



Behaviour Policy

Definitions Behaviour:

'The observable action or reaction of a person to an internal or external stimulus'

What is 'Good behaviour'?

In reality 'good behaviour' is a complex notion which means different things to different people and is therefore extremely tricky to define. It is used as a sort of shorthand to describe standards which may be expected by individuals or by various groups in society. Communities such as schools and educational settings set their own standards of expected behaviour. Other terms which could be used instead of 'good behaviour' are 'pro-social behaviour' or 'behaviours for learning'

The Social and Emotional Aspects of Learning (SEAL) programme used in schools describes pro-social behaviour as that which demonstrates;

- A good level of self-awareness effectively
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of motivation
- An ability to manage one's feelings positively and
- Good social skills

'Behaviour for learning' is a theoretical approach which emphasises the link between the way young people learn and their social knowledge and behaviour. It centres around three relationships experienced by the pupil:

- relationship with themselves (how they feel about themselves and their self-confidence as a learner);
- relationship with others (how they interact socially and academically with all others in their class and school);
- relationship with the curriculum (how accessible they feel a lesson is, how best they think they learn).

In order to foster a positive learning environment in the classroom it is important to recognise the importance of these relationships and the teacher's own contribution to them. Teachers need to focus on helping pupils to develop appropriate skills which enable them to learn within a variety of social contexts.

NCC, Policy Practice Guide 26.11.15

The Governors of Millbrook Junior School have set a Statement of Behaviour Principles which can be found in Appendix 10. Following a consultation with children, staff and parent/carers (2016) the following document outlines the Millbrook Junior School's Behaviour Policy:

Millbrook Junior School expects all children and adults to behave in an acceptable way.

Good behaviour reaps rewards and inappropriate behaviour will be sanctioned to ensure that children understand that poor behaviour has consequences and is not a good long-term choice.

Staff, governors, children and parents/carers agree that Millbrook Junior School's Golden Rules are a good starting point for behaviour discussions. These are:

- We care about and look after each other
- We are honest and trustworthy
- We respect and care for our environment
- We try our best and are proud of everything we do and learn

These rules will continue to be the basis of the school system.

House Points and Golden Tickets

House Points are an effective way to reward children for effort and achievement. Children are in a team: Harpers, Ise, Slade or Willow. Children will be rewarded with House Points for any aspect of good learning or behaviour. These will contribute to the House Point weekly totals and the awarding of the cup.

Individual House Points will be collected in children's planners. Staff should initial this page and explain to children why the House Point has been awarded. Only single House Points should be given (exception-3HP for Golden Letter or Green Card). When children have 30 points they will be awarded with a Golden Ticket (see Appendix 1). This entitles them to a reward of their choice (as long as it is sensible and can be facilitated-Sept 2021-this will be limited to a reduced range of activities within their year group, for example, extra play, tyre park, Premier Sport led activity). The children will regularly review a list of possible rewards. Parents/carers will be informed via text when a child has received a Golden Ticket. The Class Teacher will record this on SIMs.

Star Learner

Children are motivated to try hard to earn the Star Learner awards.

Weekly 'Star Learners' will be chosen for each class. Letters (see Appendix 2) will be sent to these children outlining why they have been chosen. Children should bring their letter into school where their achievements will be shared in assembly. The Class Teacher will log this achievement on SIMs. Staff should not choose children who regularly get red cards as this undermines the system. The Office should be emailed with the reason for the award each Friday by 9am.

Other rewards

Other rewards used at Millbrook Junior School will also to be applied. These include:

- Praise
- Stickers
- Stamps
- Certificates
- Dojo points
- Notes home
- Good news text/email (Green Card) (see Appendix 3)

Teaching Good Behaviour

Millbrook Junior School will use every opportunity to promote and teach good behaviour. Some examples of this are through:

- Assemblies
- PSHE Lessons (Jigsaw)
- Adults modelling good behaviour

We are an inclusive school which takes full responsibility for meeting the needs of each and every learner.

Reasons for Poor Behaviour

Adults at Millbrook Junior School recognise that often when children present with challenging behaviour it can often be a symptom of an unmet SEN or other need. Staff will be mindful of this and will take an approach based on NCC's toolkit for 'Behaviour, and Social, Emotional and Mental Health'. A range of other professionals may be used to help support children and families.

