



# **Millbrook Primary School**

## **Behaviour for Learning Policy**

## 1. Rationale

- 1.1 All pupils have the right to learn and all teachers have the right to teach in an environment that is conducive to children's learning. We promote good behaviour by creating a happy, caring school environment where everyone feels valued and respected.
- 1.2 Our policy is not primarily concerned with 'rule enforcement'. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.
- 1.3 It also recognises within a climate of inclusion that there will be some children who need a more personalised approach to their specific behavioural needs. In some cases this means that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

## 2. Aims and Objectives

The chief aims of our approach to behaviour are:

- To promote and encourage the best possible learning environment for all children so that we are **'Achieving Excellence, Fulfilling Potential'**.
- To ensure pupils have a safe and secure environment in which they feel valued to learn and develop.
- A praise based approach rather than sanction based.
- To 'catch children doing/being good'.
- A consistent, fair and firm approach across the whole school.
- To divert a pupil from inappropriate to appropriate behaviour.
- To teach pupils self control and subsequently to take responsibility and be held accountable for their choices and actions.
- To encourage a pupil to develop and demonstrate positive abilities and attitudes with increasing independence.
- To involve children in understanding the need for good behaviour through circle times, School Council, PSHE (Jigsaw) and class discussion and feedback.
- To involve parents at an early stage.
- To be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.

## 3. Promoting Good Behaviour

- 3.1 It is important that we have high expectations and remain as positive as possible at all times. We have a supportive, caring ethos where all children are praised, acknowledged, rewarded and celebrated for their good behaviour.
- 3.2 We do this in a variety of ways.

**\*\* Please see Appendix 3 and 4 – our 'Reward Pyramids'.**

## 4. Rules – Millbrook Values and Purple Promises

4.1 At Millbrook Primary School we promote British Values and endeavour to increase the cultural capital of our pupils. This encourages children to think for themselves, become independent, assists in developing right from wrong and understanding their place in society.

Democracy – *Our Voices Matter*

The Rule of Law – *We follow the Purple Promises*

Individual Liberty – *We own our choices and actions*

Mutual Respect – *We treat each other kindly*

Tolerance of those of different faiths and beliefs – *We celebrate differences*

4.2 We have our ‘Purple Promises’ instead of rules. These are:

*I promise to ...*

- *Be kind*
- *Listen and learn*
- *Show respect*
- *Fulfil my potential*

**\*\* Please see Appendix 5**

Failure to follow these values and promises will result in a child being sanctioned. It is the joint responsibility of all members of staff to monitor children’s adherence to these. There will be reminders about The Purple Promises in and around school on a daily basis, recognising when children are keeping them. Positive behaviour will also be recognised during assembly, in class, through letters to parents and the home school agreement.

## 5. Sanctions

5.1 At Millbrook we employ a number of sanctions to enforce The Purple Promises and to ensure a safe and positive learning environment. Inappropriate and unacceptable behaviour is not accepted at Millbrook.

5.2 Each child must clearly understand what is expected of them before they can be sanctioned for behaving in an unacceptable way. Staff must not presume that children will know what is expected unless it is made explicitly clear to them. Regular reminders and visual clues in the classroom are necessary to support the policy. The teacher and adults need to assert what behaviour they do want to observe.

5.3 It is expected that children apologise to the staff member or child that they have behaved unacceptably to. Restorative justice is seen as a necessary part of our behaviour policy.

