



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 believe that 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

- 2.1 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 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 1 – our 'Reward Pyramid'.**

4. Rules – Millbrook Code and Purple Promises

- 4.1 At Millbrook Primary School we have the Millbrook Code which is an overarching code - 'Making people feel good'. In other words, treat others as you would like to be treated. This encourages children to think for themselves, become independent and assists in developing right from wrong.
- 4.2 We have our 'Purple Promises' instead of rules. These are:
- I promise to help everyone to listen and learn*
 - I promise to behave safely*
 - I promise I will always be honest*
 - I promise to respect people and property*
 - I promise to be the best I can be*

Failure to follow these 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 Code and Promises in and around school on a daily basis, recognising when children are keeping them, also during assembly, class, and letters to parents, the home school agreement and school prospectus.

5. Sanctions

- 5.1 At Millbrook we employ a number of sanctions to enforce the Millbrook Code and 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 A detailed order of sanctions and appropriate actions are listed in:-

****Appendix 2 – our 'Consequence Pyramid'.**

- 5.4 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)
- 5.5 Partner Classes for time out will be established and agreed at the start of each academic year.
- 5.6 The school operates zero tolerance towards racism and bullying (please refer to our Anti-Bullying, Disability and Equality policies, Health & Safety Policy, and Sex Education Policy). Bullying and racism are totally unacceptable and are always treated most seriously.
- 5.7 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 the Team Teach training in de escalation and positive handling must be called. Any incident where Team Teach positive handling has been used must be recorded in an Incident Book for Physical Intervention and the pupils parents will be informed.

6. Teacher and Class Responsibility

- 6.1 It is the responsibility of the class teacher and support staff to ensure that the Millbrook Code and 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 Millbrook Code, Purple 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 -

****Appendix 3 (Teacher Toolkit for Behaviour Management (Rewards)**

****Appendix 4 (Teacher Toolkit for Behaviour Management (Consequences)**

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.
- 6.5 If behaviour becomes an issue in any particular class or year group then it can be monitored by recording it on

****Appendix 5 – ‘Monitoring Sanctions’.**

This format provides a record of any sanctions used and provides evidence of why the next level of sanctions may become necessary.

7. Headteacher/Deputy Head Teacher Responsibility

- 7.1 Children will be referred to the Headteacher immediately, or Deputy Head teacher in her absence, if they reach or exceed Level 3 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 supports 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 Headteacher keeps records or logs all reported serious incidents of misbehaviour .
- 7.5 The Headteacher is responsible for internal exclusions and fixed term exclusions 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 on a rota basis.
- 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 and monitored closely.

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 DCFS.
- 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 Millbrook Code and 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 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.

- 10.6 Any concerns over the policy itself should be addressed to the Headteacher or Governors.
- 10.7 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 Permanent Exclusions

- 11.1 The school will comply with local and national policies and procedures as set out in the most recent DCSF Guidance.
- 11.2 An internal exclusion will 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. 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 Fixed Term exclusions will be used for serious incidents or when the use of Internal Exclusions has not corrected behaviour. The Fixed Term exclusion will be for the shortest time possible and increased depending on the number of FTE the pupil has had.
- 11.5 All Fixed term exclusions 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 SBC and other 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 believe the system is fair. Children and parents/carers need to be able to challenge 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.

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 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
- Comments by the School Council
- Parent Council and Staff evaluation
- The number of minor incidents recorded by the class teacher
- The number of lunchtime incidents recorded by supervision staff
- The total number of internal, fixed term and permanent exclusions
- The perception of the school within the wider community
- Comments from the wider community

