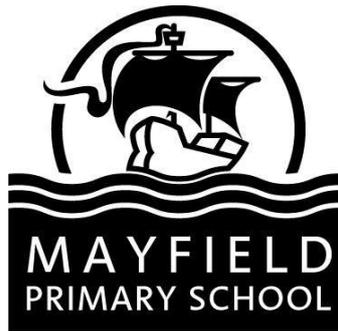


Mayfield Primary School



Policy

Behaviour

Governor committee to review policy:	Premises & Pupil Wellbeing
Staff member with responsibility for review:	Sarah Stepney
Date of last review:	January 2017
Date of next review:	January 2020

Rationale:

In order for our children to develop their potential, we believe a calm, friendly, orderly environment is essential if children are to learn most effectively.

It is our responsibility to provide that happy, safe and secure environment in order that children, staff, parents/ carers can promote our core values of respect, empathy and kindness, resilience, creativity, aspiration and independence so that we make the most use of curriculum time for the real purpose of education.

We believe, therefore, it is worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery.

This policy aims to provide the framework to enable an orderly environment to prevail and allow members of the school community to concentrate upon its chief purpose.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that sanctions 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.

Mayfield School Vision statement

- Everyone is welcome
- Our diversity enriches us all
- We all do our best for ourselves and for each other

Aims:

Our chief aims to nurturing a positive behavioural environment are:

1. A culture of respect, tolerance, value and consideration as outlined in our school ethos and aims
2. Contributions from the school community in the maintenance, encouragement and promotion of good (positive) behaviour wherever possible
3. The shared and agreed identification of what we consider to be unacceptable behaviour
4. The establishment and shared understanding of class and school rules
5. Agreed sanctions where rules are broken
6. A firm, consistent approach across the school
7. An opportunity at each stage for children to make amends and redeem themselves
8. The involvement of parents at an early stage

Promoting Good Behaviour:

We recognise that it is important that we try to remain as positive as possible at all times and share good models of behaviour.

We are a supportive, friendly school with a caring ethos. In order to make the most of this, we have a number of means within the school to gain rewards and celebrate achievement of good behaviour. These include:-

In class

- Public display of names of children who are being praised (names on the sun – a positive movement above where they start on the rainbow each day)
- Issuing of house points
- Class having a 'token' pot for collection of tokens (e.g. marbles) awarded for good behaviour of the class generally (assembly/movement around school/ wet play)
- Additional group and class rewards decided by the class teacher in conjunction with the children
- Extra privileges in class e.g. giving additional jobs or responsibilities
- Issuing of teacher certificates, postcards, stickers to take home celebrating one off achievements
- Star of the week/ day
- Fairness is shown towards all pupils.

Weekly Sharing Assembly

- Opportunities for children to show and share good pieces of work
- Praise announcements through publicly recognising children's efforts through the issuing of Headteacher's certificates
- Announcement of the total number of house points collected for each house leading towards ownership of the 'House Cup' for the week

Weekly Team and House Assemblies

- Opportunities for children to talk about their achievements and interests and celebrate these
- Celebrate attendance
- Celebrate achievements for house points
- Themes supporting ethos and code of conduct

Golden Time (Y2 – Y6)

- Children are rewarded for their consistent good behaviour and work for that week.
- There is a range of choice activities/ play for 30 minutes

On Display

- Wall displays around the school demonstrating children's work to feel proud about themselves
- Core value wall displays in every classroom

In the newsletter

- The names of the children receiving Headteacher's awards
- The other children who are to be congratulated for particular achievements, competitions, charity work etc.

Year 6 leaver's assembly

This is a special 'awards' ceremony to celebrate the achievements of the Y6 leavers and staff over the year. This includes:

- Presentation of their red portfolio record of achievement books
- The handing out of trophies for exceptional achievements
- Performances by children of a snapshot of their work/ confidence sketches
- Children sharing their positive impressions of a Mayfield memory
- Announcement of every individual and their strengths, skills and abilities

Other opportunities to celebrate include:

- Musical performances, evenings and concerts– where children can demonstrate their talents
- The issuing of swimming certificates and other certificates from sporting events or musical exams (in and out of school)
- The announcements of performances of school sports teams in newsletters and assemblies

Rules and Sanctions

Mayfield Staff have the responsibility to monitor these common school rules which were created with the staff and pupils.

MAYFIELD SCHOOL RULES

- Treat other people as you would like to be treated
- Play fair
- No bullying or fighting
- Be sensible and polite
- Respect other people, their property and the environment
- Do not run inside the school

- Share with others
- Don't leave the classroom or school without permission
- Think before you act

In Class

Each class teacher models this in their own form in class and it is a discussion point at the beginning of each year. These rules are re-visited regularly.

Whilst we aim to promote positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable

It is important for staff to anticipate problems and take steps to reduce the risk of unacceptable behaviour occurring in the first place. There are many ways of dealing with low-level disruption, including choosing to disregard initially, deferring the moment to intervene; or praising a child near by who models acceptable behaviour.

