



**Arnold Mill Primary School**

# **Behaviour Policy**

## **Summer 2025 - Summer 2026**

Approved by:	Full Governing body
Last Review Date:	July 2025
Next Review Date	Summer 2026

Arnold Mill Primary School, provide a broad and balanced curriculum - a blend of academic, social and personal education. We strive to create a happy work-centred environment where effective learning can take place and where the potential of all pupils can be developed in a climate of mutual caring and respect.

Just as we believe in the importance of teaching our children to read and write, we are committed to teaching children how to behave; both towards each other and towards adults. We believe that, in partnership with parents, children's behaviour needs to be carefully developed with an emphasis on praise, encouragement and positive reinforcement.

This document outlines our approach at Arnold Mill, to encouraging acceptable and desirable behaviour. Whilst our policy is flexible to account for different age groups, it lays down clear expectations for children and clear guidelines for staff. This Policy gives clear guidance on how we encourage what is desirable and discourage that which is undesirable for most of the children. However, it will need to be applied sensitively in order to bring out the best in each child (a sanction to one child may seem like a treat to another).

If any child's behaviour is a cause for concern parents will be contacted in order to keep them informed and to ensure that we have a consistent approach between home and school. Similarly, if parents themselves have concerns they are urged to contact school so that the issues can be addressed.

This policy will be available to all staff, supply teachers and students who work within the school thus ensuring a consistency of approach.

### **What do we mean by good behaviour?**

At Arnold Mill we aim to teach and demonstrate the behaviour we wish to see, and encourage children to be responsible for their own behaviour. By using frequent praise, we give emphasis to desired behaviour rather than the undesirable. We believe children need a clear set of guidelines to follow so they know what is acceptable and unacceptable behaviour. We have a clear set of routines so that the children know what is expected of them at a given time and clear rules which are regularly shared with the children and prominently displayed in all classrooms as positively phrased 'School Rules' and the 'Five Finger Plan'.

Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We support children's understanding of the behaviours that we are looking for through daily and weekly teacher led activities such as assemblies and PSHE sessions.

**The 'School Rules' are as follows:**

- 1. Touch gently, not roughly**
- 2. Be polite and respectful**
- 3. Look out for each other - be friendly to others**
- 4. Look after our school and keep it tidy**
- 5. Try your best!**

Upon entry into the Foundation Stage, the children are taught the principles of the 'Five Finger Plan';



These form the foundations of our school rules so there is clear continuity for the children.

These rules are linked to our school vision as we aim to prepare the children for their futures.



## Reward Systems

We use a range of rewards which include:

- Verbal praise
- House Points
- 'Well done' stickers
- Reading Rewards
- Certificates
- Individual 'AMPS', kindness and Always Children Awards
- Share work with other members of staff
- Share photos on our website, newsletter or in the Hall
- Share successes with parents in assemblies
- Whole class reward systems leading to free choice activities (these vary in each class e.g. marble jars, jigsaws, number squares etc.)

## Whole school systems and how they work:

### **House points**

House points will be given to children if they display any behaviour that reflects a value from the school vision. **These are especially for behaviours that support the whole school's wellbeing or environment.** E.g. being respectful, working as a team, believing in themselves and others and working with others when things get tricky. etc

House points will be collected from each class chart on a Friday and added to the whole school chart to see which house is working well together.

The House with the most points at the end of each term will get an afternoon free time using the OPAL provision.

### **AMPS Awards**

Individual AMPS Awards will be given to children if they display any behaviour that reflects a value from the school vision. These are specifically for personal achievements or personal growth E.g. being respectful, showing creativity, looking out for others, taking responsibility for their own actions and having a go when things get tricky. etc

The AMPS Awards will be collected in each classroom during the week. At the end of the week, they will all go into a prize draw. Winners will be drawn during the Friday celebration assembly. The number of winners will vary each week.

Children can also collect 50 AMPS awards and swap them directly for a treat.

## **Class Reward Schemes**

Each class will run its own whole class reward scheme to encourage children to grow as a class. These rewards will be given as a whole class for behaviours that help improve the classroom environment e.g. working quietly, keeping the classroom tidy, looking out for each other and being a kind and thoughtful class.

These schemes could be based on a tick sheet, marble challenges, jigsaw puzzles or any other exciting method the class teacher thinks up.

## **Certificates and other awards**

Shining Star certificates are awarded weekly to a child in each class who exceeds expectations and displays any behaviour that reflects a value from the school vision throughout the week. There will be 10 different Shining Star certificates which will be colour coded and have the appropriate value taken from the school vision on.

Always Child Awards are given to two children per class, per term, are also selected for the '**ALWAYS Child**' award. They receive a personal letter of congratulations from the head teacher acknowledging that they demonstrated all of the aspects of our 'School Rules' all of the time.

Reading Rewards are given as star stamps in reading records. Every week that a child reads their banded reading book 3 times with a parent they get a star stamp. After 17 stars they get a bronze reading award, after 31 stars they get a silver reading award and after 45 stars they get a gold reading award and a book voucher.

Kindness Awards are given on an ad hoc basis when children show exceptional kindness to others.