5.4 A detailed order of sanctions and appropriate actions are listed in:-

**\*\*Appendix 1 and 2 – our ‘Consequence Pyramids’.**

- 5.5 In most cases, difficulties with behaviour will be dealt with by the sanctions and process described above. However, in some cases children have a very low self-esteem or a Special Educational Need and find it difficult to find a place for themselves within the normal school routines and reward/sanction process. In these cases different approaches will be necessary and 'personalised' according to the needs of the child. (Please refer to our SEN and Inclusion Policy)
- 5.6 For 'time out' in class time children will be sent to the most appropriate member of SLT or a different class within the school.
- 5.7 The school operates zero tolerance towards any form of discrimination including racism, homophobia, peer on peer abuse and bullying (please refer to our Anti-Bullying, Disability and Equality policies, Health & Safety Policy, and Sex Education Policy). Bullying, homophobia and racism are totally unacceptable and are always treated most seriously. These incidents, and the actions taken as a result, are logged centrally by SLT on CPOMS.
- 5.8 There may be incidents of a more serious nature which require the use of positive handling. Should a pupil pose a significant risk of harm to themselves or others or significant risk of damage to property then positive handling may be used. At these times a member of staff who has received Team Teach training in de-escalation and positive handling must be called. Incidents where Team Teach positive handling has been used are recorded in an Incident Book for Physical Intervention (The Bound Book) and the pupils' parents will be informed. In some cases and with agreement of parents, SENDCo and Headteacher their will be an individual log,

## **6. Teacher and Class Responsibility**

- 6.1 It is the responsibility of the class teacher and support staff to ensure that The Purple Promises are enforced in their classes and that the class behave in a responsible manner in and around the school.
- 6.2 The class teachers and support staff must have high expectations of the children with regard to their behaviour, and should strive to ensure that all children work and behave to the best of their ability.
- 6.3 The class teacher and support staff must treat each child fairly and enforce The Promises and class rules consistently. They must treat all children in the class with respect and understanding.
- 6.4 Teachers and support staff will use the reward and consequence pyramids and show this clearly to the children involved to ensure positive behaviour at Millbrook School.
- 6.4 The Class teacher will follow up with parents any informal/formal approach. The class teacher reports to parents the progress and behaviour of each child in their class in line with the whole- school policy.

## **7. Headteacher/Deputy Head Teacher/SLT Responsibility**

- 7.1 Children will be referred to the Headteacher immediately, or Deputy Head teacher in her absence, if they reach or exceed Level 4 of the Reward or Consequence Pyramid.
- 7.2 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. She will also ensure the health, safety and welfare of all the children and adults in school.

- 7.3 The Headteacher, deputy head teacher and SLT support the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in their implementation of the policy.
- 7.4 The SLT keep records or log all reported serious incidents of misbehaviour in the Sanctuary file or on an individual log.
- 7.5 The Headteacher is responsible for internal exclusions and suspensions for serious acts of misbehaviour. For very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the Governors have been notified.

## **8. Management of Children at Playtime and Lunchtimes**

- 8.1 At lunch time and playtime Millbrook expects the same standards of behaviour as during the rest of the day. Staff will follow exactly the same procedures as during lesson time. A 'time out' zone outside is designated and supervised by a member of staff.
- 8.2 There is also a lunch time sanction system where children miss sections of their lunch time in The Sanctuary. This is staffed by SLT members, behaviour is logged and monitored closely. Parents are usually informed by text when their child spends time in the Sanctuary as a result of their behaviour.

## **9. The Governors Role and Responsibility**

- 9.1 The Full Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The FGB supports the Headteacher in adhering to and implementing these guidelines.
- 9.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this advice into account when making decisions about matters of behaviour. Governors will be involved in any Permanent Exclusions that take place at Millbrook School.
- 9.3 The Governors are responsible for monitoring the success of the policy and ensuring it is administered fairly and consistently. The Governors will pay particular attention to ensure that the school abides by the guidance documents The Duty to Promote Race Equality, Gender Equality and any other published guidelines or recommendations as published by the DfE.
- 9.4 The Governors will review this policy every two years. However, they may review earlier if the government introduces new regulations or legislation.

