



Behaviour Policy

Updated: September 2020

Review date: September 2021

Signed _____ Chair of Governors

Signed _____ Headteacher

Robert Mellors Primary Academy is a '**Make a Difference**' school. Our school vision and aims are underpinned by a set of values which we believe are the most important for children, in the context of our school, to develop. These values are taught, promoted and celebrated throughout every aspect of the school provision.

Our Make a Difference values are;

- Responsibility
- Respect
- Resilience
- Focus
- Compassion
- Teamwork

At RMPA, we recognise that children and staff value clear and consistent expectations. These help the smooth and successful running of the school day and support emotional wellbeing and academic progress.

Pupils are supported to manage their emotions and feelings, understand the impact of their actions on the wider school community and to have high aspirations for their learning and achievement. Integral to the aims of the school is the significant emphasis on supporting children to be aware of how, through their consistent positive behaviour choices, they can Make a Difference;

- in their work
- in their relationships
- in their community
- to the world around them

Our Make a Difference values sit alongside our school rules. The school rules were developed in consultation with the children. They are;

- Be in the right place at the right time
- Keep ourselves and others safe
- Look after the things we use and share
- Use kind and respectful words
- Be the best you can be

These rules are displayed in a consistent format in every area of the school. They are regularly referred to and children are taught that these are in place to help them to feel safe and happy and to enable an atmosphere conducive to learning.

At Robert Mellors Primary Academy, we recognise and understand the need to ensure that appropriate levels of differentiation are applied for children with a wide range of needs. We work hard to create an environment which is nurturing. As such, the staff endeavour to develop strong relationships with each individual child, especially those who are vulnerable. Such relationships, along with close partnership with families, build the foundations of a positive climate for personal development and learning.

Key aims

Our key aim is to provide a safe, secure and caring environment built on positive relationships and where expectations and achievements are high so that pupils realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. Therefore, our aspiration is for every pupil to learn to make consistently positive choices for themselves and others in order for them to become confident successful citizens who are ready for the next stage in their education.

To foster successful, enabling relationships we:

- Provide a happy, safe and nurturing environment
- Make every child feel welcome
- Actively build trust and rapport
- Demonstrate belief in the pupil that they can succeed
- Promote a set of core values
- Provide a stimulating, challenging and personalised curriculum
- Provide a well-ordered calm classroom environment
- Acknowledge when pupils are doing well through positive responses/rewards
- Treat pupils with dignity and respect at all times
- Maintain consistent boundaries for pupils which are clear, firm and fair
- Listen respectfully to and demonstrate understanding of other people's views and perspectives
- Hear the message behind the word/behaviour; ask ourselves why the pupil is behaving in this way
- Keep our word and do whatever we say we will do, rewards as well as consequences
- Identify the positive aspects in every pupil. Identify it with the child and build on it and acknowledge when it is evident they are genuinely trying to effect a change in their behaviour,

Parents and Carers

The school recognises that parents/carers play a vital role in the promotion of acceptable behaviour in school and the importance of positive home/school liaison, encouraging opportunities to discuss pupils' individual needs with carers.

The school expects parents and carers to:

- Inform the school of behavioural problems they may be experiencing at home.
- Inform the school of any health issues or medication that may affect a student's behaviour.
This includes any changes in or withdrawal of medication.
- Inform the school of any change of routine which may affect a student's performance or behaviour.
- Inform the school if they seek external advice or support for behavioural difficulties.

Other Responsibilities

We understand that behaviours displayed sometimes may be a result of factors linked to **additional pupil needs**, whether diagnosed or not, communication difficulties such as EAL, or issues linked to home life, health, diet, sleep, emotional warmth, lack of boundaries, family crisis or other external issues. Therefore we:

- Provide pastoral/nurturing personalised support to meet individual needs of child
- Ensure we have good lines of communication/relationships with parents/carers
- Work in partnership with parents/carers
- Refer or seek advice from inclusion support services
- Ensure staff have a good understanding of/strategies to support pupils with additional needs and information is shared across school
- Follow other appropriate policies and procedures where there are concerns
- Engage support of external agencies where appropriate
- Implement behaviour support plans where necessary
- Provide EAL support.

