



## MIDDLETON PARISH CHURCH SCHOOL

### BEHAVIOUR POLICY

*'Excellence, Truth & Grace'*

This policy aims to provide a clear framework of how pupil behaviour is managed throughout Middleton Parish Church School. It will ensure that all children, parents and staff understand the school expectations in terms of behaviour and help everyone to enforce it consistently and fairly.

#### **RATIONALE**

Middleton Parish is a church school; Gospel values, as exemplified in the life of Jesus, are used to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. Our core values echo the expectations of behaviour of all in our school community with *'Excellence, truth and grace'* at the heart of everything we do. Our policy focuses on celebrating the successes and achievements of children in our school through a series of recognition and rewards. Inappropriate behaviour is dealt with through a series of clear consequences, which always give children the chance to learn and move on. Our rationale for behaviour is complimented by our curriculum offer. Children will receive a consistent message in all learning opportunities.

#### **We believe...**

- Every child has the right to learn within a culture of exceptionally good behaviour
- That all learners should be treated fairly and shown respect in order to promote good relationships
- That to be successful in educating children, it is essential to have trusting relationships and a process of co-operative team work
- That the involvement of Church, LA, governors, parents and others in the community is an essential part of the work we do

#### **AIMS**

##### **Children should:**

- Feel safe and happy in school
- Feel heard and valued
- Understand the school's behaviour learning statement, *'Ready, Respectful and Safe'* and demonstrate these behaviours throughout school
- Be tolerant, respectful and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take pride and have a responsible interest in caring for their environment
- Appreciate a positive environment rather than one which dwells on negative behaviour
- Be recognised for their efforts and personal achievements
- Celebrate their own successes and the successes of others
- Understand that behaviour choices affect themselves and others
- Use mistakes as a learning opportunity particularly an opportunity for personal growth
- Take responsibility for their own behaviour choices and the consequences that follow them
- Reflect on their own choices and the impact those choices may have on others
- Develop the skills to solve conflict
- Take pride in themselves and strive for excellence

## **RESPONSIBILITIES**

### **All of us in the school community must: -**

- Value children and adults as individuals, respecting their rights, values and beliefs
- Promote the value of good relationships and a sense of belonging to the school community
- Provide a well-ordered environment in which all are fully aware of behavioural expectations
- Offer equal opportunities in all aspects of school life
- Encourage, praise and positively reinforce good relationships, behaviour and work
- Reject all conduct involving bullying or harassment
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and apply these consistently
- Care for, and take pride in, the physical environments of the school
- Work as a team, supporting and encouraging one another

### **As Staff we need to: -**

- Understand that managing behaviour is everyone's responsibility
- Create an environment that celebrates the positive
- Monitor and review behaviour throughout the school on a regular basis
- Record and monitor attendance and punctuality; responding firmly when either is poor
- Record and report incidents of serious misconduct
- Take active steps to ensure that buildings and grounds are secure and well-maintained and that any damage is quickly rectified
- Take quick, firm action to prevent one child inhibiting another's progress
- Provide opportunities for children to discuss appropriate behaviour
- Have a common approach to situations

### **All Middleton Parish Church School staff have a responsibility for ensuring a consistent approach to the management of behaviour throughout the school.**

#### **We do this by: -**

- Creating a welcoming environment where children feel valued and are listened to
- Developing positive relationships with children
- Having high expectations of behaviour from all pupils
- Being excellent role models
- Actively recognising when children are behaving well
- Applying the school's systems of rewards and sanctions with fairness and consistency
- Ensuring that lessons are planned at the appropriate level for pupils' abilities
- Using set scripts: Excellent walking; Show five; Quiet hands; Sit up straight; Ready to learn etc.
- Being vigilant and taking proactive action whilst on playground duty

### **Parents will support us in these aims by: -**

- Ensuring early contact with school to discuss matters which might affect a child's happiness, progress and behaviour
- Ensuring that children attend school in good health, punctually and regularly, in full uniform
- Providing prompt communication to explain absences
- Avoiding taking holidays during term-time ensuring children appreciate the importance of regular attendance
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering lots of encouragement and praise
- Participating in discussions concerning their child's progress and attainment
- Taking an active interest in their child/ren's learning by supporting children in all work they are asked to undertake whether at home or at school
- Showing children that parents work in partnership with school
- Reminding children that retaliating in conflict does not help and that a supervising adult needs to be informed if a child is threatened or hurt by another
- Accepting responsibility for the conduct of their child at all times

