



**The Mill Primary Academy  
Behaviour Policy**

**September 2021**



**Policy edition: 1**

**Adopted by the LGB: September 1st 2021**

**This policy will be reviewed annually**

## **1. Expectations**

As a TKAT school we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school that:

Works together inclusively  
Respects and cares for each other  
Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, the school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. The school will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

We hold the highest expectations of behaviour at The Mill. We make sure every adult and child in school knows our expectations through sharing this, our behaviour policy and code of conduct.

## **2. Policy Implementation**

Staff are responsible for: implementing the school's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The senior leadership team of the school will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Pupils are responsible for conducting themselves in-line with the school's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the school's uniform.

## **3. Behaviour expectations**

Pupils and adults are expected to observe and model the following behaviours in school:

Every child and adult 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 and celebrate our successes.

We support pupils to make reparations and to try again.

We follow our behaviour policy consistently every day.

#### Day to day standard conduct: what you will see at The Mill

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.

#### Sharing our behaviour expectations simply

The coloured flow chart in Appendix A of the policy is what we share with our pupils as a simple, clear visual reminder of the way we behave in school. It is worded for all age groups to understand. Pupils are taught what the behaviour constitutes eg 'That is your first warning as you.... so I will start a behaviour slip'. (Appendix C)

Where pupils follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

## **4. Rewards**

Everything we do in school is based around praise and rewards. From bringing in their book bag or completing a fantastic 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.

*Some 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, stamps, etc

Class based rewards – stickers, Marvellous Me App badges

Rewards from other adults – stickers, certificates

House Points – awarded for above and beyond moments

Head or Deputy Headteacher's stickers or certificates

Forever Proud assemblies every Friday

## **5. Graduated Approach to Support Pupils**

The school has a graduated approach to supporting behaviour as detailed below:

i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural

difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.

ii) Support plans will be put in place for pupils unable to conform to level 'i' and this involves interventions, mentoring, adaptations to timetables and curriculum, and possibly other external agency involvement as appropriate.

iii) The school has consistent school wide\* systems which are in place to ensure good behaviour with sanctions/reminders delivered for behaviour which does not adhere to the school behaviour expectations stated above. These include consistently worded behaviour reminders and recorded warning systems, 'timeouts' from normal learning to reflect on behaviours with a member of school leadership before returning to class, timeouts, internal exclusions and fixed term exclusions. **When a pupil has reached the stage of having their behaviour recorded on a behaviour slip, the adult sanctioning the pupil may indicate on the slip or in discussion with leadership as appropriate, if an adjustment has been made to ensure the pupil can go on to be successful that session/day. See appendix B on sanctions.**

\* Early Years and Year 1 pupils will be supported to make the right choices, with staff teaching them the behaviour expectations of the school using age-appropriate approaches, and in a consistent way within those year groups. This often is a visual traffic light system or similar. Younger children need to have the right behaviour carefully explained and modelled to them and staff are trained to do this effectively.

iv) Pupils with the most significant behaviour profiles may be referred to any internal or external alternative provision for placements of varying duration dependent on need. If the pupil remains on the school's role, the school will continue to work with parents, the pupil and the external provider/agencies whilst this provision is being sought and whilst it is being attended.

### **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 but not all examples of these are listed below in the table. Each serious behaviour incident is dealt with on a case-by-case basis although the school aims to consistently follow its outlined stepped approach as far as possible. See appendix B.

### **6. Exclusions**

In extreme cases of poor behaviour, the school may consider excluding a pupil. Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable

adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable\* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

*\* Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

***See appendix B for examples of graduated sanctions implemented by the school***

### **Incidents relating to Protected Characteristics**

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

### **Incidents relating to Sexual Harassment and Sexual Abuse**

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school. The school has a 'zero tolerance policy' on bullying incidents and all reported incidents will be dealt with in accordance with the school's anti-bullying policy.

## **Drugs**

Firstly, it is important to note, the likelihood of a behaviour incident related to drugs occurring in a Primary school is rare.

Pupils will receive **age appropriate** drugs education as part of the PSHE programme. This is usually approached in a way that discusses medicines that help us, keeping safe and saying no to anyone offering anything unfamiliar or from strangers and letting parents and carers know if this has happened. Year 5 and 6 will cover peer pressure in more depth and often, pupils will want to discuss pressures older siblings or friends have had to smoke, drink alcohol or take drugs. The staff are trained how to manage these discussions sensitively and will seek advice before having discussions with pupils outside of what might be deemed 'age appropriate'. Parents and carers will always be informed by the school if anything has been raised or there are any concerns, providing that there are no safeguarding concerns for the child, which would mean it is not in the child's best interest for the information to be shared with parents and carers at that time.

