



Behaviour Policy

Date of Policy:	September 2018
Date of Next Review:	September 2019
Review Cycle:	Annual
Signature (Chair of Governors):	

BEHAVIOUR POLICY – One Page Overview

At Mill Rythe Junior School we believe that every one of our children should be able to learn in a safe, supportive and caring environment. That their learning should not be interrupted by poor behaviour and that every child, member of staff and parents and carers must take full responsibility to ensure that we achieve this.

Establishing Expectations of Appropriate Behaviour

The school has a clear set of behaviour rules. These are known to the children as the 'Behaviour Bees' and can be found in the policy below.

Pro-active Measures Used To Achieve Good Behaviour

We believe that it is essential to be pro-active to encourage good behaviour and that being pro-active with behaviour management reduces the amount of reactive strategies that need to be used (examples of such positive strategies can be found in the policy below).

Rewarding Positive and Appropriate Behaviour

We encourage and reward positive behaviour. We expect that positive recognition and interactions should minimise the need for sanctions and believe in the notion of 'catching them being good'. We consider that the most common, powerful and frequent reward for good behaviour is often simply verbal praise. We do also have specific strategies in place to publicly recognise and celebrate good behaviour (see below).

Sanctions for Addressing Behaviour that Falls Below Expectations

It is important to have a clear and fair system in place that all children and adults understand that tackles negative behaviour with sensitivity and fairness, whilst minimising disruption to learning.

If a child misbehaves, staff will follow the following procedure:

1. Verbal reminder and the child moves their name on the behaviour chart
2. A second verbal warning and the children moves their name down on the behaviour chart.
3. Final verbal warning and the child moves their name down to the red card on the behaviour chart. They now spend their next break time in the card room where they will be able to reflect on their behaviour with a member of the leadership team.

If a child receives 3 cards in a half term a letter is sent home to the child's parents and if a child were to receive 6 cards in a half term then parents would be invited into school for a meeting with the child and a member of the leadership team. See appendix one.

More significant / Major Disruptive Behaviour

If a child displays major disruptive / more significant poor behaviour in school it may be appropriate to move straight to a more serious sanction without such warnings. This could include a straight red card, or in more serious circumstances being sent to the Head teacher or Deputy. In rare cases, this could lead to an exclusion from school (either fixed-term or permanent).

Policy In Detail

The principles underlying this policy have been written and developed by the Governing Body following consultation with parents, staff and children and are founded on the following:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- United Nations Convention on the Rights of the Child

Rationale

At Mill Rythe Junior School we believe that every one of our children should be able to learn in a safe, supportive and caring environment. That their learning should not be interrupted by poor behaviour and that every child, member of staff and parents and carers must take full responsibility to ensure that we achieve this.

We have a behaviour policy in order to ensure there is:

- Consistency in approach / expectations when promoting positive behaviour across the school.
- Clarity for the whole school community, especially children, parents and staff.
- A common language and framework used to support positive behaviour in classrooms and across the school.
- A sense of fairness.
- A common framework for the use of rewards and consequences.

Principles

- There will be very clear expectations of what behaviour is expected in school and these will be shared and promoted frequently.
- Good behaviour will be celebrated and promoted whilst poor behaviour will always be challenged and dealt with calmly and consistently by all members of staff.
- The school will have the same high expectations of behaviour for all its children. However, those children with identified behaviour needs will receive additional, appropriate support to help them achieve the expected standard.
- Bullying (including discrimination on the grounds of disability, gender, racial, religious) will be regarded seriously and tackled swiftly and robustly (see separate anti-bullying policy).

