



BEHAVIOUR AND RELATIONSHIPS POLICY

THE MILL PRIMARY ACADEMY

The Mill Primary School Behaviour & Relationships Policy

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1. Governing Body Introduction and Statement of Principles

Introduction

The Behaviour and Relationships Policy is a statement of the aims, principles and practical strategies for encouraging good behaviour and positive relationships at The Mill. This is a working document and it will be reviewed and revised at least annually in order to foster the very best climate for learning and playing in our school.

Statement of Principles

The Governing Body takes the clear and committed view that good behaviour is critical for promoting an effective environment for learning. The Governing Body's principles for good behaviour are that there should be:

- An underpinning warm and supportive ethos that enables pupils to enjoy their school life feeling safe and secure, knowing their well-being is paramount and that they will be listened to, treated fairly and with respect at all times.
- Relationships that are positive and supportive in a calm and pleasant atmosphere.
- A commitment to equal opportunity and high expectations for all.
- Clear expectations of the children and a consistent approach from all staff with a balance of rewards and sanctions, with the emphasis on 'catching children being good'
- A commitment and understanding of the Behaviour and Relationships Policy by all staff who will apply it consistently and fairly.
- Acknowledgement that the Behaviour and Relationships Policy cannot work in isolation and that it will be supported by a clear anti bullying policy, an effective teaching and learning policy, good classroom management throughout the school, an appropriate curriculum framework that inspires learning, and effective playground and lunchtime management systems.
- Good relationships between whole school community (teaching staff, non-teaching staff, parents, children, governors, outside agencies etc.).

2. Aims and Objectives

Aims

At The Mill we are committed to establishing a school community where people work together with trust and respect, and where the children's learning is at the centre of all our work. We aim to establish a warm and supportive ethos as an essential prerequisite for learning. This depends upon trusting relationships and a process of co-operative teamwork. We believe that everyone has an important part to play.

Our aims for behaviour are that all children will:

- be tolerant and understanding, giving full consideration to the rights, responsibilities and property of others
- develop a responsible attitude towards their own learning and towards the development of their roles in school and in the wider community
- achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take pride and a responsible interest in caring for their environment both at school and in the wider world

The underpinning principles of our policy are that:

- adults act as role models for the children at all times
- good choices are rewarded
- children are praised regularly and good behaviour is publicly celebrated
- bad behaviour is never ignored but dealt with according to the policy
- all teachers follow the behaviour policy so that we treat pupils fairly and consistently and the children know what the boundaries are
- sanctions address the behaviour and not the child personally
- children are involved in setting expectations and devising strategies, in making choices about their own behaviour (choice and consequence) and in supporting each other

**EVERY CHILD ...
has the right to feel safe at school, physically, psychologically and emotionally,
to enable them to learn effectively.**

No child has the right to disrupt the learning of others.

Objectives

In order to achieve our aims, the following objectives have been identified:

- To develop self-confidence, self-esteem and emotional intelligence in all children.
- To enable pupils to keep on-task with their learning.
- To develop self discipline and self control.
- To encourage accountability for behaviour.
- To encourage pupils to recognise and respect the rights of others.
- To enable rational conflict resolution.
- To affirm co-operative and friendly attitudes within the classroom by creating a calm and quiet working environment.
- To promote the values of honesty, fairness and respect for others.
- To develop positive attitudes towards the learning process and our school.

DEFINITION OF GOOD BEHAVIOUR

We consider that children are well behaved when they do as they are asked immediately and they are considerate, polite and respectful to all other children and adults in the school.

3. Positive Behaviour Management

At The Mill we are committed to a system of positive behaviour management. It is important that every member of the staff team is clear about their roles and responsibilities for consistently applying the agreed policy for managing behaviour. Everyone, staff and pupils alike, must be clear about our expectations of good behaviour and the strategies in place to secure this.

Children's needs

Pupils respond best when they are feeling secure. They will feel more secure when they know what is expected of them and when they believe that all staff will follow the same rules and will be consistent in their use of rewards and sanctions. Children need to know what the school and class rules are, and what will happen to them if they choose to break the rules.

Staff needs

All members of staff need to feel secure in the standard of behaviour they should expect from children; how they should reward them; what sanctions are available to them and what support they should be able to receive. Staff should also be very clear **that any problems with any child's behaviour is a whole school responsibility and that they are not expected to cope on their own with challenging situations.**

Staff and pupil relationships

Positive behaviour management is helped when there are good relationships between staff and pupils. It is important that discussion takes place with children and staff about expectations, rewards and sanctions, in a calm and planned way. Children should not discover what the rewards and sanctions are because of their actions but these should be explicitly taught, discussed and agreed by the whole school community. Specific and descriptive praise is one of the most effective means of reinforcing appropriate behaviour along with high expectations and consistency.