Each class has a display of four weather responses for behaviour; Sun, rainbow, cloud and stormy rain. Children can be moved up/down the chart. Consideration is given to keeping children motivated and not feeling that 'all is lost'.

Loss of Lunch time:

Here is an example menu for the amount of time to lose against some unacceptable behaviour:-

1. 5 mins loss	Continuous low level class disruption (movement down class sanction system – e.g. rain cloud)
2. 10 mins loss	Name-calling
3. 15 mins loss	Being rude or swearing angrily Confrontational or defiant behaviour
4. 15 mins loss of lunch time <u>and</u> potentially an internal exclusion	Fighting Intentional hurting to cause injury Hitting or pushing Leaving classroom without permission
5. 30 mins loss of lunch time <u>and</u> referral to a member of the leadership team	Bullying (there are also other specific, proportionate, targeted sanction for bullying) Prejudice related incidents

Lunch time clubs:

Sometimes it is necessary for children to be required to attend, or signposted to, the various lunchtime clubs on offer where they need close supervision during unstructured times; or after a bout of unacceptable behaviour at lunchtimes. This supports their integration back into lunchtime choice play.

Leadership Team

Children who have broken the rules on several occasions and/ or have broken a major rule will be referred to a member of the leadership team. These could include:-

- Being offensive to an adult/ member of staff
- Physically hurting another child intentionally
- Fighting
- Vandalizing property
- Discrimination of any kind
- Bullying

The member of the leadership team will then decide on the consequences for this behaviour which may include:

- Inviting parents to a meeting
- Missed break and lunchtimes
- Internal exclusion for a set period
- Referral to the Headteacher (e.g. systematic bullying)

Internal exclusions:

Children whose behaviour is unacceptable will be given an internal exclusion and will be sign posted to another class or area for a given time. For these children their names will be recorded into a purple book and their parents will be contacted about this behaviour. In some cases, the team leader may sanction for the child to work out of class for half a day. A half day or more internal exclusion from class will also mean an internal exclusion letter home and logged centrally. The Head teacher may also be involved.

External Exclusions

If none of these sanctions are effective and the child continues to disturb the education of others within the school and poses as a risk to themselves and others, then the Headteacher will begin a process of :-

1. Fixed term exclusion
2. Permanent exclusion

A decision to exclude is not taken lightly and is always the last possible solution. Where children do reach the level of fixed-term exclusion, it is likely that they fall into the category of having high-level of need (social, emotional, behavioural). At this point, (or before) the school will call a professionals meeting with parents to discuss alternative strategies that might be used. A meeting is always held with the parents and child before a child is re-admitted back into school after a fixed term exclusion.

A permanent exclusion is the very last resort, where little or no progress has been made with behaviour and it is better for the child to make a fresh start in another school.

Children running off site

If a child chooses to run away from where he/she can be seen, staff will not give chase (so not to alarm the child), but will try to keep the child in view. The Headteacher/ Deputy will be informed, then the police and child's parents – if it is suspected that the child has left the school premises.

Bullying (including Cyber bullying)

Bullying can be defined as a persistent, deliberate attempt to hurt or humiliate someone which is repeated over a period of time. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Cyber bullying is the use of the Internet and the use of other technologies (e.g. mobile phones) to harm other people, in a deliberate, repeated, and hostile manner. It can be used to threaten, tease or embarrass another child.

A separate Anti-bullying policy is in place to deal specifically with these issues and the schools procedures.

Monitoring behaviour around the school

The leadership team are responsible for tracking behaviour. These are currently seen in the form of:-

- class observations
- Purple book – data collection reviews of internal exclusions
- Loss of golden time incidents/ names if consistently re-offending
- Bench-marking and reviewing behaviours after implementation of interventions
- Tracking particular pupils and their timetables
- Attendance/ persistent absence rates for groups including SEN and vulnerable pupils

Children with specific needs

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the regular procedures used may have little effect. This might be because of circumstances at home, or because of a medical condition. In some cases, children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and rewards/ sanction process.

In these cases, it is necessary for a 'personalised' programme for the child. Some options we support for children who fall into this category:- □ Individual Behavioural Plan

- Temporary part-time timetable agreed with the parents/carers
- Support from the specialist teaching team
- Adapting the curriculum

- Individually adapted rewards
- Offering a mentor

For some children experiencing a high level of need, we recognise that:-

- Friendships and relationships are crucial
- A chaotic home life may be experienced
- Actions are not easily linked with consequence
- Feeling 'cornered' could result in extreme reactions

We also recognise that children can make great demands on individual members of staff. For this, we try to maintain a climate of support and understanding both for the child, their family and the members of staff involved with them.

A positive climate

We judge the most important of all is the overall climate and ethos of the school. Our ethos of care and recognition of individual need and worth should be maintained and you can see this through our positive climate that relies upon and promotes rewards and praise rather than criticism and sanction.

And also through:-

- The support and relationships that members of staff have with one another
- The sense of community within the school and that all the children are ambassadors for us
- Interesting and well prepared lessons that cater for individual need
- A colourful and stimulating environment