



Behaviour Policy

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1. Vision

As an inclusive Church of England primary school, we welcome children and families of all faiths and none to be part of our school family which has a distinctly Christian character and ethos.

At Prior's Mill, we encourage everyone to discover, flourish and grow in their talents, nurturing their God given gifts and potential. We work with passion to foster a love of learning, a love of community and personal resilience. Following in the footsteps of Jesus, we are a school where kindness, forgiveness, respect and honesty underpin our words and actions.

Biblical Narrative

Our chosen parable helps us understand that with the right conditions to help us, we can grow and build positive relationships and strong behaviour for learning just as a seed grows in good soil with the right nourishment. Our behaviour policy sets out the 'right conditions' such as consistent practice, praise, reward and sanctions to help every child grow strong in their personal conduct and relationships with others.

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

The Parable Of The Mustard Seed - Mark 4:30-32 (NIV)

2. Behaviour Principles

'Following in the footsteps of Jesus' is our guiding principle at Prior's Mill. With Him as our example, we place positive relationships, forgiveness and restoration at the heart of our behaviour policy and practice.

We seek to find, recognise and celebrate the good in everyone believing that all children are unique, made in God's image and each capable of success. We are proactive in our efforts to notice and promote everyday examples of good and positive behaviour.

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Children are taught how to recognise, understand and manage their own feelings. By developing an atmosphere of consistency and trust, we aim to foster positive attitudes throughout the school. **The staff have high expectations of children's behaviour and lead by example.**

We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that people respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

For these reasons, the school has adopted a positive approach to behaviour management, the purpose of which is to support children in their learning to:

- live well with others
- disagree well with others

- demonstrate high levels of self control
- take responsibility for their actions
- understand that choices and actions have consequences
- forgive themselves and others when things go wrong

Through this approach we aim:

- to maintain high levels of good behaviour
- to teach pupils effective strategies to manage their own behaviour
- to provide a consistent approach in rewarding good behaviour and responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential

The staff ensure that the learning environment is secure and safe. Well-resourced and attractively presented teaching areas encourage the children to become interested and caring members of the school family. High expectations of teaching and learning ensure that work is presented in exciting and motivating ways, well matched to the needs of individuals. When working with children, staff are extremely aware of the need to 'catch them being good' and strive to develop children's positive self-esteem.

Through our Christian vision we have established a **PRIOR'S PROMISE** which underpins our behaviour management and promotes positive behaviour:

- We give our best
- We are kind
- We are honest
- We are respectful
- We forgive

3. Aims

Our aims in ensuring we have a consistent and positive approach to behaviour at Prior's Mill are that pupils:

- are keen and eager to come to school
- show good behaviour for learning
- demonstrate high levels of interest in school life, and are involved in the range of activities the school provides
- are involved in the decision making of the school
- behave well in lessons and around the school, are courteous, trustworthy and show respect for property
- form constructive relationships with one another, and with teachers and other adults
- work in an atmosphere free from unacceptable behaviour such as bullying, sexism and racism and treat everyone with dignity and respect
- reflect on what they do and understand their impact on others
- respect other people's differences, particularly their feelings, values and beliefs, valuing all God's children
- practice forgiveness for themselves and others and learn how to make amends

4. Roles and Responsibilities

It is the responsibility of the **Governing Body** to:

- establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of **the Headteacher** to:

- encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of **all staff and volunteers** to:

- familiarise themselves with this policy and procedure in accordance with relevant professional standards.

In particular, staff should:

- teach pupils effective behaviour strategies;
- evidence effective classroom management;
- ensure that pupils move around the school site in an orderly manner;
- be courteous and polite to pupils;
- praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour;
- make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably; and
- recognise that through their own behaviour and manner they will demonstrate and encourage high standards

It is the responsibility of **pupils** to:

- develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to:

- support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

5. Inclusion

Children who display regular or persistent behaviour problems will be given specific targets which are designed to improve behaviour. Staff who are concerned about a child's behaviour should discuss provision with the SENDCo. Some of the strategies which may be used as part of our in-school approach are:

- Use of individual home-school record books
- Specific target and reward systems negotiated with the child

- Lunchtime activity to support children who have difficulties at lunchtime
- Nurture activities with a member of staff and the child to help build relationships
- Transition support
- Increased parental involvement
- Discussion with class teachers about teaching and learning styles or attainment levels
- The use of self-esteem building tasks e.g. work based on what a child can do or is good at
- Roles of responsibility organised to suit the child

The help of outside agencies (ABC Counselling, Alliance Psychological Services, CAMHS Educational Psychologist) may be sought and strategies developed based upon the individual needs of the child.