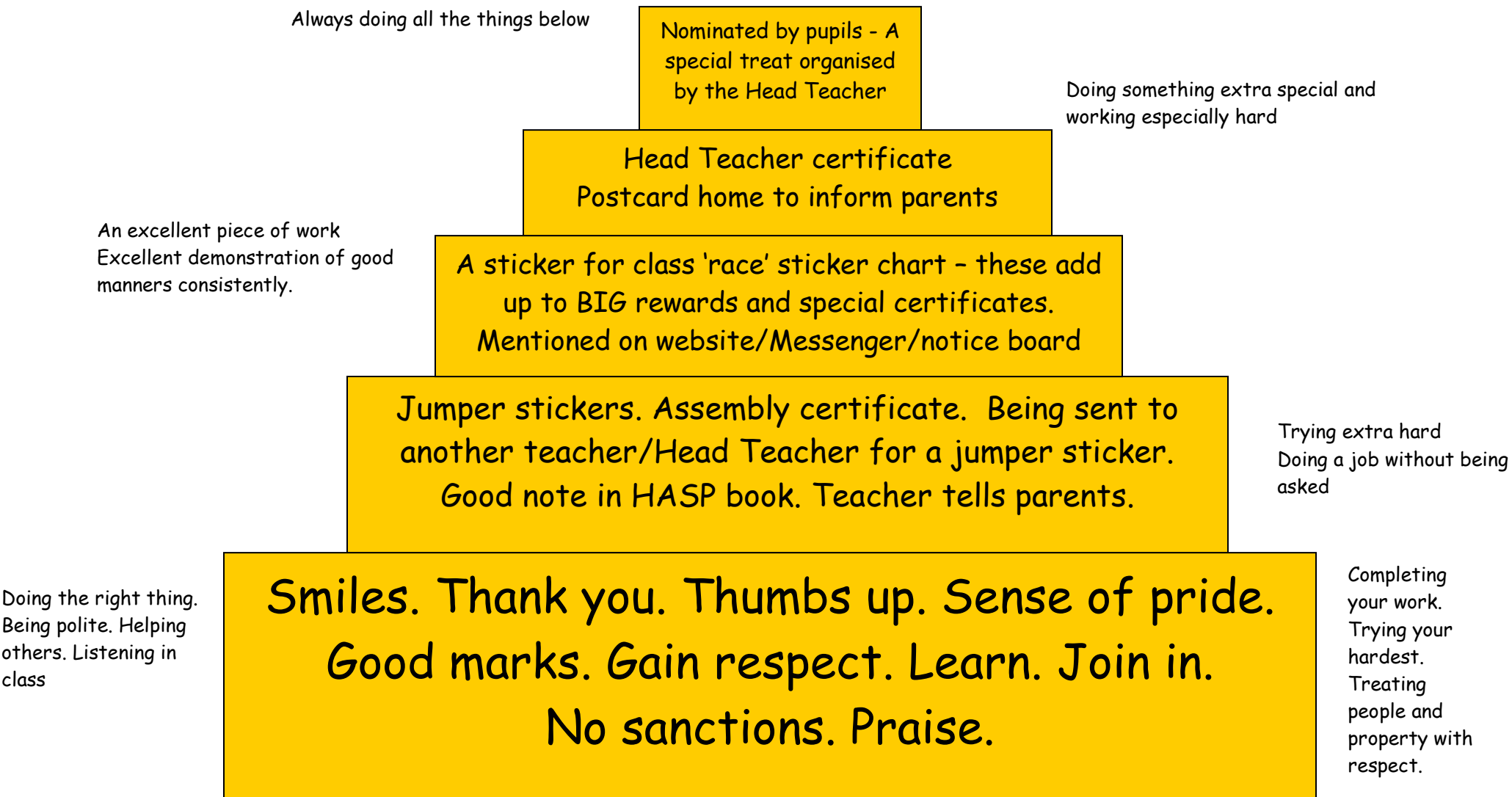
15. Policy Review

The policy will be reviewed in September 2016. It will be amended following discussion between all stakeholders and taking into account the success criteria described above.

