there is a problem;
-  Discuss with class teacher any problem which could affect their child emotionally or academically within school in the first instance.
-  If necessary, seek further support from senior staff or Mrs Lee.
-  Approach any situation with a calm and respectful manner

Expectations from the children

Children should appreciate that there are certain codes of behaviour which are acceptable and generate approval. These should include:

-  Learning what good behaviour means;
-  Learning to care for one another and value friendship;
-  Developing self-confidence and raise self-esteem;
-  Speaking to all teachers, adults and children with respect;
-  Achieving as much as possible in all areas of their work;
-  Taking care of school and other people's property;
-  Moving calmly and quietly around school;
-  Following playground rules and the lining up skills list;
-  Treating others as they would wish to be treated;
-  Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently.
-  The children should follow the school behavioural code of conduct.

- (See APPENDIX 1)

Rewarding Good Behaviour.

Acceptable behaviour and hard work should always be recognised and rewarded.

Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards are used at Myton Park Primary School:

-  Verbal and written praise;
-  Stickers/Certificates/Stamps/Smiley faces etc.;
-  'Acorn Awards';
-  Golden Time – a thirty minute time slot at the end of the week where children decide which activity they wish to do. Golden time to be earned during the week;
-  Individualised plans as necessary for more vulnerable children

-  Extra playtime for whole class;
-  Responsibility (special jobs)
-  Class certificates/verbal messages given to parent – such as star of the day, star of the week.
-  House points which are given by staff throughout the week. The children in the winning house for each half –term, will have a non–uniform day in the last week of the half –term.

Unacceptable and disruptive behaviour.

Implementation of this behaviour policy relies on a positive approach to behaviour management. However there will be occasions when children exhibit behaviours which are certainly not acceptable. These may include occasions when a child may:

-  Show a lack of respect for others including children and adults;
-  Show a lack of respect for their environment and the property of others;
-  Answer back, tut, sigh, mutter, shrug or sulk etc;
-  Refuse to work, shout or walk away when spoken to;
-  Throw things;
-  Spoil other children's work;
-  Swear, offer verbal abuse, racial harassment, name call;
-  Spit, use violence, bullies, threaten;
-  Run around school, lie or steal.

Such behaviour will generally be exhibited in extreme situations and by children who may already have severe behavioural and emotional difficulties. However, the school maintains that such behaviours are handled in a positive and consistent manner. It is important to try and help children understand why their behaviour is unacceptable. It is also important to recognise the 'triggers' of such behaviours and attempt to avoid these and give the child strategies to deal with their behaviour. Our policy is applied consistently throughout the school so that all the children are aware of the possible consequences of their actions.

Whilst being consistent we are also prepared to retain a flexibility to meet the needs of individuals, e.g. a child who acts out of character, a child who is under unusual pressure due to emotional or personal problems etc.

-  The first stage of response to a child's inappropriate behaviour is to register 'disapproval' using the following strategies:
-  Eye contact, gesture of disapproval;
-  Verbal check, calm and fair;

 Rationalisation, questions 'are you sitting nicely...'

 Withdrawal from a group to sit on own;

Where these initial strategies fail to have an impact, a second stage of approach should be employed which includes strategies such as:

 Missed playtime (supervised); missed golden time;

 Removal to another class or a safe supervised area, with a note explaining why they have been sent. On re-entry to class the child should be able to explain to the teacher why they were sent out and should apologise;

Within school a warning system to ensure prompt adult support within the classroom involves the use of 'warning triangles'. A red triangle located close to each classroom door which can be used to attract the attention of the nearest adult. Children are aware that when requested they must take the triangle to the nearest adult who will then arrange and provide support.

Persistent inappropriate behaviours or serious incidents may then trigger the following responses:

 Removal from the class to the Head teacher or Deputy head teacher;

 Verbal warning that continued unacceptable behaviour will result in parents being contacted;

 Contact with parents – personal or by letter;

 SEN involvement: use of behaviour reward system with clear targets and star charts/stickers;

 Home/school link programmes to monitor behaviour;

In extreme cases, it may be necessary to employ the school procedures for dealing with disruptive behaviours as listed in APPENDIX 2.

Bullying

The school takes the issue of bullying very seriously and any incidents will be fully investigated and addressed. A written record of the incident, investigation and outcome will be kept by the head teacher/teachers concerned.

