



Millhouse

Primary School and Nursery

Behaviour Policy

Approved by Governors on:

Signed (CoG or Chair of Committee):

To be reviewed:

Inspiring tomorrow's generation, today.

Millhouse Primary School & Nursery

Behaviour Policy

1. Introduction

At Millhouse Primary School & Nursery every child is entitled to a creative, enriching and enjoyable curriculum. We all have a responsibility to ensure all members of the school community feel safe and valued at all times and that the children receive the curriculum they deserve. This policy sets out how Millhouse Primary School & Nursery intends to fulfil these rights and responsibilities.

2. Aims

Through effective behaviour management we aim to:

- a) praise those children who always behave appropriately and reward them for their efforts
- b) create a positive culture within class and school that results in children feeling happy within school
- c) help children change any inappropriate behaviour and understand why it is unsuitable
- d) implement consistent procedures that are followed by every adult within the school
- e) promote self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect
- f) encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and procedures.

3. Expectations

Pupils

All pupils have the responsibility to behave in an appropriate manner. Pupils have the responsibility to allow the staff to teach and other pupils to learn and their behaviour should reflect this. We expect pupils to show respect to all members of the school community, including visitors. This includes using good manners, listening carefully and speaking politely and considerately to others. We expect pupils to play and work sensibly and to the best of their ability and take other people's feelings into consideration.

School

At Millhouse Primary School & Nursery, staff will treat all pupils fairly and with respect. They will listen carefully to the pupils and ensure that any needs the child has are addressed appropriately. All staff will avoid confrontation with pupils and will allow them "thinking" or "cool off" time before dealing with inappropriate behaviour if they feel this is necessary. Teachers have a responsibility to inform parents if their child is behaving inappropriately on a regular basis and to involve the parent in communications or interventions to support the child.

Parents

Parents play a vital part in supporting their child's education and this includes the behaviour of the children. Parents should inform the school, usually via the child's teacher, of any issue or situation that may affect the child's behaviour in school. It is important that parents support both the school and their child when dealing with inappropriate behaviour. This means there is an expectation that parents attend meetings arranged by the school to discuss their child's behaviour and provide support and encouragement with any interventions that are put in place. As a school, we expect parents to support our expectations of the pupils and encourage their child to follow and meet these.

4. Behaviour Management Systems

We use a whole school reward and sanction system which is focused around Golden Time or Reward Time. This is awarded at the end of the week for 20-30 minutes to those children who have behaved well. Children are given a choice of fun and educational activities to take part in. Children who misbehave have their named

moved on a sanction board and will miss an increasing amount of time from Golden Time. Minutes lost can be earned back by the children if they make the right choices.

Sanctions

The school will issue sanctions for any behaviour that they deem is not appropriate, disrespectful, malicious or dangerous. These sanctions will include the loss of Golden / Reward Time but may also include loss of break times and loss of privileges (such as clubs or school trips). This list is not exhaustive and the school follows the guidance issued by the Department for Education¹.

Time Out

At lunchtimes we operate a Time Out Room. The time out room is staffed by a member of the Senior Management Team. Children will be sent to the Time Out room if they misbehave at lunchtime or if the Headteacher or Deputy Headteachers use it as a sanction for other behaviours.

Removal from class

Sometimes a pupil is removed from class to prevent disruptive behaviour. In the event of a pupil being removed from class due to inappropriate behaviour, the pupil will be placed with the Inclusion Team or a member of Senior Management for a session of the school day.

There are 3 sessions in one day which are:

1. 8:45a.m. – 11:00a.m.
2. 11:00a.m. – 12:30p.m. / 1:00p.m.
3. 1:15p.m. / 1:45p.m. – 3:05p.m.

It is unlikely the pupil will be permitted to return to class until the next session. Parents will be informed if their child has had to be removed from class by the Class Teacher or Inclusion Team at the end of the day.

Further inappropriate behaviour within one week would lead to a second session out of class. The Class Teacher will contact the parents to discuss the pupil's behaviour and future consequence. If the pupil is removed from class for a 3rd session in one week, the pupil will be removed from class and placed on an alternative timetable the following day. This would require the pupil to come into school from 7:30 – 12:30. They will receive supervised education with the Inclusion Team.

If, after the change of school day, the pupil continues to demonstrate inappropriate behaviour this may result in fixed term exclusion.

5. Exclusion

As an alternative to exclusion, pupils may be offered a changed school day. This means they will be required to attend from 7:30 a.m. to 12:30.p.m. and educated in isolation for a period of 1-3 days.

If a fixed-term exclusion is issued the school will follow the statutory guidance from the DfE.²

The following behaviour could lead to fixed-term exclusion:

- Refusing to follow reasonable adult requests.
- Fighting in or around the school.
- Verbal, physical, sexual or emotional abuse of another person.
- Acting in a manner likely to cause danger to themselves or others.
- Acts of vandalism.
- Incidents that might continue if there was not a 'cooling off period'.