The school also takes seriously its responsibility to **promote equality** through challenging any form of bullying or discrimination (hate crime) linked to protected characteristics such as; age, sexual orientation, disability, religion or belief, race including colour, nationality or ethnicity and gender.

Rights

All children have a right to:

- Be in an atmosphere conducive to learning
- Learn and achieve highly
- Feel physically and emotionally safe at all times
- Be treated with respect and dignity at all times
- Be treated fairly
- Express their feelings in an appropriate way
- Feel included and valued.

All our staff in school have a right to:

- Teach/work without undue disruption
- Feel physically and emotionally safe at all times
- Be treated with dignity and respect at all times

Children with identified needs (SEND)

At Robert Mellors Primary Academy, we strive to constantly improve our provision for all children.

We work hard to ensure that the various social, emotional and mental health needs are addressed through our whole school ethos of values-led learning and the range of interventions implemented for groups and individuals. These include;

- Therapeutic support
- Emotion coaching language

- Parent support groups
- Pastoral support
- PSHE learning
- Theraplay-type sessions
- The Nest provision (nurture)

Differentiated learning and personalised procedures to support behaviour management are implemented for children with identified Special Educational Needs and Disabilities (including SEMH) to ensure equity. This differentiated approach is developed, implemented and managed by the class teaching team in consultation with the child (where appropriate), their parents, the SEND co-ordinator, senior leaders and any other agencies involved with the child and their family.

Children with SEMH needs

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make positive choices when controlling their emotions and feelings. These children commonly have attachment or higher levels of special education needs. For these children neither the normal rewards or sanctions procedures may be appropriate and in these circumstances parents and other agencies will be involved in providing/agreeing personalised nurture support. These pupils typically will need long term more specialist support to help them develop skills in self-regulating their behaviour and may need to spend time in the school nurture ‘Stepping Stones’ café (Nest).

Our ‘Positive Handling Policy’ clearly defines what is and is not acceptable practice should physical intervention be required. There are clear procedures for reporting and logging and staff are trained in the CRB (Coping with Risky Behaviours) approach for safe handling and de-escalation.

Rewards and Consequences

Genuine praise has a reinforcing and motivational role and helps a child believe he/she is valued. Praise can be given in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for high achievement or making good progress in any aspect of school life.

Rewards

- Are part of the positive ‘language’ we use in school
- Are linked to positive choices and achievements
- Are focused on the specific behaviours we wish to improve
- Are made clear to a child as to why they have been given.

Reward System

All children are allocated to a house named after a bird: Robins, Wrens, Swallows, Kingfishers or Chaffinches. The houses are made up of children from all year groups. Children are rewarded tokens for positive achievements which will be collected in class and these are then tallied each half term for each house and a reward given to the children in the house with the most tokens. Gold special tokens can be awarded for significant achievement and will count as 10 tokens.

In exceptional circumstances, if a child has consistently not been making positive choices, the Head Teacher has the discretion to decide that they should not participate in a house treat. In these circumstances there will be other support and reward systems in place.

At the end of the school year there will be an extra special treat for the house accruing the most tokens.

Make a Difference assemblies take place once each week to celebrate individual children in each class who have been nominated to receive an award for demonstrating one (or more) of the school values. Parents are invited and encouraged to attend these special occasions.

Consequences

- Pupils should be clear of the consequences for making poor behaviour choices
- It is important for our pupils to clearly link a specific behaviour with its consequence
- Opportunities will be made for pupils to correct their own behaviour, make sensible choices and prevent further consequences being applied
- There is an agreed whole school approach to applying consequences
- Consequences are applied consistently according to the negative behaviour displayed

De-escalation strategies are varied and personalised according to need and are intended to prevent the use of consequences. These are applied by teaching staff as negative behaviours are displayed. Examples of such strategies include;

- Distraction
- Reminder of choices, rules and expectations
- Use of humour
- Step away
- Change of face
- Sensory break (either in or away from the classroom)

Where de-escalation strategies are unsuccessful and/or the behaviour displayed are disruptive to learning and impact negatively on the emotional wellbeing of other children, a hierarchy of consequences is applied.

