

The Mill Academy

Behaviour Policy



June 2023

Review June 2024

Our Behaviour Plan to Encourage Positive Behaviour

At The Mill Academy, we celebrate good behaviour and a positive approach to learning. As a Thrive accredited school we believe that every member of the school community has an individual responsibility to ensure that our school environment is a safe, happy and carefree one.

Aims and values

Our school aims to provide a happy and secure environment for all those who work in or visit it based on three main rights:

- The right **to learn**
- The right **to be safe**
- The right **to be treated with respect**

Our aims are:

- ☺ For all children to feel happy, safe, needed and valued so that they can reach their full potential, developing skills, practical abilities, knowledge and the will to use them.
- ☺ To encourage a calm, purposeful and happy atmosphere within school.
- ☺ To create a positive environment within which the individual can learn, the group can learn and within which the teacher can be most effective.
- ☺ To foster a positive caring attitude towards everyone, where achievements at all levels are acknowledged and valued.
- ☺ To encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- ☺ To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- ☺ To make the boundaries of acceptable behaviour clear to ensure safety.
- ☺ To raise awareness about appropriate behaviour.

Responsibilities of Staff

- ☺ To treat all children fairly and with respect.
- ☺ To raise children's self-esteem and develop their full potential.
- ☺ To provide a challenging, interesting and relevant curriculum.
- ☺ To create a safe and pleasant environment, physically and emotionally.
- ☺ To use rules and sanctions clearly and consistently.
- ☺ To be a good role model.
- ☺ To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- ☺ To recognise that each child is an individual and their needs.
- ☺ To offer a framework for social education.

Responsibilities of Children

- ☺ To treat others with respect.
- ☺ To co-operate with other children and staff.
- ☺ To co-operate with and obey the instructions of all adults in school.
- ☺ To work to the best of their abilities and allow others to do the same.
- ☺ To respect and care for property and our environment, both in and out of school.

Responsibilities of Parents

- ☺ To make children aware of appropriate behaviour in all situations.
- ☺ To encourage independence and self-discipline.
- ☺ To show an interest in all that their child does in school.
- ☺ To foster good relationships with the school.
- ☺ To be a good role model when talking to adults in school.
- ☺ To support the school in the implementation of the policy.
- ☺ To be aware of the school rules and expectations.

Reward System

At The Mill each class decides on their own classroom rules based on the 3 basic overarching rights. The rights are displayed within each classroom and children understand their rights and responsibilities within these.

In order to encourage good behaviour we have established a positive reward system. As well as stickers, stamps, stars, and praise both written and verbal, weekly certificates of achievement are given out celebrating selected children's achievements that week. Parents are encouraged to celebrate with us when their child achieves an award. In addition to this, the school uses a weekly 'Star Diners' in the dining hall to celebrate children's achievement in accordance with the key curriculum drivers 'Be resilient, Be world-wise and Be creative.' Children from FS2 to Year 6 will sit and have their lunch together as part of this celebration.

In addition to the above all children and staff at The Mill are allocated a house team where points can be collected for their colour team. Recognition for following the class rules earn children points and these are totalled weekly for Special Mention assembly and then half termly house rewards are organised for the colour team with the most points and an extracurricular activity is organised with the staff of their house team.

At The Mill we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel safe and are appropriately rewarded for all aspects of school life including behaving as expected.

All adults are encouraged to reward positive behaviour through

- Oral praise statements
- Displaying of work to build self esteem
- Referral to Head teacher
- Contact with parents/carers
- Sending pupils to visit another class to show their work

- Class reward lucky dip box
- Friday reward time
- Certificates awarded in Special Mention Assembly
- Star diners in the dinner hall
- Individual attendance awards- learning mentor certificates
- Head teachers stickers and lucky dip box treats

Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the School Code of Conduct and behave inappropriately. At The Mill we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils. Following the Thrive approach to behaviour attitudes all staff are expected to interact with pupils in a way that allows for pupils to address their behaviour and understand how to deal with barriers and difficulties differently in the future. To enable this, staff understand the need for calm and constructive conversations with pupils with clear and consistent expectations across the school. Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of individual circumstances.

- encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the “Restorative practice” opportunities provided.

The stages are as follows:

1. Children are given a verbal warning if the school’s rights (listed above) are broken. It is important that the child knows exactly what right they have broken and the consequences of their actions.
2. If a child continues to misbehave, time will be taken from their breaks. Work will be set during this time and communicated to the member of staff overseeing the duty.
3. If behaviour continues to be a problem the teacher will contact a member of SLT to discuss the pupil and consequences of their actions and incidents of bad behaviour will be logged on the CPOMS system. Further time will be taken from their breaks:

Low level disruption: Shouting out/talking over staff Swinging on chairs Tapping equipment Unnecessary noises	1 missed playtime
Work refusal/walking out of lessons	This is however long the child has missed learning to catch up on the work ie if they have done no work all morning this would be a series of breaks missed.
Higher level behaviours: Swearing (2 breaks) Using unkind words (2 breaks) Refusal to co operate with staff (2 breaks) Rudeness towards staff (2 breaks) Deliberate damage to property (2 breaks) Deliberate violence towards another person (all week)	This is a lengthier sanction needed and the number of breaks missed increased. Where lessons are being disrupted the internal exclusion policy will be followed(see policy) with the pupil removed from the class room and working alone.