¹ Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016)

² Exclusion from Maintained schools, academies and pupil referral units in England (September 2017)

- Any other situation where the Headteacher or Deputy Headteacher considers fixed-term exclusion appropriate.

After each fixed term exclusion, the Head Teacher will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. In some circumstances a contract will be made between the family and the school with the intention of avoiding further exclusion. This may be in the form of a Pastoral Support Plan which may include part time attendance or a Consistent Management Plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school.
- To allow a cooling off period.
- To enable pupils to learn in a safe, calm environment.

Prior to exclusion, a range of strategies and, in the case of pupils with disabilities, reasonable adjustments will have normally been tried.

- A pupil's first exclusion will normally be for one to two days.
- A second exclusion will normally be for three days. Following the second exclusion, we will consider whether pupils should be on the SEND register.
- A third exclusion will normally be for five days.

During each exclusion, the Head Teacher will consider whether:

- Further investigation of the incident is needed.
- The pupil should be permanently excluded.
- The pupil should have a managed change of school.
- Additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to 'Team Around the Family' or 'Family Solutions'.

The following behaviour could lead to permanent exclusion:

- Serious incidents or assault including using threatening behaviour on another pupil, member of staff or visitor.
- Endangering lives.
- Persistent unacceptable behaviour, inducing frequent refusal to follow school Rules and Regulation as outlined above which has not been modified by fixed-term exclusion.
- Possession of drugs/drug paraphernalia and/or alcohol
- Possession of a weapon

Supervised education is provided from the 6th day of exclusion. Work will be provided from the 1st day of exclusion. It must be returned to school and marked. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

Parents have the right of appeal to any exclusion and should put this in writing to the Chair of governors.

6. Use of 'Reasonable Force'

All members of school staff have a legal power to use reasonable force to either control or restrain a child.³

⁴Staff will only use reasonable force as a last resort. This may include (although the list is not exhaustive):

- physically intervening between pupils who are fighting;
- controlling a child to prevent them hurting themselves or others;
- preventing damage to property;
- removing a child from the classroom when they have refused to do so.

Whilst restraining a child, a member of staff will ensure that they attempt to calm the child by talking to and explaining why the child is being restrained; that the physical restraint will cease when the child has calmed down and is no longer likely to harm himself/herself or someone else.

The use of restraint may only include:

- Physically intervening between children.
- Blocking a child's path (only where the child has an exit).
- Holding a child.
- Shepherding a child by placing a hand on their shoulder blades.
- Using more restrictive holds in extreme circumstances.

The following will NEVER be used when restraining or physically intervening:

- Holding a child around the neck.
- Restricting the child's ability to breathe.
- Holding a child face down on the ground.
- Slapping, punching, hitting, kicking or any other violent act.
- Twisting an arm or forcing a limb.
- Holding any joints, including wrists.
- Holding or pulling hair

We do not require parental permission to use control or restraint however we will inform parents if reasonable force has been used on their child.

7. Searching, Screening and Confiscation

The Headteacher and Deputy Headteacher (and staff authorised by them) have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

Any prohibited items found on the pupil or in their possession will be confiscated and disposed of according to Government advice.

The school will follow the guidance set by the Department for Education⁵

³ Section 93, Education and Inspections Act 2006

⁴ Use of reasonable force – advice for headteachers, staff and governing bodies (July 2013)

⁵ Searching, Screening and Confiscation – Advice for headteachers, school staff and governing bodies (January 2018)

8. Inclusion

We recognise that some children find managing their behaviour a challenge and they may require additional support with this. The school's Inclusion Team will discuss with the pupil's class teacher and parents and individual behaviour plans or consistent management plans may be used to enable the child and those working with them to manage behaviour in a consistent and clear manner. It is expected that parents will be involved with this and support the school in its' efforts to support the child.

9. Involvement of Outside Agencies

In certain situations, it may be appropriate for the school to ask for the support or intervention from another agency. If an outside agency is contacted then parents will be informed and where necessary, permission sought for the agency's involvement.

10. Bullying

Please see the schools' Anti-Bullying Policy.

11. Equality Statement

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support, every child will have full access to the curriculum and feel enabled to participate actively in developing their potential. We will ensure that all children and adults with identified specific needs and disabilities are able to participate in all areas of the curriculum and if necessary make any 'reasonable adjustments' to ensure this occurs.

12. Complaints or Issues

If there is an issue with a child's behaviour, parents should in the first instance, speak to their child's teacher. If the matter is not resolved then an appointment can be made with the Headteacher or Deputy Headteacher. Where necessary, the involvement of our Learning Mentor can be used to help resolve any issues between pupils and/or parents.

13. Monitoring

It is the responsibility of the Head Teacher, or any other delegated staff member, to monitor the use of the agreed behaviour system. Systems will be monitored on a regular basis and updated as necessary.

It is the responsibility of the Head Teacher to report any exclusion (fixed or permanent) to the appropriate authorities, including the Governing Body.

It is the responsibility of the Governing Body to report the number of exclusions each year to the Local Authority and/or the Department for Education.

14. Review

This policy will be reviewed annually.