The school will discuss any incident related to drugs with the police and take advice as necessary.

Any drugs-related incidents will also be reported to senior leaders within the trust for their consideration and advice. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the school. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Parental involvement: Usually the school will inform parents and carers when their child has been found to be involved in drugs but where there are potential safeguarding issues, the school must act in the best interests of the child which may mean a decision not to inform parents and carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **Use of social media**

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents and carers are responsible for the monitoring of social media platform use, including the setting up of accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements

use that impersonates staff, other pupils or third parties  
expressing opinions on the school's behalf  
using school/trust logos or trademarks.

Any misuse of social media will be investigated by the Headteacher, alongside and advised by where necessary, a senior leader within the trust.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on pages 3 and 4.

In accordance with the prevent duty, the school uses extensive and effective filtering of the school's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

### **Prohibited items and searches**

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied. A pupil bringing a weapon or illegal drug into school is likely to result in permanent exclusion.

### **Use of reasonable force**

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

## **The power to discipline beyond the school gate**

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

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

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

## **Behaviour of any visitors and any adults on the school site**

Please see Appendix D for our code of conduct which we expect any visitors and any adults on our site to adhere to. Failure to do so will result in a letter from the Headteacher detailing what the behaviour was which will not be tolerated, leading to a potential ban from the school site and in serious cases, the police will be called. Our Code of Conduct is also displayed on our school gates.



## Appendix A Behaviour Flow Chart



### Behaviour Flow Chart

I am given a verbal or visual reminder about my behaviour.

#### Step 1 Warning

I have been given a warning on a towards excellent behaviour slip.

I have the opportunity and encouragement to make the right choices throughout all the steps.

Step 2 Warning My teacher sets the consequence of 5 minutes missed break on my slip and talks to me about it and how to help me make the right choice.

An adult will always talk to me about my behaviour and help me to understand what to do next.

#### Step 3 Warning

I am sent to a member of SMT with my slip. My parents/carers will be told by my teacher.

#### Step 4 and 5 Behaviour

I am sent to a member of SMT. This might be the Headteacher if it is very serious. My parents/carers will have to come into school. The adults will decide what the serious consequences will be.

## Appendix B Graduated Sanctions and actions to be taken by staff

Our behaviour system follows a simple stepped approach using a behaviour slip in appendix C. This is for the ‘everyday’ sorts of behaviour which need reminders and can be managed in class by the teacher without disturbing the rest of the class’ learning time. **Most pupils do not go beyond first warning behaviours at The Mill.** Repeated patterns of the same behaviour may indicate that the pupil needs support to change their behaviour and may indicate an underlying need or issue. We track these repeated incidents, making reasonable adjustments if/as appropriate and informing parents and carers as appropriate.

Anything that sits within the serious behaviour incident categories always goes straight to a member of SMT (Senior Management Team) to be handled, with a member of staff either bringing the pupil to SMT in order to explain what has happened, or, more often by sending the child with a behaviour slip and brief detail what has happened. Walkie-Talkies are used on site if a member of staff requires a member of SMT to come to them either in class or in the school building or grounds.

The school’s sanctions for behaviour(s) are tabulated below:

| Behaviour  | Sanction  |
|--|---|
| <p><b>Behaviours which require a visual or verbal reminder</b><br/>           Distraction/distracted<br/>           Talking over others<br/>           Low level attention seeking which will become disruptive if persistent<br/>           Noisy or boisterous entrance into room or during a classroom transition</p> | <p><b>Non Verbal Cues/Verbal reminder given:</b><br/>           A look/eye contact<br/>           Hand gesture<br/>           Standing near the child<br/> <b>Verbal Reminder</b><br/>           ‘Name’ you are (describe action). Please can you (desired behaviour).<br/><br/>           Support for the pupil to be successful:<br/>           Staff look for and praise the pupil when the desired behaviour is shown/undesired behaviour is stopped/improved</p> |
| <p><b>Step 1 Behaviours</b><br/><br/>           Low level distraction of others<br/>           Low level arguing with peers<br/>           Calling out<br/>           Continual talking</p>  | <p><b>First Warning-behaviour slip started</b><br/><br/>           ‘Name’ you are (describe action) you now have your first warning on a behaviour slip<br/><br/>           The staff name, date and time the slip and indicate the reason for the first warning on the slip. The slip stays at front of class on the teacher’s desk</p>  |