### **Children will support us in these aims by: -**

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning books etc.
- Contributing to the development of the school's code of behaviour
- Conducting themselves in an orderly manner in line with this code
- Taking a growing responsibility for their environment and for their own learning and conduct

### **Recognition and Reward**

At Middleton Parish Church school we recognise children for their efforts and celebrate achievements in a variety of ways. Every child is recognised every day when excellent behaviour, in whatever form, is demonstrated. Children's achievements are celebrated through daily recognition, personal bests, the class recognition board and 'Parish Praise' notes. Behaviour systems are standardised across each classroom to ensure staff and children are clear on the expectations regarding behaviour. (See appendix)

**Reflection Time** – A POSITIVE reflection takes place at the end of each day. During this time, the class will discuss any achievements/examples of good behaviour, together with any improvements needed; recognition that has been achieved during the day can be added to the working wall at this time. Children can also nominate each other in recognition of good behaviour. The behaviour expectation for the following day will also be set.

**Gem Jar** – The Gem Jar is a whole school reward that recognises excellent class behaviour. Gem Jar assemblies take place at least twice during a half-term to celebrate good behaviour and refocus behaviour expectations. A 'challenge' is also set at this time which focuses the children on a particular aspect of behaviour that can be improved. Once the Gem Jar is filled, the whole school receives a reward.

### **Recording**

All instances of poor behaviour are recorded on CPOMS and parents are contacted to discuss.

### **Consequences**

Consequences given to children in respect of poor behaviour choices are seen as an opportunity to learn. Consequences should be clear, consistent, fair and age appropriate. (See appendix) Where behaviour choices result in a child not completing work during lesson time, work must be completed at playtime or lunchtime. Where behaviour choices mean that children do not complete work during school hours, they will be expected to complete the work at home and return it the next day.

Initially, any inappropriate behaviour will be managed through a series of non-verbal and private verbal reminders. Adults will use these reminders as an opportunity to reiterate the school expectations and remind children of the 'Behaviour for learning' statement. They will encourage the child to consider which of the statement needs to be improved. In the event of inappropriate behaviour the follow stages will be applied: -

### **Classroom Behaviour**

#### **Stage 1**

If the child has been given 2 opportunities to correct their behaviour and the child/ren continue to make poor behaviour choices. At this stage, no further action will be taken.

#### **Stage 2**

Following this, where poor behaviour choices continue, the child will be asked to sit on a 'thinking chair.' This is a chair, either inside the child's own classroom or in another classroom, where the child is given the chance to reflect on their choices and correct them. If an adult has noted that the 'Thinking chair' does not have a positive impact for a child, a further private reminder will be given. The child continues to remain at this stage for the rest of the day. If further incidents occur, the child/ren will proceed to stage 3.

### **Stage 3**

Where issues continue, the child will miss 5 minutes of their playtime. This time will be spent with an adult walking around the playground discussing the behaviour choice and reminding the child of our school expectations and 'Behaviour for learning' statement. The child remains at this stage for the rest of the day. If further incidents occur, the child/ren will proceed to stage 4.

### **Stage 4 - Missed playtime**

At stage 4, an entire playtime is missed. This time will be spent with an adult inside the classroom and the child will be required to complete a **reflection sheet**. (See appendix) Reflection sheets are designed to help the child think about the incident and who has been affected. It also helps the child to consider how to put things right and learn from their mistakes.

If a child misses a playtime due to their behaviour, their parents are informed and the incident is logged on **CPOMS** by the class teacher. The child remains at this stage for the rest of the day. If further incidents occur, the child/ren will proceed to stage 5.

### **Stage 5 - Missed lunchtime**

The child will spend their lunchtime in the Reflection Space. They will complete a reflection sheet and discuss their actions. Some basic revision work will also be completed. Parents are informed by the class teacher.

Although we endeavour to recognise when children are behaving well and acknowledge an improvement in their behaviour, it may be necessary to complete consequences the following day. Where a consequence is given, it must be carried out. Should a child be absent from school on the day of a consequence, they will complete the reflection on their return to school.

Where a pattern of repeated disruptive or disrespectful behaviour is established, consequences will be applied from stage 3 following a repeated word.

### **Stage 6 - Further Action**

Aggressive behaviour, refusal to comply with school rules and damage of property will result in further action being taken. Where further action is required, the child will be seen by a Phase leader (EYFS, KS1, and KS2). Consequences given by Phase leaders will be in line with this policy and be fair and consistent across the board. A risk assessment around a child's behaviour will also be made to determine whether any additional action needs to be taken to support better behaviour choices going forward.

