



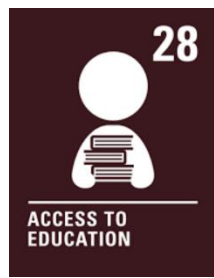
Behaviour Policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

For the children at Mission Grove to become well rounded individuals who have drive, passion and the confidence to do their best. Who leave with the skills to succeed and flourish in life. Staff have high expectations of themselves and others and are reflective practitioners. Mission Grove provides security, opportunities and enjoyment for all.



Approved by Governing Body
Date: February 2025



Positive Behaviour Policy

Statement of intent

At Mission Grove Primary School we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others.

These aims are supported by the overall philosophy and practice of:

Respect Yourself – Respect Others

We believe that praising and valuing children is the best form of encouragement towards appropriate behaviour.

Through implementation of this policy we will establish our expectations of the behaviour of our children, parents, staff and school community.

We will at all times challenge racist or sexist behaviour, and all forms of bullying.

The whole school community, children, staff, governors, parents, students and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

We believe **everyone at Mission Grove Primary School has the right to be respected as an individual**. We strive to create a happy, protected and encouraging environment where the children can learn and grow into independent, responsible and respectful individuals.

Mission Grove Primary School has aims that support those of the Education Reform Act and the Local Authority and emphasises that staff are committed to all policy statements. The aims that originate from the school are formulated, implemented and reviewed by staff and Governors.

The policy reflects our belief that there should be a culture where excellent effort and exemplary behaviour is celebrated. To this end we are currently doing the following:

- Excellent effort in learning and behaviour recognised and praised daily in classrooms.
- Children have the opportunity to show learning they are pleased with in 'sharing assemblies'.
- 'Well done' certificates given from class teacher (maximum two children per week).
- 'House points', linked to Olympic Values, school rules and expectations (Appendix 4)
- Punctuality certificates for classes with the least amount of lateness in each of the key stages.
- Using the Zone of Regulations (Appendix 2)

The policy is to be used in the context of our policy and commitment to:

- Equal opportunities
- Anti-racism
- Anti-bullying
- Health and Safety in school
- SEN Code of Practice

This policy promotes a move away from traditional behaviour management approaches (which place emphasis on rewards and punishment linked to behaviour), towards a more relational, reflective and universal approach, which is inclusive for all, and can benefit the whole school community.

Expectations of (from) staff

- To know they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development, the behaviour policy and class charter are clearly understood and enforced.
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.

- Ensuring Diversity is celebrated and valued in every classroom and all children are nurtured with equitable learning experiences.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To provide Circle Time, RHE and a Personal, Social, Health, Communication and Emotional (PSHCE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and messaging apps). All children have a bullying toolkit to support them in identifying bullying and the strategies used at the school. (*See Anti Bullying Policy*).
- Head of Years support the behaviour and learning in their year groups.

What adults in school expect of children

Nursery + Reception

- To respond positively to boundaries that are set by staff, with support where needed.
- To listen to adults and to each other.
- To take part in activities that will help them understand their own needs and those of others.
- To begin to think about others and show a developing awareness of other peoples' needs.
- To play safely – indoors and outdoors
- To show kindness towards others and always use gentle hands.

Key Stage 1 & 2

- To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.
- To follow the whole school Behaviour and Class Charter and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time, line up calmly, and enter school ready to learn.
- To participate and play an active role within school.
- To take responsibility for behaviour in all communal areas of the school, online and when travelling outside of the school in school uniform.

Supporting Behaviour

At Mission Grove, we want children to understand that we validate and acknowledge **all** emotions and that it's okay for them to feel whatever emotion they may be feeling. **However**, we also want them to understand that actions or behaviours they may display as part of a reaction to an emotion they are feeling that are against our *Rights Respecting* school values will still be reflected upon as mistakes.

- **To value our learning time (Article 28)**
- **To respect each other's safety by keeping our hands and feet to ourselves (Article 19)**
- **To listen and speak to each other with respect (Article 12)**
- **To respect our environment by looking after it (Article 24)**
- **To include everyone at all times and support each other (Article 31, 14)**

Therefore, as part of our reflective conversation's children will be asked to think about the emotions they felt at the time and consider how these effected their actions. If children are involved in several incidents whereby, they have acted on their feelings and emotions and are finding this challenging to control, they will be given the opportunity to talk to an adult and learn strategies to help them understand and further support them in managing this.

If children are displaying heightened emotions, then they will be given some time to regulate these feelings, so they are able to when ready, engage in a reflection conversation. Every classroom is equipped with an Emotional Regulation Zone to support the children to independently manage their emotions in a safe space. Every classroom has a class *worry box* to enable children to share their worries with the teacher.

