



*"Middlethorpe: Making
Extraordinary People"*

Behaviour Policy

Oct 2017 -
Sept 2018

Middlethorpe Primary Academy: Behaviour Policy, October 2017

Behaviour Policy

Why do we have this policy in place?

At Middlethorpe Primary Academy we encourage positive learning behaviours in all that we do.

Introduction

At Middlethorpe Primary academy we care for our pupils. This policy provides clear guidance which supports our determination to reach our vision and accomplish our aims.

Vision

At Middlethorpe Primary academy, we are determined to inspire our children to think creatively, to nurture their natural curiosity, to instil a positive mindset and to prepare them to contribute positively to their community in the 21st century.

Aims

At Middlethorpe Primary academy 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.

Class Charter

We believe in teacher autonomy as each class; each year is filled with a group of children who are individuals and have individual needs. For that reason, all teachers agree a set of classroom rules with the children at the start of each year that aim to provide a safe, welcoming atmosphere in which children can enjoy their learning. Once agreed, these rules can be used to modify group behaviour by setting targets that can be rewarded.

These rules for behaviour are a minimum requirement and the children are expected to adhere to these. More importantly, the growth of learning muscles or learning powers (BLP) is woven into every element of life at the academy to equip children with transferable behaviours for learning.

Health and Safety Rules

We have various health and safety rules that are very important. These are also critical not only to the smooth running of the academy but to developing the social skills of the children around the academy. These include the simple rules:

- We walk around the academy
- We hold the doors for others
- We sit properly on chairs
- We carry chairs by the seat
- We keep the academy tidy

Dining Room Rules

- We find a place quickly and remain seated until the meal is finished
- We follow hygiene rules
- We practise good table manners
- We clear away all waste
- We eat our lunch with calm, quiet behaviours

Playground Rules

- We stop when a whistle blows and do as we are asked
- We walk in the quiet area
- **We only use equipment for the intended purpose**
- We walk into academy quietly and calmly

We expect this level of behaviour. We reward the actions, behaviours effort and quality of learning as stated in our aims.

Rewards

At all times, we encourage positive learning behaviours. We reward **effort**, with the aim of fostering a growth mindset known as a Middlethorpe Mindset at the academy. We encourage self-regulating behaviours for learning for all pupils regardless of age, ability or background. Rewards will be given for;

- Showing a Middlethorpe Mindset
- Being the best me they can be
- BLP, especially resilience

These are examples of the learning dispositions that we promote as an academy through our focus on Building Learning Power. All rewards are attributed to effort and the use of these learning dispositions not for ability.

Everyone at the academy has high expectations of behaviour. We believe a child who **applies improved or sustained effort** to their learning and positive behaviours deserves to be acknowledged. We reward in the following ways;

1. **In class reward systems** – these are at the discretion of each individual teacher in order to meet the varying needs of each cohort
2. **House points** – each child is in a ‘House’ and they earn points on an individual basis (some classes use dojos to monitor the collection of these). House points are also collected on a team level and the winning team is announced in celebration assembly on a Monday each week. It is also displayed on classroom doors alongside attendance %.
3. **Spend and save** – children can choose to spend their house points or save them. Prizes are allocated to each number of house points and children can spend these at the ‘house point shop’ on a Friday afternoon. Regardless of spending or saving, children will earn a bronze star at 50 house points, a silver star at 100 house points and a gold star at 150 house points.
4. **Text messages home/ postcards** – Class teachers can send text messages or postcards home to children or groups of children that they would like to reward under the criteria of our behaviour policy.
5. **Celebration assembly** – each week every class teacher chooses two children to be celebrated in our Monday assembly. A text is sent out to parents on the Friday before to invite them to celebrate with their child. Children are chosen for showing BLP and Middlethorpe Mindset.
6. **Attendance Awards** – excellent attendance is vital. We reward attendance on a class basis each week in Monday’s celebration assembly and on an individual basis in each term’s Trophy Assembly.
7. **Trophy Assembly** - Each term the academy holds a ‘Trophy Assembly’. This may be the winner of a class reward system or someone who in the view of the classteacher is deserving of this high acclaim. There are also awards presented for those children that are helpful or display a

caring attitude towards others. Parents of the children receiving these awards are invited to attend the assembly. The **Middlethorpe Peace Prize** is awarded at the end of year to a member of Y6 who has demonstrated that they are a 'great person', one who has shown resilience and care and can walk away from Middlethorpe Academy confident that they have given their all to be the best they can be whilst helping others along the way. This award receives nominations from fellow pupils before being elected by the staff. The final award is the 'Wattam award'. Is award is given to a child who has shown resilience throughout their time at Middlethorpe and is named after a former pupil thanks to their story of outstanding resilience and overcoming the most challenging obstacles during her time at the academy

Consequences

We always aim to encourage positive learning behaviours, however if a child makes a choice which is not conducive to good learning, is not in line with a class or academy rule or disrupts the general running of the academy then a structured approach to consequences is followed. The structured approach is in a traffic light system. Children begin every day on green.

The structured approach to consequences is as follows;

1. Verbal warning given.
2. Amber card issued. This should be recorded on the class behaviour log.
3. Red card issued. If a red card is issued then the pupil needs to go to see the Principal or member of the SLT to discuss what has happened and how to return to green. This should be recorded on the class behaviour log. They will also complete a reflective lunchtime with the Mental health and Wellbeing Leader. The aim of which is to enable pupils to learn from their mistakes and make better choices in the future.

At each stage of the consequences system, staff should make every endeavour to apply strategies of behaviour management that will enable a child to return to green. It is always the aim for a child to be on green. All children start on green at the **beginning of the academy day and after Lunch**. Amber and red cards can be issued using the same structured approach at playtimes and lunchtimes.

The number of amber and red cards is monitored and the following structured approach is used as consequence for multiple red cards within a half term period.

1. One red card – visit to Principal and recorded on behaviour log.
3. Three red cards – parents invited into the academy to discuss a positive way forward.
4. Five red cards – personalised behaviour plan put into place. This will be constructed in liaison with the child, parents and may well require the support of other adults who should also be aware of the intended intervention strategies. A designated member of staff is responsible for this role.

This structured approach helps teachers to act fairly, helps children and parents understand the process of rewards and sanctions and facilitates effective learning in the classroom.

More serious incidents

For more severe incidents eg physical violence, verbal abuse to a member of staff, children may bypass these stages and the Principal will be informed.

Special Educational Needs- Behaviour

Should a child recurrently fail to respond positively to the implementation of a Personalised Behaviour Plan then the SENCO will be consulted. Behaviour is a form of communication. If a child is displaying negative behaviours frequently this could be a child communicating a social, emotional or mental health need. A graduated response will then be put into place with the aim of removing identified barriers to learning (see SEN Policy).

Exclusion

Should a child exhibit behaviour that is extremely negative or persistently negative that impact upon adults or children in the academy in a way that affects them, then a pupil may be liable for exclusion. The academy follows the guidelines set out in the academy's Exclusion Policy. On return to academy the child is given support to reintegrate and build up positive relationships in order to access learning.

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