



Behaviour Policy

September 2022

Behaviour Policy

Aims of The Mayflower Federation

The happiness and the wellbeing of our pupils underpins everything we do.

We understand that when children feel happy and safe, they make progress with their learning. We believe that all pupils should be treated equally and taught key skills in:

- how to maintain positive relationships with peers and adults
- how to use strategies to regulate their emotions
- positive learning behaviours which allow them and others to make academic progress

Through every strand of school life, we aim to promote the moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers. We aim to teach the expected behaviours, respect and empathy in order to learn and function socially. These are the core values that underpin successful peer relationships and exceptional learning attitudes.

This policy aims to:

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline how learners are expected to behave
- Provide a consistent approach to behaviour management
- Outline our system of rewards and sanctions to be applied
- Outline the systems in place to support positive behaviour choices.

The school aims to:

- To establish a culture of equality for everyone at our school regardless of background and characteristics as defined by the Equality Act (2010)
- To encourage and develop independent thinking, lifelong learning, self-esteem and confidence, alongside respect and support for others.
- To provide a safe, caring, happy and stimulating atmosphere within the school environment.
- To provide efficient management with effective communications at all levels.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools – Advice for headteachers and school staff.
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting learners with medical conditions at school
- Timpson Review May 2019

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property

Roles and responsibilities

SLT

SLT are responsible for:

- Conducting regular impact assessments.
- Developing strategies and set targets for achieving effective behaviour practices.
- Listening to and address matters brought through learner voice.
- Ensuring that learners have equal access to rewards and sanctions.
- Ensuring that staff have equal access to behaviour training and development opportunities
- Ensuring that staff are appropriately trained on behaviour issues.
- Ensuring that all learners are made aware of The Mayflower Federation's Behaviour Policy.
- Monitoring data collected on behaviour at regular intervals.
- Committing to providing feedback to all professionals on issues brought to their attention as soon as practically possible
- Endeavouring to be constructive and professional in feedback to all professionals
- Supporting all colleagues in implementing the standards and expectations of the school, through the consequence and rewards system.
- Through line management, hold themselves and their colleagues to account around their professional responsibilities.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents on CPOMS
- Ensuring lesson planning is personalised to meet the needs of all learners in their classes
- Being present to greet all learners at the start of the day
- Maintaining a positive learning environment throughout the day
- Ensuring learners are not left unsupervised
- Using the rewards and consequences system consistently and fairly in each key stage
- Dismissing learners in a calm and orderly manner at the end of the lesson
- Making sure that behaviour charts (and other provision put in place to support the child) are used consistently.

The Senior Leadership Team will support staff in responding to behaviour incidents where necessary.

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:

- *Explaining to your child what school is for:* a place for learning where he/she will be with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- *Helping your child with his/her learning.* This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources (books are expensive and we may have to charge up to £4.00 to replace damaged or lost books) and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- *Supporting the school.* Any worries or concerns should be shared first with the class teacher. We are always willing to listen and come to a shared understanding.
- ***Encouraging good behaviour outside school hours.*** We expect that parents/carers actively support and encourage pupils' good behaviour outside of school hours. When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:
 - continued bullying of a pupil outside of school
 - use of cyber bullying outside of school
 - inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
 - behaviour that poses a threat to another pupil or member of the public
 - behaviour that could have repercussions for the orderly running of the school
 - behaviour that could adversely affect the reputation of the school
- *Sending your child to school on time,* every day when he/she is fit enough to come, to notify school if he/she is not fit enough to come, and to collect him/her if they do not go home on their own.
- *Communicating with the school* any special medical needs, or any special circumstances at home that may affect your child's learning.
- We also expect parents to understand that *where only completely necessary*; school staff will employ positive handling techniques that they have been trained in, to ensure the safety of your child and of others. (see Positive Handling Policy)

The Child's Responsibilities

We have high expectations for our children at all times whilst recognising that some children have specific needs. Examples of the behaviour we expect from children at The Mayflower Federation in and out of the classroom are:

- To follow our school rules
- To co-operate with other pupils and staff
- To take responsibility for their own actions
- To develop self-control
- To be polite and well mannered
- To be honest
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence
- To respect other children's and the school's property
- To listen when asked and wait their turn
- To work hard, and allow other children to do the same (this is an important aspect of Equal Opportunities)
- To try to produce their best in all aspects of school life.

