

# Behaviour Policy



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**Together, we nurture, inspire and achieve**

## Myton Park Primary School

### Behaviour Policy

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. 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. Mutual respect is promoted and children understand what this means and how it is shown. We encourage all children to treat one another 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.

Thus we believe that by using the three words: **READY, RESPECTFUL, SAFE**, we can support pupils in demonstrating all expected behaviours.

**We are ready to listen and to learn**

**We are respectful towards one another**

**We keep ourselves and others safe**

### Aims

1. To promote high expectations of standards of behaviour;
2. To set clear rules and guidelines concerning acceptable behaviour;
3. 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.

### 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.

At Myton Park Primary School, we believe that the rights of the child is an essential ingredient in their development as learners, and as global citizens. Children learn about their rights through the UN Convention on the Rights of the Child. As a school, we believe that these rights are imperative in building self-esteem, establishing and embedding relationships, encouraging participation, and promoting well-being.

### The role of staff

Teachers and 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:

- promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity;
- promote high expectations concerning behaviour, attitude and approach;
- reinforce and praise good behaviour, caring attitudes and "doing your best", as well as rewarding success; using proximity praise – *'Well done X, you are ready for learning'*;
- develop an awareness of each child as an individual;
- understand that humour often diffuses a volatile situation;
- have a fair and consistent approach on applying rules;
- present a calm manner at all times;
- demonstrate an ability to refer to the behaviour and not the child;
- work to understand the root of any behavioural difficulties;
- adopt a team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues;
- acknowledge that problems within school are a shared responsibility; ensure that incidents of poor behaviour are documented using the CPOMs system;
- inform parents of any concerns where appropriate.

#### The role of parents

Parents have an important role in supporting staff with children's behaviour. Most parents are willing and anxious to give support but are not always sure how they can do this effectively. It is always helpful when parents:

- encourage children to respect school and the wider community;
- ask questions about their work and behaviour;
- show interest in their child's progress;
- praise good reports and certificates sent home;
- support the 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 leaders.

#### The role of the child

Children should be aware of behaviours which are appropriate and acceptable at school. 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

At Myton Park Primary School, positive behaviour and hard work are recognised and rewarded.

Reminders should be given at regular intervals to motivate children towards a feeling of success. Our reward system falls into three categories:

#### Class Rewards:

- House points – can be achieved for instructions, displaying positive behaviour, completing work to the best of their ability and being a positive role models for their peers. In exceptional circumstances children may be awarded two house points.
- Verbal and written praise;
- Stickers, smiley faces etc;
- Letters of praise/verbal messages given to parents.

#### Whole school awards:

Acorn Award Certificates are presented in a weekly celebration assembly. This can be for a single piece of work, or for producing consistently good work throughout the week. In addition, children may receive an Acorn Award in recognition of their behaviour and attitude to learning throughout the school week.

#### Special recognition awards:

Annual Mighty Oak Awards are presented for exceptional work in class and for behaviour and attitudes. This is recognition of a child going above and beyond in regards to their work and learning. This will be presented by the Headteacher during a special celebration assembly.

#### Unacceptable and disruptive behaviour

Implementation of this behaviour policy relies on a positive approach to behaviour management. The school accepts that unacceptable or disruptive behaviours may occur occasionally with any child and as such should be handled in a positive and consistent manner. These 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;
- show a lack of engagement with their learning;
- 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, bully, threaten;
- run around school, lie or steal.

Such behaviour may also be exhibited in extreme situations and by children who may have severe behavioural and emotional difficulties. However, the school maintains that such behaviours are handled in a positive and consistent manner. A positive approach should be adopted to try to help children recognise and understand why their behaviour is unacceptable and consider the consequences for their actions for themselves and for others. 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 own behaviour. Our policy is applied consistently throughout the school and children are aware of the consequences and possible sanctions of unacceptable and disruptive behaviour.

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 pressure due to emotional or personal problems etc.

The first stage response of response to a child's inappropriate behaviour is to register adult 'disapproval' using the following strategies:

- eye contact, non-verbal gesture of disapproval;
- verbal check in – calm, fair, positive;
- rationalisation, prompt questions e.g. are you sitting nicely? please don't do that. can you look this way?
- staff to share consequences of that behaviour for the child or other people – calm, fair, positive e.g. 'please don't do that as it is distracting your friends.' 'if you run in the atrium you might fall and hurt yourself.'

