



# *Ready Respectful Safe*

## **Behaviour Policy**

*“At Millfields Community School we aim for everyone to see themselves as part of a happy working community.  
We have very high expectations of behaviour.”*

*“Satisfactory behaviour and achievement is not automatically learned.  
It needs to be modelled, explained, taught, supported and recognised.”*

# **At our school 'fair' means that everyone gets what they need, not that everyone gets the same.**

## **Millfields Ethos**

We have high expectations for adults' and high aspirations for children's learning and social behaviours; we aim to build and nurture a learning community where adults and children all treat each other with respect, listen to each other carefully and make decisions collaboratively. As adults, we take responsibility for our own behaviour and take lead responsibility for supporting the positive behaviour of children. We understand that negative behaviour in children is often communicating an emotional need or a need for support which we will provide without diluting our high expectations of everyone's behaviour and our need to ensure everyone feels safe. We are a growth mind-set learning community and believe unhelpful or unhealthy-presenting behaviour can change for the better with the right support. We understand that positive behaviour, like other skills and abilities, is also something that can be learned and benefits from modelling.

We believe that a strong sense of attachment to / sense of belonging within our school community is key to supporting positive behaviours. This sense of belonging needs to be built on a bedrock of strong relationships (between children, between adults and between adults and children). The school thinks carefully about its secondary attachment status within children's lives and staff are regularly trained in attachment theory and practice to help us all develop strong, healthy relationships. Alongside this sense of belonging, we believe that developing / maintaining emotional wellbeing also rests on children being given opportunities to be generous; to achieve; to be trusted and to be independent.

## **Policy Aims**

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect and strong relationships between its members
- To help children develop a sense of worth, identity and achievement
- To develop community responsibility for supporting the well-being of others, appreciating other ways of thinking and behaving
- To help all children to become positively self-regulated and directed in their behaviour, able to accept responsibility for their own actions, to be able to make healthy choices and repair mistakes

## **Behaviour Theory** (see references at end of policy)

We will achieve these aims by developing a non-behaviourist approach (behaviourism is the approach most commonly adopted across our education system). Behaviourism is the idea that all behaviour can be reduced to a stimulus linked with a response (use of extrinsic motivators: rewards and consequences). In the world of behaviourism, rewards and punishments are not emotive terms, they are simply the things that teach us to do more or less of any particular behaviour. Behaviourism is an ideology and not a universal truth. Research into motivation; mindsets and learning attitudes; attachment is complex but there is a strong body of evidence to show that educators searching to develop intrinsic motivation (self-directed learners) and learning communities (places of learning where children are given the opportunity and learn the skills to share decision-making with adults) should avoid using carrots and sticks in the process. Research shows that behaviourist approaches gain compliance in the short term but do not bring long term change. Extrinsic motivators can also work to decrease intrinsic motivation.

Research also shows that systems which use ‘shame’ (inevitable with rewards and consequences) can be damaging to the most vulnerable, especially those who have experienced trauma. Our professional observations, experience and ideology (borne of this) support the idea that children who struggle to make changes in their behaviour are not supported by rewards and consequences (these do not usually change anything anyway). Rewards and consequences are also not neutral (there are hidden messages which we do not want to give – for example – the first person to receive a certificate in a year is ‘very good’ / and the last person to receive a certificate is ‘less good’). We believe that behaviour is a form of communication and behaviourist systems can interfere with the relational trust needed to unpick what the behaviour is intending to communicate and enable progress in children learning to self-regulate.

In place of this, we hope to create a learning community which places children’s wellbeing and sense of belonging (the sense of being somewhere where you can be confident about who you are and safe in your identity) as key priorities (appendix 1). We aim to support children to solve their own (and each other’s) dilemmas; repair their own mistakes and plan to make their own changes. Children’s lives in schools can feel very ‘done to’ – rules and decisions are imposed on them constantly. At our school we are aiming to change such a view of childhood and build a learning community with strong pupil agency. We believe that in order to learn to become self-directed in making positive choices for their own behaviour, children need lots of experience of making their own decisions and taking personal responsibility in this process. They need a voice and a chance to act and explore – even if this does not achieve the intended outcome immediately. Like any learning, there will be errors and misjudgements along the way.