Restorative Justice

Millbrook Junior School will use the concept and practices of Restorative Justice following whole school training for children and staff. The concept of restorative justice is ancient; an offence against your neighbour could be forgiven if compensation were offered for the injury; a sincere apology can produce forgiveness and the restoration of good relationships. Further details can be found in NCC's document 'Every Relationship Matters'

Sanctions and Consequences

Immediate sanctions will be applied to discourage poor behaviour choices. A staged approach will take place.

STAGE 1

Children will be given a warning and their name will be written on the board. If the behaviour is repeated in the same lesson they will be given a Red Card. They will miss the next break or 15 minutes of lunch play. They will be asked to sit/stand at the edge of the play zone. If the behaviour is repeated again in the same lesson they will be sent to another class (within the same year group) for the remainder of the session. Each session is a fresh start. Behaviour guidelines are explained in all learning areas in child friendly language (see Appendix 4).

All Red Cards are recorded on a Behaviour Report Form (see Appendix 5). The Red Card is shared with the Class Teacher and then the form is sent to the Office. The Office will send a text home. The Class Teacher will record the incident on SIMs.

STAGE 2 (3 Reds-meet Class Teacher)

Class Teachers are responsible for alerting the Year Leader when a child has received three Red Cards in one half term. The Class Teacher will telephone parents/carers and set up a PATH meeting to discuss the behaviour. The child will miss three days break and lunch. The

child's behaviour is monitored over an agreed period of time. More serious Red Cards may be dealt with immediately at Stage 2.

STAGE 3 (6 Reds-letter home-meet Year Leader)

If the child is referred again (after the next three Red Cards) then a letter will be sent home (see Appendix 6) inviting parents/carers to attend a meeting with the Year Leader. The child will have an additional school-based consequence as appropriate. In consultation with the SENCo/FSW and parents/carers, a Pastoral Support Plan (NCC Version) will be set up. The Deputy and Headteacher will be informed of the outcome of this meeting.

In some cases, the Deputy or Headteacher may, at this stage, telephone the parents/carers immediately in order to discuss the situation. Circumstances may necessitate the Deputy or Headteacher's involvement before all stages have been completed.

STAGE 4 (letter home-meet AHT/DH)

If the situation continues, the matter is again referred to the Year Leader. Parents/carers will be requested to visit the school to discuss the situation with the Year Leader, Assistant Head or Deputy (see Appendix 7). The Pastoral Support Plan will be reviewed and next steps identified. These could include a referral to an outside agency or completing an EHA (Early Help Assessment). An individual approach will be taken depending on the child and family's needs.

STAGE 5 (letter home-meet Head)

If, after Stage 4, the situation continues the Headteacher will decide on the next stage of the procedure. A letter (see Appendix 8) will be sent and a meeting will be set up to discuss the course of action.

This could be:

- a) fixed term exclusion
- b) permanent exclusion

The Headteacher will inform the Chair of Governors and members of the Governing Body will be informed as appropriate. The school will follow exclusion procedures as identified in DfE 'Exclusion from maintained schools, academies and pupil referral units in England'. Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. The Headteacher and the Governors retain the right to ask parents/carers to keep their child at home during the lunchtime period if difficult behaviour only occurs during that time. The Headteacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages, with parents/carers having the right of appeal to the Governing Body.

Sanctions for specific behaviours

The following is a guide and it is recognised that discretion must be used, with each case being judged on individually after gathering full reports from witnesses and those involved.

BEHAVIOUR	SANCTIONS
Talking when they should be listening or making inappropriate noises which distract others from learning	First warning-the child's name will be placed on board. Then a Red Card issued. The next break or 15 minutes of lunch play is lost. If the offence is repeated then they will be sent to another class within the year group until the end of the session.
Non – compliance with a request from an adult.	As above.