All our staff, teachers, teaching assistants and other school staff will have high expectations of behaviour, attitudes and learning, and will praise when they see children being good.

All staff will:

- Create an attractive learning environment, ensuring that the classroom is well organised, to enable children to move around freely, with easy access to equipment
- Plan work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts
- Develop a calm and quiet environment and keep calm when talking to children
- Establish friendly, supportive relationships with pupils

- Make the rules and routines clear so that children feel secure with firm boundaries
- Ensure that the children know the school rules and develop with the children class rules that they have helped to establish, being clear about the rewards available as well as the sanctions
- Make clear the expectations about learning: what needs to be completed and how long have they got and what they should do if they have finished
- Aim to “catch the children being good” and praise them for it, making the praise specific and descriptive of the behaviour you want to see repeated
- Try to modify or divert pupil’s behaviour before a problem arises
- Avoid arguing with a child
- Seek advice when needed and make use of all the support systems available
- Follow correct procedures as outlined in policy documents
- Never take any bad behaviour personally

4. Rewards and Consequences

Rewards

Rewards are developed to encourage pupils to repeat positive behaviour and to contribute to a child's self esteem. Rewarding one pupil can encourage other pupils to copy behaviours which result in praise; they also help to build up positive relationships between teachers and pupils.

At The Mill we try to catch the children being good at every opportunity, focusing on rewarding the positive to encourage all to achieve. There are many different aspects to the way children receive praise.

The whole school agreed policies are a combination of:

- verbal and recorded praises
- stickers and sticker charts
- 'Star of the Week'
- commendations
- Golden Time
- whole class rewards

Praises

Praises are awarded to children for positive attitude and behaviour for 'getting it right' in any aspect of school life, for following the school rules, for any positive action or learning.

We look to praise:

- A great attitude
- Good behaviour - setting an example for others
- Taking care of others
- Being helpful and kind
- Good sportsmanship
- Showing respect and being polite
- Sharing and co-operating with others
- Playing nicely with others on the playground
- Walking around the school sensibly
- A fantastic answer to a question
- Listening
- Working hard and trying your hardest
- Participating well in lessons
- An exceptionally good piece of work
- Following the school rules
- Taking care of others
- Taking care of equipment and our school environment
- Being polite at lunchtimes
- Being sensible when others around you may not be
- An act of kindness

Stickers

Each teacher records how many praises are given by either using a tick system (Years 4-6) or stickers (YR-3). When a sticker chart is completed this should be celebrated in the class and then the child is allowed to go to the Headteacher to have their achievement celebrated. Their name will also be read out in the Star of the Week Assembly. In KS2 children's ticks contribute to a team reward.



Star of the Week

Every class nominates a “Star of the Week” each week for Friday assembly. They are chosen for truly exemplary effort, behaviour, achievement etc. Children receive a special certificate which they can take home to share with their parents/carers.

Commendations

Certificates are awarded in class for good work and achievements throughout the week (approximately three a week so that they remain special). This can be for good work or good behaviour. Teachers should try to make sure that everyone has a fair opportunity of receiving this praise by keeping a class log of who has been selected.

Any stickers/rewards the Headteacher gives during the week are to be seen as separate and an added extra to the praise the teacher has given.

Golden Time

Golden Time is a reward for the majority of children who always behave well to ensure that all children get full attention they deserve. Each child starts every week with a fresh start and can earn up to 30 minutes Golden Time over the week.

Golden Time activities need to be special and different to anything else that goes on throughout the week. Golden Time is a special time in children’s classes.

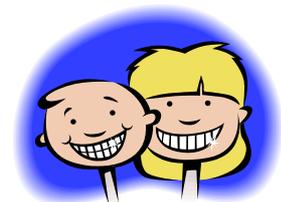
The more exciting the activities the better behaved the children will be as they will be keen to earn their Golden Time. So it is up to all of us to keep Golden Time truly GOLDEN.



What happens when children lose Golden Time:

When a pupil is displaying poor behaviour and is disrupting learning the following sequence is used:

- 1st warning = Verbal warning is given
- 2nd warning = 1 minute off Golden Time
- 3rd warning = 3 minutes off Golden Time
- 4th warning = 5 minutes off Golden Time
- Each warning from then on is 5 minutes. If a child receives more than 4 warnings in any one lesson, a yellow flash should be used so that a member of the Senior Management Team removes the child from the classroom so that uninterrupted learning time can continue. This would automatically lead to 30 minutes loss of Golden Time and or / lunchtime.
- Every day is a fresh start and there should be no references made to how much Golden Time being lost previously only the opportunity to earn it back by making the right choices
- It must be more challenging to earn back Golden Time than to lose it, but any right choices should be immediately rewarded by paying back lost Golden Time.



It is very important that children understand that it is **their behaviour** that the teacher does not like, **not the child**. Once a sanction has been used it is important that you then move forward and try to focus on something more positive.