Such behaviours include;

- Shouting out
- Arguing with adults
- Winding up other children/taunting
- Answering back
- Making inappropriate noises
- Name calling

Thinking time

Consequences in 5-minute ‘chunks’ of thinking time should be communicated up to a maximum of 15 minutes if poor choices continue. Thinking time takes place at the soonest opportunity at playtime or lunchtime and is facilitated by adults where choices can be reflected on and responsibility is taken regarding what has happened.

It is possible to link any poor choices/behaviour to a school rule and this should be clearly communicated with the child. Where possible, the child should be able to identify the school rule which they have broken.

For children in EYFS, children who have not followed a school rule are supported by a staff member for an agreed period of time with a task to complete. Staff in EYFS would use the same language to support the children as they move to KS1.

A record of Thinking Time is kept on CPOMS for individual children.

Serious misbehaviour

There are some choices that will automatically result in a child being removed from the classroom or from the playground. These include;

- Swearing
- Racist/homophobic insults (hate crime)
- Fighting
- Vandalising
- Bullying
- Absconding
- Defiance
- Throwing/kicking objects

In these circumstances, a senior leader will be called to support with the child and to provide a space away from the classroom/playground to reflect. Such periods of ‘thinking time’ are agreed between the senior leader and the class teacher depending on the nature of the incident. They may last up to a full day away from the class where appropriate learning will be facilitated.

These incidents are reported to parents at the end of the school day.

Anti-Bullying Statement

Bullying can be defined as a single or, more commonly, a repeated offence intended to provoke fear in the victim.

Robert Mellors Primary Academy does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. When allegations of bullying come to the attention of any staff member, these are reported to the headteacher. Our aim is to respond to all such allegations/disclosures before the end of that school day, contacting the parents of all children involved as appropriate. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Following thorough investigations, a child proven to be responsible for bullying will be supported to understand the impact of their actions and to make amends as necessary. In extreme cases, a child may be excluded from the school.

Involvement of Parents/Carers

- Regular/repeated poor behaviour choices should be discussed with parents/carers
- Ask parents/carers about their experiences at home
- Discuss agreed follow up action/support
- Share support strategies
- Where appropriate involve SENDCo and support agencies.

Repeated Challenging Behaviour

The school recognises that a small minority of children may continue to demonstrate repeated challenging behaviour despite the normal protocols for supporting behaviour being implemented.

In such cases, teaching staff will consult with senior leaders to decide on additional supportive measures to put in place. Actions are likely to include the involvement of parents/carers and a personal behaviour plan or chart may be created.

The Gedling Area Partnership (GAP) and other agencies may be consulted as a further supportive measure for staff to develop strategies aimed at enabling children to be happy and successful.

Allegations Against Staff

Information regarding the procedures relating to allegations against school staff can be found in The DfE document 'Dealing with Allegations of Abuse against Teachers and other Staff'.

Any pupil making malicious or false allegations against a member of staff will be dealt with by the Head Teacher and may be referred to the LADO for further investigation.

Linked policies include:

- Child Protection Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Equality Policy
- Special Educational Needs Policy

Appendix 1

RMPA Expectations

Our Make a Difference expectations are made explicit to the children. Staff model to the children how to behave and conduct themselves. The five school rules are regularly referred to as a means of positive reinforcement for expected behaviour as well as to make explicit any negative behaviours which are being demonstrated.

Assemblies

Children are expected to enter assembly in silence or singing with the music which is playing. The member of staff leading assembly ensures that they are in the hall to receive the children as they arrive.

Children sit in rows facing the front of the hall. Staff ensure that any disruptive pairings of children are not sitting near to one another. The Year 6 children have the privilege of sitting on chairs at the back of the hall. This privilege can be withdrawn if it is felt necessary to do so to support positive behaviour.

Children are expected to sit in respectful silence during assemblies, as these times are an important part of the curriculum. Any child found to be disrupting an assembly is moved to the end of the row that they are sitting at. This will automatically incur 5 minutes thinking time.

Staff do not talk to one another in the assembly hall unless there is an urgent need to do so. Staff who stay in assembly remain alert to the needs of the children and are proactive in supporting and managing behaviour throughout.