- Whilst dealing with poor behaviour, all staff will make clear to the child that it is the behaviour that is disliked, not the child. Respect and care for the child is of paramount importance in all situations.
- Once an incident of poor behaviour has been dealt with the child will always be given a fresh start – we don't hold grudges.
- The school will work in partnership with parents and carers, sharing the same expectations and giving mutual support.
- The need for good behaviour applies not just in school or on school trips but also extends outside the school grounds, including travelling to and from school, and when pupils are wearing the uniform of Mill Rythe Junior School.
- On extremely rare occasions it may be necessary for staff to use reasonable force or make physical contact with pupils in order to prevent pupils or staff coming to physical harm or prevent damage to school property. The use of force or restraint will always be the absolute minimum necessary to ensure safety and avoided wherever possible.
- Some items are not allowed on school premises, for example penknives or fireworks. If there is any reason to believe that a pupil is carrying dangerous or prohibited items then it may be necessary to search the pupil and confiscate the items.
- The use of the Behaviour Policy should be supported by all; however, there may be occasions when this will result in complaints of misconduct against school staff. Such complaints will always be taken seriously, fully investigated and appropriate action taken but staff accused of misconduct will also be supported through this process.

Where does this policy apply?

This policy applies in the classroom or on the playground, including lunchtimes, on school premises during school hours, on off-site visits and on residential trips. It also applies when children are travelling to or from school or are in school uniform outside of school.

Establishing Expectations of Appropriate Behaviour

To ensure that there are clear expectations regarding behaviour in school, the children and staff have worked together and developed a set of school rules. These are known as 'The Behaviour Bees'.



(Treat people how you would like to be treated)



(Always speak to people in a polite way)



(Tell the truth and learn from your mistakes)



(Never hurt people and tell someone if you feel worried or unsafe)



(Listen carefully and work hard in every lesson)

Pro-active Measures Used To Achieve Good Behaviour

We believe that it is essential to be pro-active to encourage good behaviour and that being pro-active with behaviour management reduces the amount of reactive strategies that need to be used.

A good reminder about the need to positively encourage positive behaviour comes from the following quote which we use regularly in school and staff training:

"I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized."

Haim Ginott

All adults in school will take pro-active measures to encourage good behaviour.

These include:

- Modelling the behaviour expected of children at all times.
- Establishing clear expectations and routines at the start of the year and regularly revisiting them.
- Maintaining a safe and organised learning environment.
- Always being in the classroom or playground on time to receive children coming in off the playground and around at the end of the day to say goodbye and ensure a calm end to the day.
- Ensuring children are supervised at all time by following duty rotas and arriving for duty on time (if a member of staff is unable to carry out a duty, they will make sure it is covered).
- Ensuring other members of staff are asked to supervise children for very short periods of time should it become essential for the class teacher to leave the classroom.
- Using positive language with children.
- Planning appropriate seating arrangements in class and assembly times.
- Ensuring that any poor behaviour is addressed without damaging the child's self-esteem – communicating that it is the behaviour that is disliked not the child.
- Never using sarcastic comments or deliberately embarrassing the child.
- Working in partnership with parents/ carers.
- Treating all children fairly (this does not necessarily mean that all children are treated exactly the same).
- Making adaptations to support children with particular learning, social, emotional and behavioural difficulties.
- Managing transition times carefully i.e. as children move between classrooms.

Rewarding Positive and Appropriate Behaviour

As a school, we encourage and reward positive behaviour. We expect that positive recognition and interactions should minimise the need for sanctions and believe in the notion of 'catching them being good'. We consider that the most common, powerful and frequent reward for good behaviour is often simply verbal praise.

We do also have systems in place to publicly recognise and celebrate good behaviour, which include:

House Points

House points will be awarded on a day-to-day basis by all adults in the school. They will be awarded for examples of excellent behaviour linked to our learning bees:

- Bee Independent
- Bee Resilient
- Bee Collaborative
- Bee Brave
- Bee Creative
- Bee Thoughtful
- Bee Ambitious
- Bee Caring
- Bee well mannered

And for making an excellent contribution to the school and local community.

House points are collected across a half term with the winning house earning a collective reward at the end of each half term.

Golden Time

Each week all of our children have 20 minutes Golden Time which they can spend on an activity of their choice on a Friday afternoon alongside their peers in either upper or lower school. If a child receives a red card during the week they will only receive 10 minutes golden time. If a child were to receive two red cards in a week they would forgo their golden time for that week.

Learning Bees

Each week in the Monday celebration assembly, every class teacher will nominate a child who has exemplified one or more of the learning bees during the previous week. The children receive a certificate to keep and an award to display on their table for that week. These children's achievements are celebrated on the school instagram account.