## **10. The Parents/Carers Responsibility**

- 10.1 We value very highly the significant support we receive from parents. Support from parents is vital if this policy is to succeed. The school collaborates actively and in partnership with the parents so that the children receive consistent messages about how to behave at home and at school.
- 10.2 The Purple Promises are explained in the prospectus and a full copy of the policy is available to parents upon request and we expect them to read and support it.
- 10.3 Parents are invited to discuss their child's behaviour with the class teacher at a mutually convenient time.

- 10.4 We expect parents to support their child's learning, and to cooperate with the school as set out in the home school agreement. We aim to build a supportive dialogue between the home and school and we will inform parents immediately if we have concerns about their child's welfare or behaviour.
- 10.5 We expect parents to model good behaviour and appropriate language to their children. They should always deal with and speak to members of school staff respectfully.
- 10.6 Concerns will always be considered and investigated. If we have made a mistake we will rectify it as quickly as possible and apologise sincerely to the child. Equally, if the sanction is found to be correct we hope parents will accept this judgement and support the school.
- 10.7 Any concerns over the policy itself should be addressed to the Headteacher or Governors.
- 10.8 Any concerns over the policy or its application should be made as soon as practicable after the concern is perceived.

## **11. Exclusions; Internal, Fixed- Term and Suspensions**

- 11.1 The school will comply with local and national policies and procedures as set out in the most recent DfE Guidance.
- 11.2 An internal exclusion may be used to defuse situations that occur in school which requires a pupil to be removed from class but may not require removal from the school premises. It may also be used when a child or family could be put into a vulnerable position as the result of a Suspension. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review. The SRP should not usually be used to provide internal exclusion.
- 11.3 All internal exclusions will be recorded and parents informed.
- 11.4 Suspensions will be used for serious incidents or when the use of Internal Exclusions has not corrected behaviour. The Suspension will be for the shortest time possible, and could cover a specific time e.g. lunchtimes, and increased depending on the number of Suspensions the pupil has had.
- 11.5 All Suspensions will be recorded and parents/SBC will be informed in writing. A re-integration meeting will take place with a Head Teacher or Deputy Head Teacher in her absence, the pupil and their parents before the pupil can return to school.
- 11.6 Permanent Exclusion will only take place in the most serious of situations and following significant support from outside agencies after a sustained period of time and/or after escalation of behaviour to an unmanageable degree.
- 11.7 Permanent Exclusion must be considered if any child is a consistent danger to other pupils or staff and the head teacher is no longer able to keep the child or others safe.

## **12. The need for consistency and fairness**

- 12.1 It is very important that the children understand that the system is fair. Children and parents/carers need to be able to question a ruling which they consider unfair. This must be done politely and at an appropriate time. It is important that all staff make time to consider a child's complaint of fairness. It is also very important that all staff show a degree of professional judgement when considering issues that are in the grey area of possibly being outside of the expectations. It is, however, the right and responsibility of the

headteacher to make the final decision as to whether the school has acted reasonably and appropriately.

### **13. The need for a positive attitude and environment**

13.1 All staff must demonstrate a positive attitude towards all children at all times. Even the most challenging children must be spoken to with control and without loss of temper. This is particularly important when the children do not respond in the same manner. It is expected that all adults in school and at home are role models and must set very high standards.