Celebration assemblies and stickers will be used to celebrate children's successes for set subjects or situations.

## **Sanctions**

At Arnold Mill we use a wide range of strategies to discourage behaviour which does not support our School Vision, 'School Rules' and 'Five Finger Plan'. These include:

- Whole school and class reward systems
- Reminders of class rules
- Highlighting others' good behaviour
- Non-verbal sign: these may include a frown, eye contact, etc.
- Planned ignoring
- Time out
- Proximity control
- Whole school 'Arnold Mill Warning Card' system
- In school exclusions
- Fixed term suspensions
- Permanent exclusions

Where rules are not followed we have a system of sanctions, which we feel effectively, deal with the inappropriate behaviour.

### **Classroom Based Sanctions**

1. Verbal warning - this will deal with minor infringements
2. Name on the board - this will be a reminder of the inappropriate behaviour
3. Time Out (in another class)
4. Arnold Mill Warning Card - reflection time at playtime
5. Individual behaviour plan

### **Playtimes and Lunchtime Sanctions**

1. Verbal warning - this will deal with minor infringements
2. Time In
3. Arnold Mill Warning Card - reflection time at playtime
4. Individual behaviour plan

## Whole school systems and how they work:

### Behaviour Steps:

If a child breaks the Arnold Mill School rules the following needs to take place:

1. Verbal warning for low level behaviour.
2. Name on the board – this will be a reminder of the inappropriate behaviour
3. Time Out (In a safe space or in another class). See buddy class appendix 1.
4. Issue an Arnold Mill Warning Card

When the first Arnold Mill Warning card is issued the following needs to happen:

1. The class teacher contacts parents and discusses the behaviour we don't want repeating.
2. The child needs some reflection time. They will have to stay in during a break time and reflect on their behaviour. It is important that the staff member then reflects with the child to ensure 'repair' is carried out.
3. The incident is logged on CPOMS using the behaviour tab- Arnold Mill Warning Card so that SLT are made aware.

It is very important parents/ carers are made aware of how serious this sanction is, as we hope the above steps will prevent any reoccurrences.

However, if this behaviour continues or a second Arnold Mill Warning Card is issued the following should happen:

1. The class teacher should log the event on CPOMS making clear it is the second Arnold Mill Warning card this academic year.
2. A member of SLT (FS & KS1-Mrs Broniewska, KS2-Mr Hewlett, Mrs Slater to support in other times too) will speak to the Parent/Carer and inform them of the severity of a second Arnold Mill Warning Card. Parent/ Carers need to be made aware that an individual behaviour plan will be put in place if the child's behaviour doesn't improve.
3. The child will be given time to reflect on their behaviour. It is important that the staff member then reflects with the child to ensure 'repair' is carried out.

If a third Arnold Mill Warning Card is issued there will be a meeting with parents/ carers and an individual behaviour plan will be created. This is bespoke to the child and is the responsibility of the teacher to create. SLT will support with this. The child will be given reflection time to reflect on their behaviour. It is important that the staff member then reflects with the child to ensure 'repair' is carried out.



### Restorative approach:

We respond to challenging behaviour using a restorative approach following the Nottinghamshire County Councils recommendations.

### Restorative Questions Responding to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?

### Restorative Questions Responding to those harmed:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

All staff have these questions on their lanyards to support as challenging situations may arise in school.

**If after these steps, we have not seen any noticeable improvement in behaviour patterns (e.g. targets not met on their individual behaviour plan) the school will then enforce one of the following:**

- **An internal exclusion.** This may be used in situations deemed serious, but not requiring a formal suspension. In this situation a child spends a period of time with age-appropriate work, but in another class or part of the school that is appropriate.
- **Fixed-term suspension.** A child is suspended from school for a set period of days and is then readmitted. The Head Teacher decides the number of days that a fixed-term suspension lasts for. Appropriate work is provided for the child during the suspension period. A parent/carer must be present at the re-admittance meeting where the conditions of return are clearly outlined such as a reduced timetable.
- **Permanent Exclusion.** A child does not return to the school following a permanent exclusion.

The Head Teacher has the right to automatically exclude a child who has not worked their way through this system should she deem it appropriate.

Our behaviour policy works for the majority of children who attend Arnold Mill. However, from time to time, the school has children who have significant Special Educational Needs in the area of behaviour. The Head Teacher retains the right in such exceptional cases to dis-apply the policy from the child concerned and implement separate procedures.

### **Mobile Phone Policy - Pupils**

We recognise that mobile phones are part of everyday life for many children. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- Pupils are NOT allowed to bring mobile phones into school.
- Phones should not be taken on school trips/visits.

Any phone found in school will be confiscated, until an appropriate adult comes to collect it.

Where mobile phones are used out of school to bully or intimidate others, then the head teacher or DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'

Please refer to the school's mobile phone policy for more details.

### **Appendix 1**

#### **Buddy Classes:**

2f to 1c

2e to 1b

2d to 1a

2c to 2f

2b to 2e

2a to 2d

1a to 2d

1b to 2e

1c to 2f

F1 keep on the carpet

F2a to F2b

F2b to F2a