Class Charters

Class charters make rights real and provide a framework for a positive environment where rights are respected, protected and promoted. Children develop a clear understanding of themselves as 'rights holders' and adults as 'duty bearers'. At the beginning of every year all classes co-construct a RRS Behaviour Chart where the class explore and select which articles are the most relevant to them in their class context. Each charter is created by the children and staff within the class, and all sign up to it, agreeing to respect the chosen rights for themselves and others through their responsible behaviour.

Outcomes for Positive Behaviour

3- Step Approach

1. If a child needs to be reminded about the choices they are making, they will receive a verbal reminder of expectations- this can be a simple tap, signal, through a facial expression or 'positive framing'. When the student is ready, we affirm their positive response with a "thank you".
2. If this behaviour continues then they will receive a further verbal reminder identifying and explaining how their behaviour is not reflecting their class or whole school charter (Level 1).
3. Should a child not respond positively to these reminders and continues to make the same choices (Level 2) they will be asked to complete a 5-10-minute reflection time immediately either within an area of their classroom or with the HOY. Any reflection periods will be appropriate to the **age and ability** of the child. The class teacher will follow up the reflection time with the child as soon as possible (Threshold conversation), discussing why the reflection time has taken place and reinforcing expectations. Children must catch-up with any 'lost learning'. Any time a child has a reflection period, this will be recorded on Schoolpod and an email sent via Schoolpod. At the end of each half term Schoolpod is screened by SLT for that year group to identify any patterns or next steps to further support class teachers/ HOYs with individual children and on a whole class level.

Threshold Conversation

After every sanction there should be a 'threshold conversation' that frames the narrative. The goal has to be to restore relationships over time, moving forward and diffusing any residual tension or resentment.

1. What they got wrong
2. They still matter – you want them to succeed- you care
3. Here's what to do/ I can support you
4. What happens if they don't try

Behaviour at Lunchtime

Rules for good behaviour have been drawn up by Midday Assistants, Headteacher and Deputy Headteacher. Posters are displayed around the Dining Areas. House point token given for maintaining the Lunchtime rules.

RULES FOR LUNCHTIME

- Line up sensibly straight away
- Behave well in the line at all times
- Show good table manners
- Remember to say please and thank you
- Always walk sensibly indoors
- To speak to friends quietly and politely

However, positive behaviour steps also apply.

Undesirable behaviour

Racism and Bullying

Racism

The school staff actively promotes Race Equality as a school priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group of individuals differently because of their race.

Racist attitudes or behaviour towards any member of the school community will not be tolerated.

Bullying

Bullying in schools is, on the whole, a covert activity occurring without adult witnesses.

Bullying can be defined as:

- Persistent, deliberate, unprovoked, physical or psychological harm by a more powerful individual or group, against a weaker individual or group
- An individual is being bullied when s/he is exposed, repeatedly and over time, to negative actions on the part of one or more other individuals

We define this to the children as: something mean or hurtful which is done several times on purpose.

Racism and Bullying may include:

- Physical - hitting, kicking, beating up, etc.,
- Verbal - name - calling, threats, etc.,
- Non-verbal - threatening body language.

Strategies to prevent and deal with incidents of Racism and Bullying

As a school we endeavour to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

- Regularly raise awareness of issues of racism and bullying during PSHE lessons and assemblies
- Ensure that all pupils understand that racism and bullying are not accepted at Mission Grove Primary School and will be dealt with firmly
- Ensure regular training sessions to support all staff in promoting positive behaviour
- Provide children with skills of conflict resolution during PSHE lessons and circle time
- Increase sense of community at Mission Grove by providing opportunities for children to take responsibility
- Provide opportunities for cooperative play during break times
- Set up 'Support Groups' to provide practical help for the victims of racism or bullying
- Actively involve perpetrator in 'Support Group' where appropriate in order to develop responsibility and modify inappropriate behaviour
- Involve parents of both perpetrator and victim at all stages

In the case of racist incidents, it is the school's statutory duty to inform Governors and the Local Authority

School council has been set up to involve children in the democratic running of the school.

Circle time will be used to address behaviour and raise self-esteem as well as show our care and respect for others. (see appendix 3).

Swearing

Any swearing is not acceptable and should be challenged.

- Explain that we do not use that language at Mission Grove Primary School
- Ask the child who is telling you about the swearing to tell the other child that they don't want to talk to them if they use words like that
- Persistent swearing will lead to the child being removed from the immediate environment.

Persistent anti-social behaviour

If a child exhibits persistent anti-social behaviour parents will be involved, and where appropriate, outside agencies.

Pupil Exclusions

The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented:

Fixed term exclusion

Section 6 of the Education Act 1997 states that as of 1st January 1998, Head teachers have the legal right to exclude a pupil for up to 45 school days in a school year. Exclusion is a disciplinary sanction, which can only be exercised by the Head teacher or Deputy Head teacher when she is acting in the Head teacher's absence and only in response to serious breaches of the school's policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term exclusion is exercised.

A first fixed period of exclusion lasting from 1 to 3 days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Head teacher will arrange for pupils to receive schoolwork to do at home and have it marked until s/he returns to school.