6. Promoting and Rewarding Good Behaviour

All staff are expected to promote positive behaviour at every opportunity. Collective Worship provides a focal point for talking about and reinforcing aspects of our church school ethos and sharing stories from the Bible which illustrate how Jesus acted towards himself and others. Class teachers should regularly review the behaviour policy with their children to ensure that everyone is clear about our expectations.

Our behaviour system is based on a scheme of rewards which are for individual endeavour but also promote teamwork. We also understand that rewards can lose their effect if they become expected or over-used. Staff will try to ensure that rewards are used to their maximum effect by:

- Giving rewards as immediately as possible
- Making rewards as specific as possible
- Never taking away a reward
- Being unexpectedly generous
- Making rewards cumulative
- Building in variety and surprise

Children are rewarded with House Points, Star of the Week Award, prizes, stickers, certificates, privileges and treats.

1. **House Points-** children receive house points for good behaviour, good effort or good learning. House points can be awarded to individuals, groups or classes who are working well and/or trying hard. House points cannot be taken away from children.
 - Children will mark individual house points on a 100 square card
 - Each week teachers will give the children opportunity to count up how many house points they have and how many more they need to reach bronze (100), silver (200) and gold (300)
 - There will be a class reward when all the children in the class have achieved their bronze, silver and gold awards
 - Total points for each of the 4 houses will be counted at the end of the half term. The winning house will have an afternoon party-style treat.
2. **Star of the Week** – each week one child per class who has worked hard and exemplified the Prior's Promise will receive a certificate during celebration assembly. The children will also receive a badge that identifies them to everyone in school so their success can be recognised and celebrated. Staff will send a Marvellous Me alert with a photo of the child receiving their award.

These rewards will be applied regularly by staff but will also be supplemented with some of the following:

- Verbal praise/stickers/Pot of Gold (Early Years)
- Positive comments written on work
- Positive messages sent to parents either by telephone, note or Marvellous Me
- Sending a child to another member of staff for positive affirmation and celebration

7. Break and Lunchtimes

Expectations of behaviour remain the same during unstructured times. All children are expected to keep the Prior's Promise exemplified through:

- Giving their best effort to ensuring they and others have a fun and safe break
- Showing kindness to their peers whilst playing
- Speaking and acting respectfully to all members of staff who are supervising
- Being honest and own their actions if they make a poor choice
- Forgiving others who may have hurt or upset them accidentally or deliberately

Where behaviour does not adhere to our promise, a child may have a period of time away from the playground to consider their actions, impact on others and how they can make changes to ensure all have a positive break time. Parents will be informed that this is happening and the aim will be to reintegrate the child as soon as possible back into playtime activities, often using an incremental approach.

In order to support children's good behaviour, we endeavour to provide as much quality support as possible in playground areas. Children need to be appropriately dressed on leaving the building i.e. not returning for coats. In the event that children need to return to the building to go to the toilet, they will wear a high visibility tabard to show that they are in the building with the consent of the adult in the hall or on the yard.

8. Sanctions

All children are expected to keep the Prior's Promise. However, for those times when children do not adhere to these school rules, the following procedures will be followed. The aim of the procedure is to help the child remain in their learning environment as long as possible. It is important that when behaviour for learning is not as expected, and work has not been completed as a consequence, that this is completed at the discretion of the teacher. This may be during another lesson or may be during playtime or lunchtime. These sanctions may be altered to suit the child and their needs in that moment. Discretion will be applied for children with Social Emotional or Mental Health (SEMH) difficulties.

- The child is given a verbal or non-verbal warning that his/her behaviour for learning is inappropriate and a reminder about appropriate behaviour and the link to the relevant part of the Prior's Promise. A visual reminder may be placed on the board for the child. The child will be given 3 warnings to show that they need to respect the classroom rules and complete the work that has been asked of them. The child's name will not be written on the board.
- The child is given time away from the group (Time Out) whilst still being part of the teaching activity in the class. The child is expected to move quietly to a different area in the classroom and to work for 5-10 minutes before being readmitted to their usual seating position. A child may have 1 Time Out in their own class.
- No more warnings will be given. Should the child continue to misbehave, he/she is escorted to another class for around 15 minutes (Time Out). The child should not disturb the class

unnecessarily and will either take their current work or be given a general task to complete whilst there. This teacher will not admonish the child.

