



Miers Court Primary School

Behaviour for Learning and Conduct Policy

Policy Scope:	Miers Court Primary School
Responsibility:	Local Academy Board
Date Adopted:	September 2020
Review Frequency:	2 years
Review Date:	February 2024
Last updated:	February 2022

Our vision

At Miers Court Primary School our vision is to promote a place where the whole community works together to create an environment where everyone feels safe to learn, willing to rise to challenge and able to achieve their very best. In order to achieve this, we are committed to working with families and their children to provide the highest quality education based on a partnership inspired by shared values and beliefs. Underpinning this vision are our Golden Rules which all members of our school community are familiar with and are an embedded part of our school ethos.

- Be kind and helpful - do not hurt people's feelings
- Be gentle – do not hurt anybody
- Look after property – don't waste or damage things
- Listen carefully – Don't interrupt
- Be honest – Don't cover up the truth
- Work hard – Don't waste your or other people's time

We welcome all parental support and collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school. The school expects parents to work with us to achieve our vision by:

- Supporting the school's Behaviour for Learning and Conduct Policy (available on the website).
- Reinforcing our vision and aims by talking regularly to their child/children about conduct in school, encouraging and celebrating all successes and accepting the use of sanctions where appropriate.
- Encouraging respect for their child's school, staff and peers.
- Showing respect and support for the school's behaviour strategies.
- Keeping the school informed about any issues that might affect their child's learning or conduct. The school will also ensure that we will inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains unresolved, it can be escalated to the: -

1. Phase Leader
2. Deputy Head of School
3. Head of School.

The school will endeavour to always follow this procedure but it may, in some situations, be necessary to escalate the incident more rapidly. If parents remain unsatisfied with the outcome, they can make a complaint to the Chair of Governors following the school's procedures.

Our aim

Our aim is to develop confident, independent enquiring and caring learners who are ready to become responsible and effective members of the wider community, fully equipped for the challenges of the 21st Century. We will provide a secure environment which actively promotes mutual respect, celebrates achievement, develops resilience and caters for the needs of all children. All members of staff are expected to support the

school's policies and procedures, thus ensuring that we have a consistent approach to developing and celebrating learning skills.

Our rationale

This whole school Behaviour for Learning policy ensures a consistent and secure environment for pupils through sharing clear expectations with the whole school community. The school employs positive strategies to promote effective learning skills, resilience, questioning and positive behaviour. It identifies the necessary rules to support this and promotes good relationships so that people can work together with the common purpose of helping everyone to learn.

This is achieved through a continuous and consistent focus on developing resilience and an enquiring mindset amongst the pupils using 3 key approaches:

- Learning Points
- Good to Be Green
- Secret Pupil

Staff are expected to support this aim by:

- Engaging pupils in their learning through providing appropriate challenge and maintaining an inspiring and well-organised learning environment
- Celebrating children's efforts and achievement.
- Encouraging and promoting self-esteem, self-respect, self-motivation and independence.

Learning Points (Appendix 1)

Learning points are awarded for moments where pupils have demonstrated effective learning skills. The key characteristics Miers Court learners will aim for were agreed by our school community and are:

- We always give our best.
- We keep on trying and we won't give up
- You will hear us say: "I wonder.." and "What if...?"
- We are active listeners.
- We ask questions and share ideas.
- We know how to make our learning better.
- We know when we have been successful.
- We are not afraid to get things wrong.

By encouraging and developing these characteristics, our pupils will become resourceful and curious learners who accept challenge and have the resilience and independence to become lifelong learners.

When awarding Learning Points, the member of staff will always make a comment which helps the pupil to improve their understanding of what makes an effective learner. For example, 'That's effective learning because you were able to explain how you got that answer', 'You have been successful with your learning because you kept trying different ways of solving that problem', 'Working as a team today has helped you to be a successful learner.'

Good to be Green (the Traffic Light System) (Appendix 2)

Good to Be Green is used in the Classroom to highlight behaviour which is supportive to effective learning. It is also used to quickly address any behavior which could disrupt the

learning environment and ethos. There is a warning phase built into it and each session starts from green. We set high expectations and work from the position that all children are ready to learn (are on green). The card is changed to amber and then, possibly, red, if behavior disruptive to learning is exhibited and is on-going. There are clear procedures and sanctions or rewards in place for each stage and these have been shared with the children.