|   |  |
|---|--|
| <p>Low-level rudeness to staff (for example stamping feet, shrugging shoulders, turning backs, rolling eyes, tutting)</p> <p>Throwing small equipment, such as a pencil, or rubber/ruler on the floor NOT at a person. If at a person, <b><u>this is Step 3.</u></b></p> <p>Continual talking</p> <p>Low-level refusal/avoidance to follow instructions</p> <p>Any deliberate disruption to others' learning</p> <p>Generalised unkindness towards another/others</p> <p>Invading other pupils space to annoy or upset or being physical without violence (eg deliberately nudging whilst writing, leaning on to annoy for example)</p> | <p>Support for the pupil to be successful:<br/>Staff look for and praise the child when the desired behaviour is shown</p> <p><b>At The Mill, we expect all step one behaviour to stop in the first instance when the pupil has been asked to do so. Staff will model and suggest what they are looking for if that is required. Failure to do so goes directly to Step 2 and a timeout sanction. This way, we teach the children in the early stages what is not acceptable so that they can learn and socialise very well, faster.</b></p>   |
| <p><b>Step 2 Behaviours</b></p> <p>Step 2 is the continuation of or in addition to any Step 1 behaviour</p>   | <p><b>Second warning-noted on same behaviour slip as above-leading to a timeout 5 mins break with teacher.</b></p> <p>'Name' you have continued to (describe action), you now need to think about making the right choice and (describe desired behaviour) in time out with me at.....</p> <p>Support for the pupil to be successful: Praise when the behaviour is shown, but the sanction remains. An adjustment may well be made here, such as a move of seats, sitting closer to a member of support staff or the teacher repeating/modelling the instruction or expectation in a different way to ensure the pupil understands as some possible examples.</p> <p><b>During the 5 min timeout, this is the time to discuss with the child what caused the behaviour, how they're feeling and did the adjustment help/what adjustments might help them make reparations/change their behaviour. This is particularly important for pupils with any current emotional needs due to circumstance or condition of any kind or SEND needs.</b></p> <p>Behaviour slip noted on CPOMS by teacher including the adjustment made for the pupil</p> |

### Step 3 Behaviours

Continuation of any Step 1 behaviour after their second warning. *(If the third warning is reached before the child has had their 5 mins timeout time, then they go to SMT as stated but still have their 5 min consequence with their teacher upon return at breaktime)*

OR

Any of Stage 1 if in a heightened or aggressive manner and if causing considerable disturbance to the whole class or deliberate unkindness towards other pupils causing upset and leading to a possible indication of bullying behaviour

OR

Deliberately physically hurting another child where injury, pain or upset is caused

### Third warning-noted on same behaviour slip as above-sent or taken to SMT for brief discussion.

Name' you need to go to speak to (name of SMT here) to talk about your behaviour.  
Then you need to (describe desired behaviour).

The SMT member will: this is the time to discuss with the child what caused the behaviour, how they're feeling what adjustments they agreed (if they got to the timeout time discussion before reaching Step 3) and how that/what might help them make reparations/change their behaviour. This is particularly important for pupils with any current emotional needs due to circumstance or condition of any kind or SEND needs. Then the pupil is taken back to class by SMT or sent back to class as appropriate. Usually, SMT will take the child back as this sends a clear message to the pupil and also to others in class that this was a Step 3 incident and therefore serious, rare and unacceptable. The pupil is reminded to have their 5 mins timeout with their teacher if they had not done so already.

Behaviour slip noted on CPOMS by teacher including the adjustment made for the child AND a phone call home or preferably speaking to parent or carer at the end of the day. Staff are to ask the parent if there is anything we need to know about any circumstances which may have prompted the behaviour or any needs of the child the school may be unaware of. Staff to note the call on CPOMS including the parents response to the question.

If a pupil has deliberately hurt a peer, both children must speak to a member of SMT. The child who has been hurt must have their say and feel heard. Likely sanction is a missed break or/and lunch of the child who hurt another. Both sets of parents called by the member of staff who dealt with the incident. Record made on CPOMS on both pupils and parent response.