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

- teacher issues a verbal warning;
- movement to another area of the classroom;
- tasks/learning to be completed;
- removal from class to sit in another class or other safe supervised area, for an age appropriate length of time. Upon return, child to talk about what they were doing in class that was unacceptable or disruptive. Child to talk about the consequences of this behaviour with support from staff member if needed – what are the consequences of making this choice?
- missed playtime or lunch time (supervised by an adult in atrium or classroom);
- conversation with parents at end of the day or by phone (not to take place in front of other parents or children).

Within school, a warning system is in operation to ensure the support of prompt adult supervision or assistance using 'warning triangles'. A red triangle is located close to each classroom door and 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 should trigger a third stage of response/sanctions:

- internal isolation – removal from class to the Headteacher in the first instance (Where the Headteacher is not available, another senior leader should be notified).
- SEND involvement: use of behaviour reward system with clear targets and star charts/stickers;
- home/school link programme to monitor behaviour;
- parents invited to discuss issue in school.

### Monitoring and recording

Where behavioural concerns become persistent, staff should record this daily using CPOMS. This should be recorded under the 'behavioural' tab. This is important as it allows senior leaders to track and monitor behaviour in school and provide effective support to staff as needed. This also allows senior staff to be fully aware of and deal with incidents appropriately as they occur especially if they follow a pattern. Serious behavioural issues reported to SLT should be recorded using the CPOMS behaviour /

bullying tabs as appropriate. Formal contact with parents – telephone calls, meetings will be arranged should behavioural issues continue.

#### Special Educational Needs and Disabilities

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). If a child demonstrates, significantly consistent and challenging behaviours then the SENDCO will be informed. In accordance with the school SEND policy their needs may be assessed through the code of practice. A detailed analysis of the child's behaviour patterns may be made and areas requiring support and development identified and supported. Support for the child during 'trigger' situations may be offered and the school will attempt to put forward support programmes and intervention strategies tailored specifically for the individual child. These may not completely align with the school Behaviour Policy. They will, however mirror the school approaches as closely as possible.

If a child demonstrates significantly challenging behaviours then the SENDCO and/or a member of the Senior Leadership Team will be informed. Detailed analysis of the child's behaviour will be made and areas requiring support and development identified. This may lead to the use of a targeted behaviour programme. 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. These programmes may include strategies such as:

- daily and/or weekly behaviour logs;
- individually tailored reward systems and behaviour support programmes;
- monitoring of playtime/lunchtime behaviour by staff;
- adult supervision at key transitional times / lunchtimes;
- within school/class reward systems;
- the use of a SEND Support Plan / Individual Behaviour Plan to modify and manage behaviours;
- the use of an anger management programme (SEN Intervention Strategy).
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Where appropriate, the school may also contact outside agencies for support and advice – Educational Psychologist, CAHMS, Local Authority SEND Team, Alliance Therapeutic Support etc.

#### 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 recorded using CPOMS. As a school, we do not advocate violence or retaliation but urge all children to tell an adult of any incident which has occurred. 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.

(See also the school's Anti Bullying Policy)

#### Safe online behaviours

Safe online behaviour is embedded within the curriculum across the whole school. Our whole school approach to online safety aims to address in an age appropriate way, the four areas of risk:

**Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

**Contact:** being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.

**Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Smoothwall filtering and incident logs ensure that any inappropriate searches on school equipment (on site and remotely) can be picked up and dealt with swiftly.

E-safety incidents (including cyber-bullying) are reported to the computing lead and/or Headteacher and logged on CPOMS along with action taken. Actions can include discussion with child and parents, restricted use of school equipment or internet access, additional teaching support as a whole class, small group or 1-1, as appropriate.

(See also school's Acceptable User Policy and E-safety Policy)

### 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 Borough Council's policy and guidance for Exclusion Procedures.

The decision to exclude a child from school is never taken lightly and is a decision that can only be made by the Headteacher (or Deputy Headteacher in the Headteacher's absence) after a range of factors have been considered including: seriousness of the behaviour, impact on the running of the school, evidence of strategies used and level of remorse.