<b>Behaviourist Teaching</b>	<b>Non- Behaviourist Teaching</b>
I am in control and my job is to make negative or positive judgements about your behaviour so you know how to behave	You are learning to behave well (regulate yourself) and my job is to help you. I understand your mistake is something we can help you repair and I need to help you make more positive choices. We are all learning all of the time and if you want to learn to be (kinder; calmer; less vocal..) we can help you
Y hit X; Y needs to be punished	X needs to be kept safe. X needs a strong voice in the outcome. Y needs to be supported to reflect on the impact of the behaviour and make amends. The outcome is collaboratively safe. Sitting Y in ‘detention’ will not help change the behaviour
X has been good or has produced good learning outcomes; X needs a reward for that	X decides when X feels proud of actions or learning (guided by adult feedback and acknowledgement of the role of personal effort in the process)

### **Our Approach**

All approaches to supporting children taking responsibility for their positive behaviour will show our commitment to children receiving as consistent an experience (routines and structures) as possible throughout the school. We discuss individual children and behaviour issues as a priority at every staff meeting.

## Class Charters

We are a Gold Standard (the highest you can get) Unicef Rights Respecting school and have been for a number of years. Every class creates a Class Charter which is displayed prominently by their whiteboard in their classroom, so that it is referred to regularly. Each Charter is based on 3 universal rights: the right to learn, to be heard and to be safe ( *Ready Respectful Safe* ) – but each class will personalise and develop these statements over time to show how children will behave responsibly to protect these rights. **To support these rights, routines will also be agreed by the class: strong routines support positive behaviour.** Involving children in developing these agreements and routines supports ownership and understanding.

The use of a Charter (in place of school ‘rules’) is a deliberate choice. We want to place the children’s responsibility for their actions/behaviour as central and key to their development into self-controlled, mindful and respectful citizens. (We know changing behaviour is not a simple choice for some children – see later in policy).

Over the year, the Charter is reviewed regularly and children and adults evaluate how well the class is showing responsible behaviour; which aspects should be targeted and how the class community will support each other to make progress. These discussions will often take place in the class’s weekly Circle Time (a session where learning and behaviour for learning is discussed) and may also be the place where individuals may choose to ask for community support for their behaviour – see below\*.

### The Language of the Charter: *Ready Respectful Safe*

The language of Class and Playground Charters shape the way we communicate with children. If there are any occurrences of unwelcome behaviour, we consistently use the language of the Charter to discuss it, encouraging children to identify their responsibilities, the rights of others and how we respect them. We also use the language of choice (Can you make a better choice?), while also recognising that some children do not always find it so simple as to ‘choose’ to change their unwelcome behaviour. Our assembly programme also reflects the class charters; they are discussed in PSHE and as part of circle time.

### Positive and Respectful Relationships and Behaviour

We are committed to **promoting positive relationships and behaviours**. There are many ways we do this:

- **Adults’ Role / Modelling**

All adults treat all children with respect and model positive behaviour. We do not believe children are less important than adults (e.g. we would not say, ‘Adults should be let through doors first’ but would encourage the first person at a door to hold the door for someone else) and involve children in discussions in a respectful way. Adults listen when asked for help and do not dismiss concerns as unimportant; we know things adults may perceive as small can be overwhelming to children.

- **PSHE/Peaceful Problem Solving**

We teach the Social and Emotional Aspects of Learning as part of our PSHE curriculum. We teach the children how to solve problems peacefully and use this as a key approach in the playground and classrooms for children to solve their personal conflict problems collaboratively and independently. We have also taken this idea further by creating Peaceful Problem Solvers (PPS). PPS are Year 5/6 children who support younger children to solve their own problems.

### ● **Verbal / non-verbal positive comments and feedback**

We are deliberately careful about our positive comments! We know some children (especially those who have had experience of trauma) can find praise overwhelming. Used in certain ways, praise can be unhelpful and would work against our aim to develop self-directed learners. We do not want to teach children to rely on adult validation; we want children to be empowered to make their own decisions. Praising attainment (You are brilliant at maths) can also serve to fix children's 'mindsets' (My teacher thinks I am clever so I won't risk the teacher not thinking that by taking a challenge and perhaps making mistakes) and can stop them taking risks in their learning: the very risks and mistakes that are needed for progress to be made. We do believe kind words; smiles; gestures (thumbs up etc) are vital in helping to promote positive behaviours as well as nurturing children's self-esteem and self-belief. We believe in a positive culture in school, one where learning risks are safe to take. We believe specific feedback is more powerful than simple ('Well done' type) praise. We aim to make our positive feedback specific whenever possible (rather than 'Well done' we might say, for example, 'The way you helped Sadiyah in the playground showed really caring thinking'). As key learning (Growth Mindset) behaviours, we seek to give as much positive feedback to effort / persistence in learning as possible.

