



Millbrook Primary School

<p>Behaviour Statement and procedure</p>

Governing Body approved on: _____

Signed: _____ **Headteacher**

Signed: _____ **Chair of Governors**

Review Date: September 2018

Behaviour Statement

Millbrook Primary School's Behaviour and Anti-Bullying policy sits as part of the wider Vale Academy Trust's policies.

At Millbrook Primary School we believe that positive behaviour plays a vital role in promoting a high standard of learning.

Behaviour for Learning:

We believe that behaviour for learning means that children are:

- Engaged and on-task, with a positive attitude to their learning
- Enthusiastic and responsive
- Independent, self-motivated and able to understand their next steps
- Resilient and resourceful
- Active participants in all lessons
- Able to know and understand their learning objectives
- Collaborative and co-operative
- Promoting a positive and safe learning environment, where all members of the school community can thrive in an atmosphere of respect and dignity.

See page 3 and the appendices for the procedure which supports children to develop high standards of behaviour through praise and celebration, and through considered and appropriate consequences. These are designed to modify behaviour and help children have a positive response to any sanction.

We aim to support the right of all children regardless of gender, race, religion, disability or special educational need

- to learn and achieve;
- to feel happy and safe

We believe that children only achieve their maximum potential in an atmosphere where they, their teachers and their parents are working together.

At Millbrook Primary School we promote values based education throughout all aspects of school life, including PSHE and 'Circle Time' sessions. We believe that courtesy, respect, good manners, consideration for others and self discipline are important aspects of a child's education. We aim to provide a friendly, caring, calm and orderly environment in which children can enjoy learning. We encourage pupils to respect property and to take pride in their school and the community in which they live.

The values are:

Unity	Friendship
Thoughtfulness	Peace
Honesty	Understanding
Happiness	Responsibility
Love	Courage
Quality	Co-operation
Caring	Appreciation
Simplicity	Patience
Trust	Humility
Tolerance	Hope
Freedom	Respect

We believe in shared expectations for learning and behaviour that reflect and refer to the 22 values of the school.

Children are expected to behave to the same high standards wherever they are in the school and towards all adults, including teaching assistants, supply teachers, lunch-time supervisors, kitchen staff, out of school club staff, parent helpers and visitors.

All pupils are expected to:

- Be kind
- Work hard
- Follow instructions

These are our school rules

Class expectations are discussed and agreed by the children in each class and additional support is given to pupils with Special Educational Needs and disabilities to help them to understand how to behave.

Children contribute to our behaviour policy and systems through the pupil voice programme.

Millbrook Primary School Behaviour Policy – September 2017

High Expectations

Be kind
Work hard
Follow instructions

Non –negotiables

Wear correct school uniform
Move around school quietly
Be polite

Adult non-negotiables

Meet And Greet
Build Relationships
Reward the behaviours we want to see

Change our behaviour to change the behaviour of others

Visible Adult Behaviours

Be calm and patient
Be a role model
Be consistent
Use clear language
See and act
Make learning the reward – create irresistible lessons

Rewards

Praise
Name on 'purple learner' board
Class rewards
Seeing parents after school
Phone call home
Wow certificates
Handwritten postcard home
Special Book
VIPs in assembly
Hot chocolate with the headteacher
Formal letter home

Clear Language (Positive intervention)

Start well: "I've noticed you're finding it hard to start this morning. How can I help?"

Be specific: "You know that you have to be kind/work hard/follow instructions. You need to..."

Give sanction: "Unfortunately you have chosen to not follow the rule.... As a result you will..."

Refer to moments of success: "Do you remember when you were... that's the behaviour I need to see"

Restorative Conversations after an incident

Always use a repair form once the child is calm. Keep a copy for reference as well as adding a copy to the concern form

Sanctions

Will depend on the behaviour and on the regularity of behaviour, and won't necessarily escalate in order.

Non verbal warning
Quiet reminder
Positive intervention eg change seating
Warning
Time out in another class
Lose break or lunchtime once
Lose multiple breaks or lunch
Behaviour report
Internal exclusion
Lunchtime exclusion
Fixed term exclusion

At lunchtime or breaktime, the same rules about respect and consideration for others apply. Class teachers must ensure that the children are released in a calm manner. Lunchtime supervisors are employed to see that children play safely together and do not do anything which could cause harm to themselves or other children. Any child misbehaving will receive a consequence in line with the above system. This may include a time out. A 5 minute time out can be spent with the lunchtime supervisor. A half hour time out will be spent with the member of SLT on duty. Any extreme incidents of abuse, (either physical or verbal), disobedience, or bullying will result in a period of exclusion from outdoor lunchbreak to lunch time club.

A concern form and/or a repair form (see appendix i) will be filled in at the time gathering statements from all involved, and a restorative approach will be used to resolve the conflict.

After-School-Club leaders also expect the same standards of care and consideration for others, following the school's 22 values. It is a measure of the success of our policy if children, in whatever situation they find themselves, display responsibility for their actions.

Any act of deliberate physical violence or verbal abuse towards a member of staff will not be tolerated, and may lead to exclusion. Parents will be invited to school to discuss the incident with the Headteacher.

A child is not allowed to leave school premises without permission. Parents will be informed immediately should such an event occur. If we are unable to locate a parent, the local police will be informed, in the best interest of the health and safety of the child.

