

Middleton Primary School

BEHAVIOUR POLICY

COVID 19 School Arrangements for Middleton Primary School

The Prime Minister has announced the government’s roadmap for how and when the UK will adjust its response to the coronavirus (COVID-19) crisis, including the phased return of some children to school from 1 June, at the earliest. The addendum contains details of change to our behaviour policy during this time. Middleton Primary School is committed to ensuring the safety and wellbeing of all its members.

REVIEW LOG - Policy reviews as per the School’s policy review schedule

Author	Reviewed by	Review Date	Next review due
Kathy McDermott	CSM and SMT	10.2.15	May 2017
Kathy Fountain	FGB	16.5.17	2018
Vicky Wells (KS1 Behaviour Lead) Shabir Hemraj (KS2 Behaviour Lead)	CSM, Behaviour working group: (Vicky Wells, Shabir Hemraj, Pamela Rodgers and Megan Taylor) and SMT	29.6.18	2020
Shabir Hemraj (Behaviour Lead)	SMT	20/5/20	1/2/22

At Middleton Primary School we aim to encourage an individual's self-confidence, self-esteem, independence and inner discipline. The governors and teachers are dedicated to making the school a happy and safe environment for all. We work together to create an ethos which positively encourages respect for individuals, the school environment, the property of others and for themselves. We have high expectations of everyone and we actively promote equality of value regardless of race, gender, age, sexuality, religion or disability. We seek to eliminate all forms of discrimination, harassment and bullying.

AIMS

Our school philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community.

At Middleton Primary School we aim to:

- Provide excellent teaching in a creative, stimulating and safe environment
- Equip each child to be an independent learner and thinker and to fulfil their academic potential
- Help each child to become a well-rounded person who values themselves and others
- Encourage children and their families to feel part of their local community and contribute to it.

VALUES and ETHOS

Learning with our Head, Heart and Hands

The Middleton Primary School Community believes that holistic education entwines the gifts brought by the head, heart and hands of every person.

We aspire to create an environment that supports children and the school community in their lifelong journey of self-development, discovery and growth.

Our values and moral purpose are based upon:

Head

Believe that you and others can succeed and be the best they can be. Inspired to learn – at home, at school, within the community, for life.

Heart

Value differences and overcome barriers. Respect yourself, respect others, and respect your surroundings

Hands

Explore, experience, challenge and create – within the curriculum and beyond. Keep ourselves and others safe.

PRINCIPLES

Pupils need to know and understand the boundaries of acceptable behaviour, so it is important that staff maintain consistent standards and support each other by enforcing them at all times. The emphasis will be on encouraging positive behaviour, but we recognise that sometimes sanctions are necessary to demonstrate that misbehaviour is not acceptable and to keep the school community safe. Sanctions will enable the pupil to reflect on and learn from their behaviour wherever possible.

The governors and the teachers are dedicated to making the school a happy and safe environment for all. We work together to create an ethos which positively encourages respect for: -

- Individuals
- The school environment, the property of other individuals
- For themselves

These aims are reflected in the school Golden Rules.

COMMUNICATION AND PARENTAL PARTNERSHIPS

We give high priority to clear communication within the school and to establishing positive partnerships with parents, since these are crucial in promoting and maintaining high standards of behaviour. The Behaviour Lead will be in regular communication with parents/carers of children who display unacceptable behaviour.

Reward systems

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, hardworking and following the Golden Rules and Middleton values. In addition to verbal praise, children in EYFS and Year 1 will have a weekly reward grid and can colour a square when displaying positive behaviour or following social distancing guidance. Year 6 are rewarded accordingly and will keep a tally of points awarded. Each class will be timetabled an allocation of reward time every week where the children will engage in rewarding activities in their classrooms.

We understand that not all children are able to meet the Golden Rules at all times so specific plans are developed and shared with all staff, for individual children in consultation with the SEND/Welfare teams where necessary. We have a clear process of dealing with different behaviours and these are outlined in the Behaviour Pathways (see below). SEND and Behaviour plans will be shared with all staff working with key children.

PROCEDURES AND PRACTICE

How do we achieve our aims?

Pupils need to know and understand the boundaries of acceptable behaviour. It is important therefore that all staff maintain consistent high standards and expectations at all times and support each other by reinforcing the Golden Rules and school values.