At Millfields, we are committed to pupils supporting each other's learning progress and this includes pupils giving feedback to each other on the strengths and possible improvements they see in their learning as well as acting as an audience for it. Children regularly work in collaborative partnerships and children also comment more widely on each other's learning (e.g. looking at each other's home learning projects and making positive comments – post-its or feedback forms).

At Millfields, we also find many other opportunities to celebrate each other's learning (e.g. reading our stories to younger children or to the class). Teachers celebrate learning through marking feedback which children read and to which they are encouraged to reply (age-dependent).

### ● **Team Time (aka Circle Time)**

Each class is given special time each week to be used to support and develop class relationships and the children are given a strong voice in how this time is used. The purpose of this Team Time is explained and understood by the children – as far as possible. Activities are agreed and may include fun team building activities (circle time; parachute; Learning With Others activities; challenges - e.g. team building the tallest tower; peer massage; skill-sharing – children running different activities within class to teach their peers something they have practised; therapy activities; playing with younger children – learning generosity. Whatever is agreed, it is important that there is a community-building reason for this and children should know (as best they can articulate) how the fun things we are doing help us build a stronger class community. Team Time is not a time to play and have fun in its own right, although it is a time where adults and children will play and have fun. It is a time for playful and fun experiences jointly planned for a wider community goal.

### ● **VIP- of the Week**

All children will have a chance to be 'VIP of the Week' once during the year. It is an opportunity for the class to learn more about the child and for the child to talk about themselves (if s/he wishes). This is open and transparent so there is no sense of children being preferred over another and we all know we will get our chance to shine. Names are pulled randomly from a hat each week and the child chosen is asked whether they would like to be this week's 'VIPr' (some children may want to put their name back and wait a while – or occasionally want/need the whole idea of being centre-stage re-thought). Being VIP of the Week will have different benefits in different classes – e.g. being the line leader, taking a special toy home; bringing in things to show from home; being given opportunity to make a particular decision for the class (it would be dull if it looked the same every year for 7 years!) but all classes will produce a certificate showing what the children and adults in the class think is special about the child. The week's VIPs are presented with their certificate in Team Time and will have their picture in the Millfields Mag. There will be termly Celebration Assemblies (parents/carers are invited to the EYFS and KS1 celebrations).

- **Headteacher's Hot Chocolate 15 minutes with Jane for children (and staff)**

Weekly recognition of children with impeccable behaviour. This is only for children who have gone over and above and will not necessarily be given out every week as it recognises something that is particularly special.

### **Supporting Positive Behaviour**

We are responsible for children's behaviour in school and our role is to **keep all children safe physically and emotionally: this is every child's right**. We know that **most children will make mistakes along the way** to becoming attuned, self-regulated, responsible people and that some children have particular challenges (e.g. children with social, emotional and mental health needs; autistic spectrum condition; attachment needs and other developmental or genetic conditions) on this journey. We believe that children need **the right relationships and right response to their behaviour mistakes** so that they feel open and able to make progress – just like in any learning experience. Getting this right will mean children **are more able to take responsibility** (rather than defend themselves from a negative judgement/consequence by denying or avoiding responsibility).

We know **strong routines and high expectations**, constructed with the children, support children's positive behaviour and this routine and expectation agreement (the class's own Charter) is an important basis of a safe classroom. These routines vary from class to class but it is an expectation that there are strong routines for agreed times/activities.