As a school we do not advocate violence or retaliation but urge all children to tell an adult of any incident which has occurred. We encourage the children to stand up for themselves verbally or with the support of peers. Class intervention strategies that address responses to behaviour can be used to help both the bullied and the bully. Staff will be informed of the pupils' involved and appropriate action taken to prevent further incidents. This action may include:

-  Obtaining an apology;
-  Imposition of sanctions;
-  Informing all parents concerned – bully and victim;
-  Providing support for both victim and bully.

SEN – behavioural issues.

If a child demonstrates significantly challenging behaviours then the SENCO will be informed. Detailed analysis of the child's behaviour will be made and areas requiring support and development identified. This may ~~involve~~ lead to the use of a targeted behaviour programme ~~suited to the child's needs~~. Support for the child during 'trigger' situations may then be offered and if appropriate the school implement support programmes and intervention strategies tailored specifically for the individual child.

The SENCO will be informed where a child demonstrates significantly challenging behaviours that cannot be addressed by Quality First Teaching. These programmes may include strategies such as:

-  Daily and weekly behaviour logs; Home/School Log
-  Individually tailored reward systems
-  Personal behaviour support programmes;
-  Monitoring of playtime/lunchtime behaviour by class teacher
-  1:1 supervision during playtime
-  Within school reward systems, whole class reward systems etc.
-  The use of an ILP to modify and manage behaviours;
-  SEN Intervention Strategy, such as OT support
-  Positive Behaviour Plan

Where appropriate the school may also contact outside agencies for support and advice – Educational Psychologist, Behaviour Support Service, CAHMS, Re-Connect Therapy etc.

The safeguarding policy may be applied where the Head Teacher or Deputy Head Teacher deem necessary

(In line with the legal duties of the Equality Act 2010, in respect to safeguarding and SEN)

EXCLUSION.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion.

Serious physical violence towards other pupils and members of staff may also be grounds for exclusion.

The school works within Stockton LA policy and guidance for Exclusion Procedures.

Educational Visits.

The school accepts its responsibility to provide all children with a safe working environment. As such, it may be necessary to exclude children from participation in external educational visits. This is primarily to do with the safety of the child. If a child has difficulty conforming to the normal behavioural expectations within the school setting then it may not be possible to guarantee their safety in the outside environment. Decisions taken will be based entirely on individual circumstances and will be done with the full co-operation of the parents and staff involved. Any outcomes will be made entirely to serve the interests and safety of the child. Please refer to Educational Visits policy for further details.

The use of positive handling strategies and physical intervention in the management of pupil behaviour.

Please see the positive handling policy.

Searching and Confiscation

School staff have the right to, and will search pupils with their consent for items banned by school and stolen or lost items. This can include searching turned out pockets, bags and trays. If a pupil refuses to comply they may be sanctioned as for any other unacceptable behaviour.

School staff have the right to, and will search pupils **without consent** for knives and weapons, alcohol, illegal drugs and stolen items. Searchers must be the same sex as the pupil and there must be a witness, also of the same sex. Searching without consent will only take place if there are reasonable grounds for suspicion, and will only take place on school premises. Any searches conducted without the consent of the pupil must be reported to the Head Teacher.

Any banned, stolen or illegal items will be confiscated, and may be handed over to the Police.

Searches may take place without the prior notification to parents/carers, but they should be informed of any searches that have taken place.

Under DFE guidance, in certain circumstances, teachers do have the right to discipline children over behaviour outside of school. Misbehaviour out of school could include:-

-  taking part in any school-organised or school-related activity
-  travelling to or from school
-  wearing school uniform
-  in some other way identifiable as a pupil at the school.
-  or misbehaviour at any time, whether or not the conditions above apply, that:
-  could have repercussions for the orderly running of the school

 poses a threat to another pupil or member of the public

 could adversely affect the reputation of the school

 could impact on relationships inside school

Staff will use the usual consequences as noted in this policy. Parents will be informed of actions taken by school

Equal Opportunities.

All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

APPENDIX 1

MYTON PARK PRIMARY SCHOOL

BEHAVIOURAL CODE OF CONDUCT

Behaviour in and around school.

Listening skill

The listening skills list is displayed throughout the school in classrooms:

The listening signal is an adult raising their hand.

The adult speaks once all children have stopped what they are doing and are looking at the speaker.

The listening signal is...

Adult raises their hand.

On ~~hearing~~ seeing the signal, the children must stop, have eyes on speaker, ~~empty~~ hands, raise their hand, body still, voice silent and listen until the message is over.

Line up Behaviour.

Children will line up before leaving the classroom as a whole class;

The line up skills also apply in the playground when collecting children;

External doors will be opened at 8.55am for children to start entering school.