Great Citizens

Children who make a significant contribution to the school community or the wider community are celebrated by recognising them as 'Great Citizens.' Children who are recognised in this way have their achievements celebrated in the Celebration

and Challenge Assembly, on the Great Citizens board, in the weekly newsletter and through the school's Instagram account. Any member of staff can nominate a child to receive this award and parents are encouraged to share their children's contributions in the wider community with the headteacher and deputy head. At the end of the year the Citizenship trophy is awarded to a child in year 6 who have made a significant and sustained contribution to the school and wider community.

The Behaviour Bee

Each class in the lower school (years 3 and 4) has a 'behaviour bee'. The behaviour bee is given to children to look after if they have demonstrated excellent behaviour that day.



Busy Bees

Busy Bees are monitors in the school who seek out and recognise positive behaviour such as kindness, friendship and support. For example, a 'Busy Bee' may notice that a pupil has been particularly kind to someone else at break time and they would then nominate this person for an award in assembly. This pupil will then be presented with a special Busy Bee pencil and their positive, kind actions will be celebrated and used to demonstrate the expectations for all pupils at Mill Rythe.

Care

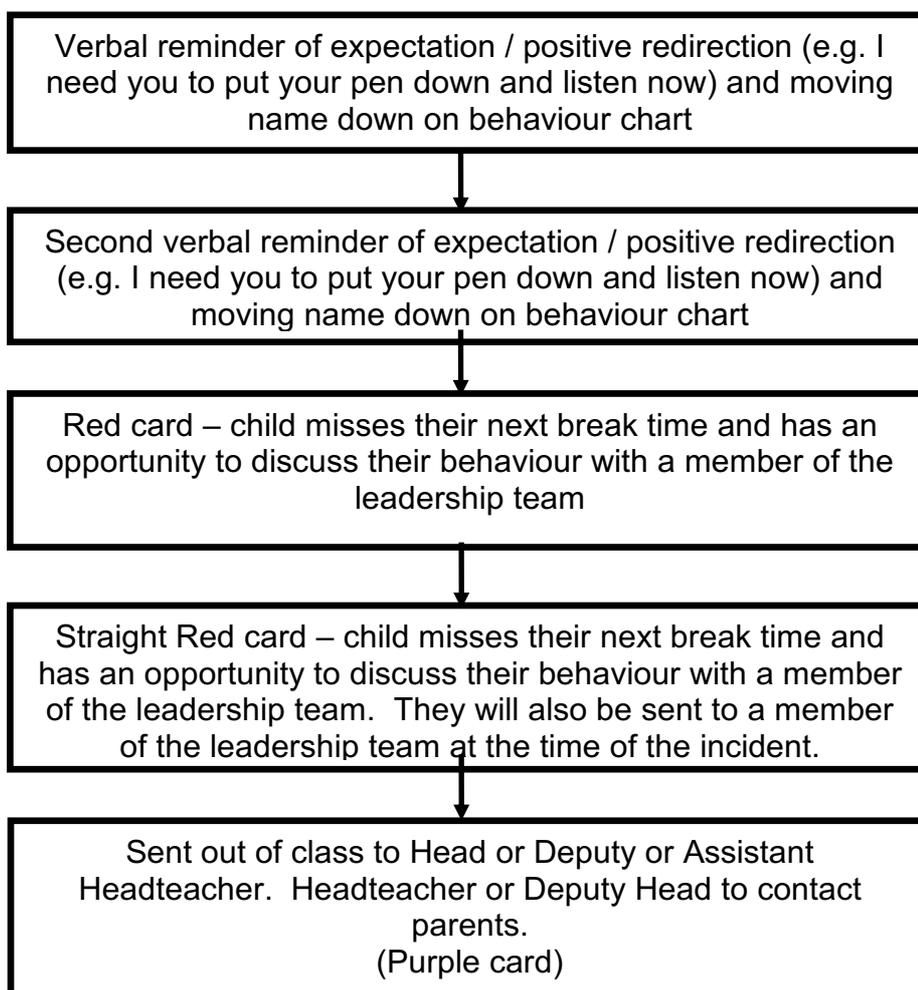
Care the Cheeky Monkey is awarded to a child each week in the Celebration and Challenge Assembly. All members of staff or volunteers can nominate children who have demonstrated particular care towards other children or adults.