4. If the behaviour continues, the class teacher or a member of SLT will contact parents to arrange an informal discussion. This is to take place timely, preferably on the same day or the next day.
5. If there is still a continuation of poor behaviour a formal meeting will be held with the class teacher, Headteacher, parent and child. The home school agreement will be referred to throughout. Targets and regular review points will be discussed and this will be logged on CPOMS. A decision will be made around whether the pupil is able to participate in visits/trips/rewards.
6. Severe behaviour issues may result in the exclusion policy being implemented (See St Mary’s Academy Trust Exclusion Policy for further details)

Children with SEN and Disabilities.

We strive to offer a consistent approach when supporting behaviour: calm, positive, caring, supportive and with empathy. However, needs and circumstances of the individual will always be considered, resulting in "flexible" consistency."

In the case where a pupil's behaviour is affected by SEN or disability, the school behaviour policy will be followed as closely as possible. However, there may be occasions where the school has to take alternative actions or arrangements to suit the needs of the individual with the need/disability. At times, the school may need to contact outside agencies for support with these issues.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community.

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, and the ethos of the school.

At The Mill, all adults have the authority to remove the following items if reasonably applied:
(For example, chewing gum, paper ball etc)

All adults have the right to remove but *not* dispose of the following items:

(For example, mobile phone, MP3 player, cap, ring etc)

Such items must be returned at *(for example the end of the school day, other short term period / agreement as determined)*

- Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the Headteacher who will decide on most appropriate action to take, followed by a letter to parents / carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

At The Mill, lunchtime reflection /catch up learning can be set by any adult.

We believe that the sanction of lunchtime reflection/catch up learning must be:

- reasonable in the light of the seriousness of the behaviour (as above)
- reasonable to achieve a specific outcome

As such, this time is to be used purposefully to either:

- allow pupils to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or;
- to resolve more serious behaviour-related issues through "Positive Outcomes Meetings" using restorative justice approaches.

Lunchtime Supervision

The responsibility for behaviour and discipline at lunchtime rests with the Headteacher. Teaching staff, Parent Support Advisor and School Meal Supervisors.

Cover Supervisors and Teaching Assistants carry out duties in accordance with the Headteacher's instructions and the Behaviour Policy Guidelines.

During lunchtimes we expect the same courtesies, good manners and respect for others as outlined in the Behaviour Policy. Wherever possible any behaviour issues should be dealt with immediately with the children and the lunchtime staff following the same approaches as set out through school. Children who have been helpful and can be rewarded with house points and/or stickers. For serious incidents SMSA or other duty staff will send a child, supervised, into reception for the class teacher or SLT to deal with accordingly. The relevant person may consider it necessary to inform parents of instances of unacceptable behaviour. Class teachers will be given a photocopy of any letters sent to parents.

To encourage good behaviour the following routines will be established:

- Rota for Year Groups coming into lunch.
- SMSA's run activities and sporting events for children to participate in every lunchtime.
- Injured children will be administered the appropriate first aid by SMSAs who have completed their training (refer to first aid policy)
- Lunchtime awards are given in celebration assembly each week to promote positive behaviour

PLAYGROUND AND PLAYTIME ACTIVITIES

Introduction

Children should be able to play in safety, and be secure from violence and bullying (See Equal Opportunities Policy for Racial Harassment and Bullying). Their play should take into account the rights of others and also the rules of the school.

Organisation

Children begin to line up at the sound of the first whistle at the end of both playtime and lunchtime and should be ready for their SMSA teacher by the sound of the second whistle.

Playground Games

Children will be supported outside at lunchtime by SMSA's providing them with a range of games to play and encouraging cooperation and team work. Positive language and resolution of issues will be modelled by the staff. Sometimes, older children will work alongside staff to support the younger children.

Children identified with significant emotional and social needs will be supported through the use of the Thrive areas within school as and when needed.

Supervision

Children should be supervised by the class teacher at the start of play or lunchtime and ensure that children leave the classroom in an orderly manner to go to play.

At the end of play/lunchtime, class teachers should ensure they are ready in the classroom door area to supervise their class from the line back into the cloakroom. SMSAs will complete a handover to teachers at the end of the dinner time.

The good behaviour rewards and sanctions outlined in the School and Lunchtime Behaviour Policies apply to play/lunchtimes. Team points will be awarded by SMSAs in line with the policy.

Anti-bullying and Cyber bullying

See separate policy

Racial Harassment and Bullying

At The Mill we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated. Adults are advised to follow reporting procedures as outlined in the Race Equality and Anti-bullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

Fixed Term and Permanent Exclusions

In occasional cases the Head teacher may feel that they have to exclude a child, however such decisions are not taken lightly and will be determined on an individual basis. This must be telephoned through to the CEO Melanie Priestley with details about the incident and the CEO decides the length of the fixed term suspension.

A child may received a fixed term suspension from school for one or more fixed periods, for up to 45 days in one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Head teacher needs to apply a fixed term suspension for a child s/he will inform parents immediately giving a clear reason. The Head teacher will inform the Local Education authority and the chair of governors (vice chair if not available) of the decision and complete the appropriate paperwork. This will also be logged on Arbor and a file recorded on CPOMS.

Parents may appeal the decision if they disagree with the Head teacher's decision. The appeal will be heard by the governing body that will make a decision as to whether or not to reinstate the pupil.

Monitoring and Reviewing

The Head Teacher is responsible for reviewing the effectiveness of this policy on a regular basis.

The school governing body has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Behaviour Policy.