- iv. Should the child continue to disrupt the class on return from Time Out, he/she may be taken to another class to take part in their activities as a strategy to regulate emotions and diffuse the situation. This stage is named 'Fresh Face'.
- v. Should the disruption or behaviour continue and/or warrant it, the child will be escorted to an SLT member for an isolation away from the children and the activities that they are doing. The child can return to class when he/she is deemed ready to do so. Parents will be informed to ensure a strong partnership between home and school in managing behaviour.
- vi. Should the child continue to cause serious disturbance to the class, the Headteacher will call parents and more serious sanctions may be applied such as exclusion.

9. Emotional, Physical or Verbal Abuse

Prior's Mill has a strong policy of anti-bullying. Bullying is not tolerated and the school aims to provide an environment where bullying will not thrive. The teacher will deal with any issues which arise sensitively with both the bully and the victim either on a one-to-one basis or through class discussion. Parents will be informed as soon as possible for issues which are a concern. A senior teacher will be informed where issues arise which are persistent or worrying in nature. Please see Anti-bullying Policy.

10. Serious Incidents which Override Behaviour Sanctions

If a child displays behaviour which is of a more serious nature the teacher may override the procedures of timeout and move to isolation with a member of SLT. Such instances might include:

- Using inappropriate language;
- Hitting another child;
- Be openly defiant or aggressive;
- Leaving the group, class or building without permission.

All members of school staff have a legal power to use reasonable force. **Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.**

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. See Positive Handling Policy for further information.

It may be appropriate for senior staff to be called to support staff with more serious incidents. In dealing with a serious incident, senior staff need to ensure:

- That they have support from other staff if necessary
- They are informed of the full situation which led to the incident (this should occur immediately after the incident has been diffused if not possible at the time)
- That all other forms of intervention have been deployed in an attempt to diffuse the situation e.g. cool down time, isolation if appropriate

- They are aware of their own emotional response to the situation;
- A full record is made

Parents will be informed as soon as possible when serious incidents occur. These incidents may not necessitate removal of the child from the site but parents will be encouraged to attend school in person to discuss the difficulty.

Incidents should be followed by short term consequences in school e.g. removal from the class for a half-day, or loss of break time/lunchtime.

11. Early Years Foundation Stage

The Early Years Foundation stage children and staff use similar procedures to those practised in school but in a simplified format. Rewards and praise are the mainstay of EYFS practice. The 1,2,3 'Magic Mat' strategy is used to help children to understand where behaviour is unacceptable. This involves very little explanation to the child at the time of the incident but short periods of removal from an activity to a 'Magic Mat' (thinking mat). Parents are informed about the system and from time to time are offered support and resources in using the same system at home. This is very effective in maintaining consistency between home and school and in ensuring that parents use simple but clear boundaries. The system requires that once the child has left the mat the incident is forgotten and no reminders are used to give reinforcement to negative behaviours.

12. Exclusion

The school has a very clear policy on promoting good behaviour and ensuring firm boundaries to support children in maintaining high standards of good behaviour. Our aim is to have zero exclusions but we know that sometimes a child needs time away from the school in order to regain calm and begin learning again. The school needs to be prepared for such eventualities whilst endeavouring to work as a team to keep such incidents to a minimum. See Exclusions Policy for further information.

13. Pupils Conduct Outside The School Gates

Following guidance from DfE regarding Behaviour and Discipline in Schools, Prior's Mill will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school by parents or members of the community.

Prior's Mill may discipline pupils for misbehaviour when the pupil is:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

14. Parental Support

Prior's Mill values parental support highly. Parents are informed and supported in helping their children with the high expectations which the school has of behaviour. Parents are informed about both good and poor behaviour. Parents are encouraged to talk to their children and support is offered from staff for such discussions to take place in school where appropriate. Parents are guided through a graduated approach to raising concerns beginning with their child's class teacher and moving to the Key Stage Leader, Deputy Headteacher and finally Headteacher as necessary. The class teacher is best placed to know about any incidents that parents are concerned about and best placed to give immediate support and therefore should always be contacted in the first instance.

15. Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis and at least annually.