Core strategies for ensuring outstanding behaviour at The Mayflower Federation

Through children understanding the school rules, which are:

1. We are kind, helpful and respectful.
2. We are ready to learn, enthusiastic and try our best.
3. We always listen well and follow instructions.
4. We look after our school and everything in it.
5. We keep ourselves and each other safe.

It is important to refer to the rules when giving a child a reward or a consequence.

Best practice in learning and teaching:

- Quality first teaching (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning.
- Encouraging a calm, purposeful and happy atmosphere within the school
- Encourage increasing independence, self-discipline and tolerance so that children learn to accept responsibility for their own behaviour, make good choices and take their place in society
- Empower children to succeed in their learning and develop a sense that learning can be fun and relevant, so that they value challenge and take risks
- Ensure a consistent, positive approach to behaviour throughout the school in partnership with children and their parents.
- Create clear boundaries of acceptable behaviour and ensure safety
- Develop high expectations of our children, so that they can take pride in themselves and develop a strong sense of self
- Support children in being able to manage and understand their emotions, to think before they act, and develop empathy for others. By giving children a safe space when they need it and knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Promote positive social and emotional wellbeing, mental health, resilience and wellness for children, staff and our families.
- Using circle time to help children develop strategies to deal with big emotions and to develop emotional literacy skills.

By building positive relationships:

- *Rewards* – e.g. actively noticing good behaviour, lining up points, class table points/marbles, achievement awards, positive messages to parents.
- *Good relationships with parents* built up by being available in the playground at the start & end of the day and by informing them of good behaviour as well as poor behaviour.
- *Balance of reward & sanction* – not punishing a whole class for the actions of individuals and knowing that sometimes a telling off is enough.

- *Knowing the children as individuals.* This means where they are in their learning, how they learn, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.

By promoting positive learning behaviours

Creating a positive climate for learning requires a behavioural expectation of all learners. At the Mayflower federation, the following behaviour expectations are embedded into all areas of learning:

Supporting and actively listen to others

Using supportive facial expressions (nodding, smiling, agreeing). Bringing quieter people into conversation and by looking at the speaker, listening and responding to what is said.

Discussing and explaining our ideas

Building on others answers, agreeing, disagreeing and positively challenging by offering alternate ideas.

Taking responsibility for your learning

By making sure that you are actively taking part during group learning and offering support by sharing ideas with your group.

By ensuring consistency of expectations

- Reminding the children of the school rules at the beginning of a school year and referring to them consistently.
- Ensuring that when a sanction is used it is fair, appropriate, proportionate and reasonable for the action.
- By giving explicit direction and being clear with reasons for actions and consequences for actions.
- By active implementation of the systems and procedures outlined in this policy.

Supporting positive behaviour choices

We believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are the heart of our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. We are trauma-informed in our approach and believe that behaviour is form of communication which can hide an underlying need. We believe that all feelings are acceptable but not all behaviours. We support children in developing their emotional language from nursery upwards so they can communicate their needs effectively .

We want our children to be safe and happy. The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, “**Stop it, I don’t like it**”. The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

Emotional Literacy

The language of emotion is modelled by staff in the classroom and used with children. Emotional literacy is promoted throughout the school so that children can communicate their thoughts and feelings in a positive way.

We use the following programmes to support children in their understanding of emotions:

Zones of Regulation

Zones of Regulation is used to teach children self-regulation. It teaches them to use strategies to help them move between emotional states. It provides a common language to support positive mental health. All adults in our schools have received training and Zones of Regulation charts are displayed in all classrooms.