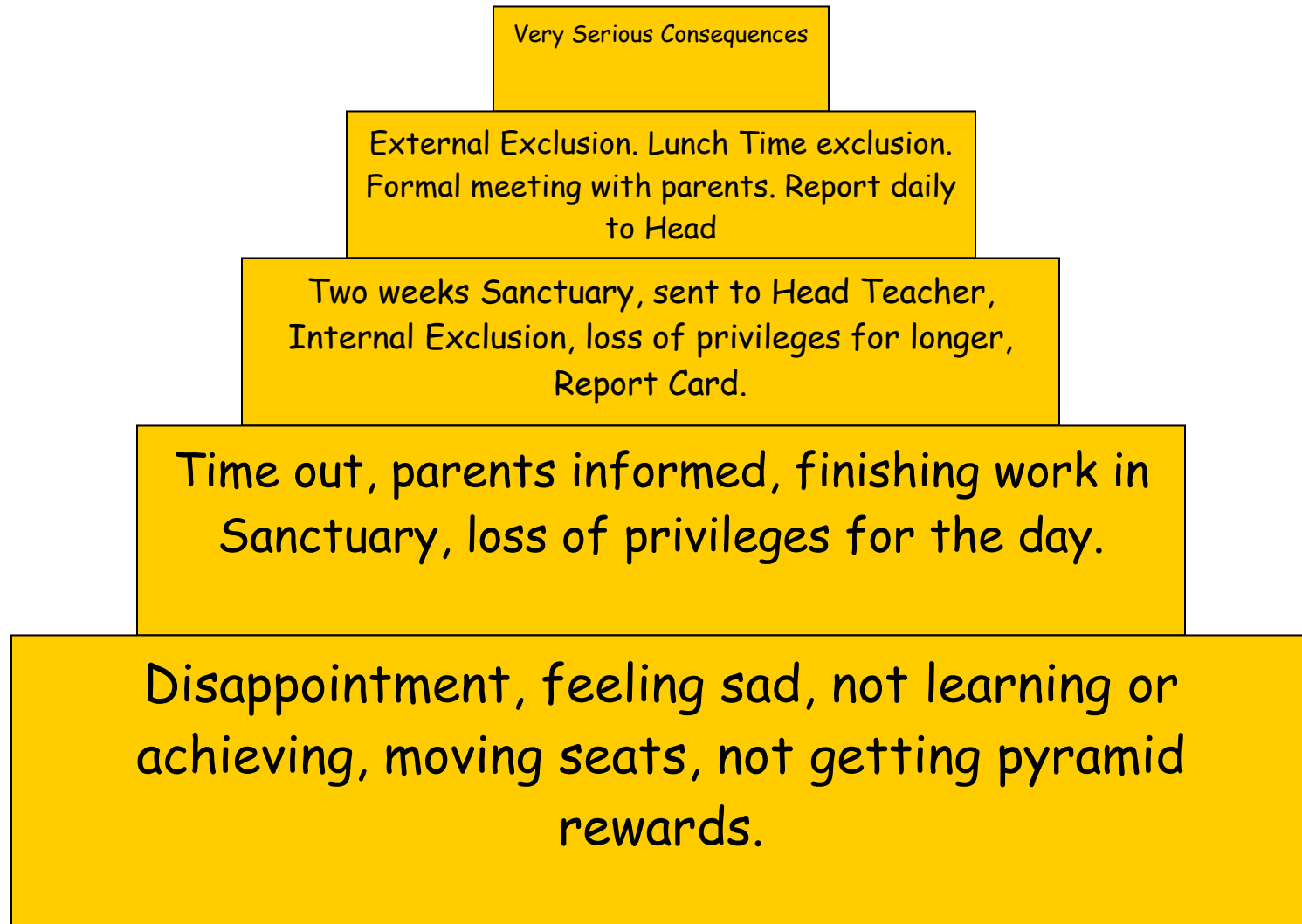
Date Approved: October 2015

To be reviewed: October 2016

Appendix 1 Millbrook Reward Pyramid - Pupil Version



Millbrook Consequence Pyramid - Pupil Version



Teacher Toolkit for Behaviour Management (Rewards)

Pyramid Level 1

Smiles. Thank you. Thumbs up. Install a sense of pride. Positive comments in marking. Comment of correct behaviour - e.g. Thank you for doing.... Learn - remind children that doing the right thing helps them to learn. Join in - children who are doing the right thing are perhaps more likely to be included in lessons by their peers

No sanctions - comment on this on an individual basis shows the pupil that their good behaviour has been noticed.

Pyramid Level 2

Jumper stickers- normal stickers that can be awarded for good behaviour/actions/learning that can then be transferred onto an individual sticker chart (see Level 3 for more details). Assembly certificate - e.g. Star of the Week. Being sent to another teacher/Head Teacher for a jumper sticker. Positive note in HASP book - lets parents know that good behaviour/work is spotted too. Teacher going telling parents about something positive has a great impact. Other class strategies such as raffle tickets, table points, secret pupil, special person can also be used alongside the whole school 'race' sticker charts.

Pyramid Level 3

When a set number of individual stickers (e.g. 10) has been reached for excellent work/behaviour then a pupil can move their marker one space along the whole class 'race' sticker chart - these add up to BIG rewards and special certificates. For example, a class race chart could have 30 spaces along it. Pupils move along the chart one space at a time. Every 10 spaces they earn a special certificate awarded in assembly. These are Bronze, Silver and Gold. When the whole class reaches these milestones then a whole class reward is given, perhaps extra choosing time, extra play time. The 'race' track can be designed to suit each individual class must there must be consistency between teams in terms of how many stickers must be earned and at which point the 'big' rewards are issued.

Mentioned on website/Messenger/notice board - pupils who are awarded certificates in assembly can have their photographs taken and/or names put up on a special notice board at the entrance to school. They should also be mentioned in the Millbrook Messenger of on the website.

Pyramid Level 4

Head Teacher certificates awarded in assembly and a subsequent place on the notice board.
Postcard home to inform parents of something really great that a pupil has done. The card should be signed by all staff in that team and the person who informed the class teacher if they were not a member of that team.

Pyramid Level 5

Nominated by pupils, selected by Teacher/TA and linked to Consequence Pyramid receive a special treat with the Head Teacher at the end of Term 2, 4 and 6. Pupils who have not received any level 1 or 2 intervention from the Consequence Pyramid should be given priority in the selection process. Up to 3 children per class could be nominated.