Relationships with Parents/Guardians

- It is the policy of the school to work with parents in all matters concerning the education of their child.
- Parents will be contacted if a child is not responding to the school's Behaviour and Anti-Bullying Policy. It is hoped that with parental support the situation will be resolved.
- In exceptional cases, where no improvement is achieved, parents will be warned of the possibility of their child being excluded from school. If a child is excluded, the Governors, the Vale Academy Trust and the Local Authority will be informed. Parents have the right to make representations (written in the case of a fixed term exclusion) to the Governing Body, the Vale Academy Trust and the Local.

Bullying

In every school there is the possibility that bullying (persistent persecution), whether by violence, rejection and isolation, intimidation, racial or religious harassment, cyber-bullying or verbal abuse, for whatever reasons, including those of gender, race, religion, Special Education Need or disability may occur. There is no doubt that such behaviour causes great unhappiness to the child who is the victim. We also recognise that children who bully may also be unhappy and need support (see the Anti-Bullying policy)

If bullying is detected it will be dealt with immediately.

The child/children involved will be made aware that bullying is an unacceptable, uncaring and anti-social way of treating other people. Any adult within the school should make a child

aware of this behaviour if they witness it. Agreed procedures for managing pupil behaviour will then be followed.

It is this school's policy to use the following checklist in dealing with bullying, remembering that in dealing with the victim it will be necessary to involve the parents. Staff are vigilant in looking for any signs of a child being unhappy.

In dealing with the victim

- all staff must listen to and respond quickly to the concerns
- the member of staff dealing with the incident will provide a quiet area where the child feels able to talk
- all members of staff should record what happened on a Concern Form (appendix iii), with all actions detail on the back and pass to Inclusion Lead
- give clear advice on how to react to/report incidents
- the class teacher may give further support to the child and this needs to be added to the Concern Form to be monitored by Inclusion Lead
- the class teacher must keep parents informed
- the class teacher will follow up the child's and/or parents' concerns with the Inclusion Lead
- all staff must handle any confidential information with sensitivity

In dealing with the bully

- the member of staff dealing with the incident will gather evidence, ensuring that all sides are listened to carefully
- the member of staff will be firm about any wrong done
- support staff will report the incident to class teacher, who will impose sanctions in line with the Behaviour for Learning system
- the member of staff dealing with the incident will record on a Concern Form (appendix iii), pass to the class teacher to action and then pass to Inclusion Lead
- Inclusion Lead to plan a programme of support when necessary
- Class teacher will keep parents informed

The Headteacher may:

- discuss the incident with the Chair of Governors
- use exclusion procedures
- involve outside agencies

Updated: September 2017

Approved by Governors: 7th October 2016



Millbrook School – Incident/Safety and Welfare Concern Form

Names of staff / pupils concerned/ Class

**Date of incident
or concern:**

**Time of incident
or concern:**

**Incident/Concern reported by:
(include job title)**

Type of incident/concern:

Racial: Child Protection: Attendance/welfare:

Bullying: Health concern: Behaviour/discipline:

Place of incident/concern:

Description of incident/concern: (incl. equipment, what was said & by whom)

Other information: (what happened leading up to incident/ previous incidents)

Millbrook School Concern Form (page 2)**Action taken and by whom:**

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First aid given by First Aider: Recorded in H&S Accident Book: SLT Report: Referral made to other agency (Specify): **Signed/Initialled by Class teacher:****Signed/Initialled by SLT:****Other notes:**

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Millbrook Primary School Senior Leadership Report

Name:

Date:

Behaviours causing concern:

Behaviours we expect to see:

Week commencing:

	Morning staff comments	Morning SLT comment and signature	Afternoon staff comments	Afternoon SLT comment and signature	Action required
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Millbrook School Concerns/Incidents Procedure

1	<p>A Concern form is filled out for any of the following concerns/ incidents</p> <p>A- Behaviour /discipline i.e. swearing, refusal to do as asked by adults or physically hurting another child. Calling a member of SLT or sending child to another class for timeout.</p> <p>B- Bullying- verbal or physical abuse on a regular basis.</p> <p>C- Racial incidents- name calling, mimicking.</p> <p>D- Attendance/ welfare- persistent lateness, absence, no school equipment or lunch etc.</p> <p>E- Health issues- child presents with health issues, or they are a concern.</p> <p>F- Child protection: Neglect – basic needs not being met. Emotional abuse- being shouted at, called names, unloved. Disclosure of sexual abuse- Physical abuse- Bruising, child being hit or hurt.</p>	
2	<p>Teacher/adult investigates the incident, puts appropriate actions in place and reports resolution on the the the conern form. See appendix iii</p>	<p>For very serious incidents the form is filled out by member of staff and passed directly on to Inclusion Lead. Teacher is informed.</p>
3	<p>All forms to Inclusion Lead who signs them off if actions are approved.</p>	
4	<p>SEN Administrator then files each form in either high risk, medium or low under the child's name. A detailed record is kept on a central record of all incidents and concers. Records can be seen by staff in the SENCo room.</p>	
5	<p>Every week in the staff meeting, high priority pupils are highlighted, and those rising in concern in order to reduce the risk of incidents.</p>	
6	<p>Once a term all forms are evaluated, and plans are put into place to reduce the risk of incidents occurring.</p>	