Assembly

Children line up in classrooms

Teachers escort children silently into assembly;

Music is played on entry into the hall;

Praise given to children exhibiting excellent assembly behaviours;

Movement around school.

Children should walk around school at all times;

If a child is running in school they should be stopped and reminded to walk to ensure their safety and the safety of others;

A child walking smartly around school may be rewarded with praise / stickers;

Teachers/staff should be in the atrium for children coming out of assembly to maintain good behaviour.

Good Atrium Behaviour

Smart walking

Hands by side – no touching

No talking

Single file

Walking

Playtime Behaviour

Children to be escorted out into the playground;

Inappropriate behaviours to be reported to the head teacher / deputy head teacher and dealt with appropriately;

At the end of playtime the teacher on duty rings a bell, once to signal the children to stand still. On a second bell the children walk to the line and line up quietly;

Teacher on duty sends classes into school.

Lunchtime behaviour

Children will be escorted into the playground or to the lunchtime area by a supervisor assistant;

Supervisors are encouraged to be positive and use praise as often as possible. In the event of unacceptable behaviour, supervisors are asked to:

- Give a verbal warning that the behaviour is wrong;*
- Ask the child to accompany them around the playground for a short time;*
- Share their concerns with the child's teacher in order that appropriate action can be taken jointly;*

Serious incidents should be reported to the class teacher or entered into a 'lunchtime behaviour books'. If a child's name appears in this book 3 times in a half term parents will be invited into school to discuss their child's behaviour;

Very serious behaviour incidents to be immediately reported to the head teacher / deputy head teacher and dealt with appropriately;

On wet playtime days staff should clear work surfaces so that wet playtime equipment can be distributed. Quiet, calm classrooms are to be expected and children must tidy away ready for the afternoon session to begin;

A member of staff will use the bell signal at 12.43/12.58 pm for the children to stop and line up;

Teachers collect children from the yard and liaise with midday supervisors regarding any incidents.

Midday supervisors select two children each week for lunchtime behaviour awards.

APPENDIX 2
MYTON PARK PRIMARY SCHOOL

BEHAVIOUR PROGRAMME FOR DEALING WITH DISRUPTIVE BEHAVIOURS

Implementation of this policy involves a positive approach to behaviour management. Instructions and requests are to be given in a firm but polite manner. The following strategies are to be employed with children who exhibit aggressive, abusive, defiant or physical behavioural difficulties. They are to be used when child poses a threat of violence to themselves or peers or who may pose a potential threat to staff. The policy acknowledges the needs of the individual in relation to the safety needs and learning needs of other children within the school.

Initial responses / actions

Using behaviour analysis programmes it may be possible to identify certain 'triggers' for behaviours. Awareness of these may allow the implementation of strategies to prevent disruptive outbursts before they occur.

<i>Triggers</i>	<i>Series of responses</i>
<i>Situations that embarrass or cause stress</i>	<i>In class let the child know it is ok to make mistakes, feeling nervous is a good thing. Ask for help as many times as needed. The child needs to know that adults are in control and set the boundaries.</i>
<i>Situations where the child feels he/she can test boundaries. Long periods of inactivity or waiting</i>	<i>Firm boundaries and a consistent response from all adults Ensure listening time is productive and minimal with maximum participation. Classroom procedures and change overs need to be swiftly managed</i>
<i>Too many instructions, too much work on a sheet or board. Situation where he/she feels he/she an test the boundaries</i>	<i>Firm boundaries and a consistent response and approach from all staff is essential Work broken down into manageable steps. Clear the board before adding more work.</i>
<i>Lack of confidence</i>	<i>Being told by the adult leading the session that he/she</i>

	<p>can have help. Starting him/her off on the first sentence or two, first sum or two.</p> <p>The child will cope with the situation if things are explained first.</p>
<p>Impulsive behaviour</p> <p>Inability to concentrate with too many distractions</p>	<p>Regularly monitor behaviour of the child</p> <p>Careful thought has to be given as to where the child sits and who he/she sits with</p> <p>Regular contact throughout the lesson helps to keep the child on task</p> <p>OT support where appropriate or task breaks with movement involved.</p>
<p>Opportunities for mischief</p>	<p>Careful thought has to be given to where the child is sitting, who they work with, where they are in the line and at what point they join in with class procedures e.g getting ready for home time, getting ready to work etc</p>
<p>Inappropriate behaviour</p>	<p>Catch the child being good as soon as they are doing what they should be, even if they have just been really challenging</p> <p>Praise the rest of the class for doing the right thing rather than point out the inappropriate behaviour of an individual.</p>