Secret pupil (Appendix 3)

This is designed to develop a sense of corporate responsibility within a class and engender a sense of teamwork and reaching a goal together. Success is celebrated and the class work together by demonstrating good learning qualities to earn a Secret Pupil point for the class. These add to their joint tally and can be used to buy a reward that has been agreed as a class. The rewards range from things like 5 minutes of Golden Time, extra playtime or an end of term treat. The children have agreed a 'tariff' of 'prices' for each reward.

Identifying and Celebrating Success

Success breeds success and pupils need to learn how to identify and embed successful learning habits. They will be supported in this by all members of staff. Success will also be acknowledged and celebrated and we have a variety of ways of doing this from stickers (I've been Green All Week); notes, postcards and letters sent to parents; to special celebration assemblies. These have been shared with pupil, staff and parents. (see Appendix 1).

Conduct

Our aim

Our aim is to provide a secure environment which actively promotes mutual respect, responsibility for actions, thoughtfulness, consideration and positive conduct.

Rationale

This whole school conduct policy ensures a consistent and secure environment for pupils through sharing clear expectations with the whole school community; the school employs positive strategies to promote good behaviour, identifies the necessary rules to support it and promotes good relationships so that people can work together with the common purpose of helping everyone to learn.

This policy supports this by:

- Promoting a calm and caring ethos, where learning is valued by pupils, staff and parents.
- Identifying clear expectations and consistent rewards and sanctions.
- Teaching children how to show positive behaviour and make the right choices and rewarding good behaviour, self-discipline and respect.
- Applying all rules fairly, positively and consistently.
- Providing strategies to ensure that the required standards are met and challenging inappropriate behaviour.

All members of staff are expected to support this policy and the procedures by:

- Modelling high standards of presentation, respect and behaviour and promoting the school's Code of Conduct
- Respecting children and listening to their views without discrimination.

- Establishing and maintaining clear and consistent expectations and boundaries.
- Encouraging pupils to make positive choices and apply any corrective measures in a sensitive and private manner.
- Adhering to behaviour and discipline procedures and recording and referring any inappropriate behaviour in accordance with procedures.

Celebrating and acknowledging high standards of conduct and positive attitudes

As a school we are committed to recognising and celebrating success in all aspects of school life. Where pupils make positive choices in their conduct and attitude towards others, staff will acknowledge this through a variety of methods including awarding house points. House points complement the use of learning points and can be awarded for things such as thoughtfulness, supporting peers, being a good ambassador for the school at outside events, good manners etc. All pupils have been involved in discussions around naming the 4 houses in the school (red – Rowling House; green - Kerr House; yellow – Smith House; and blue – Peak House). These houses have been named after inspirational people from different walks of life, nominated by the pupils and finalised by a panel made up of the school council and members of staff.

The process:

- Every pupil in the school belongs to a house (siblings belong to the same house).
- A master copy of the houses and members will be held on TeacherShare. Each year, EYFS will allocate their pupils to a house using the master sheet as a reference copy. When new pupils join the school (not in EYFS) their teacher needs to identify which house has space and allocate a house place accordingly. If siblings join, the teachers need to liaise to ensure that the pupils are allocated to the same house.
- These will be the same houses for sports events.
- A table for house points is displayed in every class (not for individuals but by house groups).
- House Captains and Vice Captains are appointed from year 6, they will be selected by the whole staff. They will have the task of collecting the total house points from each class and arriving at a grand total for the week. They will also encourage their teams to contribute to their House success in as many ways as possible.
- A trophy will be awarded to the winning house each term.

Procedures and Consequences for dealing with inappropriate behaviour

General guidelines for all adults when dealing with poor conduct:

- Rights, rules and responsibilities should be established early on.
- Lead through praise for good behaviour and modelling expected attitudes and manners.
- Aim to avoid embarrassment and hostility – keep it about the behaviour and, if possible, private.
- Use a calm, low, controlled voice.
- Avoid getting into arguments with the child. State the problem, state the outcome, repeat if necessary.
- Avoid an intimidating stance or position.
- If appropriate, try to give a child an “out” if you have reached an impasse, for example an opportunity to apologise or make reparation for the outcome of their action, even if they will not accept blame at that point.