Talking Back	Instant Red Card. Miss next break or 15 minutes of lunch play.
Refusal to do their work	The teacher will inform the child's parents/carers via a note in planner and a photocopy of work sent home for child to complete.
Verbal abuse of, or swearing at, an adult/child	Instant Red Card. Parents/carers will be informed by a Year Leader, Deputy or Headteacher; however, if a second incident occurs during the same term the child will be excluded from school the following day. Miss lunch and break plays as appropriate to incident.
Non-compliance or total defiance which is endangering themselves or others	The Deputy or Headteacher will inform parents/carers to collect their child from school. The teacher will set work. The child will be excluded from school for up to the following two days. Upon return, a meeting with the Deputy or Headteacher and parents/carers will determine a Pastoral Support Plan before the child is allowed back to the classroom.
Unprovoked physical abuse of an adult or child which includes kicking, hitting, biting or spitting.	The Headteacher will inform parents/carers to collect their child from school. The teacher will set work. The child will be excluded from school for up to the following three days. Upon return, a meeting with the Deputy or Headteacher and parents/carers will determine a Pastoral Support Plan before the child is allowed back to the classroom.
Fighting	Instant Red Card. A Year Leader or Deputy Headteacher will inform parents/carers. The child will miss break and lunch play for three days. If another incident occurs within the term, parents/carers will be invited in to discuss the matter and a Pastoral Support Plan will be set up.
Misbehaviour at lunchtime inside	First warning-the child's name will be placed on board. Then a Red Card issued. 15 minutes of that lunch play is lost. If the offence is repeated then they will be sent to another class, within their year group, to eat their lunch.
Misbehaviour at lunchtime outside	First a verbal warning will be given. If repeated, Red Card-sit/stand at edge of playground zone.
Lunchtimes in or out	If behaviour continues then a lunch time exclusion will be considered.
Intentional damage of property	Parents/carers will be informed and will be asked to pay for a replacement item.
Dress code infringement	Child informed Orange Card used (see Appendix 9) to send text to parents/carers. Email details to Office. This includes if PE kit is worn on incorrect days. Please see the Uniform Policy for details.
In exceptional circumstances , at the discretion of the Headteacher, a child may be excluded for a period of one to five days	

Monitoring:

- The Year Leaders review the Behaviour Report Cards weekly and monitor all Red Cards. They ensure repeat incidents are followed in line with the policy. The SIMs data is presented at Governors meetings
- In addition, incidents reported on the 'Behaviour, hate and incident' summary on SIMs will be monitored closely and reported as necessary

- The SLT must appraise the incidents of poor behaviour regularly and report to the Governors their view on behaviour in school
- Members of the Governing Body will monitor that the policy is being implemented consistently on a regular basis and will report their findings to the Full Board of Governors

Procedure for evaluation:

This Behaviour Policy will be reviewed annually, to examine the effects of any revisions or amendments, and decide if it is just a matter of straight forward revision and issue, or whether it is necessary to go out for consultation.

Supporting Documents

Millbrook Junior School Board of Governors, 'Behaviour Principles Statement', Sept 2016
DfE, 'Exclusion from maintained schools, academies and pupil referral units in England', Sept 2017
DfE, 'Behaviour and Discipline in Schools: Guidance for Governing Bodies' 2013
DfE, 'Behaviour and Discipline in Schools: Guidance for Headteachers and Staff' Jan 2016
NCC, 'Pastoral Support Plan', 2013
NCC, 'Behaviour Toolkit' 2017
NCC, 'Policy Practice Guide' 2015
NCC, 'Every Relationship Matters: A brief introduction to Restorative Justice'
Sanderson et al, 'Person Centred Practices in School'

Appendix 1: Golden Ticket

**MILLBROOK'S
GOLDEN TICKET**

*GREETINGS TO YOU THE LUCKY EARNER OF THIS
GOLDEN TICKET FROM MILLBROOK JUNIOR SCHOOL.*

*In your wildest dreams you can not imagine the marvellous **SURPRISES**
that await **YOU!***

Name:

Class:

House:

Date:

Reward Request:

Text Home **Added to SIMs** **Complete**

Appendix 2: Letter

Dear

It is with great pleasure that I am writing to inform you that your class teacher has nominated you for this week's **Star Learner Award**.

It is clear that you worked extremely hard this week and have...

Please bring your letter into school so the community can celebrate your achievement. On behalf of everyone at Millbrook Junior School, a massive well done and congratulations for making a difference.

Always remember to Dream, Believe, Aspire and Achieve.