Moving around school

When moving around school, children should keep to the left-hand side of the corridors. Children should not talk when moving around the school building to avoid disruption to learning for other groups. Children should stay in line. Staff identify where pairings of individual children may not 'work' and ensure that they are kept apart.

Uniform (including PE kit)

Our expectations for school uniform are clear. Where a child is not found to be wearing the correct uniform, staff should expect some communication regarding this from parents. If this isn't the case, the class teacher should communicate with the parents reminding them of expectations and to ascertain if there is a problem which school might be able to support with.

End of playtimes

At the end of playtimes, a member of staff on duty blows the whistle once. This signals to the children that they should stop playing immediately and stand still. On the second whistle, children walk in silence to the designated lining up spaces until they are instructed to enter the building.

Destruction of work

On occasions, an individual who is struggling to manage their emotions may destroy a piece of their own work. In these circumstances, it is at the teacher's discretion on how to manage this. Where possible, the piece of work should be completed but only if in doing this it is supportive of the child's needs and progress.

Deliberate damage to equipment (e.g. breaking a ruler or a pencil)

This will be classed as vandalism and will be treated as a serious misbehaviour.

Keeping our environment tidy and ordered

Staff model to the children how to maintain an environment which is uncluttered and organised. Children are expected to take responsibility for maintaining a tidy and ordered school environment in line with the school rule relating to this.

Children are asked to clear up after themselves at the end of lessons e.g. packing away equipment, picking up

paper etc from the floor. Children should also be supported to ensure that their places at the end of lunchtime are also tidy.

Children are dismissed from the classroom **only** once it is tidy.

Appendix 2 - Practical Strategies for Promoting Positive Behaviour

We use a variety of responses to re-enforce good behaviour and these include:

- Supporting the pupil to develop effective mechanisms to communicate their needs, feelings etc. and in ensuring we respond effectively to their communicative attempts
- Verbal praise, supported by signs/symbols when appropriate
- Stickers, token rewards
- Messages to parents/carers and other members of staff
- Special responsibilities, privileges, helping a member of staff etc
- Individual class rewards
- De-escalation strategies such as use of humour, distraction techniques.

Other practical arrangements which are considered;

- The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next, including use of visual timetable
- Careful use of timetabling to manage ‘difficult’ times, including all staff being fully aware of the potential ‘triggers’ for inappropriate behaviour
- Use of grouping arrangements to ensure appropriate activities for all pupils, particularly at unstructured times – break times/lunch times, but also within the class
- Use of highly **visual** positive behaviour systems on a whole class level that makes explicitly clear to a child if they are not making the right choices and gives them an opportunity to put it right.

Appendix 3 - The language of choice

We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them to make the best choice.

This language:

- Is positive
- Increases pupils' sense of responsibility
- Removes the struggle for power and control
- Overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to develop skills to manage their own behaviour
- Increases their independence
- Defuses potential conflict.

The school also **promotes positive desired behaviours** though using '**bucket filling**' language such as;

- I like the way you walked into class, helped someone, listened to.... – it made me feel you really value the people around you
- Thank you for
- That was kind of you when
- It's always lovely when
- You have such a nice smile
- It made me feel good when you
- You showed good respect when you
- I can tell you care about your friends/teachers/work/community because ...

Helping children have high aspirations of displaying positive behaviours are promoted through:

- nurturing a 'can do'/ aspirational approach
- developing children's resilience
- developing children's 'bounce back ability', ability to overcome obstacles
- developing determination to succeed
- supporting children in not getting upset at getting things wrong and then putting them right
- being proud when they succeed or 'do their best'
- praising children who consistently try to do their best
- modelling how to handle unpredictable situations calmly /with good humour.

Other language/factors to be mindful of:

Staff will promote gender neutral language/behaviours that do not inadvertently reinforce stereotyping or show that we react to or treat boys in a different way to girls. For instance, comments such 'boys will be boys', that could give subtle messages to boys that there is an expectation they behave differently to girls and they 'play' up to those expectations. Ensure children are encouraged to express their emotions without gender bias =EG – it's OK for boys to cry.