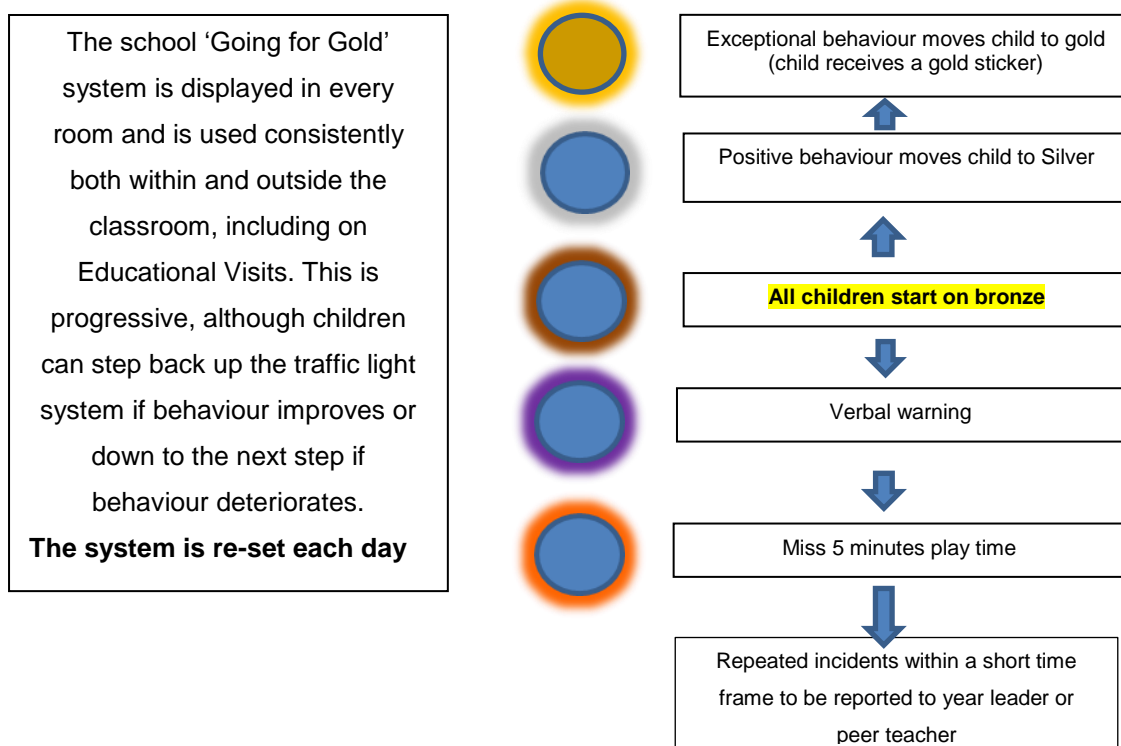
Restorative Approaches

When resolving conflict, a restorative approach is used to facilitate this. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship. The response and conflict management process involve:

- establishing a respectful rapport
- listening and responding calmly, empathically and without interruption or judgment to all sides of an issue
- inspiring a sense of safety and trust
- encouraging expression of thoughts, feelings and needs appropriately
- appreciating the impact of thoughts, feelings, beliefs and unmet needs on behaviours
- encouraging those involved in the problem to find their own solutions

Reward Systems

The school uses a whole-school '**Going for Gold**' system where children are encouraged to 'Go for Gold' each day, by moving through bronze, silver and gold when they show positive learning behaviours.



At The Mayflower Federation, we have a weekly whole school assembly where the behaviour and hard work of two children from each class are celebrated and a message is sent home to their parents.

Within each classroom there is an expectation that there will be reward systems related to individual, group and whole class achievements.

- Recognising good behaviour, naming it and praising it
- Child shows good work to another teacher or Year Leader
- Giving children responsibilities
- Gold reward stickers
- Achievement Award postcard sent home
- Achievement charts
- Positive messages to parents.

Sanctions/Support

The behaviour grid (appendix 1) outlines a hierarchy of sanctions/support and record keeping to guide teachers in consistency of approach across the school. School will also take into consideration the personalised approach required for the specific behavioural needs of particular learners.

Special Needs / Pupil Support

The School recognises its legal duty under the Equality Act (2010) to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour will be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENCo (Refer to SEN policy for details of procedures.) The SENCo and Class Teacher will draw up a plan for each child, in consultation with parents and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken

Behaviour Charts

If a chart is considered necessary, members of SLT / Inclusion team will look at all that is known about the child to gain a better understanding of what kind of targets on that chart, would be the most appropriate. We aim to understand the holistic needs of the child. The chart is presented and/or used in response to the needs of the child. All targets should be linked to the school rules. The chart will give staff the opportunity to identify any behaviour triggers for the child and emerging needs. The chart is overseen by a member of SLT and will be sent home on a weekly basis to parents/carers. We consider any chart to be part of our Pastoral Support Plan in conjunction with any outside intervention (where necessary). If the behaviour has not improved, parents will be invited into school for a meeting to discuss next steps and further interventions. (see appendix 2 and 3).

Lunch Club:

Ethos: Lunch Club is a place for children to relax during their lunchtime and engage in play and games that are supervised closely by an adult. It is a place to practise social skills and dealing with difficult situations in the playground; these are actively taught to the members of the club. The adult in charge of the club acts as a mentor for those children if they are having difficulties interacting with others.

Lunch Club is not a punishment and it is not a place where children must sit in silence and finish work. It is a place of learning, safety and fun.

Lunch Club has run across both sites for a number of years and it is highly effective in reducing the number of behaviour incidences in the playground. This results in a more positive playtime experience for all, children and staff alike.

