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STATUTORY POLICY

Available on website in pdf form

This policy is maintained and updated  
by Sophie Gosden.

# Our Behaviour, Code of Conduct and Anti-Bullying Policy

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## Our Behaviour, Code of Conduct and Anti-Bullying policies

This policy outlines our school expectations, consequences for serious behaviour, and our anti-bullying approach. It also includes our school's Code of Conduct which we expect all adults both in and around the school site to adhere to.

### Behaviour Expectations at The Mill

We hold the highest expectations of behaviour at The Mill.

Every child has the right to feel safe at school, physically, psychologically and emotionally

Supporting our pupils to achieve excellent conduct starts as soon as they come through the gates each day.

We never ignore or accept poor behaviour—no matter what the reason.

We constantly look for opportunities to praise our pupils.

We support pupils to make reparations and to try again.

We follow our behaviour policy consistently every day.

We make sure every adult and child in school knows our expectations through sharing our behaviour policy and code of conduct.

### Day to day conduct:

We show respect and good manners to all children and adults.

We wear our uniform correctly.

We walk smartly and calmly.

We look after our school.

### Praise and Rewards

Everything we do in school is based around praise and rewards. From bringing in their book bag or completing an exemplary piece of work to making the right choice when a problem or decision comes their way, our pupils are congratulated for doing the right thing.

*Examples of praise and rewards are as follows:*

- Verbal praise – Somebody saying, “Well done, you did that really well!” or “Thank you, you are a star!”
- Written praise – Marking in books etc
- Class based rewards – stickers, Marvellous Me App badges
- Rewards from other adults – stickers, certificates, in-person thank yous
- House Points – awarded for above and beyond moments
- Headteacher’s stickers or certificates
- Forever Proud badge and certificate– awarded weekly during a celebration assembly

### **Sharing our behaviour expectations simply**

The coloured flow chart on a later page of this policy is what we share with our pupils as a simple, clear visual reminder of the way we behave.

### **Consequences for serious behaviour incidents**

We hold high expectations of our pupils. By setting these expectations, our pupils thrive socially, emotionally and academically.

Sometimes, a pupil will make a choice or behave in a way that the school will class as a serious incident. Some examples of these are listed below. Each serious behaviour incident is dealt with on a case-by-case basis. However, there are some clear guidelines that we follow in our school for serious incidents.

#### **Hurting another child deliberately:**

Missed playtimes (morning and lunchtime). Parents to be informed.

#### **Swearing generally or at another pupil:**

Internal exclusion. The pupil will work either in the Headteacher’s office or in another classroom for the day. They will miss both breaks. Parents to be informed.

#### **Continuously refusing to do as asked/ continuously disrupting the learning of other pupils over a period of time**

Internal or fixed term exclusion. Parents to be informed.

#### **Swearing at an adult:**

Fixed term exclusion. The parent will be contacted to collect their child from school. The pupil will be sent home and remain at home for the fixed period stated by the Headteacher.

#### **Incidents of serious physical assault/bullying children or adults (including racist, homophobic or other deliberately discriminatory behaviours):**



Fixed term exclusion. The pupil will be sent home and remain at home for the fixed period stated by the Headteacher.

#### Serious behaviour incidents outside of school

The statutory guidance from the government on exclusions states that “The behaviour of a pupil outside school can be considered grounds for an exclusion.”

**In some cases these incidents can result in permanent exclusion.**

**Fixed term exclusions** If a fixed term exclusion has taken place for a pupil, parents will be invited to meet with the Headteacher at 8.30am for a reintegration meeting on the pupil’s return to discuss how the pupil’s behaviour will be monitored at school and home to minimise the risk of further exclusions. Attending these meetings is very important and the support of parents is invaluable when improving a pupil’s behaviour.





Below are some of our school expectations of staff and adults working with our pupils that they are trained to consider.

Things to consider when challenging unacceptable behaviour:

Have I followed the behaviour policy?

Does this need to be flagged to a member of SMT or the SENDCo?

If it is a low-level 'one-off', (not one of our serious incidents) how do I know the pupil understands why the behaviour displayed is unacceptable, so that they are unlikely to repeat it?

Does the pupil need to make reparations? Can they do that independently, or do I need to model for them?

Is this a recurrence? Is there a pattern? (e.g. pupils that frequently reach the two warnings stage)

What is this behaviour telling me?

What happened before—was there a 'trigger'? Do I need to speak with other pupils?

Have I told parents about the behaviour promptly? (face to face or telephone conversations are preferable.)