### **See Appendix 1 for Millfields Staff partnership approach to more challenging behaviours**

- During Team Time **Learning Reviews** will be used to reflect on the whole class's learning community behaviours and look at how to improve less robust behaviours. Children will be encouraged to solve problems together with the adult acting as facilitator. Sometimes, the adult will realise that the children's decision is likely to not be successful. It is important that the children realise this for themselves by experiencing the downsides of their own decisions as children will only learn to make good decisions by being given the opportunity to make real decisions, just as they will only learn to become responsible by being given responsibility. Occasionally an individual may be struggling to make a change to personal behaviour and may ask peers at this meeting for support/ideas to help (or ask an adult to ask the class). Peer support for peers is a powerful change-agent and we embrace this throughout the school.
- Adults spend lots of time **supporting problem solving with individual children or small groups of children** to ensure that issues are resolved well and peacefully. We do not make assumptions about children (eg 'You usually do that') and listen to all children's views and experiences of situations. We do not believe punishment or consequences bring long-lasting change: they breed mistrust and model negative power relationships. We know that children cannot solve problems or think rationally when they are stressed, frustrated or anxious and so we do not question children or try to support children when they are in an aroused state. Instead, we will find a safe space for a child to calm down (give them something perhaps like buttons/putty to play with) before we begin helping the child to explore and repair the situation.
- Children are often not able to articulate clearly what has happened or find it hard to see a situation from another's point of view. All children benefit from some space with which to think through a situation when something negative has happened. For this reason, **we will often give children space and opportunity to reflect by giving them time to draw a reflection** (or write if they prefer – or both). We ask children to draw what happened; what happened before this (the trigger usually); what would they do if they could go back in time; what they could do to repair. All children involved in any conflict or dispute will be brought together to agree a way forward and check everyone feels happy with the outcome.

- **When children have conversations with SLT about behaviour** it would traditionally be seen as ‘being sent to the head or deputy’ and bring fear or shame. Parents and carers may fear this too (You had to speak to Jane? That’s terrible!). We prefer to re-model this notion (this may take time!) as an expression of how much we (as part of the team around the child) care about the child’s behaviour and that we want to support the child in finding a solution to whatever situation they are in.
- **Low-level but persistent disruptions in class** can be difficult for a teacher to solve positively right in the moment (as the learning of all the other children needs to be at the forefront). The child will be reminded of the whole class’s agreement and asked to follow the Charter. Belief in the child’s ability to do this will be expressed and help offered ‘Can you manage that by yourself or do you need some help?’ (some children prefer to go and work in a quieter space or a peer may be able to support positive attention). SLT or our Lead Behaviour Professional may help to re-focus and support a more positive experience or a reflection sheet may be completed to support a later conversation. On odd occasions, for very persistent disruptions, missed learning may be completed in playtime or a child may be asked to go to another class in the year group for a short period of ‘reflection time’. If a child is sent to another class, it will be for a short period of time and the child will be given a space to sit and think/write/draw a reflection. If negative behaviour becomes persistent however, we would create a bespoke plan to support more positive outcomes and involve parents (see below).
- **Functional behaviour analysis:** Behaviour is a form of communication (so adults need to figure out what a particular behaviour is communicating. The displayed action might be saying, in a non-verbal fashion: "I am tired."; "I am bored"; "I'm still upset at what happened earlier"; "I don't feel safe with a supply teacher"etc.). ‘Misbehaviour’ might actually be adaptive (justifiable and understandable) and be helping the child get what they need (e.g. attention). Behaviours demonstrated by all people serve a function and have a purpose. If benefits didn’t result from showing certain behaviour, then individuals would stop doing them. **A functional behaviour analysis** helps to look at the child’s behaviour analytically and hypothesise what the child is gaining from the behaviour before planning to meet this underlying need in another, planned, more positive way. Parents would be involved in these discussions and plans.
- **Parental conversations:** We would always suggest to a child that they talk about any difficulty they have experienced at school through at home with grown-ups but we would not necessarily communicate every situation to grown-ups ourselves (nor is it practical to do so). Children will make mistakes and we will be supporting them to repair these themselves. However, if we are struggling to help children make positive decisions, we will ask parents to come to a meeting with the child and reflect together on how we can all help. These conversations may sometimes be recorded in a simple way for the child, parents and school so we have a shared, agreed plan.

#### **Other strategies used to support positive behaviour at Millfields:**

- **Supply Teachers**

As visiting teachers obviously do not have the same relationships with the children in classes they are covering, we ensure that: the Charter and the current community target are clearly displayed and a specific proforma (designed by Millfields children) is completed for visiting teachers by each community (giving information about routines etc). Where possible, a member of senior leadership will introduce a visiting teacher to the class and remind them of the community values / agreements

- **Lunch Time Clubs**

Rarely, if we find a child persistently behaving unsafely in the playground then a more positive option for the child and the other children is for the child to play in 'Lunchtime Club' while we plan to support the child's ability to play and socialise safely. 'Lunchtime Club' is a room full of games and toys, open to everyone, which is run by an adult. Any child who finds the playground threatening or difficult for any reason is welcome in this room too.

