

The Mill Academy

Behaviour Policy



January 2016

Our Behaviour Plan to Encourage Positive Behaviour

At The Mill Academy, we celebrate good behaviour and a positive approach to learning. We believe that every member of the school community has an individual responsibility to ensure that our school environment is a safe, happy and carefree one.

Aims and values

Our school aims to provide a happy and secure environment for all those who work in or visit it based on three main rights.

- The right **to learn**
- The right **to be safe**
- The right **to be treated with respect**

Our aims are:

- ☺ For all children to feel happy, safe, needed and valued so that they can reach their full potential, developing skills, practical abilities, knowledge and the will to use them.
- ☺ To encourage a calm, purposeful and happy atmosphere within school.
- ☺ To create a positive environment within which the individual can learn, the group can learn and within which the teacher can be most effective.
- ☺ To foster a positive caring attitude towards everyone, where achievements at all levels are acknowledged and valued.
- ☺ To encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- ☺ To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- ☺ To make the boundaries of acceptable behaviour clear to ensure safety.
- ☺ To raise awareness about appropriate behaviour.

Responsibilities of Staff

- ☺ To treat all children fairly and with respect.
- ☺ To raise children's self-esteem and develop their full potential.
- ☺ To provide a challenging, interesting and relevant curriculum.
- ☺ To create a safe and pleasant environment, physically and emotionally.
- ☺ To use rules and sanctions clearly and consistently.
- ☺ To be a good role model.
- ☺ To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- ☺ To recognise that each child is an individual and their needs.
- ☺ To offer a framework for social education.

Responsibilities of Children

- ☺ To treat others with respect.
- ☺ To co-operate with other children and staff.
- ☺ To co-operate with and obey the instructions of all adults in school.
- ☺ To work to the best of their abilities and allow others to do the same.
- ☺ To respect and care for property and our environment, both in and out of school.

Responsibilities of Parents

- ☺ To make children aware of appropriate behaviour in all situations.
- ☺ To encourage independence and self-discipline.
- ☺ To show an interest in all that their child does in school.
- ☺ To foster good relationships with the school.
- ☺ To be a good role model when talking to adults in school.
- ☺ To support the school in the implementation of the policy.
- ☺ To be aware of the school rules and expectations.

Reward System

At The Mill each class decides on their own classroom rules based on the 3 basic overarching rights .Classroom rules are displayed within each classroom and children understand their rights and responsibilities within these.

In order to encourage good behaviour we have established a positive reward system. As well as stickers, stamps, stars, and praise both written and verbal, weekly certificates of achievement are given out celebrating selected children's achievements that week. Parents are encouraged to celebrate with us when their child achieves an award.

Furthermore there are rewards, specifically for lunchtimes and playtimes where a child's behaviour has been particularly noticed. 'Just to Let you Know cards' will be given to pupils to take home.

In addition to the above all children and staff at The Mill are allocated a house team where points can be collected for their colour team. Recognition for following the class rules earn children points and these are totalled weekly for Special Mention assembly and then half termly house rewards are organised for the colour team with the most points and an extracurricular activity is organised with the staff of their house team.

At The Mill we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel safe and are appropriately rewarded for all aspects of school life including behaving as expected.

All adults are encouraged to reward positive behaviour through

- Oral praise statements
- Displaying of work to build self esteem
- Referral to Head teacher
- Contact with parents/carers
- Sending pupils to visit another class to show their work
- Class reward lucky dip box
- Friday reward time
- Certificates awarded in Special Mention Assembly
- Individual attendance awards- learning mentor certificates
- Head teachers stickers and lucky dip box treats

Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At The Mill we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of individual circumstances.
- encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the "Restorative practice" opportunities provided.

The effectiveness of sanctions depends on a continuum of responses in a hierarchy

1. TA/ SMSA and/or Class teacher
- 2 Senior Leadership Team
3. Headteacher

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community.

