



Learning through hard work, friendship and fun.

Mill Lane Primary School Behaviour Policy

Adopted :Nov 2023

Review Date : Nov 2024

At Mill Lane Primary School we believe children need to learn how to work and play together, resolve their differences in a calm and safe way and develop positive relationships with all members of the school community in a nurturing and supportive environment.

To enable us to do this we always try to use a restorative approach (Appendix 1) as we believe this helps children develop life-long social skills. We train some of our older children to act as peer mediators who then help to resolve low level disputes between pupils.

We are committed to the education of all our pupils and aim to instil a love of learning from the minute children walk through the door. In order to achieve this, it is vital that children behave in an appropriate way and approach their learning with a “can do” attitude.

All children will follow the school behaviour policy unless their individual needs require them to have a personalised behaviour plan. If a personalised behaviour plan is needed or a child is educated in The Learning Den, the child may not participate in class and whole school systems.

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. (Appendix 2 Department for Education Behaviour and Discipline in Schools January 2016)

Children at Mill Lane Primary School will:

- treat others with respect
- follow instructions (from ALL members of staff)
- act in a safe way (children will not be chased if they leave the premises – police and parents will be called)
- follow school rules and the class rules they help create
- accept the consequences of their actions
- complete their work in class to the best of their ability
- be polite and use kind words
- listen

Staff at Mill Lane Primary School will:

- treat others with respect and use a restorative approach
- be approachable to children, parents and carers
- be positive role models
- be fair
- reward good behaviour
- help children change unacceptable behaviour
- ensure the environment is safe
- listen

Parents and carers will:

- treat others with respect at all times
- keep school informed of issues which may affect their child
- work with school to support their child
- contact the class teacher with any concerns

We aim to create a harmonious and celebratory environment in school by noticing and rewarding positive behaviour. Some rewards systems will apply to the whole school, some will be specific to a key stage and some will be just for a class. In all instances, teachers will be regarded as skilled professionals trusted to use their judgement. Any concerns regarding behaviour should be directed, in the first instance, to the class teacher via appointment or at the end of the school day.

REWARDS

<p><u>Nursery</u></p> <p>Praise Stickers Star of the Day</p>	<p><u>Reception</u></p> <p>Praise Stickers Merits</p>
<p><u>Year 1 – Year 6</u></p> <p><u>Always Board (R to year 2)</u></p> <p>At the beginning of each <u>week</u>*, every child will have their name/photo displayed on the “Always Board” in class. If a child has their name/photo put on the Warning Board their name/photo will be removed from the Always Board.</p> <p>At the end of each week, any child who is still on the Always Board (because they have always done the right thing) will receive a treat in school.</p> <p><u>Always Board (Year 3 to year 6)</u></p> <p>At the beginning of each <u>half term</u>*, every child will have their name/photo displayed on the “Always Board” in class. If a child has their name/photo put on the Warning Board their name/photo will be removed from the Always Board.</p> <p>At the end of each half term, any child who is still on the Always Board (because they have always done the right thing) will receive a treat in school.</p> <p>* At the beginning of the school year we will have a short settling in period (between 1 and 2 weeks) before the Always Board is put into place which will give children the chance to get used to their new class and any minor changes to the rules they are expected to follow.</p> <p><u>Class Merit Chart (Year R to year 6)</u></p> <p>Each class will display a board showing all children. Each child will have the chance to earn up to 100 merits throughout the school year which will be displayed on the board and rewarded in assembly see below-</p> <p>Teachers will continue to use praise, raffle tickets, smilies and stickers to notice and reward ongoing positive behaviour and attitude.</p> <p style="text-align: center;">Stickers will be used to reward positive behaviour at lunchtimes and playtimes.</p>	
<p><u>Reception – Year 2</u></p> <p>- 20 merits = certificate 40 merits = certificate and lucky dip 60 merits = certificate and free time 80 merits = certificate, lucky dip and free time 100 merits = certificate and book</p>	<p><u>Year 3 – year 6</u></p> <p>25 merits = certificate 50 merits = lucky dip 75 merits = free time 100 merits = certificate and book</p>
<p><u>Star of the Week</u></p> <p>Each week children from across school will be chosen for being a star. All children will receive a certificate and their achievements celebrated in school.</p>	