Children are referred to Lunch Club in conjunction with the SENCo, SLT and the class teacher. Some children are casual users of Lunch Club by choice, where they have self-referred. However, SLT should be informed of this.

After an appropriate period of time, under close supervision and discussion with class teacher, the children are reintegrated back into the playground and monitored. Each child is different so the time scales and support is according to the needs of the child.

CPOMs

CPOMS is a software solution for monitoring Safeguarding, wellbeing and all pastoral issues (working alongside other existing safeguarding processes). Behavioural incidents are added to the system so that patterns of behaviour can be identified and provision put in place to support the child.

It is expected that any serious incident will be shared with parents and carers in a timely manner. CPOMS is utilised to perform half termly data analysis of behaviour incidences to inform SLT on provision to support children.

Monitoring

- SLT monitor the effectiveness of this policy on a regular basis. They also make reports to the governing body on the effectiveness of the policy and if necessary, make recommendations for further improvements
- The school maintains a record of behaviour incidents using CPOMS. The class teacher records minor and major classroom incidents where a child is giving cause for concern, including any incidents that occur at break or lunch time. SLT keep a record of any pupil who is internally, fixed term or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently

- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Exclusions

Exclusions are used as a last resort after many other behaviour strategies have been tried.

An **Internal Exclusion** requires a student to be excluded from all contact with classmates during the school day including break times & assemblies and to be supervised by a member of staff with the parent or carer formally informed of actions.

During an internal exclusion– the class teacher is responsible for providing work for the child that they can complete independently. The work will be marked and given back to the child.

Internal exclusions would not necessitate a reintegration interview unless is thought useful. An external exclusion should **always** have a reintegration interview. A reintegration interview should discuss the immediate support the child will receive in the week following the reintegration, in conjunction with the child. This will be recorded on a reintegration plan that must be shared with the parent and the child in an age appropriate way.

(<https://www.gov.uk/government/publications/school-exclusion>)

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, make a record of event and inform designated Child Protection Lead.

The Brook Traffic Light Tool <https://www.enhertscg.nhs.uk/sites/default/files/Sexual-Behaviours-Traffic-Light-Tool.pdf> uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

If a child discloses inappropriate serious sexual behaviour involving other children or adults, it is the legal duty of the adult to inform the designated Child Protection Leader immediately.

Offensive language

All children have the right to be respected and feel safe at school. We foster a culture of acceptance and celebrate differences through our school values, curriculum offer and PSHCE lessons. Our classrooms and school environment celebrate our diversity. We understand that the use of discriminatory language based on someone's race, religious belief, gender identity or sexual orientation can be highly upsetting and take the use of discriminatory or racist language very seriously. We ensure the victim's experience and needs are listened to in these situations. Children who use discriminatory language in school have their assumptions and attitudes challenged and are offered support so that they understand about different races, cultures and faiths. We understand that children are at very different stages of their language development and need to take this into consideration when dealing with discriminatory or racist incidences. Children at an early stage of their language development may mimic or copy language they don't fully understand. This does not diminish the hurt and upset it will have caused the victim or the seriousness of the incident. However, this will be taken into consideration when deciding on the correct support to ensure incidences do not occur again.