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

High frequency/low cost
Non-verbal – a look
Physical proximity
Use of a name
Reprimand or warning – private or public – displayed using Traffic Light system.
Solution-focused discussion – MINUTES LOST FROM GOLDEN TIME (1 AT A TIME, UP TO 5 MINUTES BEFORE COMPLETE LOSS OF GOLDEN TIME)
Removal of status
Removal of privileges
Time Out/work in another room
Activity – playtime lost – reflection time – SUPERVISED BY DUTY STAFF
Home link for persistent offenders
Placing on report in school – behaviour book
Behaviour contracts
Possible fixed-term exclusion
Possible permanent exclusion
Low frequency/high cost

The above has flexibility to it, dependent on the nature of the child and the offence. This would most likely apply to lesson time where the learning or safety of others in the class is at risk. The following table outlines levels of specific inappropriate behaviours that are most likely to be encountered in a school context, and outlines the school response:

Behaviour	To be resolved by:	Strategies / procedures
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<ul style="list-style-type: none"> • Lack of concentration • Disturbing others • Calling out • Not following reasonable instructions 	<p>Adults within the classroom / learning space</p> <p><i>low level interventions</i></p>	<ul style="list-style-type: none"> • Pause- direction* • Privately understood / non-verbal signals* • Tactical ignoring* • Partial agreement* • When-then direction* • Take up time * • Consequences and sanctions, rule reminders * • Choice direction * • Use of positive strategies • Move seat • Stand within proximity of pupil • Deferred consequence* to out-of-lesson discussion opportunity e.g. short lunchtime discussion <p>“Work catch up” sanctions at lunchtime, supervised by class teacher.</p> <ul style="list-style-type: none"> • Loss of playtime – reflection wall • Loss of minutes from Golden Time
<ul style="list-style-type: none"> • Persistent and repeated low level behaviours as above <ul style="list-style-type: none"> • Verbal abuse • Bullying • Fighting • Wilful damage • Truancy • Racial harassment 	<p>Adults within the classroom/ learning space, in conjunction with: SLT as required</p> <p><i>mid-level interventions</i></p>	<ul style="list-style-type: none"> • Pupil & adults to discuss behaviour. • positive use of sanction time • Daily behaviour feedback which may be in the form of verbal or written <ul style="list-style-type: none"> • If this happens at lunchtime, the ‘time-out’ bench will be used. <ul style="list-style-type: none"> • Parents informed of incident. • Persistent offending at lunchtime will result in a parent partnership agreement being drawn up. Future consequences to be outlined. • SLT to monitor situation and determine future actions.
<ul style="list-style-type: none"> • Persistent behaviours as above • Serious, one-off behaviours such as assault • Intimidation of staff 	<p>Senior Leaders, Headteacher, Governors as required</p> <p><i>high-level interventions</i></p>	<ul style="list-style-type: none"> • TAC Meetings • School / Parental agreement • Governor-led panel reviews • Fixed term exclusion • Permanent exclusion

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, and the ethos of the school.

At The Mill, all adults have the authority to seize, retain or dispose of the following items if reasonably applied:

(For example, chewing gum, paper ball etc)

All adults have the right to seize and retain but *not* dispose of the following items:

(For example, mobile phone, MP3 player, cap, ring etc)

Such items must be returned at *(for example the end of the school day, other short term period / agreement as determined)*

- Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the Headteacher who will decide on most appropriate action to take, followed by a letter to parents / carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

Detention

At The Mill, lunchtime and after-school detentions can be set by any adult.

We believe that the sanction of detention must be:

- reasonable in the light of the seriousness of the misbehaviour
- reasonable to achieve a specific outcome

As such, detention time is to be used purposefully to either:

- allow pupils to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or;
- to resolve more serious behaviour-related issues through “Positive Outcomes Meetings” using restorative justice approaches.

Under no circumstances are detentions to be used to denigrate or humiliate pupils, and such practices as lines, copying out, *(and similar)* are unacceptable.

Notification to parents /carers

24 hours’ notice must be given in writing for all detentions outside normal school hours.

Notifying can take place by: letter, email, text

Lunchtime Supervision

The responsibility for behaviour and discipline at lunchtime rests with the Headteacher.

Teaching staff, Parent Support Advisor, School Meal Supervisors, School Sports Co-ordinator,

Cover Supervisors and Teaching Assistants carry out duties in accordance with the Headteacher's instructions and the Behaviour Policy Guidelines.

During lunchtimes we expect the same courtesies, good manners and respect for others as outlined in the Behaviour Policy. Children may be asked to stand against the reflection wall for a period of time to help them to regain control of over boisterous behaviour. Children who are disrespectful or do not respond to SMSA instructions are noted and information passed onto the child's class teacher. Children who have been helpful and can be rewarded with house points and/or Just to Let You Know cards. For serious incidents SMSA or other duty staff will send a child, supervised, into reception for the class teacher or SLT to deal with accordingly. The relevant person may consider it necessary to inform parents of instances of unacceptable behaviour or even to exclude pupils from school lunchtimes. Class teachers will be given a photocopy of any letters sent to parents.