Sanctions for Addressing Behaviour that Falls Below Expectations

We recognise that despite having positive recognition and rewards in place, there will be times when children make mistakes and their behaviour falls below our expectations. It is therefore important to have a clear and fair system in place that all children and adults understand that tackles negative behaviour with sensitivity and fairness, whilst minimising disruption to learning. The system is designed to support a layered approach that will achieve the desired change in behaviour, in a non-confrontational way and which avoids further escalation of the situation.

The Layered Approach: Minor Disruptive Behaviour

Teachers aim to minimise minor disruptive behaviour by using a range of positive strategies (see above) and careful classroom organisation. If in spite of this, any child displays signs of poor behaviour, the teacher will use the following procedures;



The aim is always for the child to improve their behaviour at the earliest possible stage and a teacher will acknowledge when the child has made the right choice.

Once a child has completed their sanction i.e. red card they will be given a fresh start in the next lesson. Expectations and sanctions will be displayed in all classrooms and work areas as a reminder to children, staff and to support supply teachers.

Child being asked to leave the class

If a child has not responded to any of the previous sanctions and / or is behaving in such a way that is dangerous or preventing the rest of the class from learning then it may be necessary for them to leave the room. **This should be used rarely and only once other approaches have been tried first.**

If a teacher feels it is necessary for a child to leave the classroom the teacher should:

1. Ensure the child is accompanied by an adult when leaving the classroom (either by sending for a member of the senior leadership team or by asking a Teaching Assistant to accompany the child).
2. If this is not possible, another member of the class can be sent to find a senior leader (Assistant head, Deputy head or Headteacher) to come to the classroom and accompany the child being asked to leave the room.
3. If a member of the senior leadership team is not available, a Teaching Assistant should take the child to a safe place to 'cool-off.'
4. The child will usually spend the rest of that lesson out of class (usually with the Deputy or Headteacher), completing their work there (this may be after the child is given an initial 'cool-off' period).
5. At the end of the lesson there should always be a follow-up where the teacher talks with the child about their behaviour. In most cases, the child will then miss the whole of the next break / lunch break. For any child sent out of class, the behaviour that led to this sanction should be recorded on CPOMS and tagged as behaviour.
6. In most cases, the aim should be for the child to return to class as soon as possible once the sanction has been completed so that their learning is not interrupted.

NB: A child should never be asked to leave the classroom without being accompanied by an adult.

The Layered Approach: More significant / Major Disruptive Behaviour

Major disruptive behaviour could include: bullying (see Anti-Bullying Policy), fighting or aggressive behaviour, stealing, deliberately damaging property, racial harassment (see Single Equality Scheme), or using foul or abusive language to a member of staff, particularly disruptive behaviour which is having a major impact on the class.

In these situations, it will be appropriate to move straight to a more serious sanction without warning. This could include a straight red card, or in more serious circumstances being sent to the Headteacher, Deputy or Assistant Head.

Purple Card: Depending on the nature of their behaviour, the Headteacher may decide to write/call parents/carers to inform them of the nature of the behaviour and invite them into school to discuss their child's behaviour. This is known to children as a Purple Card.

Whilst it is impossible to cover every situation, we have agreed that, as a general guide, cards will be given in the following way:

Behaviour Cards

Low Level Incidents

This might include:

- Talking in class or in the lines.
- Not being engaged in your learning.
- Disturbing the learning of other children.
- Losing equipment from your learning toolkit.
- Not having your PE or swimming kit in school.
- Being late to the lines in the morning, at break or lunchtime.

Medium Level Incidents

This might include:

- Being rude.
- Not telling the truth.
- Hurting other children through a lack of care.
- Saying unkind things.
- Going to the toilets or medical room without permission.
- Being where you shouldn't be at the wrong time.
- Talking in assembly.
- Drawing on books or other school equipment.
- Play fighting.
- Talking in the changing rooms at the swimming pool.
- Repeatedly demonstrating low level incidents.