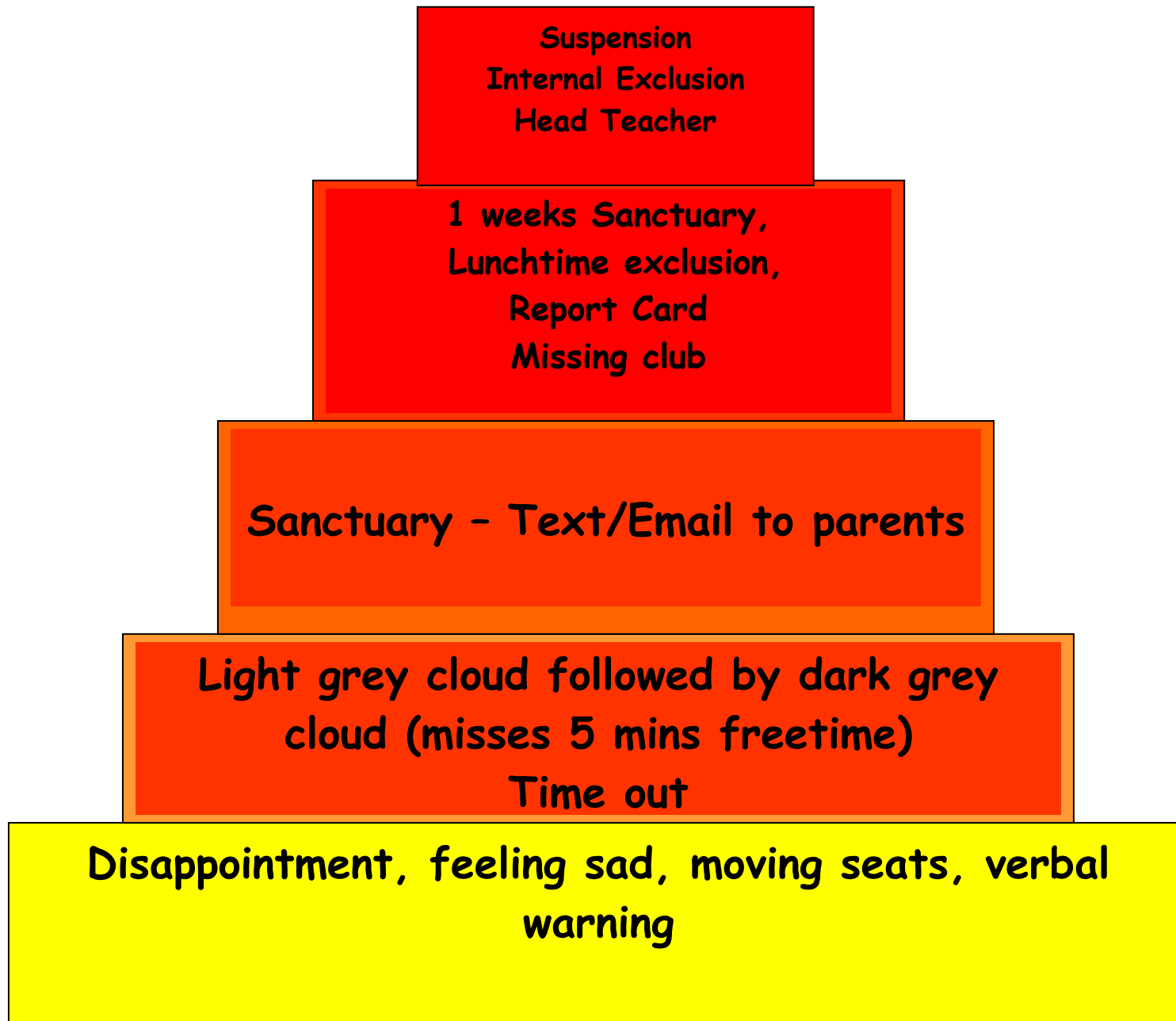
### **14. Success Criteria**

The success of this policy will be judged according to:

- Comments from the children and parents
- Comments by the School Council
- Staff evaluation
- The number of minor and serious incidents recorded
- The number of playtime and lunchtime incidents recorded
- The total number of internal exclusions, suspensions and permanent exclusions
- The perception of the school within the wider community
- Comments from the wider community