Specific incentives we adopt at Middleton Primary School to encourage positive behaviour

As a staff, we understand that the intrinsic rewards offered by warm relationships and a stimulating curriculum are ideal incentives. However, we also recognise that it is important to devise a system that rewards all forms of social and academic achievement and regularly communicates this good news to the children and their parents. The House Point System has been devised to reflect these aims and to provide a clear, positive and consistent incentive based reward system to promote positive behaviour within the school.

Golden Rules

Our Golden Rules are written in a positive language and are shared with the children and all members of the school community to ensure a sense of ownership and responsibility.

Middleton Primary School uses the 'Golden Rules' and these are central to our whole school behaviour policy. The children understand these rules and are encouraged to follow them in the choices they make regarding their behaviour and attitude. The Golden Rules are:

- We are gentle – We do not hurt others
- We listen – We do not interrupt
- We are honest – We do not cover up the truth
- We are kind and helpful - We do not hurt anybody's feelings
- We look after property – We do not damage things
- We work hard – We do not waste time

Golden Time is used as a motivational tool within our school behaviour policy and reward system.

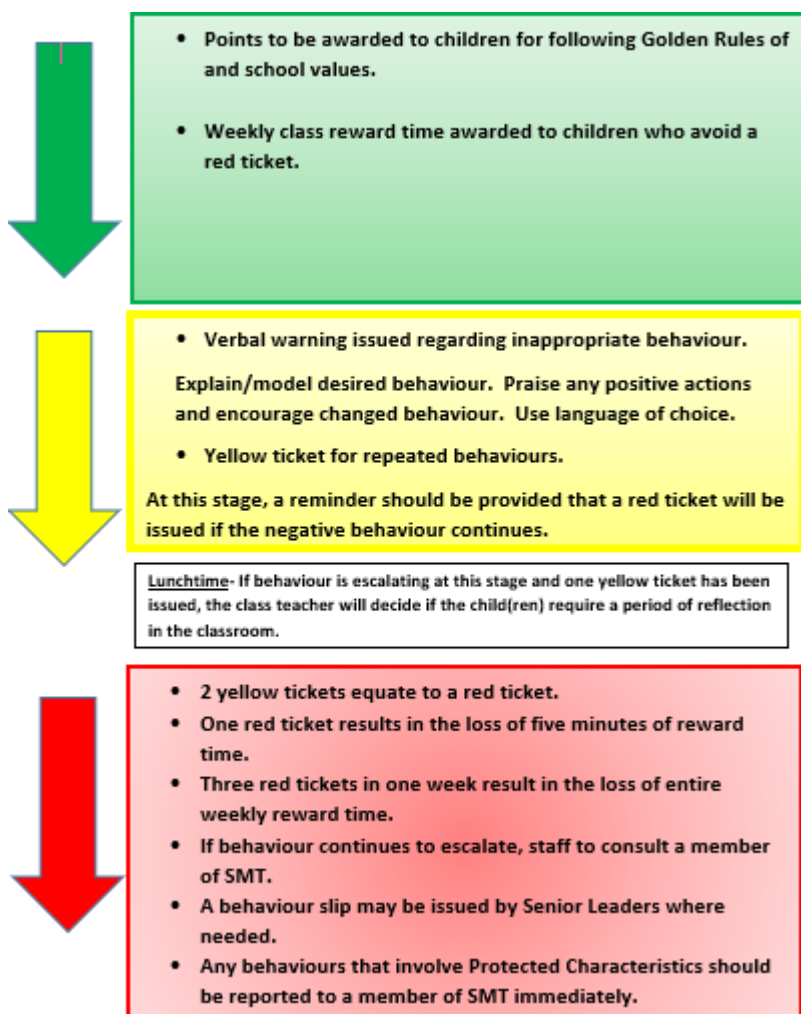
SANCTIONS AND CONSEQUENCES:

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Behaviour Pathways

All staff follow these clear and simple pathways when managing behaviour in school:



Sanctions

If a red ticket is issued, the child in question will lose five minutes of their weekly reward time. This cannot be regained until the following week. Three red tickets in one week will result in the loss of the entire weekly reward time. Failure to comply with social distancing measures and exhibiting unsafe behaviour to themselves or others will result in parents being asked to remove their child(ren) from the school premises. This is also the case for anti-social behaviour such as spitting at another person.

Serious incidents of unacceptable behaviour may be referred directly to the head or deputy head teacher.