High Level Incidents

This might include:

- Deliberately damaging school equipment or property.
- Bullying.
- Hurting other children.
- Taking things that are not yours.
- Refusing to do as asked.
- Swearing.
- Making discriminatory comments.
- Repeatedly demonstrating medium level incidents.

Consequences

1st time - verbal warning and moving your name down.

2nd time - verbal warning and moving your name down.

3rd time - red card

If you receive a red card you will visit the card room at the next time morning break where you will reflect on your behaviour and have some time to practice your handwriting and spelling.

Consequences

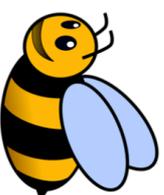
Sent to your year leader.

Red Card

Consequences

Sent to Mr Bessant, Mrs Wintle or Miss Irould
Purple Card

Be a learning **bee**haviour star



This is not intended to be a definitive list and there will always be an element of professional judgement made by staff depending on the context of the situation.

Exclusions

In exceptional circumstances and as a last resort it may be appropriate to temporarily or permanently exclude a pupil. Should this be considered necessary, then the Headteacher will follow the statutory guidance contained within Exclusion from Maintained School and Academies and Pupil Referral Units in England, 2012.¹

Lunchtimes

Our expectations of pupil's behaviour will be maintained during lunchtimes. Lunchtime supervisory assistants will reward children for positive behaviour through the use of praise and recommending children for house points via the class teacher.

If children do not follow the rules at lunchtime, they will be asked to have a 'time-out' in a specific place. Where there are repeated issues at lunchtime, the senior lunchtime supervisor will report this to the Headteacher or Deputy Head.

Sanctions for misbehaviour during lunchtimes:

- Verbal warning and reminder of expectations
- 5 minutes 'Time Out' sat on the bench on the decking
- Sent to Senior Lunchtime Supervisory Assistant.
- Sent to member of the SLT by Senior Lunchtime Supervisory Assistant.

Tracking and Recording:

As a school we track both rewards and sanctions. When preparing certificates for good behaviour, the office team keep a track of who has received the certificates. This allows us to analyse for trends in data i.e. gender balances / imbalances.

At the end of each half term Mrs North completes an analysis of the card room book where all red card sanctions are recorded. This allows the school to monitor and analyse for trends in data adjusting our approach as required.

Children who receive repeated sanctions:

In most cases, parents are not informed if their child receives a red card in school as this is meant to be a minor sanction and will improve behaviour quickly.

However, if a child is repeatedly receiving red cards with little sign of improvement in their behaviour, the school will inform their parents / carers.

If a child receives 3 or more cards in a half-term, the parent/carer(s) of that child will be contacted by a letter from the Headteacher. The letter will explain the behaviours that have led to the cards being received.

1

<http://media.education.gov.uk/assets/files/pdf/s/exclusion%20from%201%20sep%202012%20guide%20for%20those%20with%20legal%20responsibilities%20in%20relation%20to%20exclusion%20june.pdf>

If a child receives 6 cards in a half term, the parent/carer(s) will be invited into school for a meeting with the class teacher and member of the SLT. The aim of the meeting is to share concerns and to work together to problem-solve the situation. **It is not to ‘tell-off’ parents or to make them feel bad.**

There are a range of possible outcomes from such a meeting, including use of a reward chart / sticker chart or behaviour contract. Whatever is decided, there should always be a follow up meeting within 6 weeks of the original meeting to share how things are progressing.

Supporting Children with Specific Behavioural Difficulties

Whilst we strive to ensure that all children meet the same standards of behaviour, we recognise that some children will need greater levels of support.

If a child is identified as needing additional support, the SENCo will meet with the class teacher to arrange appropriate targets and strategies to support the child. We will aim to involve parents in this discussion so that home-school partnership can work effectively to bring about an improvement in the child’s behaviour.

These targets, strategies and adjustments will be recorded in an Individual Behaviour Plan (IBP) and will be reviewed in line with the usual pupil passport cycle.