- Make sure responses are seen to be fair, give children the chance to give their side or other information needed (something may have happened earlier that has led to the problem).
- Be consistent in how behaviour is dealt with.
- After an incident, look for an opportunity to allow the child to know they are welcome when they behave well, ie making a point of praising them as soon as you can.
- Once an incident is dealt with, let it go. Some incidents may need to be recorded but do not need to be brought up every time there is an issue.
- Children who have been disciplined should not then have other adults comment or add punishments, for example if the child is being kept in at lunchtime in a public area of the school.
- Avoid any physical contact unless it is an extreme situation and for the well – being of the child.

Our Conduct Procedures and Processes

As a school, we recognise that, despite our high expectations of good conduct at all times, there will be occasions where this does not happen. In these situations, each incident will be dealt with according to the details of the misconduct. Whilst all incidents of misconduct are unacceptable and will be addressed by the relevant member of staff, we recognise that some incidents are more serious than others and may lead to more serious consequences. It is important that the adult dealing with the incident ensures that they have the fullest picture of the context of the incident as well as the details of what happened. This context includes information about whether or not this is a recurrent behaviour or a one off incident. All teachers will maintain a behaviour log for their class so they quickly identify and address any patterns of misconduct. It is also important that all members of staff ensure that class teachers are informed of any incidents and their consequences to help with identifying any patterns.

Following a consultation with staff, it was agreed that, although it is not possible to rigidly categorise types of misconduct, they do fall roughly into 3 categories of seriousness. **However, it must be noted that frequency and intent can change the seriousness with which an incident is viewed e.g. an incident of swearing which has happened as a 1 off event, will be viewed as less serious than a series of incidents of a pupil swearing at a number of different children over a period of several days despite having already incurred consequences for the first incident(s).**

Misconduct (these are examples and not exhaustive or exclusive lists)	Procedures and expectations – these are for guidance only and staff are expected to use their professional judgement when considering the context of the incident
Tier 1 Low level, incidental behaviour which includes incidents such as: <ul style="list-style-type: none"> • Running in the corridors • Messing about in the toilets • Talking during assembly 	<ul style="list-style-type: none"> • The adult who has observed the incident speaks to the child • Check that they understand what they have done • Ensure that they understand why that action is an issue • Reinforce the correct behaviour

<ul style="list-style-type: none"> • Persistently calling out in class • Lack of manners/ consideration for others (thoughtlessness) 	<ul style="list-style-type: none"> • Child apologises • If appropriate, inform the class teacher
<p>Tier 2</p> <p>Mid-level behaviour which can include deliberately targeting another child or acting with intent to upset them such as:</p> <ul style="list-style-type: none"> • Excluding someone from a game • Spreading lies • Pushing and shoving • Refusing to follow instructions (defiance) • Stealing • Laughing at or mocking other pupils • Back chatting adults <p>(It should be noted that a repeated pattern of these types of incidents would result in the actions being viewed more seriously than a single incident).</p>	<ul style="list-style-type: none"> • Speak to all children who were involved in the incident (depending on age, they can be required to write their version of events) • Class teacher to be informed • Class teacher to speak to all once they've weighed up the evidence and come to a decision • Appropriate consequence to be given e.g. loss of some or all of a playtime – consequences should not impact on learning time but could be taken out of Golden Time • Warning card to be given (following 'good to Be Green' procedures if learning is affected.). • Incident to be recorded in behaviour log – date, action e.g. pushing, and consequence e.g. 5 mins play • Depending on seriousness, pupil to speak to Phase Leader (not during lesson time) • Parents to be informed if appropriate – all incidents of physical behaviour to be reported
<p>Tier 3</p> <p>Highly disruptive or serious misconduct which might also lead to children and/ or adults feeling intimidated such as:</p> <ul style="list-style-type: none"> • Spitting • Racist or other comments or name calling which limit equality e.g. homophobic and sexist comments (These also need to be recorded in a separate log.) • Intentionally physically hurting another person • Running away from the classroom or school building • Persistently stealing for gain e.g. money • Swearing 	<ul style="list-style-type: none"> • The Class teacher must be informed • Speak to all children who were involved in the incident (depending on age, they can be required to write their version of events) • Class teacher to speak to all once they've weighed up the evidence and come to a decision • Escalated to Assistant Head, then the Deputy, then the Head of School (Please note that some incidents may be deemed to be so serious that they may be escalated