### **Stage 7 - Internal Exclusion**

An internal exclusion will mean that a child will work separately to his / her peers for a fixed amount of time. Any child must be in sight of an adult at all times and must be able to access any work given.

### **Stage 8 – Serious Incidents**

Any situation where the safety and well-being of the child, other children or staff members, is in danger of being compromised, is not acceptable at Middleton Parish Church School and will immediately be dealt with by a Phase leader or a member of SLT. Reasonable force, in line with DfE guidance may be used, if it is felt to be in the best interests of the child. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

In the case of reasonable force needing to be used, a record will be kept of the incident and parents will be informed (See appendix).

The following are examples of serious incidents. This list is not exhaustive:

- Fighting
- Significant damage to school property
- Physically harming another child or adult
- Persistent aggressive behaviour
- Persistent refusal to follow a member of staff's instructions
- A pupil at risk of harming themselves through physical outbursts.

For further information: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Stage 9 - Exclusion**

Exclusion from school will always be a last resort. Exclusions can be fixed term or permanent. We will work in partnership with Rochdale's 'Fair Access' team and any other appropriate agencies in the event of a child being at risk of exclusion. If a child is excluded from school, the exclusion(s) remain on a child's school record.

### **Lunchtime Behaviour**

High standards of behaviour are expected at all times of the day. Staff will promote positive interactions and appropriate play during this break. Where issues arise at lunchtime there is a 'Chill and Chat' area in the 'Sunshine space' which is manned by a staff member throughout lunchtime. This area is open to anyone, but is primarily used to support children struggling with their behaviour at lunchtime.

In the event of inappropriate behaviour at lunchtime, the following actions will be taken:

- **Stage 1** - If a child's behaviour is a cause for concern, a repeated word will be given.
- **Stage 2** - If poor behaviour choices continue, the child will be directed to the 'Chill & Chat' area so that they are provided with an opportunity to reflect and correct their behaviour.
- **Stage 3** - If a lunchtime behaviour incident requires further action, a child will attend the Reflection space. They will complete a reflection sheet and discuss the behaviour incident and consider how to make the situation better and make a better choice next time.
- **Stage 4** - A child will miss their lunchtime play for a fixed amount of days (between 1 and 5). Their lunchtime, during this time, will be spent in the Reflection Space.
- **Stage 5** - For repeated incidents of inappropriate behaviour at lunchtime, a child will be excluded during the lunchtime period. He / she will be collected by a parent and taken off the premises for the duration of the lunchbreak. They will then return to school for the afternoon session.

At each of the above stages, adults will have restorative conversations with children. These allow children to recognise their error and rectify it before it escalates further.

The following steps are used to promote high standards of behaviour and safety at the end of lunchtime:

- A whistle is blown to signal the end of playtime; children stop playing and stand still
- Classes are called to line up near their classroom where they are met by a teacher
- Children enter the school building in a calm manner ready for the afternoon
- Any messages regarding behaviour are passed to the class teacher

Sometimes children are identified as needing additional individualised support in order to manage their behaviour. In this instance the following steps will be taken:

**Behaviour Support** – Repeated poor behaviour choices will identify a child as needing further support, despite consistent rewards and consequences. In this instance a review of any factors that may be contributing to a child's behaviour will be considered and addressed.

**Behaviour Agreement** – Where a child is regularly choosing inappropriate behaviour, despite behaviour support, a personalised behaviour agreement will be created for the child with a series of measurable actions needed in order to improve their behaviour. Behaviour agreements will be reviewed regularly.

**Behaviour Plan** – Where a behaviour agreement has been unsuccessful, a behaviour plan will be put in place. This is a more formal record of a child's behaviour throughout each day. Children must improve their behaviour in order to access their playtimes, represent school teams or take part in extra-curricular activities.

Parents will be advised of, and consulted with, during each of the above steps.

Referrals to outside agencies will be made to ensure any recommendations are used to support children in school

### **EMERGENCY**

In the event of a child's behaviour causing significant concern and compromising their safety, the safety of another child(ren) or a staff member, staff should radio for assistance by either requesting a member of the Pastoral team or a member of SLT to come and assist.

This policy should be read in conjunction with the following school policies:

- Anti-bullying
- Uniform
- Acceptable Use
- PSHE
- E-Safety
- Mobile Phones
- RSE