#### Step 4 Behaviours

Continuation of above behaviours

Deliberate serious violence towards a child-or the threatening of violence where this can be evidenced

Bullying -where it is evidenced as repeated verbally or physically

Upturning furniture

Climbing on school property

Swearing in general

Targeted and specific unkindness to others including the use of sexual comments, remarks or jokes, taking advantage of a vulnerability or commenting unkindly or in a targeted way about another's protected characteristic

**Taken by staff member to Headteacher, Deputy/Assistant Headteacher or member of out of class SMT**

Possible sanctions:

Missed breaktimes/lunchtimes or a prolonged exclusion from the playground for a fixed period (depending on the circumstances, younger pupils struggling to behave appropriately at breaktimes may be offered a small group activity inside to support them with friendships, choices and to keep other children safe until the behaviour improves)

Internal exclusion, working in the Headteacher or Deputy/Assistant headteacher's office for the rest of the day and/or the following day/s

Actions by school:

Phone call home and a meeting called with parents or carers, and depending on the nature of the behaviour incident, and any prior behaviour incidents and/or SEND needs the Headteacher or Deputy will usually invite the SENDCo but only as appropriate, who is also the pastoral team lead to the meeting where the behaviour will be discussed and it will be decided if/what further support is needed for the child to not repeat the behaviour. Staff are to ask the parent if there is anything we need to know about any circumstances which may have prompted the behaviour or any needs of the child the school may be unaware of. Minutes of meeting taken and also logged on CPOMS

If the behaviour was towards another child/ren, the injured party will be offered the opportunity, age appropriately, to have their say about what happened, how they felt and how it could be resolved. Their parents or carers will also be contacted and the matter discussed with them. Please be aware that the school has a responsibility to uphold the confidentiality of all parties as far as possible, and that there may be matters and details relating to other children and families involved in the incident which the school cannot discuss. Phonecall discussion logged on CPOMS. Please be aware that for complex incidents, the Headteacher and SENDCo may need to take more time to investigate the incident in order to brief parents and carers thoroughly and to ensure a full and fair record of the account is obtained.

*It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.*

### Step 5 Behaviours

Continuation of Step 4 behaviours

Physical violence towards staff

Deliberate serious violence towards a child-or the threatening of violence where this can be evidenced

Racist incidents

Incidents relating to sexual harassment and sexual abuse

Bullying or threatening behaviour towards staff on or off of school grounds

Repetition of the same bullying behaviour outlined in Step 4

Leaving the school grounds

Bringing a weapon into school

Bringing banned substances into school

Sexually harass another child, including online sexualised comments and/or requests for explicit photos.

Sexual violence, or sexual assault

Sending explicit photos of themselves or sharing explicit photos of other children

### Taken by staff member to Headteacher or Deputy/Assistant Headteacher

Possible sanctions:

Internal exclusion. For the majority of behaviour that gets to this level, fixed term exclusion is more likely.

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. The parents or carers will be invited to meet with the Headteacher and child for a reintegration meeting on the morning the child is due to return to school.

Permanent exclusion.

Phone call home and a meeting called with parents or carers, and depending on the nature of the behaviour incident, and any prior behaviour incidents and/or SEND needs the Headteacher or Deputy will usually invite the SENDCo at this stage who is also the pastoral team lead to the meeting where he behaviour will be discussed and it will be decided if/what further support is needed for the child to not repeat the behaviour. Minutes of meeting taken and shared with parents and carers and also logged on CPOMS. Reintegration meeting set up for pupil return morning if fixed term exclusion is the sanction. The school will inform parents of the next steps at the meeting if the Heads decision is to make a permanent exclusion.

If the behaviour was towards another child/ren, the other child/ren will be offered the opportunity, age appropriately, to have their say about what happened, how they felt and how it could be resolved. Their parents or carers will also be contacted and the matter discussed with them. Please be aware that the school has a responsibility to uphold the confidentiality of all parties as far as possible, and that there may be matters and details relating to other children and families involved in the incident which the school cannot discuss. Phonecall discussion logged on CPOMS. Please be aware that for complex incidents, the Headteacher and SENDCo may need to take more time to investigate the incident in order to brief parents and carers thoroughly and to ensure a full and fair record of the account is obtained.

*It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.*

**Staff expectation:**

Things to always 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 'one-off', 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 and carers about the behaviour promptly? (face to face or telephone conversation.)

**The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances.**

**The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table**

**Appendix C: Towards Excellent Behaviour slip**

### Towards Excellent Behaviour

Name:.....Class/Year..... Date:.....

Name of adult:.....

Reminder given:



Warning 1 reason:.....Time:.....

Warning 2 reason, adjustment made and 5 minute consequence: .....

.....Time:.....

Warning 3 reason,:.....Time:.....

SMT ..... Action/adjustment.....

.....

Reason codes: 1 disruptive behaviour 2 refusal to do as asked 3 unkindness to others



## **Appendix D: Code of Conduct on School Site for all visitors and all adults**

### **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.*