# Millbrook Consequence Pyramid - KS1 and EYFS

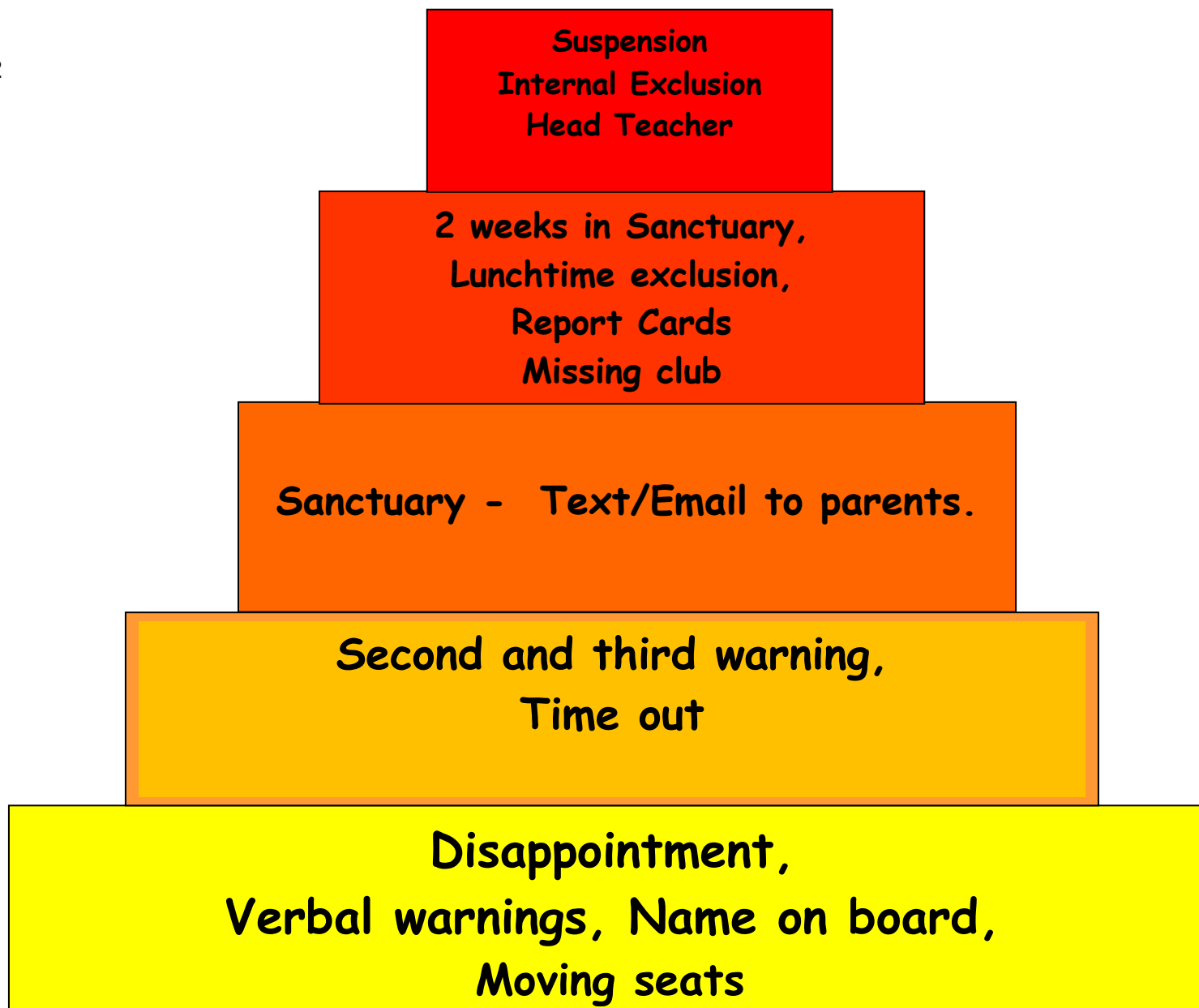
Appendix 1





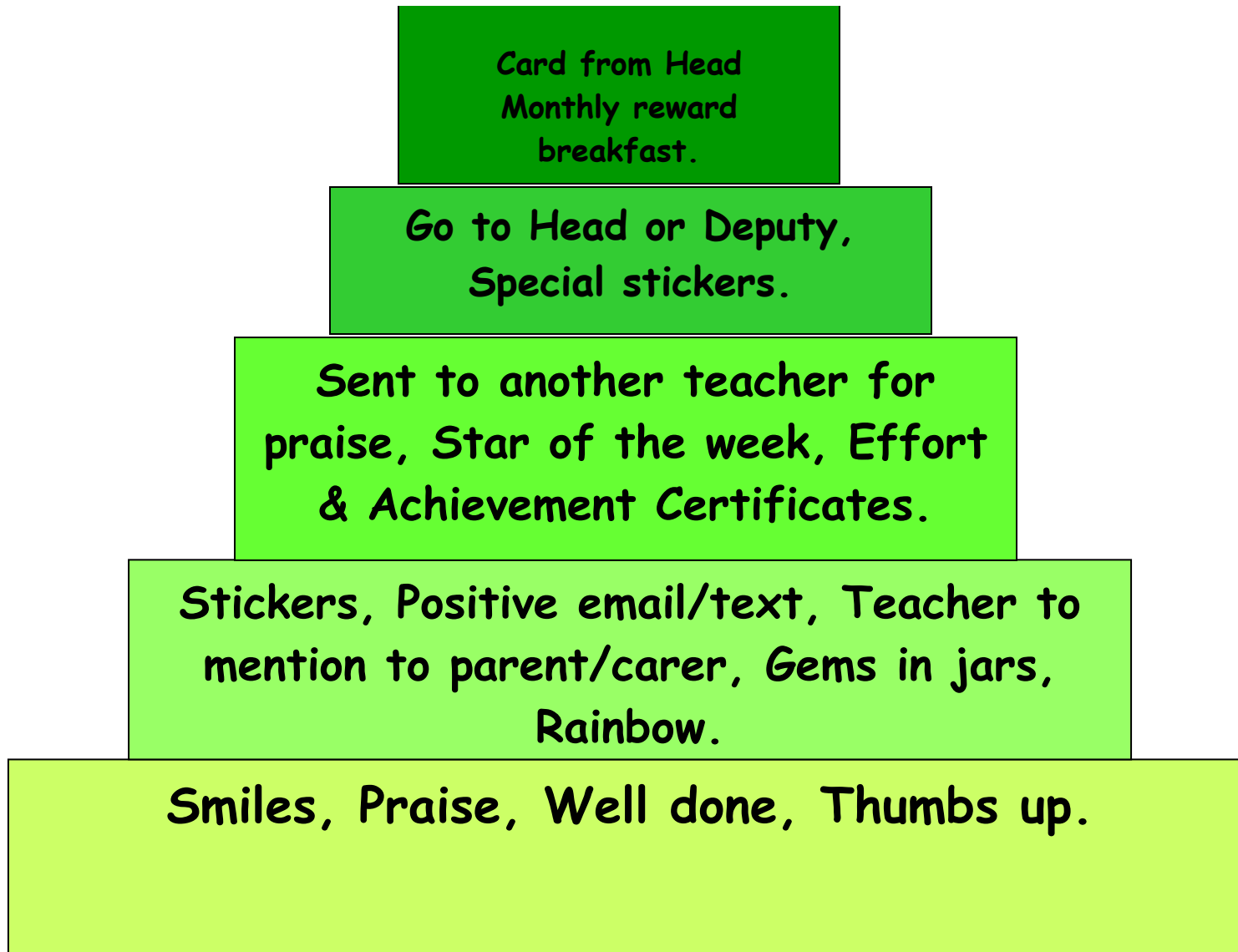
