



Learning through hard work, friendship and fun.

Mill Lane Primary School Behaviour Policy

Adopted :October2017

Review Date : October 2019

At Mill Lane Primary School we believe children need to learn how to work and play together, resolve their differences in a calm and safe way and develop positive relationships with all members of the school community in a nurturing and supportive environment.

To enable us to do this we always try to use a restorative approach (Appendix 1) as we believe this helps children develop life-long social skills. We train some of our older children to act as peer mediators who then help to resolve low level disputes between pupils.

We are committed to the education of all our pupils and aim to instil a love of learning from the minute children walk through the door. In order to achieve this, it is vital that children behave in an appropriate way and approach their learning with a “can do” attitude.

All children will follow the school behaviour policy unless their individual needs require them to have a personalised behaviour plan. If a personalised behaviour plan is needed, the child will not participate in class and whole school systems.

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. (Appendix 5 & Department for Education Behaviour and Discipline in Schools January 2016)

Children at Mill Lane Primary School will:

- treat others with respect
- follow instructions (from ALL members of staff)
- act in a safe way (children will not be chased if they leave the premises – police and parents will be called)
- follow school rules and the class rules they help create
- accept the consequences of their actions
- complete their work in class to the best of their ability
- be polite and use kind words

Staff at Mill Lane Primary School will:

- treat others with respect and use a restorative approach
- be approachable to children, parents and carers
- be positive role models
- be fair
- reward good behaviour
- help children change unacceptable behaviour
- ensure the environment is safe
- listen

Parents and carers will:

- treat others with respect at all times
- keep school informed of issues which may affect their child
- work with school to support their child
- contact the class teacher with any concerns

We aim to create a harmonious and celebratory environment in school by noticing and rewarding positive behaviour. Some rewards systems will apply to the whole school, some will be specific to a key stage and some will be just for a class. In all instances, teachers will be regarded as skilled professionals trusted to use their judgement. Any concerns regarding behaviour should be directed, in the first instance, to the class teacher via appointment or at the end of the school day.

REWARDS

<p><u>Nursery</u></p> <p>Praise Stickers Star of the Day</p>	<p><u>Reception</u></p> <p>Praise Stickers Captain Sensible</p>
<p><u>Year 1 – Year 6 (and reception class after easter)</u></p> <p><u>Always Board</u></p> <p>At the beginning of each half term, every child will have their name displayed on the “Always Board” in class. If a child has their name put on the Warning Board or has to attend the Thinking Room their name will be removed from the Always Board.</p> <p>At the end of each half term, any child who is still on the Always Board (because they have always done the right thing) will receive a treat in school and a letter home.</p> <p><u>Class Merit Chart</u></p> <p>Each class will display a board showing all children. Each child will have the chance to earn up to 100 merits throughout the school year which will be displayed on the board and rewarded in assembly– see below.</p> <p>Teachers will continue to use praise and stickers to notice and reward ongoing positive behaviour and attitude.</p>	
<p><u>Reception – Year 2</u></p> <p>20 merits = certificate 40 merits = certificate and text home 60 merits = lucky dip 80 merits = free time 100 merits = certificate and book</p>	<p><u>Year 3 – year 6</u></p> <p>25 merits = certificate and text home 50 merits = lucky dip 75 merits = free time 100 merits = certificate and book</p>
<p><u>Lunchtime –Fair Play Award</u></p> <p>Lunchtime supervisors will nominate children from each key stage to receive an award for kindness, fairness and social skills that children have demonstrated at lunchtime. The certificate will be awarded in assembly. There will be 2 children from reception to year 2 and 2 children from years 3-6 each week.</p>	
<p><u>Whole School Treat</u></p> <p>This is a weekly event which happens in all classes on a Friday afternoon. Each class will decide at the beginning of each half term what they would like for their treats. Any child who has been in the Thinking Room will miss time from their treat.</p>	
<p><u>End of School Treat</u></p> <p>At the end of year 6, children (in year 6) will be invited to an event to celebrate the hard work and positive attitude they have shown during their time at Mill Lane Primary School. This will be subject to good behaviour and the ability to represent our school in a positive way.</p>	
<p><u>Star of the Week</u></p> <p>Each week children from across school will be chosen for being a star. They will get a certificate and a text home at the end of the week.</p>	