SANCTIONS

Nursery – in class

Gentle word
Thinking chair –3 minutes
Speak to parents/carers

Year R – Year 6 – in class

Warning Board

Speak to child
Verbal warning
Name on warning board (the warning board will be cleared at the end of every day) and removed from
The Always Board
Strike next to name
Another strike next to name
Time out in another class/thinking chair (5 minutes for Reception & KS1 and 10 minutes for KS2)
Parents will be contacted by teacher if behaviour persists
Parents will be contacted by the head teacher if behaviour fails to improve and a personalised behaviour
plan may be out in place.

Children who behave in a manner that is deemed to be deliberately dangerous, violent or aggressive will
be removed from the Always Board immediately and may be referred to the head teacher.

Children who do not complete their work in class may be asked to finish it in their own time at
play/lunchtime or at home if the above system has had no impact.

Lunchtime – dining room or outside

At lunchtime, children who fail to behave in line with this policy, will be given a warning but if the
behaviour persist, the child will be given a “time out” where they will have to spend time (5 minutes for
Reception and KS1 and 10 minutes for KS2) with an adult or on a bench. If poor behaviour continues the
child will be sent to a member of the senior leadership team and, as a consequence, removed from The
Always Board.

If children are violent or aggressive they will be taken to a member of the senior leadership team and will
be removed from the Always Board immediately – parents may be contacted.

If unacceptable behaviour continues overtime, parents may be contacted and, as a last resort, children
may be excluded from school.

Exclusions (fixed term and or permanent)

In cases of persistent and/or serious offences, exclusion, either fixed term or permanent will be
considered. Deliberate assault against an adult will be considered a serious offense in almost all cases.

Positive Handling

In extreme circumstances only, some children may have to be held in order to keep them or others safe.

Any child not meeting the expected standard of behaviour in school may not be permitted to
represent the school in any extra-curricular activities.

Appendix 1

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- improve behaviour and attitudes;
- provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- improve relationships; establish rights, accountabilities and responsibilities to the community.
- provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Externally facilitated restorative circles may be used and include parents, pupils and teachers to resolve ongoing conflict and move relationships on in a positive way.

Appendix 2

Inappropriate behaviour outside the school gates

Teachers at Mill Lane Primary School may (in accordance with related policies and procedures) discipline a pupil for:

- misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

- or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Appendix 3

Protocol for severe disruption by pupils

- Follow all steps outlined in behaviour policy whenever possible and in the first instance unless pupil has their own behaviour plan in which case that should be followed or there is an immediate danger to self, others or equipment.
- Send an adult or a child to get help from the Headteacher or the Deputy Headteacher or other available member of staff
- The teacher must stay with the class at all times.
- Physical restraint will only be used if there is a risk of danger to the child or other persons, severe damage to property or prolonged disruption to the class.
- The Headteacher will contact parents.
- The incident will be recorded on the school behaviour system.
- The Headteacher will decide the consequences of the behaviour which may include a fixed term or permanent exclusion.

Appendix 3

Protocol for children leaving school premises without permission

- Send a member of staff or child to notify the Headteacher or Deputy.
- The teacher must stay with the class at all times.
- **If the child leaves the classroom** but stays on school premises, the Head/Deputy will remind the child of the consequences of leaving the school and tell him/her to return.

Take up time will be allowed.

- **If the child leaves the school premises** and can still be seen, by the adult, the child will be reminded of the consequences as above and also told that police will be called.

Take up time will be allowed.

- **If the child returns onto premises**, follow the above. If the child continues to move away from the school, all staff to return to school and police then parents notified.