Strategy	Action
<p>Jobs and weight jobs</p>	<p>Giving jobs offers opportunities for praise</p> <p>Heavy jobs calm children</p>
<p>Catch being good</p>	<p>Correct inappropriate behaviour and immediately praise the following good behaviour.</p> <p>Praise the positive rather than the fault. E.g "Well done you've written two good sentences" instead of "is that all you've done"</p>
<p>Ignore negative</p>	<p>Don't reinforce negative behaviour by giving it attention. If disruption continues, move to a quiet</p>

	<p>place, do not comment on, don't give eye contact.</p> <p>Quickly praise the correct behaviour</p>
Placement and positioning	Think about where the child sits, position in lines and when they take part in a class/job activity
Active listening	Do not allow children to swamp you, control the situation and respond directly to each child
Verbal response	Be aware of your voice and the effect it can have
Body language	Be aware of your movements and posture and the effect it can have
Consistent approach, always follow up	<p>Within the school behaviour policy have an agreed response to inappropriate behaviour eg</p> <p>Child receives one warning following inappropriate behaviour "You need to stop..... and"</p> <p>Second warning "You need to stop.....and.....if you choose not to you will go to time out the next time I have to speak to you"</p> <p>If the child continues "you need to go to time out because....."</p> <p>Child remains in time out until allowed to leave (3-5 minutes). "This is what you need to do now.....to show me how well you can behave"</p>
Golden time lost	<p>Always follow this up.</p> <p>Children may have the opportunity to earn that back in the next lesson</p>
Routine, warn of change	Establish routines early on and maintain them. If they are going to be changed inform the whole class and specific individuals in advance
Emphasise new start	Control the situation by telling the child they have a fresh start for the lesson
Cool down time/area	Children should know where this area is, that they can take themselves there too. Escort to if needed with no eye contact or verbal interaction
Work progress chart	Clear targets for the child to attain.

Time Out

Where a child continues to exhibit negative / disruptive behaviour then adult intervention in the form of 'time out' should be employed. This involves a specific sequence of events, which the child is clearly aware of and is applied consistently. Primarily the sanction system of time out should work as follows:

Each class must have a designated time out chair/mat/area

1. Child receives one warning following inappropriate behaviour. "You need to stop...and..."
2. Second warning "You need to stop....and ...if you choose not to you will go to time out the next time I have to speak to you"
3. If the child continues "You need to go to time out because..."
4. The child remains in time out until allowed to leave (3–5 minutes). "This is what you need to do now.....to show me how well you can behave"

NB will Golden Time loss be linked to this

Is the time out the punishment or is golden time lost on top of the time out?

Do we keep time out as a strategy for behaviour and golden time supports good learning attitude and isn't used to manage behaviour? Will children lose playtime in order to complete work not done in the lesson?

During 'time out', several expectations of the child's behaviour exist:

-  The child sits sensibly in their thinking space (allowance must be given to children with specific needs)
 -  The child keeps their hands and feet to themselves;
 -  The child doesn't interact, but focuses on calming down.
5. The child clearly understands why they are placed in time out; The child remains in time out until allowed to leave (3–5 minutes). "This is what you need to do now.....to show me how well you can behave"
-  The child leaves time out only when given permission.
 -  The children need to be clear about the expectation for time out behaviour

Immediate 'time out' sanctions can be given for:

Hitting, swearing, blatant defiance, destructive / damaging behaviour.

Isolation

There should be an agreed place for children to be taken for isolation. This should not be used for any other purpose. Staff should be clear about the line of succession for support, KS lead, Deputy Head, Head.

During 'isolation', several expectations of the child's behaviour exist:

-  The child gives themselves the opportunity to learn from their mistakes and shows respect to those around them.
-  The child uses appropriate speech;
-  The child demonstrates appropriate behaviours;
-  The child is calm enough to talk about and discuss the incident;
-  The child may return to the classroom when calm behaviour resumes.

Parents will be informed of any serious incident requiring isolation for a sustained period of time.

Isolation will be used when:

Refused time out, failed time out, made verbal threats towards an adult or pupil, displays outbursts of physical aggression, physically attacked another pupil, and threatened physical attack towards a member of staff or pupil.

Exclusion

Procedures for Exclusion are in keeping with the policy provided by Stockton LA.

Appendix 3
Learning Behaviours

Playground Behaviours

Golden Rules

Reviewed Spring Term 2020
Next Review Date Spring Term 2021