- **School Government, Council and Champions**

The school council meet once each week to discuss issues raised by each class during their class council and circle time sessions. These issues are fed back to the school cabinet. The council and cabinet are an excellent way of ensuring that every pupil at Millfields has a voice in the running of the school. Children have to apply and are voted democratically for all roles. The Language, Eco and Equality champions promote important messages of activism, equality, inclusion and kindness.

- **Mentors**

Age phase leaders alongside the SENCo work with children from EYFS to Y6 and act as key adults/coaches for children in emotional or social need. They help children improve outcomes by unblocking barriers to learning and/or behaviour. As mentors they work closely with a child's teacher and parents/carers to ensure progress. The mentor creates an inclusion plan in consultation with the child, the child's parents/carers and the child's teacher. This sets clear, hopeful targets and strategies for improvement. We recognise that times of transition are vulnerable times for children and so, to this end, we provide mentor support to all children joining our school from another school. Mentors also support their mentees over transition to secondary school or into another primary school should the child move.

- **Attachment Intensives**

Alongside the attachment support which may be offered by a mentor, teachers are sometimes able to check in and develop their personal relationship with a child who is struggling with positive behaviour. Spending short periods of time (especially at the beginning of the year when trust may be a barrier to a child's positive behaviour) with a child to affirm a positive relationship, using techniques such as Theraplay, are often beneficial and will be considered – although there are always challenges in a class of up to 30 children.

- **School Therapist**

Some children are given support by a school counsellor which the school finances. The school counsellor helps children who present with emotional/mental health issues and meets regularly with the child; the child's parents/carer; teacher and key stage Inclusion Leader.



- **Zones of Regulation**

We use Zones of regulation for some children across the school. This is a simple coloured scaling system (red/orange/green/blue) which encourages children to regularly consider their emotional/sensory wellbeing. Children learn to know what helps them feel better (eg. move from the orange zone back to the green or stimulate themselves out of the blue zone into the green). Some children need an adult to notice their emotional/sensory state to help them regulate.

- **Social Skills/ Friendship Groups**

Social skills/friendship groups are set up within the school on a needs-basis. We usually have at least one social skills group running at any one time. Children who have mild behavioural challenges may be invited to join such a group, especially where that problem is linked to social skills. We would not call these groups 'social skills' groups but the children would be clear about their reason for attending and the group goals – and we often ask the children to name their own group!

- **Circle of Friends**

On rare occasions, and with the child's and parent's permission, we may set up a Circle of Friends around a child. This is a team of peer supporters who take on a role of supporting a child who wants to make a change but is struggling to do so alone or who is trying to develop the skills of friendship and needs help. This is adult-led and adult supported throughout.

- **Flexible support for more vulnerable pupils (appendix 2)**

There are a small number of children who will need a far greater amount of support in managing their own impulses / behaviour. Some children can fail to respond to the Charters as they feel less securely attached to our school community and our priority is to develop these children's sense of belonging. Some children have other emotional vulnerabilities which may mean they act defensively; lack resilience or empathy. Some children have special educational needs or disabilities (such as autism; ADHD; attachment disorder) or underlying mental health conditions and specific, individual plans/additional support need to be planned to ensure these children are supported to reach the same positive behaviour goals. We have a clear Equalities Policy (based upon our duties under the Equality Act 2010) and believe that all children have the same rights although they may have very different needs. This does not mean that we create differing expectations of behaviour for different children – rather that we use bespoke strategies and support to enable children to meet the same high expectations as everyone else.

We occasionally draw up an individual support plan for a child's positive behaviour development. Where a child needs particular understanding, or where a particular response to situations is effective, we share that information in an individual response plan with the whole staff group. This ensures that children receive the same response from all adults and that all adults understand the appropriate and effective measures in supporting a child's behaviour.

**Children with severe social, emotional and mental health challenges:**

**External Support**

In cases of children who present long-standing and persistent behavioural difficulties which we cannot understand and which do not respond to internal intervention, we may refer the child to an external agency. E.g. Hackney Re-engagement Unit, the Inclusion and Specialist Support Team at Hackney; CAMHS

(Child and Adolescent Mental Health Service) or an Educational Psychologist, with parental/carer consent. This is something we rarely consider, preferring to use our community resources and peer and adult relationships to make a positive change.