MONITORING AND RECORDING BEHAVIOUR INCIDENTS

Scholarpack – Conduct section

Staff use the Conduct section on Scholarpack to record Behaviour incidents for individual children. This enables sharing of information on all our children, which is essential when our children are taught by different teachers and support staff. Incidents that are recorded include Red Tickets, Behaviour Slips and Exclusions or Seclusions. Members of staff responsible will update red tickets onto scholar pack.

ABCC charts

Staff keep additional records for those children who require a differentiated approach to behaviour support, or those whose behaviour is challenging as a result of additional needs. These children are identified by teachers working with the Behaviour Lead and SENDCO and these children will have an ABCC chart kept up to date to record specific behaviour incidents following the Antecedent, Behaviour, Consequence and Communication format. This enables the building of evidence of behaviours over time and facilitates the identification of patterns and potential triggers for negative or challenging behaviours. All staff working with the child are encouraged to contribute to the ABCC charts and these are shared with parents, as necessary.

Individual Behaviour plans

Some children in school who display challenging behaviour, or those who are identified as having SEND may require additional behavioural support or a differentiated/individualised approach to behaviour. These children are identified by teachers, the Behaviour Lead and SENDCO and individual behaviour plans are developed to support these children. We understand that behaviour can be a result of children's additional needs and that behaviour is a communication tool. The broad area of need 'Social, Emotional and Mental Health' (SEMH) includes those children who experience behavioural difficulties. Positive relationships are established with our families to provide support in school and for home life, where children may also display challenging behaviours. The SEND and Welfare teams work closely with our families to offer support packages, including access to the Early Help pathway, as appropriate. Behaviour plans are shared with all staff who work with these named children.

Bullying

The school take any allegations of bullying very seriously. Once a complaint is made, the member of staff receiving the allegation will record the conversation onto an Alleged Bullying Incident form. This will then be investigated by a senior member of staff and a written record of the outcome will be noted. Parents involved would be informed and updated on the progress of issues and sanctions where necessary. All concerns will be logged by the welfare team onto Scholarpack and My Concern.

If progress is not made, the Head Teacher or Deputy Head Teacher would become involved and communicate with the parents concerned. If the incidents were proven to be bullying, the pupil would be given a fixed term exclusion. Where there is evidence of sustained or repeated bullying, or there is no evidence of improvement in behaviour the Governors will consider Permanent exclusion.

Seclusion

When a pupil has committed serious or persistent breaches of this policy, a seclusion may be considered. In the event of a seclusion, the pupil's parents will be notified by the Head Teacher or another member of the Leadership team. The Head Teacher will determine the length of the seclusion and the class teacher will continue to provide work for the pupil during this time.

EXCLUSIONS

- A decision to exclude is a last resort bearing in mind a duty of care to staff and pupils. Only the Head Teacher can exclude a pupil and this must be on disciplinary grounds in response to a serious breach, or consistent breaches of the school's behaviour policy or where the pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Reasons for a permanent exclude may include:-
- Serious actual or threatening behaviour against another pupil or member of staff
- Possession or use of illegal drugs on school premises
- Carrying an offensive weapon
- Persistent bullying or racial harassment.

A decision to exclude must be lawful, rational, reasonable, fair and proportionate. It is unlawful to exclude a pupil for non-disciplinary reasons such as the actions of their parents, additional needs or disability or academic ability or attainment.

In the event of a temporary or permanent exclusion the school will follow DFE and Local Authority guidance and procedures.

INCLUSION and EQUAL OPPORTUNITIES - Protected Characteristics

Members of staff must not ignore any forms of abuse towards pupils and staff or the use of any insulting language. All incidents should be reported to a senior member of staff who will ascertain the individual's understanding of the language involved. The senior manager would then decide if this was intentional and notify the parents and the safeguarding lead who would report this to the Local Authority and log this onto Scholarpack and My Concern.

Appropriate work or discussion would take place with the child to support their understanding of protected characteristics and offence language and behaviour can cause to others.

A senior member of staff will talk to the child/adult who has been verbally abused, reassuring them that the incident should not have occurred and that the above will happen. The victim should also be reassured about telling an adult if it happens again and a senior manager will inform the victim's parents of the incident.

ASSOCIATED POLICIES

- Safeguarding
- Anti-bullying
- Health and Safety
- Attendance
- Medical
- Positive Handling
- SEND
- Behaviour and Discipline in Schools