Whole Class Rewards

Each class should develop their own whole class reward system that is consistent with the agreed system. These rewards are given when the class or a group of pupils is doing something positive that helps to maintain a calm and orderly atmosphere. These can be rewarded by all members of staff and go towards a class treat. An example is 'Marbles in the jar'. Marbles can be rewarded to the whole class e.g. for lining up well, nobody being moved in assembly, listening to a story well. Teachers should aim to achieve a class reward every half term (i.e. six times per year). The reward should be negotiated with the class in advance so that they know what they are working towards (we have membership of the adventure playground as a reward for this). Rewards could be: non-uniform day just for the class, afternoon of games, a movie afternoon with popcorn and extra long playtime, and so on. The final reward of the year could be the biggest, perhaps a class party.



Class rewards should **never be removed** and no children should be excluded from the class reward. Once earned a reward should not be taken away.

**DRAW ATTENTION TO THE BEHAVIOUR YOU WANT –
NOT WHAT YOU DON'T WANT**

Consequences

Children at The Mill know what is expected of them as the rules have been clearly defined and explained to them. Therefore if they choose to misbehave then they have also chosen to accept the consequences. The word "consequences" is used to mean punishments. Adults maintain discipline in a calm and unemotional way without fuss.

System for responding to the breaking of class and school rules

1. If children are interrupting lessons and therefore disrupting learning for a whole class the teacher will praise someone else for getting it right to try and remain positive to encourage the individual to model their behaviour on what is expected.
2. If the child breaks the rule again, a verbal reminder is given.
3. Then if the bad behaviour continues Golden Time is taken away from the individual and recorded on the warning sheet.
4. Each time the child continues to break the rule a mark is put next to child's name according to the Golden Time sequence.
5. If all of a child's Golden Time is lost in one day, then the child's behaviour is deemed to be totally unacceptable and the yellow flash is used. The Senior Manager will speak to the child about their behaviour and decide on an appropriate course of action which may be time out of class, conversation with parent, removal of play time etc.
6. Children can earn Golden Time back but they have to work very hard to do so. They can only earn back a total of 10 minutes a day, 2 minutes for good behaviour in each lesson or session.

For serious incidents and significant poor behaviour children should be referred to a member of the senior leadership team (SLT). Class teachers and other staff are expected to resolve minor incidents and small disputes between children. Involving a member of the SLT should be reserved for serious incidents so that the children know that the action that they chose was seriously wrong.

Using a Red or Yellow flash:

A yellow flash should be used when help is needed in the classroom to defuse a problematic situation. This is when the behaviour of a child, or a group of children, is unsettling the lesson and the learning is being disrupted. The teacher should either send a physical yellow flash with a child (piece of yellow card with the words yellow flash on it) or the child be instructed to use the words 'yellow flash'. This should go to the office who will then get either the Headteacher, Deputy or Assistant Head. The child will be removed from class and a sanction applied. It is important that children realise that there are consequences to poor behaviour and that how they behave is their choice.

A 'red flash' is used for more serious offences where support is required urgently and will lead to more serious consequences.

Recording poor behaviour

Staff must note unacceptable behaviour on each child's continuous record sheet, as this creates a comprehensive history of that child's behaviour which may be needed later. The headteacher monitors records of lost Golden Time to note patterns of behaviour and to respond accordingly.

Significant poor behaviour

A child may be sent to a member of SLT for poor behaviour which simply cannot be tolerated e.g.

- Rudeness, defiance, aggression and endangering others.
- For serious fighting and blatant swearing on the playground.
- For serious poor behaviour in the lunch hall.
- Intentional damage to the environment or school property.
- If a child's behaviour is unacceptable within class then a teacher can send a 'flash' to the office and a member of the SLT is called for and the child is removed.

Persistent poor behaviour

If children are regularly breaking class rules and losing Golden Time, their behaviour needs to be monitored more closely and a meeting with the SENCO will be arranged. The child may be put on special behaviour support programmes with clear targets. The opportunity to get additional help and support will be considered.

5. Playtimes and Lunchtimes

Behaviour at playtimes and lunchtimes is expected to support an ethos where:

~ The children have an active and enjoyable lunchtime where they feel safe and are well cared for

~ Incidents reported by the children are listened to and acted on

~ The children are free to play in an environment that challenges poor behaviour and any form of bullying or victimisation

At playtimes children are monitored by teachers and teaching assistants. Any conflict is resolved through listening to the pupils and mediating between them. Minor incidents should be dealt with on the playground by the teacher. Where something is slightly more serious this should be reported to the class teacher, using the playground incident form, so that they are aware of the incident and follow it up where necessary. More serious offences such as fighting, defiance and racism are reported to the SLT. If a child's behaviour warrants being brought into school, then it is important that a member of SLT is found as sending a child to the Headteacher's office unaccompanied is not appropriate as the Head may not be in her office.