**On rare occasions, the following strategies may also be used:**

Adults have the right to confiscate property from a child, only if they ask and the child offers the item. A child may also, on occasion, be physically managed to prevent them hurting themselves or others; damaging property or compromising the order of the class/school. Parents would be informed of this and support for the child put in place. See Physical Restraint Policy.

**Exclusions**

As part of the REU strategy, and with their support, we very rarely resort to excluding a child from our community. We maintain this process as part of the school's 'behaviour' policy as, although we cannot imagine using it, exclusion of children remains a legal right all schools are given.

There are 3 types of exclusion: 1) an internal exclusion; 2) a fixed term exclusion; 3) permanent exclusion.

- 1) Internal Exclusion means that a child is excluded from his or her class but stays at school. The child would spend the day with the head or a deputy head and would be given curriculum work to complete as well as spending time thinking about how to build bridges and put right their particular situation
- 2) A Fixed-Term Exclusion involves a child being excluded from school for a short period of time. During a fixed-term exclusion, a child should be supervised at home and should not be out in the community. When a child returns from a fixed-term exclusion, we ask the parents/carers to accompany the child for a meeting with the Head or Deputy. In this meeting we will set targets for the child and decide ways we can help the child meet the targets. The targets will be monitored by a senior member of staff and a review meeting will be held. We will ask that parents / carers attend this review meeting.
- 3) Permanent Exclusion is a measure Millfields has never taken, but remains a measure we need to retain in our policy. If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself, others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child.

If parents / carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

**Bullying**

There is a separate policy to deal with rare incidents of bullying. We are clear about the difference between behaviour and bullying problems and have made every effort to make sure the children are clear about this difference. Any bullying incidents will be dealt with according to our Anti- Bullying Policy. Bullying incidents are logged to identify patterns and ensure consistent response.

**Equalities**

At Millfields Community School, we are fully committed to the equalities agendas enshrined in the Equality Act 2010. We understand our duty to promote positive relationships between different groups of children and to challenge stereotypes and prejudice.

Children are taught to value each other and celebrate differences. They also are taught that put-downs in any form are never acceptable. We challenge gender, racist, language, religious, homophobic, family-type or social-status put downs. This includes children's casual use of prejudicial words (such as 'gay' as a negative adjective/adverb). We know that children need educating about this and do not necessarily understand or intend harm/hurt/prejudice. Adults send children who use such language to the designated behaviour lead or another member of SLT who will take responsibility for helping the child understand their language. Parents/carers will usually be informed. All incidents, however small, are logged as prejudicial incidents on CPOMS to help our equalities monitoring and planning.

### **Out of School – School Responsibility**

Schools may sometimes be informed about a child's behaviour out of school and need to deal with the situation. Although this is rare, it does sometimes happen. Examples of this are: children misbehaving in the local park after school when their grown-ups are not present or online behaviour. The usual course of action would be to talk to the children and their grown-ups. It is worth noting that the school's powers are wider than this\* and would be dealt with as a case by case basis:

*\*Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the **Education and Inspections Act 2006** gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:*

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or 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

### **Policy Links**

- Emotional Health and Wellbeing Policy
- PSHE Policy
- Anti-Bullying Policy
- Physical Handling Policy
- Positive Touch Policy
- Equality Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy

Updated July 2022

# Ready Respectful Safe

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Our staff understand that a quiet word of specific praise or thumbs up can be as effective as more public recognition.

We recognise learners who go ‘over and above’ our standards. Recognition for consistent good behaviour or that which goes over and above:

1. Invitation to Head Teachers Hot Chocolate
2. Postcard home/ image of work sent on Google Classroom
3. Phone call or email home