Arrangements for fixed term exclusion

1. Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.

2. The Head teacher/Deputy Head teacher will make every effort to contact parents by telephone during the day informing of the exclusion and the reasons for it. The Head teacher/Deputy Head teacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
3. Parents will be informed of their right to make representations to the Governing Body.

In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the governing body will follow appropriate LA procedures.

Appendix 1

Level 1
Misbehaviour that can be managed in the classroom.
Consistent Behaviour
<ul style="list-style-type: none"> • Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Answering back
Intervention
<ul style="list-style-type: none"> • Verbal warning (3-step approach) • Confiscating offending items • Place child's name on behaviour chart • Reminded of expectations/ threshold conversation • Refer to class charter and Rights Respecting behaviour • Possible loss 5 minutes of play • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Persistent Level 1 will result in moving to Level 2

NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes at all times. This also means building in a level of flexibility that takes into account and responsive to pupils with SEND

Level 2
Misbehaviour that is not easily managed within the classroom or dining room or Persistent Level 1 Behaviour. Level 2 incidents must be recorded on Schoolpod.
<ul style="list-style-type: none"> • Behaviour causing risk to self • Swearing • Refuse to cooperate with staff/defiance • Deliberate destruction of others' work • Leaving classroom without permission • Rough behaviour that hurts someone (bite, kick, punch etc...)
Intervention
<ul style="list-style-type: none"> • 'Time out' 5-10 minutes maximum with HOY or a quiet place in the classroom if possible, 'Think about it' sheet and any lost learning to be completed during playtime.

- Return back to class. Threshold conversation after the incident with teacher
- Add incident to School pod and 'Level 2' email sent to parent via Schoolpod
- Enrichment missed if appropriate and discussed with SLT beforehand
- If there is no improvement referral to Learning Mentor (Annette or Filsan)
- If there is no improvement e.g. after 3 Time-Outs over a period of 5 weeks and 'Threshold conversations' then a meeting with Parents must be arranged (Class teacher and/or HOY)

Level 3	
Level 3 behaviours are isolated	
<ul style="list-style-type: none"> • Extreme physically and / or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others. • Bullying others • Verbally abusive towards others, including using racist and/ or homophobic language • Deliberately damaging property 	
Intervention	
<ul style="list-style-type: none"> • Behaviour Learning Plan set up and shared with parents • Formal meeting with Parents (SLT) where reflection sheets and behaviour is discussed • Revisit patterns of behaviour- consider external agencies • Loss of privilege as agreed by the adult 	
<ul style="list-style-type: none"> • <i>Some Examples: Lunchtime community service • Loss of privileges if not safe e.g. going on trips • Remove from activity • Behaviour report (Behaviour plan) and strategies shared with parents • Recorded behaviour onto School Pod</i> 	

Rephrasing reflective conversations and behaviour management – Instead of	
Why did you do that?	What were you feeling when you did that?
Stop doing that!	Are you okay?
Name, stop talking!	Thank you to everyone who is listening when someone else is speaking <i>or</i> I'd like you both looking this way and listening thanks.
What did you do?	Talk to me about your break/lunch?
Why are you deliberately laughing at other children? <i>Or</i> Stop laughing at other children!	You may not feel you do this, but let's agree that deliberately laughing at people who are talking is unacceptable.





Appendix 2

Zones of Regulation

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® <https://www.socialthinking.com/> concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

Appendix 3

CIRCLE TIME

A Whole School Approach to Behaviour Management and Raising Self-Esteem.

WHAT IS CIRCLE TIME?

Circle time is:

- A group listening system
- A time-tabled weekly meeting
- A democratic system giving all children equal rights and opportunities.
- A practical opportunity to discuss concerns, consider and debate moral values. Practise positive behaviours, and work out solutions and action plans in an enjoyable and fun context which is highly motivational.

Circle time is for:

- Listening
- Relationship building
- Social skills development
- Problem sharing and solving
- Resolving conflict
- Building self-esteem
- Developing responsibility for others
- Developing empathy

Appendix 4

House Points

There will be 5 Houses, named after Olympic heroes and rewards will be based around the Olympic Values.



The 5 Houses are

Ennis, Farah, Holmes, Wiggins, Peacock

House Points can be awarded by all staff to children for a variety of reasons. For example:

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

House points are awarded using the following guidance:

- 1 (Bronze Token)-House point for an isolated achievement (e.g. a one off act of kindness, helpfulness, good work etc.)
- 2 (Silver Token) - House points for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc.)
- 3 (Gold Token)-House points for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class based team game)

The School Captains and Vice-Captains are exempt from a house.

The house points are counted by our School Captains and Vice Captains and a weekly winner announced during our Achievement Assembly and added to the house points chart. House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat. Sports day will be organised around the House Points.

At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children. We are looking forward to developing our House Teams system this term and having all staff involved.