



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: October 2022

BEHAVIOUR POLICY

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 code of behaviour is in the context of a “positive” ethos and reflects our belief that there should be a culture where there are rewards for achievement and good behaviour. To this end we are currently doing the following:

- Achievement in work and behaviour recognised and praised daily in classrooms.
- Children have the opportunity to show work 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 code 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
- Anti-homophobia

The code sets out to clarify:

- The lines of responsibility for discipline in the school (people)
- The structures for discipline in the school (procedures)
- The process from “incident” to “exclusion”.
- The support structure for staff (teaching and non-teaching)

Rights and Responsibilities

Children’s Rights

- To be safe and secure at all times at school
- To be listened to by adults
- To be familiar with the procedures of the Behaviour Policy
- To be involved in setting and reviewing behaviour and class rules within their own class
- To be treated with respect

Children’s Responsibilities

- To think about how your behaviour impacts others
- To try to be the best you can be
- To listen to what others are saying
- To treat each other as you would like to be treated
- To share with each other
- To care for the school building, environment and equipment and the belongings of others
- To respect others race, religion, gender and way of life
- To stay on the school premises at all times unless accompanied by a member of staff

Staff Rights

- To be safe and secure in our work place
- To be listened to by children, parents , colleagues and governors
- To be familiar with the procedures of the Behaviour Policy
- To have professional judgments respected
- To be involved in setting and reviewing behaviour within the school

Staff Responsibilities

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly

- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To take into account other people's point of view - to listen to other staff, parents and children
- To provide an appropriate context for learning appropriate behaviour
- To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- To plan opportunities for the class to reflect on their behaviour
- To actively implement and regularly discuss and review the Behaviour Policy as necessary
- To record incidents of inappropriate behaviour on SchoolPod and to inform Senior Management where appropriate
- To involve parents, Inclusion Manager and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual school rewards and sanctions

See Appendix 1

Parents' Rights

- To have access to a copy of the policy in order to become familiar with its expectations
- To be informed as is appropriate about unacceptable behaviour
- To be given information about relevant support services as necessary
- To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary
- To be consulted when the policy is under review (via newsletters)

Parents' Responsibilities

- To read, to comment on and support the Behaviour Policy
- To be a positive role model for the children
- To ensure children attend school everyday
- To talk to children about the school day and what they have been doing at school
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with the staff
- To ensure that children arrive at, and are collected from school, on time
- To support the school by attending meetings i.e. parent conferences, parent meetings, etc.
- To ensure that your child arrives at school wearing school uniform and with the appropriate equipment
- To read thoroughly and act upon all communications from school
- To follow the school uniform guidance, including no jewelry except studded earrings.

Desirable behaviour

Good Manners

At Mission Grove we actively promote and encourage the use of good manners at all times. Children are taught and reminded about good manners through PSHE lessons, assemblies and informally throughout the school day. Children who consistently use good manners are rewarded with house points.

Behaviour around the school

- Classes should always enter the school calmly and quietly

- Classes or individuals should always walk quietly around the school in an orderly manner, respecting social distancing rules
- Children should respect all areas of the school including their own and communal areas.

Behaviour in the classroom

- Children begin reading quietly on entering their classroom while the register is being taken
- When a session is finished children must clear up and return resources to their correct places
- Teachers will organise suitable rotas for care of the classroom
- Teachers will encourage children to go to the toilet at break or lunchtimes.
- Teachers will encourage children to wash or sanitize their hands regularly throughout the day
- Each class to have a box where children can post worries, or concerns to be addressed in circle time (Appendix 3)

POSITIVE BEHAVIOUR STEPS

STEP 1 Reminder and class rule stated

STEP 2 Reminder

STEP 3 Time out in class to consider own behaviour

STEP 4 Buddy Class – negotiated short-term placement – to complete SchoolPod, parents informed

STEP 5 Child sent to Phase Leader, Assistant Heads. Parents contacted and a meeting held with teacher and Phase Leader

THESE STEPS ARE BYPASSED IF VIOLENT BEHAVIOUR OCCURS – Straight to Assistant Heads or Deputy Headteacher

STEP 6 Behaviour plan negotiated with a contract

STEP 7 Restricted privileges

STEP 8 Suspension / Exclusion

Phone call/ responsible person to Headteacher or Senior leader not in class in an emergency

All meetings with parents will be recorded on schoolpod.