All staff will:	Senior Leaders will:
<ol style="list-style-type: none"> <li>1. Meet and greet the children at the door each morning.</li> <li>2. Refer to our ethos of ‘Ready, Respectful, Safe’.</li> <li>3. Display visual timetables and update daily</li> <li>4. Embed school wide consistent routines</li> <li>5. Model positive behaviours and build relationships.</li> <li>6. Use a visible recognition system throughout each lesson.</li> <li>7. Be calm and give ‘take up’ time when going through the steps.</li> <li>8. Follow up every time, retain ownership and engage in reflective dialogue with learners.</li> <li>9. Never ignore or walk past learners who are behaving inappropriately.</li> <li>10. Give first attention to best conduct.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet and greet learners at the beginning of the day.</li> <li>2. Be a visible presence around the school and especially at times of mass movement.</li> <li>3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.</li> <li>4. Regularly share good practice.</li> <li>5. Support teachers in managing learners with more complex or social and emotional needs.</li> <li>6. Will use scripted conversations to discuss behaviour incidents</li> <li>7. Use behaviour data to target and assess school-wide behaviour policy and practice.</li> <li>8. Regularly review provision for learners who fall beyond the range of written policies.</li> </ol>

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or prompt in the right direction is all that they need. Reasonable adjustments will always be made to ensure that all children, irrespective of need or ability, are supported to make the right choices in their behaviour and that the correct approach is applied to ensure they understand the consequences of their actions and the impact it has on others.

Learners will be held responsible for their behaviour and staff will deal with negative behaviours/actions by using the following steps:

**A) A warning:**

A clear verbal warning, delivered where possible in private to the learner, making them aware of their behaviour and the need to be 'Ready, Respectful, Safe'. The learner has the opportunity to do the right thing.

**B) 30-second intervention /A conversation:**

A 30-second intervention is followed by a conversation at a time which is convenient to the staff member involved (eg at playtime). Note that the 'conversation' MUST happen, but that it is likely to be brief if the child has responded positively to the '30-second intervention', whereas if there has been no improvement and a 'timeout' has been required, the 'conversation' will take the form of a 'restorative meeting'.

For the 30-second intervention, scripted approaches are encouraged, using a nonthreatening, side-on, eye-level or lower stance. The learner is given 'take up' time to decide what they want to do next. If there are any comments, they will be noted and followed up later.

For example: 'I have noticed that you are.....You are not showing me/being ready to learn/ respectful /safe. If you continue, you will need to ..... remember when you .....really well. That is the .....I need to see now. Thank you for listening.'

**C) Timeout (eg buddy class):**

A learner will be asked to leave the classroom and go to an agreed space (e.g. buddy class) for an agreed amount of time or the remainder of the lesson. Buddy classes are used across Reception, as well as within Y1/2, Y3/4 and Y5/6. If the 'timeout' step is reached, the child will need to have a restorative meeting with the adult who sent them and may also be inconvenienced by completing missed work or another related task during playtime or at home that evening. If appropriate, a member of the Senior Leadership or Inclusion teams will escort the learner to the agreed space.

**Restorative meetings:**

Restorative meetings at Millfields are a core part of repairing and fixing things to restore trust between those involved in any significant incident. Our restorative meetings are structured in 5 steps:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected?
4. What are you thinking now? What should we do to put things right?
5. How could we do things differently in the future? How are you feeling now?

Staff will take responsibility for leading restorative meetings, as well as for leading 'conversations' ; senior leaders will support when deemed appropriate.

## Serious incidents

A serious incident is an incident of a more serious nature and may require an additional consequence, in conjunction with a restorative meeting. Serious incidents may include the following behaviours/actions:

- Racist and prejudice-based incidents
- Abusive language
- Physical Violence or aggression towards others or themselves
- Spitting
- Deliberate abuse of equipment or damage to the school
- Persistent high level disruptive behaviour
- Repeated refusal to follow a reasonable request
- Absconding from class and/or school premises
- Bullying
- Inappropriate sexualised language

Staff will always aim to de-escalate the situation by maintaining a calm and consistent approach. A member of the Senior Leadership or Inclusion team will be alerted to the incident and will ensure parents/carers are contacted. In such cases, consequences will be put in place and ways in which the behaviour can be managed and improved upon will be discussed.

**Our school's incident log, CPOMs, MUST be used to record all serious breaches, as well as all timeouts.** All staff must take responsibility to complete either a paper behaviour log if on playground duty or to add to CPOMs on the day the incident occurred. Class teachers are responsible for contacting parents if they feel a meeting is necessary to discuss pupil behaviour. A member of the leadership team will also attend this meeting at the request of the class teacher. The class teacher should add any behaviour information e.g. records of meetings with parents or letters sent to the child's CPOM

In addition to internal exclusions, the school does have recourse to suspend learners for fixed periods, or in extreme cases, permanently. However, permanent exclusion will only be considered in exceptional circumstances. Each serious breach will be dealt with individually, but sometimes the nature of the language or behaviour requires us to take more serious action.