If a child does not respond to these strategies, the school may seek the support of external agencies such as Primary Behaviour Support / Educational Psychology Service.

Stop and Search

On very rare occasions it may be necessary to search a pupil or their belongings where there is concern that dangerous items have been brought onto the premises. This would be done following the guidelines in the Screening, Searching and Confiscation Document, 2012.

Physical Intervention

On very rare occasions it may be necessary for school staff to use physical intervention on a pupil in order to ensure their own and the safety of others. Any physical intervention would only be the minimal necessary, and the intervention will be in line with the school’s physical intervention policy and Department for Education Guidance. Physical intervention will never be used as a punishment.

Pastoral care for staff accused of misconduct

It is expected that this behaviour policy will receive the full support of pupils, staff, parents and carers. However, in maintaining discipline with the school there is always the possibility that an allegation may be made against a member of staff. In this unlikely event, such allegations will be fully investigated in line with the school procedure for dealing with allegations against school staff which can be found on page 17 of the Child protection Policy. The member of staff will be fully supported throughout the investigation process.

Managing absconding children

In the event of an absconding child:-

The most senior member of staff available should immediately ensure that a quick search of the school premises be carried out by an available member of the teaching or non-teaching staff. On confirming the absence of the child, the parent and the police should be immediately informed.

Following the safe return of the child, the headteacher will follow up the matter with the parent and the child. If a child runs away from their parent on the way to school even if they have entered the school grounds the responsibility remains with the parent.

Monitoring the Behaviour Policy

The effectiveness of the Behaviour Policy will be monitored by the Head and Deputy in order that regular reports may be made to the governors and to ensure consistency.

All staff will strive to achieve consistency by regularly comparing and discussing the number of cards earned in different classes and sets and by boys and girls and different groups of children. This is carefully monitored by the Headteacher who will give timely feedback to staff which is then reviewed in staff meeting times and by year teams in PPA meeting time.

Anti-Bullying

See separate anti-bullying policy.

Appendix 1. Card room letter and behaviour card chart



Mill Rythe
JUNIOR SCHOOL

Dear Parents,

I am writing to inform you that during this half term your child's behaviour has resulted in them visiting the card room on three occasions. The following behaviours have resulted in your child being kept in:

I would really appreciate it if you could take some time to discuss these issues with your son/daughter and talk about the impact it is having on both their learning/happiness and that of other children in the classroom and how this can be avoided in the future. A copy of the card room chart is on the reverse of this letter.

If you would like to discuss this further please make an appointment to meet with your child's class teachers.

Yours sincerely

David Bessant
Headteacher

Behaviour Cards



Mill Rythe
JUNIOR SCHOOL

Low Level Incidents

This might include:

- Talking in class or in the lines.
- Not being engaged in your learning.
- Disturbing the learning of other children.
- Losing equipment from your learning toolkit.
- Not having your PE or swimming kit in school.
- Being late to the lines in the morning, at break or lunchtime.

Medium Level Incidents

This might include:

- Being rude.
- Not telling the truth.
- Hurting other children through a lack of care.
- Saying unkind things.
- Going to the toilets or medical room without permission.
- Being where you shouldn't be at the wrong time.
- Talking in assembly.
- Drawing on books or other school equipment.
- Play fighting.
- Talking in the changing rooms at the swimming pool.
- Repeatedly demonstrating low level incidents.

High Level Incidents

This might include:

- Deliberately damaging school equipment or property.
- Bullying.
- Hurting other children.
- Taking things that are not yours.
- Refusing to do as asked.
- Swearing.
- Making discriminatory comments.
- Repeatedly demonstrating medium level incidents.

Consequences

1st time - verbal warning and moving your name down.

2nd time - verbal warning and moving your name down.

3rd time - red card

If you receive a red card you will visit the card room at the next time morning break where you will reflect on your behaviour and have some time to practice your handwriting and spelling.

Consequences

Sent to your year leader.

Red Card

Consequences

Sent to Mr Bessant, Mrs Wintle or Miss Hould

Purple Card

Be a learning **bee**haviour star