<ul style="list-style-type: none"> • Intimidating others e.g. making threats or behaving in a threatening way • Persistently recurring behaviour from Tier 2 • Sexualised behaviour 	<p>directly to the deputy or Head of School)</p> <ul style="list-style-type: none"> • Parents to be informed • Incident to be recorded – if of a racist, sexist or homophobic nature, it needs to be logged separately by D Field as these incidents have to be reported to governors
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Behaviour Plans

If the child's behaviour cannot be modified after such efforts then it may be appropriate to put in place a more formal behaviour plan (see appendix 2). The behaviour plan is a clear set out agreement of targets, procedures and consequences, the child and all adults likely to be involved with the child must be informed of its contents. It should be regularly monitored and reviewed by the class teacher and Inclusions Manager. Such records will form vital evidence if it becomes necessary to consider exclusion from school.

Exclusions

As a last resort, unacceptable behaviour may result in exclusion from the school. The involvement of the Governors and the LA is necessary at this stage. All correct procedures must be followed precisely in this case.

If a child has serious and persistent behaviour difficulties it is important that the teacher considers this when planning activities as a form of differentiation. A child should not be excluded from an activity when additional support, modification of task, groups or timing may help to prevent an incident from occurring. Advice should be sought from the SENCO or SLT.

Positive Handling – (for detailed guidance please see separate policy)

Although some staff are trained in aspects of positive handling, this should only ever be used in cases of extreme necessity **and only in the best interest of the child involved.**

There is no right to restrain or use physical force and so any use should be considered very carefully. Whenever possible, a trained member of staff should be called on for assistance.

Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that a child may bring fears or worries into the classroom and this may be exhibited through their behaviour. If a member of staff (teaching or non-teaching) suspects there to be a CP issue involving a child, or is faced with a disclosure, then s/he has a duty to pass this information to the designated CP officer (this is the Head of School or in her absence the Deputy Head of School). Staff need to make pupils aware they cannot legally give complete confidentiality.

The role of the Head of School

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school

and to report to Governors, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School has the oversight for monitoring behaviour incidents and will be supported with this by the AEN Leader who will keep records of all reported serious incidents of misbehaviour and complete a monthly monitoring grid to demonstrate either a pattern of behaviour or persistent poor behaviour and will report back to the Head of School on this.

The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors

The Local Academy Board have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in adhering to these guidelines. The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School about particular disciplinary issues.

The role of all staff

- All staff must follow this policy
- Incidents that require a call to parents, must be recorded initially on the yellow behaviour forms and then on CPOMs and Arbor. The ABC approach must be followed when recording incidents
- If an incident is escalated, the form must be passed on so that it can be updated.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Head of School (or the Acting Head of School) has the power to exclude a child from school. The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head of School may exclude a child permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Academy Board. The school informs the parents how to make any such appeal.

The Head of School informs the LA and the Local Academy Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Academy Board itself cannot either exclude a child or extend the exclusion period made by the Head of School.

Policies relating to this one include:

- Anti-bullying
- Child Protection
- Confidentiality
- THAT Positive Handling Policy

Appendix 1

Learning Points – the System

Learning points are awarded for incidents where pupils have demonstrated effective learning skills. For Miers Court Primary School, we've agreed that these are:

- We are not afraid to get things wrong.
- We always give our best.
- We keep on trying and we won't give up.
- You will hear us say, "I wonder..." and "What if..."
- We are active listeners.
- We ask questions and share ideas.
- We know when to ask for help and how to help ourselves.
- We know how to make our learning better.
- We know when we've been successful learners.

Learning points should be associated with learning, not with work i.e. that's effective learning, you have been successful with your learning, and working as a team today has helped you to be a successful learner.

Teachers will have a supply of Head of School's certificates which they fill in when the pupil earns 10 learning points. The pupil's name will be read out in assembly and they will stand, with peers, to receive a round of applause. The class teacher will hand out the certificates in the classroom and again acknowledge the achievement.