### Graded consequences for serious incidents:

1. Removal from playtimes or from class for an agreed time.
2. Internal exclusion at school for a set period – removal from class and alternative timetable for playtimes.
3. External exclusion for a set period at home or in an alternative educational setting.
4. Permanent exclusion.

Learners with more complex behavioural needs will have a behaviour plan written in collaboration with their class teacher and a member of the Senior Leadership and/or Inclusion teams. The documents set out known triggers for behaviours, additional support and helpful strategies, as well as clear consequences if the learner makes the wrong choices. Both documents are shared with parents/carers.

Staff will always model positive behaviours and deliver any consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Millfields we make sure that this is done discreetly. We do not advertise inappropriate behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## **Strategies to Improve Behaviour**

### **Teaching and Learning**

- The quality of teaching is the single most significant factor in influencing behaviour. At Millfields we aim to plan and deliver lessons which are interesting, challenging and offer opportunities for sustained work. All lessons should be well planned, delivered with appropriate pace and be structured but with open ended activities.
- Lively and stimulating teaching should be used at all times to promote positive behaviour.
- It is vital that work is matched to the differing needs and abilities of the children and that targets and IEPs are used effectively to inform planning.
- The staff at Millfields have clear expectations of the children. When expectation is high good behaviour becomes the norm.
- Standards need to be consistent and applied effectively by all adults in school. (see Code of Conduct.)
- **Children must not be disciplined by being withdrawn from any part of the National Curriculum. Swimming, PE, trips and outings etc. are statutory parts of the National Curriculum and unless there is a health and safety risk due to a behaviour need these activities cannot be used as sanctions.**

### **The conduct of adults in school**

- We are all called by our first name at Millfields. This creates an environment of equality and mutual respect. We are all called by our first names because we do not deserve more respect just because we are adults. We respect everyone at Millfields regardless of our differences.
- Always use pupils' names. Do not use inappropriate names or labels for any person in school.
- Always use appropriate language. Do not use sarcasm. Never laugh at a pupil's mistakes but encourage laughter in appropriate situations.
- Do not humiliate children (i.e. make them stand in a corner, against a wall, outside a door)
- Use constructive, positive language to describe a child's behaviour
- Try not to raise your voice, most especially in close proximity to the children
- Be punctual at all times (e.g. when collecting children from the playground, from assembly etc.)
- Supervise the children as they move around the school
- Talk about the behaviour and not the child.
- Be supportive of colleagues instructions to children

- Never discuss a child in the presence of other children and do not talk in public about personal situations/ home lives of our pupils
- Staff teaching PE and games should wear appropriate clothing
- Teachers should not disturb assembly time by talking
- Build strong relationships by showing care and interest. Being playful is a must at Millfields

#### References:

- Dwek, Carol: Mindset the New Psychology of Success
  - Margot Sutherland: Trauma Informed Schools
  - Alfie Cohn: Punished by Rewards
  - McCluskey et al (2008): 'I was dead restorative today': from restorative justice to restorative approaches in school
  - 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' Professor Katherine Weare (NCB) 2015
  - 'Supporting mental health in schools and colleges [pen portraits of provision]' Lydia Marshall and Neil Smith (National Centre for Social Research) 2018
  - 'A whole school framework for emotional well-being and mental health' Sue Stirling and Dr Hilary Emery (NCB) 2016
  - 'Promoting children and young people's emotional health and well-being -a whole school approach' Public Health England
  - 'The key components for a mentally healthy school' Dr Margot Sunderland (Centre for Child Mental Health)
  - Future in Mind: NHS Research 2015
  - 'Transforming children and young people's mental health provision' (2017 green paper)
  - DFE Mental health and behaviour in schools (November 2018)
- "A school's approach to mental health and behaviour should be part of a whole school approach to mental health and wellbeing"
- PSHE Association: Teaching about mental health and emotional wellbeing (March 2019)
- Strong statistical correlation between children's sense of safety (physical and emotional) and their academic performance (eg 2019 Trends in International Mathematics and Science; Prof Robin Banerjee University of Sussex)
- "If schools want to boost student wellbeing and outcomes they should focus less on behaviour policies and more on making pupils feel they belong" Professor Kathryn Riley IOE (20 years of research into twin subjects of place and belonging)