To encourage good behaviour the following routines will be established:

- Rota for Year Groups coming into lunch.
- School Sports-Co-ordinator and Cover Supervisor organise and run activities and sporting events for children to participate in every lunchtime.
- School Sports Co-ordinator and Cover Supervisor organise activities for both SMSA's and Playground Leaders to run, and oversee this.
- All Classes will have a fixed rules board indicating the rules for wet lunchtimes and playtimes.
- Injured children should be sent to the supervisor on duty with the First Aid Trolley on the playground.
- If it begins to rain whilst the children are outside the senior member of staff will give the lining up sign and children will make their way into school in an orderly fashion.
- Should a wet lunchtime become dry, children will not leave the classroom for the playground until the member of staff on duty arrives in each classroom to inform staff that it is now an outdoor lunchtime.
- When a child is placed along the reflection wall, they should be told to 'think about why they are they and what would they choose to do differently' until the relevant member of staff decides they had reflected upon the situation.
- Children begin to line up at the sound of the first bell at the end of both playtime and lunchtime and should be ready for their teacher by the sound of the second bell.

PLAYGROUND AND PLAYTIME ACTIVITIES

Introduction

Children should be able to play in safety, and be secure from violence and bullying (See Equal Opportunities Policy for Racial Harassment and Bullying). Their play should take into account the rights of others and also the rules of the school.

Organisation

Children begin to line up at the sound of the first bell at the end of both playtime and lunchtime and should be ready for their teacher by the sound of the second bell.

Playground Games

There is a court timetable, displayed in every classroom as well as other areas around the school, detailing which specific year group and sport shall take place in each of the two courts on each day. These sporting activities are led by the School Sports Co-ordinator and Cover Supervisor alongside the Playground Leaders. In addition to this, the Sports Co-ordinator and Cover Supervisor are also responsible for the organisation of equipment and other activities that are led by SMSA's (information regarding these activities also detailed on the timetable).

Morning Play	10.45am to 11.00am
Lunchtime	11.55am to 12.55pm
Afternoon Play	2.30pm to 2.45pm – Only for KS1.

At times KS1 staff may choose to work through playtime or take the afternoon break at a time that best suits the needs of the children and the curriculum. KS2 may choose to take children outside for a short break if necessary.

Supervision

Children should be supervised by the class teacher at the start of play or lunchtime and ensure that children leave the classroom in an orderly manner to go to play.

At the end of play/lunchtime, class teachers should go to the yard to supervise their class from the line back into the cloakroom.

The good behaviour rewards and sanctions outlined in the School and Lunchtime Behaviour Policies apply to play/lunchtimes. Raffle tickets can be awarded by SMSAs which will equate to House Points.

Anti-bullying and Cyber bullying

See separate policy

Racial Harassment and Bullying

At The Mill we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated. Adults are advised to follow reporting procedures as outlined in the Race Equality and Anti-bullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

Fixed Term and Permanent Exclusions

In occasional cases the Head teacher may feel that they have to exclude a child, however such decisions are not taken lightly and will be determined on an individual basis.

A child may be excluded from school for one or more fixed periods, for up to 45 days in one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Head teacher excludes a child s/he will inform parents immediately giving a clear reason. The head teacher will then inform the Local Education authority and the governing body of the decision. Parents may appeal the decision if they disagree with the head teacher's decision. The appeal will be heard by the governing body that will make a decision as to whether or not to reinstate the pupil.

Monitoring and Reviewing

The Head Teacher is responsible for reviewing the effectiveness of this policy on a regular basis.

The school governing body has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Behaviour Policy.

Appendix A

Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. <i>'Well done Phil – you remembered to put your hand up to answer a question.'</i>
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work but I would like you to...'</i> <i>'Yes, it may not seem fair but . . .'</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>'When you have finished your work, then you can go out'</i> than. <i>'No, you cannot go out because you have not finished your work'</i> .
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: <i>'I need you to open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i>
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'I need you to get on with your work or (consequences) - it's your choice.'</i> <i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or</i>

	<i>next to Peter (implicit choice).'</i>
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience' the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>'I'd like to sort this out Amy but we can't do it now. I'll talk with you later / at the end of the lesson.'</i>
Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>'Annette – you KNOW that if you're late to lessons without a pink slip you make up the time at lunchtime – full stop.'</i> "What does the Code of Conduct say about how you are you expected to enter the room?" "What's our rule for working noise?"