At lunchtime the Mid Day Meal Supervisors (MDMS) are in charge of the pastoral care of the children. They are encouraged to work alongside the children playing and talking with them so that they role model and build up positive relationships with the children. If a child reports to them that another child is bothering them they should always take the time to listen to them and to follow it up. Although on occasions the incident may sound minor, to the child it is important. They will report any incidents in the same way as teachers on duty at playtimes.

Friendship issues

If there are friendship problems the Talking Tigers can be deployed. The Talking Tigers are a group of children who have been trained to mediate between children who are experiencing low level friendship issues.

Play leaders have also been nominated to support and play with the younger pupils.

Playground Accidents

Children who are hurt are dealt with in accordance with the school's accident policy. All accidents are recorded and any concerns reported to parents and carers.

Playground incident form – The Mill Primary	
Pupil:	Class:
Reported by:	Date:
During playtime / lunchtime the above child was involved with an incident that you should know about:	
They have hurt another child physically:	
<ul style="list-style-type: none"> • Intentionally • Accidentally • As part of play fighting that got out of hand 	
They were rude and disrespectful to an adult on the playground	
They were reported as being unkind and not playing nicely with others on numerous occasions Details:	
They have been hurt by another child Name:	
Other incident:	
Consequence:	
They were spoken to by a member of staff and reminded about making good choices	
They were asked to play in another area of the playground and to not repeat the offence	
They were asked to have time out by walking around with a member of staff for five minutes to think about their behaviour	
They were given time out on the playground to think about their behaviour	
They were taken to see a member of the senior management team because the nature of the action was serious	

6. Relationships with Parents and Carers

Establishing good relationships with parents and carers is essential for developing and supporting good behaviour of children. As part of the on going relationship with the school, parents and carers are expected to support the school's Behaviour and Relationships Policy, and in signing the Home School Agreement commit to this partnership with the school.

The school very much appreciates parents and carers alerting the school to issues which affect the child's behaviour and in order to develop and foster good relationships we will endeavour to ensure that there is:

- regular informal contact with teachers who are always accessible to parents and carers after school
- good communication channels including termly newsletters from school and PTA
- biannual parents' and carers' evenings
- a programme of open days, productions and PTA fund raising events
- an induction programme for children entering Reception which involves pre-school visits
- a leaflet for new parents and carers which outlines the schools behaviour policy and explains the role of parents and carers in this
- the opportunity for welcoming parents and carers into the classroom, both on a regular basis (to offer support with reading, for example) and for demonstrations sessions on specific subjects
- the opportunity for welcoming other parent and carer contributions such as organising resources, helping in the library, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- clear guidance on the homework system used by the school and how parents and carers can support their children through our Learning Weeks

8. Behaviour Support

If a child is having continual difficulties in making the right choices a then the school will consider a **Behaviour Support Plan**. A Behaviour Support Plan is drawn up with the school, pupil and parents. It will outline what the difficulties are, and the strategies proposed by the school and parents, to help the child. All pupils who reach this stage will be placed on the Special Needs Register for behaviour. Detailed records of their behaviour will be kept and help may be sought from the Behaviour Support Service and/or the Child and Adolescent Mental Health Service and/or the Educational Psychology Service.

9. Special Educational Needs

Children with Special Educational Needs are identified and supported as outlined in the school's Special Educational Needs Policy which involves parents and carers.

10. Exclusions

Exclusion for poor behaviour is used rarely and only when all other strategies have been tried and exhausted. Exclusions are dealt with in line with the government's 2008 national guidance:

Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units.

Restraint

Staff are trained as necessary in restraint, and all staff are aware of the Restraint Policy.

Our aim is to create an environment in which the use of force in relation to a pupil is used rarely. The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent the child causing harm to itself, to other children, to an adult, to prevent serious damage to property, or, in what would reasonably be regarded as, exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. All incidents of physical restraint need to be recorded using the appropriate form and signed by the relevant members of staff.

10. Success Criteria

We shall know we have achieved our goal of good behaviour from all the children when they can be trusted to behave in an exemplary manner whilst learning both in school and when taken out of the school.

As the children leave the school, we should have clear evidence in terms of examples of good behaviour, which will show that our children have matured into kind, considerate, sensible and responsible young people who have an awareness of both their actions and the consequences of their actions. There should be evidence of good manners apparent at all times, together with signs of a helpful and co-operative attitude towards other people. These children should have high levels of self esteem and self confidence and a positive attitude towards their own learning and development.

11. Monitoring, Evaluation and Review

The headteacher, in consultation with the staff and through pupil and parent questionnaires, monitors and evaluates the effectiveness of the policy. The governing body reviews the policy annually at the end of the academic year.