Appendices

Appendix 1

Behaviour and Sanctions

	Behaviour	Appropriate Sanctions	Comments
Stage 1	<p>Aggravations</p> <p>Calling out</p> <p>Wandering about classroom</p> <p>Running in the school building</p> <p>Not putting hand up to talk</p> <p>Interrupting other pupils</p> <p>Ignoring minor instructions</p> <p>Minor disruptions</p> <p>Pushing in the line</p> <p>Talking during silent work</p> <p>Minor Playground Incidents</p> <p>Being in a building unauthorised</p>	<p>Eye contact</p> <p>Reminders</p> <p>Verbal telling off</p> <p>Change of seating</p> <p>Name moved down the traffic light system</p> <p>5 Minute playground cool down period</p> <p>Tactically ignore</p>	<p>Not recorded.</p> <p>No other staff members involved.</p> <p>TA & Teachers on duty deal with playground incidents</p> <p>After 3 repetitions within a small-time frame then move to stage 2</p>
Stage 2	<p>Less Serious</p> <p><i>Repeated stage 1 behaviour</i></p> <p>Refusal to work/Unacceptable output</p> <p>Deliberate disruption</p> <p>Accidental damage through carelessness</p> <p>Minor challenge to authority</p> <p>Minor, non-directed swearing</p> <p>Repeatedly disturbing other children</p> <p>Playground aggression</p> <p>Spitting</p> <p>Consistent defiance</p>	<p>Separation from the rest of the class within classroom</p> <p>Writing a letter of apology during playtime/breaktime</p> <p>Missing Lunchtime/playtime to complete unfinished work</p> <p>Repair/clean up of damage..</p> <p>Consider a chart – according to the child’s needs.</p>	<p>TA/Teacher on duty to report playground incident to class teacher</p> <p>Repeated incidents within a short time frame to be reported to year leader or other peer teacher</p> <p>Repeated incidences in the playground – consider Lunch Club to prevent escalation</p> <p>Repeated incidences in general – refer to SENCo for discussion</p>
Stage 3	<p>More Serious</p> <p><i>Repeated Stage 2 Behaviour</i></p> <p>Deliberately throwing small objects with intention of harming or breaking them.</p> <p>Harming someone</p> <p>Damage to school/pupil property</p> <p>Leaving class without permission</p> <p>Repeated refusal to do set tasks</p> <p>Deliberate rudeness to adults</p>	<p>Informal contact with parents by class teacher</p> <p>Writing a letter of apology during playtime/breaktime</p> <p>A behaviour chart monitored by appropriate senior member of staff on site, copy sent home at end of week to parent</p>	<p>Incidents recorded on CPOMs</p> <p>Parental contact</p> <p>Reported to appropriate senior member of staff on site.</p> <p>Repeated and more serious incidences in the</p>

	<p>Harmful/offensive name calling/directed swearing at another child</p> <p>Bullying</p> <p>Less serious playground incidents/fighting</p> <p>Not handing in mobile phones or other electronic devices</p>	<p>Internal exclusion/Playground exclusion</p>	<p>playground – definite referral to Lunch Club</p> <p>Repeated incidences refer to SENCo</p>
Stage 4	<p>Very Serious</p> <p><i>Repeated Stage 3 Behaviour</i></p> <p>Repeatedly leaving the classroom without permission</p> <p>Fighting in the classroom</p> <p>More serious playground incidents/fighting</p> <p>Serious fighting & intentional physical harm to other children</p> <p>Throwing large dangerous objects</p> <p>Serious challenge to authority</p> <p>Verbal abuse/swearing to any staff or parent</p> <p>Bringing the school into disrepute e.g. on public transport, road.</p> <p>Vandalism/Graffiti</p> <p>Stealing</p> <p>Persistent bullying</p> <p>Racist / homophobic incidents (1 day internal usually)</p> <p>Truancy</p> <p>Malicious or inappropriate use of new technologies (see also ICT policy)</p>	<p>Formal telephone call/contact/ letter/ meeting with parents by above.</p> <p>Possible recompense for damaged/stolen property from parent</p> <p>A behaviour chart monitored by appropriate senior member of staff on site copy sent home at end of week to parent</p> <p>Internal exclusions on either site</p>	<p>Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</p> <p>If persistent, liaison with school SENCo and Family Services Team to identify whether behaviours being displayed reflect an underlying emotional, social or mental need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support, such as a ELSA /Play Therapy, and, where appropriate, CAF to be completed to access additional services e.g. CAMHS.'</p> <p>Incidents recorded on CPOMs</p> <p>Parental contact</p> <p>Persistent stage 3/stage 4 behaviours – SLT complete a chronology (interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid exclusions.</p>

<p style="text-align: center;">Stage 5</p>	<p>Extremely Serious <i>Repeated Stage 4 Behaviour</i> Extreme danger or violence Very serious challenge to authority Verbal physical abuse to any staff Running out of school Possession of a weapon considered to be dangerous by an adult Possession of illegal drugs</p>	<p>Immediate Exclusion, internal, fixed term (see exclusions)</p>	<p>Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</p> <p>Parallel Procedures for official out of school activities (PRU)</p>
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Targets

Year/Class _____ Week beginning: _____



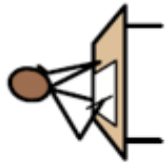
Primary School

Target 1:

Target 2:

Target 3:

	9:00-10:30	Before Play Time	10:30-11:30	11:30-12:30	Before Lunch Time	1:30- 2:30	2:30-3:30	Sticker 12/15 or more
Monday	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆	
Tuesday	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆	
Wednesday	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆	
Thursday	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆	
Friday	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆		1 2 3 ☆☆☆	1 2 3 ☆☆☆	



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for

Name.....

Target 1:.....

Target 2:.....

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