### 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 individual 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 cooperation of the parents and staff involved. Any outcomes will entirely serve the interests and safety of the child. Please refer to the Educational Visits Policy for further details.

### Lunchtimes

See Behavioural Code of Conduct.

### Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

In extreme cases where pupils may injure themselves or others it may be necessary to escort, hold or restrain pupils. The teachers are authorised to use reasonable force to control a child exhibiting crisis behaviours, they may need to act in self-defence or because there is an imminent risk of injury.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm. All staff are trained in 'Team Teach' methods to ensure that staff across school can offer appropriate support in times of crisis. This can include distraction, escorting a child to a safe area or in some cases restraint. All incidents of restraint are formally logged on CPOMS under the 'Team Teach' tag and parents informed.

#### Power to Search

DDSLs, including the Headteacher have the right to search a child with their permission in the presence of another adult and if there is concern that the child may be at risk of injury or in possession of articles that may injure others. The age of the child will be taken into consideration and if there is no immediate danger, the parents/carers will be invited into school to discuss the situation. Searches will be carried out without a child/parent/carers permission only if there is a risk of injury or harm to the child or others. This is in line with DfE Advice 'Screening, Searching and Confiscation Advice for head teachers, staff and governing bodies available at [www.education.gov.uk](http://www.education.gov.uk). Headteachers can search for an extended list of items including alcohol, illegal drugs and stolen property.

#### DfE Guidance

DfE guidance identifies that schools and their teachers also have the power to discipline pupils who misbehave outside the schools premises and outside schools hours and as such may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school –organised or school-related activity;
- travelling to or from school;
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time which:

- 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.

The sanctions outlined above may be used in these circumstances.

The guidance also protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear:

- Headteachers can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances they may even press criminal charges against the pupil;
- the default position should be to assume the teacher has behaved reasonably unless a complainant can show that a teacher has behaved unreasonably;
- all accusations will be investigated fully and with the advice of the LADO (Local Authority Designated Officer);
- schools should not automatically suspend teachers accused of using force unreasonably;



- all but the tiny number of the most complex cases should be resolved within three months and the vast majority should be resolved in four weeks;
- malicious allegations should not be included in employment records.

### Equal opportunities

Equality objective 2021: To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We do not narrow our curriculum offer for any child. 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. All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background.

### Monitoring and Evaluation

The Senior Leadership Team will monitor this policy. Its success will be evaluated regularly with the assistance of governors using the Ofsted framework current at the time.

### Dissemination of the Policy

All staff members and governors will receive a copy of the policy as agreed by Governing Body.



- Article 3 (best interests of the child) - The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 5 (parental guidance and a child's evolving capacities) - Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.
- Article 18 (parental responsibilities and state assistance) - Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.
- Article 19 (protection from violence, abuse and neglect) - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

- Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 37 (inhumane treatment and detention) - Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.
- Article 39 (recovery from trauma and reintegration) - Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.



## Behaviour Code of Conduct

### Listening Behaviours

- The listening signal in 'Stop and Listen', the adult raised one hand;
- On hearing/seeing the signal, children must: stop, look at the speaker if able to do so, keep their body still, with empty hands and listen until the message is complete.;
- The adult should speak once all children have stopped what they are doing and are looking at the speaker.

### Line Up Behaviours

- Children will line up before moving around the school as a class, escorted by a member of staff;
- Children to move in a quiet, orderly manner around school;
- Children should move in single file from area to area giving way to adults in school;
- Promotion of good manners – opening doors for one another, allowing others to go first.

### Atrium Behaviours

- Children will walk smartly in single file;
- Hands by side – no touching;
- Children will walk in a quiet and orderly manner.

### Assembly Behaviours

- Children line up in classrooms prior to entering assembly;
- Teachers escort children silently into assembly;
- Music is played on entry and on exit;
- Praise given to children exhibiting excellent assembly behaviour in line with school reward system.

### Playtime Behaviour

- Children to be escorted out into the playground by a member of staff;
- Inappropriate behaviours to be dealt with at playtime if possible and reported to class teacher/Senior Leader/Deputy Headteacher/Headteacher where appropriate;
- At the end of play time, on hearing the first bell children stand still, on the second bell children walk to their line quietly;
- Class teacher must go onto the yard to meet the children and escort them back to class.