When a child earns 25 learning points, they will be awarded a Bronze certificate. This will be handed out in a celebration assembly and a postcard acknowledging the achievement will be sent home.

The same procedure will be followed for a silver certificate (50 points) and a letter from the Head of School will be sent home.

When a child achieves their gold certificate, for 100 learning points, their parents will be invited in for the presentation. An end of term celebration for all recipients of gold certificates and their parents will be held e.g. having tea and cakes with the Head of School. The pupils' names will be entered on a 'Roll of Honour' or something similar in the Reception Area and first names and classes will be included as an announcement in 'Miers Court Matters'.

Appendix 2

Good to be Green

Foundation of this approach – focusing on pupils learning to take responsibility for their behaviour

All children start on green because we all have a clear expectation that all children come in to school ready to learn.

Our shared expectation of 'being ready to learn' is that a child demonstrates those properties that we have linked to the Learning Points as well as being ready in a practical sense e.g. pen/ pencil etc. settle to work quickly and without fussing etc.

Any deviation from this goes through the normal procedures – warning, 2nd warning, name on the board, moved to amber card. Only after all of this has been done, do pupils reach the consequence card. A consequence card is for that lesson and the consequence is immediate – loss of 5 minutes play. Then the card resets to green so the expectations are reset for the next lesson. (in cases of extreme behaviour, other procedures will need to be used).

When warnings are given, they must be clearly linked to the impact of the behaviour on learning e.g. doing _____ means that you haven't been learning/ has stopped you from concentrating/ has stopped your groups from .../ has stopped me from being able to help _____ with their learning.

When acknowledging those children who have remained on green all day, use the same language – I can see that you've really been learning well today (This can be a really good opportunity to review learning – NOT BEHAVIOUR – during the day and think about whether you've missed opportunities to award learning points.)

A record of persistent offenders needs to be kept so patterns and trends can be identified i.e. if a pupil consistently receives warnings in maths, what is the underlying reason? It's unlikely to be because the child just fancies misbehaving during that session. It's more likely to be more deep-rooted and linked to ability to participate in that learning.

This will be done very simply by using the agreed recording sheets and format. Not every warning needs to be recorded – only those that result in an amber or consequence card being given.

The Phase Leaders monitor trends on a regular basis and will discuss any patterns that have been identified with teachers to discuss what's been put in place/ needs to be done to address this.

Children who stay on green all week will be given a sticker at the end of the week to acknowledge that they have been effective learners during that week. As with the daily acknowledgement, this needs to reiterate the language of learning.

Appendix 3

SECRET PUPIL – developing an awareness of the impact of individual behaviour on the group.

Every pupil's name (laminated) is in a hat/ box/ bag/ container of some sort.

Each morning, the teacher and LSA draw a name out of the hat, share it ONLY with each other and then return it to the box but in a way that keeps it separate e.g. Bluetacked to the inside of the lid, paper-clipped to the inside of the bag etc.

At the end of the day, the adults announce the name of the pupil if they have earned the 'Secret Pupil point' for that day. If the pupil has not shown consistent learning behaviour/ hasn't made a real effort during that day (for some it may be a much improved day rather than a perfect day) then they are not identified. The teacher just announces that the class has not earned a point that day and the slip is returned to the bank of names. Every pupil's name is in the bank at the start of every day so some pupils may well be drawn twice.

Those pupils who are successful, have their name displayed for the term on our Secret Pupil display (could just be a section of the wall with a pretty border and a title) for the term. Displays and tariffs reset each term.

The Secret Pupil Tariff:

- As a staff we need to agree the value of a Secret Pupil point but the class can agree to bank points towards something big like a film afternoon, picnic or something similar at the end of the term or may want to go for a more immediate reward.
- A pupil not earning a point does not take away from the points already earned; it just doesn't increase the total.

Appendix 4

Key Principles for Heads of School to help improve school behaviour

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are
- Display the tariff of sanctions and rewards in each class
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day
- Ensure that other Senior Leadership Team members are a visible presence around the school
- Check that pupils come in from the playground and move around the school in an orderly manner
- Check up on behaviour outside the school
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff
- Praise the good performance of staff
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff
- Ensure that staff praise good behaviour and work
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display rules in the class – and ensure that the pupils and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy.

Pupils

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticizing those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones.