



Code of Conduct Policy

Reviewed: September 2024

Next review: September 2025

Middlethorpe Vision

At Middlethorpe relationships are central to all we do- '*Together we learn to shine*'. At Middlethorpe we aim to:

- Inspire and nurture a love of lifelong learning.
- Promote respect and teamwork to build relationships in academy, with families and the community.
- Challenge learners to have the will and skill to exceed both our and their own expectations.
- Enable the development of fantastic learning behaviours that are transferable to life beyond our academy.
- Equip our pupils with the skills and confidence to express opinions, listen to others, reason and debate.
- Develop pupils that reflect upon their learning in order to celebrate achievements and continually grow.
- Encourage risk-taking in learning, value and learn from our mistakes.

Policy Statement

This policy was based on Guidance provided by Brighton & Hove Local Authority and training from Applied Psychologies.

Policy Scope

This policy is for all staff, pupils, parents and carers, lunch time staff, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its pupils, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Policy Links

This Behaviour Policy links to the following other policies we hold in school:

- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive Handling Policy
- E-safety policy

Key Principals of our Approach

Supporting behaviour at Middlethorpe Primary Academy is a whole school approach. Everyone is responsible and **building relationships is everybody's business!** At Middlethorpe Primary Academy we:

- Build positive authentic relationships with all children.
- Promote a positive approach and offer specific and descriptive praise when children are behaving well.
- Recognise behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.
- Differentiate expectations and responses depending on the child. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Encourage parental engagement and believe involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs.
- Use the principles of a Restorative Approach.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** staff and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Responsibilities of the Principal and SLT

- To build positive relationships with all stakeholders.
- To ensure the health, safety and welfare of all the children in the school.
- To support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- To enforce fixed-term or permanent exclusions if needed.

Responsibilities of staff

- Develop empathic relationships with pupils and ensure that school expectations are applied fairly.
- Establish and maintain high expectations of behaviour and strive to ensure that all children's work is to the best of their ability.
- Encourage children to follow school rules
- Act as a social, emotional, and learning role model for pupils.
- Support children to co-regulate to achieve high expectations when necessary.
- Treat all pupils in their classes with respect and understanding.
- Record significant incidents of inappropriate behaviour on CPOMs.

Responsibilities of parents:

- Work with the school to achieve a shared approach and consistent messages between home and school and support their child's emotional and behaviour development
- Support the actions of the school.
- Raise concerns with the class teacher initially and then to a member of the Senior Leadership Team.

Responsibilities of children

- Uphold the school values
- To follow instructions promptly
- Talk to a grown up if I am worried or unsure

School Expectations

Our school rules centre around our school values of kindness, responsibility and pride.



Our School Drivers

Our Middlethorpe drivers are what we believe to be important values for our children.
They are the values we hold as 'Together we Learn to Shine!'

Kindness

We are friendly and approachable
We perform random acts of kindness
We think about how we say things
We share with everyone
We are a good friend
We have good manners
We are a good partner
We listen to others
We are respectful
We have empathy
We help others
We are patient

To get it you
must give it

Pride

We are proud of our achievements
We are proud of the achievements of others
We have high expectations and aspirations
for ourselves and others
We are proud to attend our school
We wear our Uniform with pride
We look after our environment
We look after our equipment
We create beautiful work

We can be anything
and everything we
want to be

Responsibility

We make sure we are in the right place at the right
time, doing the right thing
We make sure we self-regulate our behaviour
We make sure we have the right equipment
We complete the tasks that are asked of us
We manage our distractions when
we are learning
We own our mistakes
We are ready to learn
We are honest

The price of greatness
is responsibility

Positive teacher-pupil relationships are key to combatting challenging behaviour. All staff will use a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Rewards

At all times we encourage and reward positive behaviour, effort, perseverance and good learning behaviours. We value the importance of our children seeing themselves as part of a community whether that is their group, class, key stage or whole school. Some of our rewards accumulate to a group, class, key stage or whole school reward. Our rewards include:

- Verbal praise
- Non-verbal praise (thumbs up, smile etc.)
- Name on board
- Individual class specific rewards chosen by the class or teacher (VIP table, special seat, choose the end of the day story, first in the lunch queue, standing ovation etc.)
- Sharing work with another member of staff (office staff, TA, teacher, Head of School, Executive Principal)
- Stickers
- Dojo points
- Middlethorpe Merit assembly certificates linked to our values
- Above and beyond recognition notes home
- Value badges- Kindness, Responsibility, Pride
- Trophy assemblies to celebrate children who go over and above

Sanctions

We always aim to encourage positive learning behaviours, however if a child's behaviour is not conducive to good learning, is not in line with a class or academy rules or disrupts the general running of the academy then a structured approach to consequences is followed.

The structured approach to consequences is as follows:

Gold Behaviour -I go above and beyond.	High value praise and rewards given.
Green Behaviour - I follow the schools expectations for behaviour. I try my best all the time. I am a positive member of the school.	Praise and rewards given
Amber Behaviour 1 - I am not following school rules, I am not listening in class. I am not following instructions. I am disrupting the learning of others.	Verbal 1 st warning given and a opportunity and encouragement to change their behaviours as quickly as possible
Amber Behaviour 2 – Continuation of disappointing behaviour or a new disappointing behaviour.	Verbal 2 nd warning given with explanation of next step if behaviours continue. Staff member to hold restorative conversation.
Red Behaviours 1 - I am continuing to make poor behaviour choices or escalate negative behaviours. My behaviour is disrupting my learning and that of others in my school.	Child moved away from peers to another named class with work provided. Staff member to hold restorative conversation. Parents will be informed
Red Behaviours 2 - I have returned to class and continue to make bad choices. deliberately hurt someone, I have been disrespectful to others, I am purposely not following our school behaviour expectations	Child needs to go to SLT to reflect on their behaviour. The Restorative Five conversation will happen at the end of the day with parents.

At each stage of the consequences system, staff should make every endeavour to apply strategies of behaviour management that will enable a child to modify their behaviour and return to making positive choices.

Restorative Approach

We use 'The Restorative Five' to support children to understand, regulate and reflect on their behaviour. This can only be done when the child is in a calm state.

- Question 1: **What Happened?**-
It is important to listen carefully without interrupting, then give your account without judgement.
- Question 2: **Who has been affected?**
Teaching children to think about others and how our actions have positive and negative affect on other people. Teaching them to use their conscience. List together the people affected by their behaviour.
- Question 3 **How have they been affected?**
Teaching them to think of their impact on others- decreasing selfishness over time, playing to their conscience.

- Question 4: **What should we do to put things right?**
This should come from the child. Try not to demand an apology and resist the temptation to guide the conversation that way. Is there something else they can suggest to help put things right?
- Question 5: **How can we do things differently in the future?**
Forward thinking is required here. Some prior planning will help them to recognise when their behaviour pattern begins and how to change their choices.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with a Senior Leader and Inclusion Lead.

- Ignoring or planned ignoral i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive Questioning e.g. what are you doing? What should you be doing? Good you know what to do so can you do it,
- Positive Choices- If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome).
Now you choose what you are going to do
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out Support i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
- Use of a behaviour contract or plan Setting targets with the pupil in consultation with parents and reporting weekly.

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Where positive handling has been used a record of the incident always needs to be kept using Appendix 1 of the Positive Handling Policy and CPOMs.

Additional needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied. We abide by the DfE guidance on this and report any exclusions routinely to North East Lincolnshire Local Authority following local and national guidance.

Appendices:

- 1. Behaviour Curriculum @MPA**
- 2. Rewards @MPA**
- 3. Learning Behaviours @MPA**

Appendix 1

Behaviour Curriculum@ MPA

Behaviour is everyone's responsibility!



At Middlethorpe we aim to: maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members; help children develop a sense of worth, identity and achievement; help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices; develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

Values and Learning Behaviours

Our Core values (Kindness, Responsibility and Pride) underpin everything we do. Specific learning behaviours (Collaboration, Motivation, independence, Connections, Inspiration and Resilience) are taught across the school. (N: Collaboration, FS: + Resilience, Year 1: + Motivation, Year 3: + Inspiration, Year 5: + Connections and Independence) The **shared language** has a direct impact on outcomes and helps children understand our expectations.

Modelling and direct teaching of behaviour expectations

- Developing RELATIONSHIPS: We recognised the role relationships have on motivation to demonstrate good behaviour – both relationships with the adults in a child's life but also their peers. We promote being a **team**.
- TEACHING behaviour: We recognise the importance of modelling and teaching children how to behave. This starts with **staff being role models** for the behaviour they wish to see, with clearly defined school and class rules that are explained and revisited with children.
- We use **Restorative Five** approach to support children to understand, regulate and reflect on their behaviour. This can only be done when the child is in a calm state: 1) what happened? 2) Who has been affected? 3) How have they been affected? 4) What should we do to put things right? 5) How can we do things differently in the future?

Classroom based expectations

- ✓ Children remain seated while teachers are directly teaching or there is a whole class discussion.
- ✓ Children ask to leave the classroom either to gather things from their bags or to visit the bathroom.
- ✓ Children listen to each other and adults, and adults will wait for all children to be listening before addressing them.
- ✓ Children sit on their chairs correctly, with their feet flat on the floor and all four legs of their chair on the ground.
- ✓ Children look after their equipment and gather something off the floor if dropped.

Use and analysis of CPOMs

All adults use CPOMs to record behaviour concerns in a timely manner. CPOMs are regularly reviewed by SLT for patterns and solutions are discussed and implemented.

School-wide expectations

- ✓ Adults speak to children in a calm polite manner.
- ✓ Adults spot children making great choices and will reward them accordingly. We **spot and celebrate the good**.
- ✓ We address the 'bad' discretely
- ✓ Children walk through school, allowing other children or adults to pass them in the corridors.
- ✓ Children greet and be greeted by each other and adults as they pass each other in corridors.
- ✓ Children and adults hold the doors open for the next person and be considerate to the situation (e.g. one person vs 5 people, one person coming down the corridor with an arm full of books).
- ✓ Children actively engage in all aspects of the school day including assembly.
- ✓ Children line up quietly for assembly and walk to the hall in silence. They remain quiet until they get to their classrooms.
- ✓ We meet and greet the children at the start of the day and the start of the afternoon.
- ✓ Children walk into school in a calm and orderly **fashion** so they are ready for learning.
- ✓ Lunchtime expectations mirror the high standards of classroom practice: using indoor voices to talk to friends on their table; using great table manners; being kind and respectful to each other; picking up anything dropped.
- ✓ Children start and leave the school in a calm manner.
- ✓ **All staff** engage children in conversations or games at playtimes and lunchtimes to directly teach them how to have a successful break.
- ✓ Children take responsibility for shared areas including cloakrooms and lockers. Fallen coats and bags are picked up. Locker doors are closed (including at the end of the day)
- ✓ **IN THE RIGHT PLACE, DOING THE RIGHT THING, AT THE RIGHT TIME**

Appendix 2



REWARDS AT MIDDLETHORPE



At Middlethorpe Primary Academy we recognise the importance of providing children with encouragement and rewards for positive behaviour, effort, perseverance and good learning behaviours.

General Rewards

- **Verbal & non-verbal praise** (thumbs up, smile etc.)
- **Name on the recognition board**
- **Individual class specific rewards chosen by the class or teacher** (e.g. VIP table, special seat, choose the end of the day story, first in the lunch queue, standing ovation etc.)
- **Sharing work with another member of staff** (office staff, TA, teacher, Head of School, Executive Principal and having their work photocopied to the 'Wonderful Work' books in the SLT office)
- **Stickers & Dojo points**
- **This list is not exhaustive**

Recognition Board

Each week class teachers and children choose a target to work together to achieve. These are linked to either a school value (**Kindness, Responsibility and Pride**), or a learning behaviour (**Collaboration, Motivation, Independence, Connections, Inspiration and Resilience**). As children demonstrate successful completion their names are placed on the recognition board. Each Friday, those children whose names appeared on the recognition board receive a note to take home to celebrate their achievement. At the end of each term, classes vote for the children whose names appeared on the recognition boards the most. These children win a prize (e.g. selection box, Easter egg, or reading book).

Reading and Sports

- Reading Certificates are issued for **every 25 reads**. For our Early Readers this must be their Little Wandle book, these books are carefully designed to create readers.
- When children have read **100 times** they receive a token to choose a book to keep from **RORY** (Reading Often Rewards You) vending machine.
- **Sports participation certificates** are issued and celebrated during assemblies for representing MPA at various sporting events.

Weekly 'Learning Behaviour' Certificates

Two children from each class will be chosen for excelling in a learning behaviour that week: **Collaboration, Motivation, Independence, Connections, Inspiration and Resilience**. Teachers will write a longer **comment** on these certificates which will be read out by the Head of School. These assemblies are attended by the family or friends of the chosen child and an **invitational text** is sent out the day before. We have moved the timing of these Friday assemblies to make it easier for family or friends to attend.

Citizenship Award Badges

Over the course of the year, children have the opportunity to earn Citizenship badges, one for each building block of character development: Leadership, Participation, Service and Learning. Each Block has four levels to master: blue (level 1 – Middlethorpe Citizen), Bronze (level 2 – Specialist Citizen), Silver (level 3 – Expert Citizen) and Gold (level 4 – Master Citizen). Children are provided with a list of activities or challenges they need to consistently carry out in order to earn these citizenship badges. A child will be awarded a badge the first Friday following their completion. They will have pride of place at the front of the assembly and their family or friends will be invited to witness the celebration of their achievement. During this assembly the child or class teacher will read out all the things they have ticked off to earn the badge.

Termly 'Trophy' Assembly

Each term, two children from each class will be chosen for being **exemplary** examples of Middlethorpe children through their demonstration of the MPA Values and learning behaviours. These children receive a **trophy** they can borrow for the term. We ask for these trophies to be returned so we can pass the baton on to the next winners. During these assemblies, class teachers will join the Head of School at the front of the hall to explain why these children were chosen. The children will also receive a special **laminated certificate**. These assemblies are attended by the family or friends of the chosen child and a text is sent out a week before.

Appendix 3



Our School Learning Behaviours



Our learning behaviours are linked to our core values. They are the firm foundations we build upon at Middlethorpe Primary Academy.

KINDNESS

Collaboration

Motivation

I respect and value everyone's ideas.
I listen to other people's opinions.
I am happy to share my knowledge, thoughts and opinions with others.

I challenge myself.
I try to be the best I can be.
I always look at how to improve.

RESPONSIBILITY

Independence

Connections

I take responsibility for my learning.
I listen to instructions so I am ready to learn.
I try to organise myself and my resources.

I try to work things out for myself.
I ask questions to find out more.
I link what I know to what I am doing.

PRIDE

Inspiration

Resilience

I think deeply about things so that my ideas are different to others.
I use my imagination.
I like to find different ways of doing things.

I stick at something even when it gets hard.
I make good choices so that I can concentrate.
I try my hardest from the beginning to the end of a task.