# Millbrook Consequence Pyramid - KS2

Appendix 2



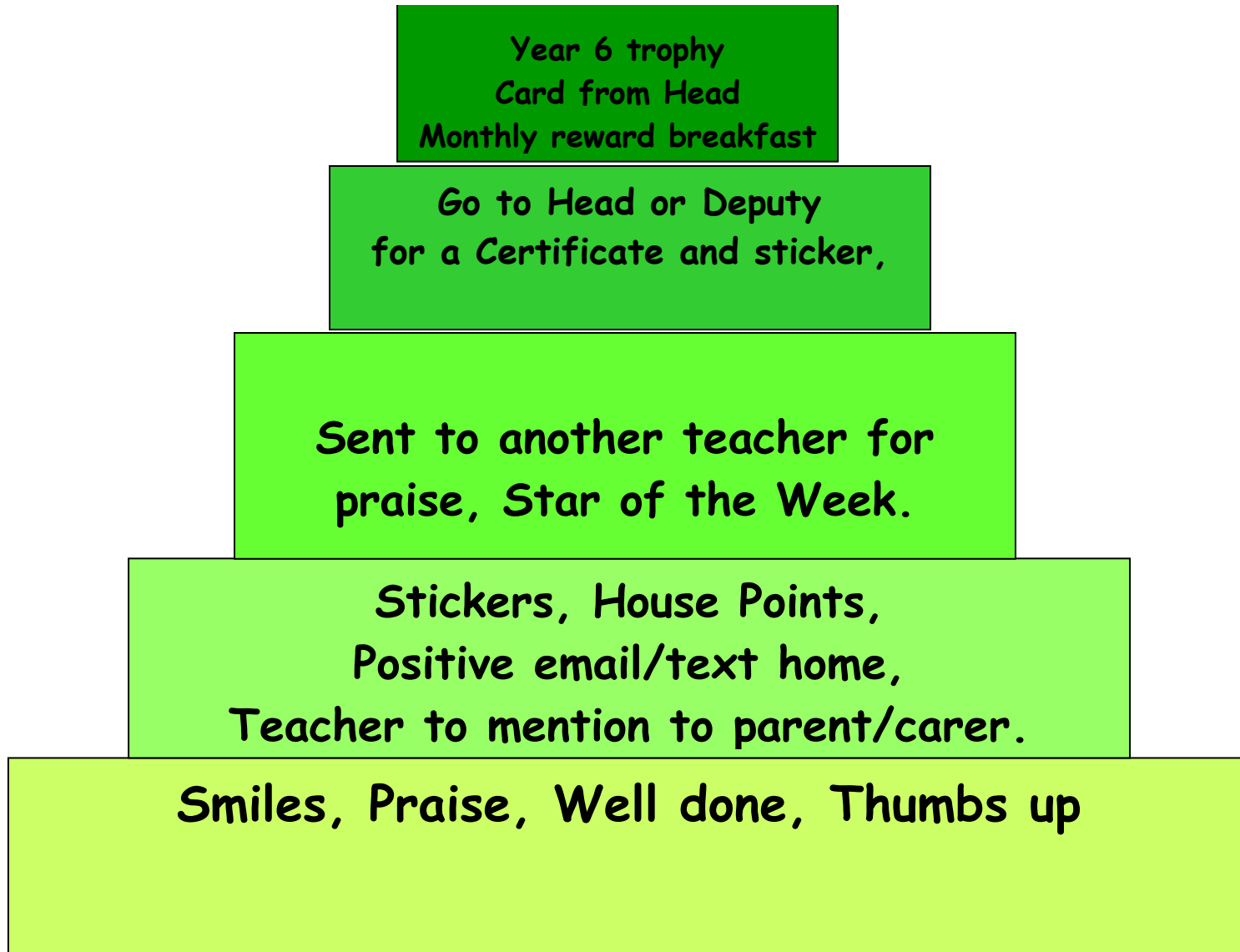
# Millbrook Reward Pyramid - KS1 and EYFS

Appendix 3



# Millbrook Reward Pyramid - KS2

Appendix 4



## Purple Promises

### I promise to...

- be kind
- listen and learn
- show respect
- fulfil my potential