### Lunchtime Behaviour

- Children will be escorted into the playground or to the hall by a member of staff from class.
- In the dining room, stay in their seats, use inside voices and speak to children who are close by on their table. Children will display good manners and raise their hand if they need help;
- Supervisors are encouraged to be positive and use praise as often as possible in line with our school rewards system. In the event of unacceptable behaviour, supervisors are asked to:
  - Give a verbal warning that the behaviour is unacceptable;
  - Ask the child to accompany them around the playground for a short time;
  - Serious incidents should be reported to a Senior Leader/Deputy Headteacher/Headteacher and dealt with appropriately.
- A member of staff will use the bell signal at 12.58/13:13 for the children to line up following appropriate behaviour routines;
- Class teacher to collect children from the yard and liaise with lunchtime supervisors regarding any incidents as appropriate;
- Lunchtime supervisors select two children each week for lunchtime behaviour awards
- On wet 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 promptly.



## Behaviour Programme for Dealing with Extreme and Disruptive Behaviours

The following strategies may be employed with children who exhibit ongoing 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. This programme should be implemented only in consultation and with the support of senior staff.

The policy acknowledges the needs of the individual in relation to the safety needs and learning needs of other children within the school.

All incidents should be logged on CPOMS using the tab 'Behavioural'.

### Initial responses / actions

Using behaviour analysis, 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.

1. Encourage the child to respond to clear signals – STOP, THINK/HOLD, and PAUSE.
2. Give secret signals from an adult to remind the child such as pointing to eyes and ears as LOOK AND LISTEN signal;
3. Praise and reward positive behaviour – 'catch the child being good';
4. Encourage the child to count to ten before acting;
5. Planning ignoring of attention seeking behaviours;
6. Diversion of attention to other activities / areas etc;
7. Use solution type questions 'can you remember what helped time?'
8. Acknowledge the child's feelings 'I know your angry but ...'

### 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:

1. give a general instruction, 'I would like you to ...';
2. give a more specific instruction related directly to the behaviour;
3. say, 'this is your ... warning...' along with a repeat of the specific instruction;
4. say, 'go to time out please'. The child should then move to a pre-designated area within the classroom/another classroom or to a Senior Leader/Deputy Headteacher/Headteacher;
5. child remains in 'time out' for 5-10 minutes (age appropriate);
6. after 'time out' the child should be asked why they were asked to have 'time out' and are they ready to go back into class;
7. give the child permission to leave the 'time out' area with a positive comment about how they may do better next time.

During 'time out', expect that:

- the child remains on the seat;
- the child keeps their hands and feet to themselves;

- the child keeps their body as still as possible;
- the child remains silent;
- the child clearly understands why they are placed in time out;
- the child leaves time out only when given permission.

Immediate 'time out' sanctions can be given for: hitting, swearing, blatant defiance, destructive /damaging behaviour.

If a child refuses to engage in 'time out' and the strategy is not effective, the following sanctions will be followed with the support of the school leadership team including the Headteacher, Deputy Headteacher.

#### Internal Isolation

Internal isolation will be used when a child has:

- engaged in consistent disruptive behaviours (despite warnings) and failed to follow teacher expectations/requests;
- refused time out;
- failed time out;
- made verbal threats towards adults or children;
- displayed or had outbursts of physical aggression;
- physically threatened or attacked another pupil;
- physically threatened or attacked a member of staff.

Teachers should seek assistance from a senior member of staff who will escort the child to a quiet area in school such as the Headteacher's office, the 'Greenhouse Room' or entrance to the Hub and supervise them for the period of isolation. Class teachers will provide work for the child to complete. Involvement of a senior member of staff is required and parents will be informed by telephone of the consequences given.

During 'isolation', note the following expectations:

- the child follows adult instructions, does what is requested – 'please sit down';
- the child uses appropriate speech;
- the child demonstrates appropriate behaviours;
- once the child is calm enough to talk about and discuss the incident this is completed with a senior member of staff;
- learning activities will be completed;
- the child may return to the classroom when normal behaviour resumes or after an appropriate time period determined by the supervising senior staff member.