## Anti-Bullying:

Bullying is defined by the Department for Education as:

*“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”*

Bullying will not be tolerated at The Mill Primary Academy and instances of bullying behaviour will be dealt with seriously by the Headteacher.

Bullying comes in different forms including general bullying, cyberbullying, race and religion, disablist, sexist, appearance related and homophobic bullying.

The points below briefly detail the progressive consequences that will be followed, where the circumstances allow, if there are any incidents of bullying.

1. Parents will be invited into school to meet with the classteacher and Headteacher or member of Senior Management Team (SMT) to discuss early signs of bullying behaviour. The school and parents together will seek to support the pupil(s) to understand and change their behaviour.
2. At the first instances of bullying there will be an internal exclusion in school. (This might be an exclusion from breaktimes for a set period.)
2. If bullying continues there will be a fixed term exclusion (at home)
3. If bullying continues there is likely to be a permanent exclusion

Alongside these consequences the school will also work with individuals to ensure that they understand the consequences of bullying, the impact on others and alternative ways to manage emotions which may lead to episodes of bullying behaviour, including cyber-bullying. The school will also seek to adopt a restorative approach.

### Things we do to prevent bullying behaviour:

- Whole school assemblies to discuss bullying and raise awareness
- Friendships and bullying are discussed and ways to report and challenge bullying behaviours taught in class
- All pupils are involved in discussions about bullying, ways of preventing bullying and supporting those who are bullied.

### Things we do to respond to bullying behaviour:

- The school will ensure parents of both parties are informed at the earliest opportunity.
- A Senior Management Team (SMT) member (including the Headteacher or Deputy Headteacher) will discuss the incident with the child being bullied alongside their class teacher (and/or parent if appropriate). The incident will then be discussed with the child/children involved in the bullying and information gathered from any witnesses.
- Where bullying does occur this will be followed by an immediate and appropriate response, including the use of consequences where necessary. Consequences for bullying include withdrawal from breaktimes for longer periods, internal exclusion, fixed term exclusion or permanent exclusion.
- Our intention is always to help children to become Forever Proud of their behaviours and actions. Children are educated about bullying through a variety of means including class meetings, one to one, group sessions, assemblies and social intervention groups.

#### I think my child is being bullied...

If you are worried that your child is being bullied, discuss your concerns with your child.

- Be patient and take time to listen
- Ask questions, but be sensitive-try not to use leading questions
- Explore facts, and ask them if/ what part they had in any incidents
- Make a note of any dates and list any witnesses
- Discuss with your child what they would like you to do about it
- Be clear that it is important for the bullying to stop and that the school will have to be involved.

#### How do I express my concerns to the school?

It is important that parents and the school work together to try to resolve the problem at the earliest possible opportunity.

- Make an appointment with your child's teacher as soon as possible to discuss the problem.
- Before the meeting, think about what you want to say and talk to your child about what is happening.
- Go to the meeting with all the information about what happened, who was involved and how your child has been affected.
- The teacher will then speak to a member of the Senior Management Team (SMT) so that they are aware of the concern and can support your child and ensure it stops and that reparations are made and the matter dealt with.



### **The Mill Primary Academy Code of Conduct:**

This is displayed on our school gates, online and in our school office.

## **Working together at The Mill to make school a safe and positive place for children and adults**

**For all adults including staff, parents, carers, volunteers and visitors.**

- Adults have a duty of care towards the children in the school.
- Children should not see or hear inappropriate conduct by adults on site.
- The Mill expects its staff not to be subject to any form of abuse for simply doing their job.
- In order to provide a safe and secure environment for both adults and children in schools, The Mill Primary Academy has developed the following Code of Conduct.

### **Code of Conduct**

1. Smoking is not allowed on school premises or near school gates.
2. No dogs except registered assistance dogs are allowed on school premises.
3. Adults are expected to be appropriately dressed (staff are required to adhere to the Dress Code).
4. All persons must follow health and safety regulations at all times to ensure the safety of themselves, pupils, staff, volunteers and visitors.
5. We ask that staff, families and visitors exercise patience, tolerance and courtesy at all times.
6. At the Mill, we promote respect between all adults and children on the school premises. As part of this, we operate a zero-tolerance policy towards negative and anti-social behaviour.
7. All cases of verbal and/or physical abuse or threatening behaviour will result in the offender being asked to leave and may result in a ban from school premises and, where appropriate, prosecution under Section 3, 4 or 5 of the Public Order Act 1986. All such incidents will be logged. (Copies of the Public Order Act 1986 are



available in school)

The Mill Primary Academy is an equal opportunity organisation and we will not tolerate any discrimination towards any person at this school.