SANCTIONS

<p><u>Nursery – in class</u></p> <p>Gentle word Thinking chair –3 minutes Speak to parents/carers</p>	<p><u>Reception – in class</u></p> <p>Gentle word Thinking chair – 5 minutes Speak to parents/carers Thinking Room to be used at lunchtime</p>
<p><u>Year 1 – Year 6 – in class</u></p> <p><u>Warning Board</u> Speak to child Verbal warning Name on warning board Tick next to name Another tick next to name Time out in another class Thinking Room</p> <p>Children who do not complete their work in class may be asked to finish it in their own time at play/lunchtime or at home</p>	
<p><u>Thinking Room - in class or outside</u></p> <p>The Thinking Room is to be used at the last stage of the in-class behaviour system or in instances of extreme, dangerous, disrespectful behaviour in or out of class.</p> <p>Reception children will spend 15 minutes in the room and no further action will be taken. Years 1-6 will spend 20 minutes in the Thinking Room and 10 minutes off their Friday treat for each time they have been in the Thinking Room. Parents/ carers will receive a text on the Friday informing them that their child has missed their treat and been in the Thinking Room during Friday treat time. A letter will come home to explain what behaviour led to this.</p> <p>Any violent or aggressive behaviour will lead to the child being in the Thinking Room for the full lunchtime and miss their entire Friday treat.</p> <p>Children who are in the Thinking Room twice in one week will miss all of their Friday treat. Children who are in the Thinking Room for three consecutive weeks will miss a week of lunchtime plays (classed as an internal exclusion)</p>	
<p><u>Lunchtime – dining room or outside</u></p> <p>At lunchtime, conflict will be resolved using restorative practice but if unacceptable behaviour persists children will be taken to Thinking Room.</p> <p>Children who continue to be disruptive at lunchtimes despite having utilised the Thinking Room (see above) may be excluded from school during lunchtimes.</p>	
<p><u>Exclusions (fixed term and or permanent)</u></p> <p>In cases of persistent and/or serious offences exclusion, either fixed term or permanent will be considered. Deliberate assault against an adult will be considered a serious offense in almost all cases. Lunchtime exclusions may be used.</p>	
<p><u>Positive Handling</u></p> <p>In extreme circumstances, some children may have to be held in order to keep them or others safe; any member of staff involved in such actions will be fully trained in the use of Team Teach strategies (Appendix 2)</p>	

Appendix 1

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- improve behaviour and attitudes;
- provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- improve relationships; establish rights, accountabilities and responsibilities to the community.
- provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Externally facilitated restorative circles may be used and include parents, pupils and teachers to resolve ongoing conflict and move relationships on in a positive way.

Appendix 2

Team Teach

Team Teach is a nationally recognised training scheme which supports adults working with children to manage challenging and disruptive behaviours which have escalated and become a risk to the safety of the child or other people.

All staff working with challenging children receive regular Team Teach training which is renewed every 3 years.

Information regarding strategies used to keep children safe can be found on the website www.teamteach.co.uk

Appendix 3

Protocol for severe disruption by pupils

- Follow all steps outlined in behaviour policy whenever possible and in the first instance unless pupil has their own behaviour plan in which case that should be followed.
- Send an adult or a child to get help from the Headteacher or the Deputy Headteacher
- The teacher must stay with the class at all times.
- Team Teach approach will be adhered to by those trained.
- Physical restraint will only be used if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class.
- The Headteacher will contact parents.
- The incident will be recorded on the school behaviour system.
- The Headteacher will decide the consequences of the behaviour which may include a fixed term or permanent exclusion.

Appendix 4

Protocol for children leaving school premises without permission

- Send a member of staff or child to notify the Headteacher or Deputy.
- The teacher must stay with the class at all times.
- **If the child leaves the classroom** but stays on school premises, the Head/Deputy will remind the child of the consequences of leaving the school and tell him/her to return.

Take up time will be allowed.

Physical restraint will only be used if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class.

- **If the child leaves the school premises** and can still be seen, by the adult, the child will be reminded of the consequences as above and also told that police will be called.

Take up time will be allowed.

- **If the child returns onto premises**, follow the above. If the child continues to move away from the school, all staff to return to school and parents and police notified.

Appendix 5

Inappropriate behaviour outside the school gates

Teachers at Mill Lane Primary School may (in accordance with related policies and procedures) discipline a pupil for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - 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 or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)