Playground behaviour – break times and lunchtimes

- Children to be respectful of all staff and pupil monitors on duty
- Children to be encouraged to play co-operatively
- Physical or verbal abuse will not be tolerated
- Children to be encouraged to respect the school grounds by not dropping litter and looking after the trees and plants
- Children must ask permission to enter the building
- At the end of playtimes and lunchtimes, children must walk back to their classrooms quietly and calmly.

Rewards for good playground behaviour

- Praise from the teacher on duty and class teacher informed.
- House points

Sanctions for undesirable playground behaviour

- Walk around with the teacher on duty
- Incidents of a serious nature will be dealt with by the Head Teacher , Deputy Headteacher, Assistant Heads.

Behaviour at Lunchtime

Rules for good behaviour have been drawn up by Midday Assistants, Headteacher and Deputy Headteacher.

House point tokens 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.

Assembly Behaviour

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos

- Children must enter the hall in silence and in a straight line
- Classes should sit on the floor in a designated area
- Classes should be arranged sensibly with any potentially disruptive children being separated
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible
- At the end of assembly, classes will leave the hall in silence, with their teacher
- Children should put their hand up if there is a genuine problem
- Staff should act as a role model to pupils by refraining from unnecessary conversation with other staff members.

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,
- Homophobic comments and insults.

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

ROLES AND RESPONSIBILITIES – REWARDS

Position	Possible Rewards
Midday Assistants	Stickers, house points
Classroom Assistants	Stickers, well done certificates, house points
Admin / Kitchen staff	House points
Coaches Enrichment staff	House Points
Class Teachers / Support Teachers	Stickers, well done certificates, house points
Inclusion Manager	Stickers, well done certificates, special certificates, house points
Senior Management	Well done certificates, special certificates, badges, house points
Headteacher	Stickers Termly Attendance Badges Attendance Badges Punctuality Certificates

Mission Grove Primary School
Discipline stages

Stage 1 <i>Dealt with by class teacher</i>
Arguing with peers
Calling out in lessons
Noisy at inappropriate times including talking in assembly
Not paying attention or off task, including time wasting and not making enough effort
Loitering in parts of the school that are out of bounds
Not caring for belongings, equipment and the school building
Poor presentation
Incomplete work

Stage 2 <i>Child sent to another class for time out</i>
Persistent occurrence of stage 1
Behaviour that disrupts the learning of peers
PARENTS TO BE INFORMED VERBALLY Complete form on Schoolpod

Stage 3 <i>Child sent to Assistant Head</i>
Poor attitude, general disregard for others, name calling, and rudeness to peers.
Rudeness to any adult in school or refusal to cooperate
Physical abuse such as pushing, hitting, kicking, fighting
Significant damage to equipment or school building
Stage 1 or 2 where consequences are more serious
MEETING WITH PARENT AND ASSISTANT HEAD

Stage 4 <i>Child sent to Deputy Head</i>
Stage 1,2 or 3 behaviours where the consequences are serious
Serious physical or verbal abuse to peers/adults
Bullying incidents
Racist incidents

If all four stages have been followed the children should then be sent to the Headteacher

N.B This may lead to exclusion.





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® (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®

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

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 five famous people. The old Olympic heroes will run alongside and rewards will be based around the Olympic Values.



The 5 Houses are

Ennis & Benjamin Zephaniah, **Farah & William Morris**, **Holmes & Mary Seacole**, **Wiggins & Marie Curie**, **Peacock & Isaac Newton**

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.