Teacher Toolkit for Behaviour Management (Consequences)

This is not an exhaustive list and each idea should be used in consideration with WHO you are dealing with, some strategies work well with some pupils but not with others.

Top Tips - sometimes, if it's appropriate, deal with it later when you are both calmer, handing over to another person when it can't be left until late also works well, keep your objective in mind - we need pupils learning, have patience - often things don't have an immediate impact but they will work. Try a few different strategies before moving up to the next level or situations can escalate too quickly. Where you can, ignore any secondary behaviour and discuss it later, otherwise pupils feel double punished. Sometimes, only when safe and appropriate, use 'planned ignoring'. But remember to ignore the behaviour and not the pupil, keep reminding them of what they should be doing. Use of Target Cards can help - these can be implemented at any level as a supportive measure. Redirection can help if the whole class are getting 'lively' then changing the task or activity is a strategy. Class Signals - e.g. holding a symbol/clapping hands/raising hands to get children to listen. Calm music and relaxation can help settle a class. Consider your seating and staffing to avoid problems and use a buddy system for more vulnerable pupils. Worry boxes/feeling books can help. Compliments, complaints and solutions books are useful for sorting out playtime/lunchtime problems.

Pyramid Level 1 -

General Classroom/Playtime management e.g. calling out, being a little disruptive, refusing to work, trying to distract others, 'silly' behaviour
 'The Look' - find a look that lets the pupil know they are not doing the right thing, Reminder of what pupil should be doing - use the phrase "You need to ..." as this limits confrontation or "I like it when you do...(something positive)". Take up time - give the pupil time to do what you've asked, sometimes saying "I'm going to check on you in one minute" or "I'm giving you two minutes to make the right choice" can help. Move CT/TA/pupil within class- sometimes a simple change in the pupil or staff member's position can stop behaviour before it starts. Distraction - if someone is distracting others or not doing the right thing, then sending them on a job or asking them to do something/look at something with you can break a cycle of behaviour. Quiet word within class - a quiet, private, non confrontational reminder of what they should be doing, and the possible consequence if they don't. Reminder of consequences. Change of face - sometimes the pupil needs to feel that they are not backing down.

Pyramid Level 2

E.g. persisting with behaviour after some of above strategies have been tried, being rude or oppositional, being deliberately unkind to another pupil
 Time Out - this can be inside or outside the classroom depending on the child - make sure an adult is keeping an eye on the pupil if the Time Out is outside the classroom children should be escorted to their Time Out and collected afterwards, where appropriate TA to escort. Complete lesson in Sanctuary - if a pupil had been disruptive or non compliant over their lesson then they should complete their

work in the sanctuary at lunch time, they may need escorting there to ensure they are in the right place. Note in HASP - make sure parents know what is happening, this may have more impact if some positive messages go home as well. Going out to speak to parents/telephone parents - even if HASP books don't come in or parents don't collect as it is important that the pupils see we will follow through on things and that parents are informed of what has happened. Quiet word outside class - take the pupil outside the door and have a calm talk about what is going wrong. Loss of privileges for that day - e.g. monitor jobs etc. Advice on next steps could be sought from other colleagues, IL/SENCo/SLT at this time, IEP to be set up.

Pyramid Level 3

E.g. persisting with a disruptive behaviour over a number of lessons or despite previous sanctions, serious incident with another pupil, purposeful swearing, deliberate insult to staff or pupils

Internal Exclusion - this should be discussed and agreed by Head/Deputy, can be for one session or a whole morning/afternoon/day depending on pupil and incident, parents need to be informed. Report card - monitored by Class Teacher, targets to be linked to IEP via IL/SENCo. Two Weeks Sanctuary - other than for completing work this is the only time the Sanctuary should be used, pupils use a proportion of their lunch time play every day for two weeks, pupils may need escorting there for the sanction to work. Formal Meeting with Parents- with CT, pupil and a member of SLT to discuss the behaviour and to warn of possible further consequences. Sent to Head Teacher - pupils may need escorting as in Level 2. Loss of privileges for a week or longer depending on the pupil/incident- e.g. clubs, monitoring jobs, certain playtime activities, representing the school. This may be the time when support from external agencies is sought.

Pyramid Level 4

E.g. A very serious incident, persistent disruptive behaviour over a number of days and following an internal exclusion/two week Sanctuary cycle/formal meeting

Fixed Term Exclusion - these exclusion are serious and remain on the pupils record. The decision to exclude comes from the Head/Deputy Head only and is supported with a formal letter outlining the reasons for the decision. Lunch Time Exclusion - this can be used when the behaviour is lunch time specific. Report to Head Teacher on a daily basis.

Pyramid Level 5

If all other behaviour strategies and agencies have failed to have an impact then the pupil may be running the risk of Reduced Timetabling, Managed Move or even Permanent Exclusion.