Yours sincerely

Mrs Danielle Warren
Headteacher

Appendix 3: Green Card-Good News Message

Green Card: Good News Message	
Name:	
Date:	Class:
Your child has received a Green Card today for: Caring about and looking after others Being honest and trustworthy Respecting and caring for the environment Trying their best and are being proud of everything they do and learn Other: Signed: Text <input type="checkbox"/> On SIMS <input type="checkbox"/>	

Appendix 4: Behaviour Guidelines



Millbrook Junior School
Dream, Believe, Aspire, Achieve

Behaviour Guidelines		
<p>At Millbrook Junior School we follow the rules:</p> <p>We care about and look after each other</p> <p>We are honest and trustworthy</p> <p>We respect and care for our environment</p> <p>We try our best and are proud of everything we do and learn</p>		
<p>If we do not follow these rules, then:</p>		
First Warning	Reminded what you should be doing	Name on board
Again	Red Card issued	Miss next break or 15 minutes of lunch play
Again	Sent to another class in the year group	Miss next break or 15 minutes of lunch play

Back chat is unacceptable: Instant Red

If you get a Red Card

- Sit/stand at the edge of your zone for the next break or 15 minutes of lunch play
- Text will be sent home

September 2021

Appendix 6: Stage 3 Letter

Dear

Re: Behaviour-Stage 3

I am writing because, as you are aware, we have been monitoring the frequency of Behaviour Incidents for your child. Unfortunately, since your meeting with the Class Teacher, there have been repeat occurrences. In line with the Behaviour Policy, additional consequences will be applied to your child.

We are keen to work with you to improve your child's behaviour. Please phone or email the Office to arrange to meet me to discuss this matter further.

Yours sincerely

Appendix 7: Stage 4 Letter

Dear...

Re: Behaviour-Stage 4

I am writing because, as you are aware, we have been monitoring the frequency of Behaviour Incidents for your child. Unfortunately, since your meeting with there have been repeat occurrences. I am aware that the following strategies were put in place to support... to be able to follow the school rules.

We still want to work with you to improve your child's behaviour. If there is no improvement, in line with the Behaviour Policy, a next step could include an exclusion. Please phone or email the Office to arrange to meet me to discuss this matter further.

Yours sincerely

Appendix 8: Stage 5 Letter

Dear...

Re: Behaviour-Stage 5

It is with regret that I request a meeting with you. Despite numerous meetings and various strategies to support your child we have so far been unsuccessful in securing appropriate levels of behaviour. Since the last meeting there have been several incidents, including...

Please telephone or email the school Office at your earliest convenience to arrange a meeting with me. In line with the school's Behaviour Policy we need to discuss this urgently since ... is at risk of exclusion.

Yours sincerely

Mrs Danielle Warren
Headteacher

Appendix 10

Statement of Behaviour Principles

1. Statement of Behaviour Principles Requirement and Application

Under the Education and Inspection Act 2006, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by the Millbrook Junior School Board of Governors. It applies to all adults employed by, volunteering at or providing services to Millbrook Junior School. It also applies to visitors.

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

2. Behaviour Principles and Safeguarding Statement for Millbrook Junior School

We, the Board of Governors of Millbrook Junior School:

- adopt and support the School in achieving its values, safeguarding its rights and following its rules (all set out at paragraph 4);
- respect and value all members of the School community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the School which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

3. Monitoring School Discipline and Understanding Pupil Requirements

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the Board of Governors expects lower than the national average rates of exclusion.

Some pupils can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the School community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing Body works with all members of the School community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community.

4. The School Values, Rights and Rules

Our Values – We believe all children can achieve success:

- Care – we keep safe and make healthy choices;
- Ambition-we have a strong desire to achieve;
- Respect – we are interested in others;
- Behaviour – we are kind, polite, honest and follow the rules;
- Communication – we listen, think and speak confidently;
- Learning – we put learning first, we work hard and show resilience;
- Pride – we celebrate success; and
- Together – we work and play together to make a happy school.

Our Rights:

- we have the right to feel safe;
- to be able to learn; and
- to be treated fairly and to have a voice.

Our Rules of Responsibility for Good Behaviour:

- be polite, kind, listen and follow adult requests;

- be safe and sensible – we always walk (not run) around school and do the right thing at the right time;
- be responsible – keep our hands and feet to ourselves; and
- be respectful of others – their belongings, their feelings, their views and their opinions.

5. References

Behaviour and discipline in schools: a guide for headteachers and school staff DfE 2016

Keeping Children Safe in Education DfE 2021

School Attendance Parental Responsibilities Measures DfE 2015

Behaviour and Discipline in Schools: guidance for governing bodies DfE 2015

This document will be reviewed on an annual basis, unless changes in law or regulation necessitate an exceptional review.