

ALWAYS REMAIN CALM AND START WITH LEAST INTRUSIVE INTERVENTION ENSURE YOU AVOID HUMILIATION

ESCALATING INTERVENTIONS

Catch being good

Look / gesture / touch on shoulder/
proximity

Praise others doing desired

Planned ignoring

Redirect / distract

Remove distractions / move child

Take aside for a quiet reminder

Use name to describe behaviour "X, you
are shouting out"

Give a rule reminder "X, in this classroom
we put our hand up"

Give a direct request "X, use your hand
when you want to contribute, thank you"

Give direct choice "X, I've ask you to put
your hand up and not shout out, either use
your hand or you will need to have time
out"

Time out—short and returned with remind-
er fo expectations

Keep back to discuss at play-time

Verbalise disappointment briefly / clarify
expectations / explain you know they'll be
able to do it

Agree how it will be different / what you
want to see

Refer to consequence chart

Speak to parents—phone call / quick word
at end of day / arranged meeting

Red zone

Refer to SLT

REMEMBER

It's critical that we work at building rela-
tionships with challenging pupils
(Emotional bank)

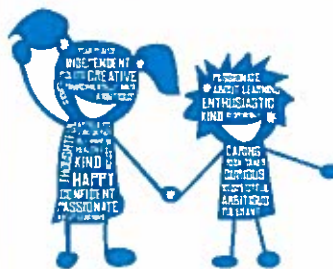
Say calm and keep emotion out of the
situation

Use confident, assertive tone and keep it
simple (not too many words)

Give take up time and ignore secondary
behaviours

Check learning is meeting need

Record in behaviour book



POSITIVE STRATEGIES TO TRY

Know triggers and pre-empt problems

Take care with seating / grouping

Use picture cues to address issues e.g.
noise-o-meter

Positive incentives—marble jar, sticker
chart, individual reward chart

Consider

- Use of timer
- Planned breaks
- Reflection time
- Sending work home if on-going is-
sue
- Giving the children a responsibility

ALWAYS REPAIR!

MYATT GARDEN PRIMARY SCHOOL GOVERNING BODY'S STATEMENT OF BEHAVIOUR PRINCIPLES

This statement has been developed in accordance with the responsibilities of governing bodies under the Education and Inspections Act 2006, the Education Act 2002, the Equality Act 2010, children's safeguarding and welfare and the Department of Education guidance (Behaviour & Discipline in Schools 2006). The purpose of this statement is to give guidance to the Head in drawing up the behaviour policy by stating the principles which governors expect to be followed. It is underpinned by the agreed values of our school community.

Values

At Myatt Garden Primary School, we believe in the inherent worth of every individual and that there is nothing the children and adults in our community cannot achieve. We are committed to:

- ensuring fairness in all we do
- behaving respectfully with everyone we meet
- promoting equality of opportunity across our curriculum and in all of our policies and practice
- being open and honest with ourselves and each other
- working together to create community and to help everyone achieve their best.

Myatt Garden Behaviour principles: positive, fair and safe

We focus on behaviour to support our vision that all Myatt Garden children enjoy and excel at learning and life. We aim to create a positive and supportive learning environment in which all of our pupils are able to fulfil their ambition and potential, whilst ensuring that behaviour which adversely affects the learning opportunities of others is always challenged.

We have positive and high expectations of children, parents and staff and everyone is on board with our vision and approach.

Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. We model, acknowledge and promote good behaviour and good learning in all we do and encourage pupils to have respect for themselves and for others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community. We all have the right to learn, to be treated respectfully, to be heard and to feel safe.

We take our legal responsibilities seriously – including equality of opportunity, safeguarding and attending to the needs of individual children.

We encourage self-regulation and self-reflection, enabling children to be aware of their behaviour and its impact on others. Pupils are encouraged to take responsibility for their behaviour and be actively involved in finding solutions.

We ensure fairness and place emphasis on attempts to identify and address causes of misbehaviour rather than just treating symptoms.

We place importance on reinforcing positive behaviour rather than punishing misbehaviour. We understand rewards are motivators and reinforce the positive behaviour we want to see: sanctions are indicators of unacceptable behaviour and consequences. We positively recognise achievement and

celebrate success. This can be summarised in the phrase 'Catch them being good'. Rewards and sanctions are applied consistently and fairly.

We recognise that some pupils will need additional support to achieve the expected standards of behaviour.

We expect that pupils' behaviour will be monitored and that parents or carers will be kept informed of their children's behaviour.

Creating a positive learning environment requires partnership between home and school. Therefore the school will have an effective and easily understood behaviour policy developed by the Head and staff, in consultation with pupils and parents.

More details of the Behaviour Policy can be obtained from the school office/ school website. This statement of principles is reviewed annually alongside the behaviour policy.

For discussion

Specific reference should be made in the policy regarding

- Screening and searching pupils
- The power to use reasonable force or make other physical contact
- The power to discipline outside the school gates

Myatt Garden Primary School



Behaviour Policy

Date Agreed: March 2018

Review Date: March 2019

Myatt Garden Primary School

Behaviour Policy

Introduction

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel happy, safe, valued and motivated to achieve. At Myatt Garden we create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by all staff, pupils and parents.

Aims

The aim of this policy is

- to outline the schools' expectations of behaviour and the systems used
- to ensure we promote and develop good behaviour
- to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well
- to help children to become positive, responsible and increasingly independent members of the school and wider community

Expectations

We believe that good behaviour is essential in order to enable all of our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe it is important for children to be aware of their behaviour and its impact on others. Pupils need to take responsibility for their behaviour and be actively involved in finding solutions.

The school has a set of golden rules of behaviour which are aimed at promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically and to be happy.

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anyone

Do not hurt people's feelings

Do not waste your and other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

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The school expects every member of the school community to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices. By using the language of choice we

- promote self-management of behaviour and enable some reflection on what behavioural choices exist
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to 'catch' good behaviour.

Children are encouraged to make good choices at all times. They will be supported to

- follow the golden rules
- understand what good behaviour means
- be aware of their behaviour and its' impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Staff will

- ensure all children are clear about our expectations of behaviour at the beginning of the year
- treat each child fairly, with respect and understanding
- model positive relationships
- regularly discuss the golden rules and remind children of school's expectations
- plan quality learning tasks which engage and motivate learners
- praise good choices
- catch children behaving well
- ensure they are fully familiar with the children's needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- follow the guidance in the school behaviour policy in a fair and consistent way
- display the consequences of their behaviour choices
- use school guidance to ensure they are consistent when deciding on consequences
- keep a record and relevant notes on any misbehaviour
- keep parents/carers informed about their child's behaviour and relationships
- ensure the health, safety and welfare of all children

We work in partnership with families and expect parents and carers to

- be aware of the school rules
- celebrate their child's achievements and show an interest in their school life
- ensure that children arrive at school on time

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- work with the school to model high expectations of behaviour
- work with the school to support us in improving children's behaviour
- act promptly at the request of the school by telephone or letter in the instance of a discipline problem
- support the school's decision when applying consequences

We firmly believe that the best way to ensure high standards of discipline is to recognise achievement and celebrate success. This can be summarised in the phrase 'Catch them being good'. To support this we believe the school needs a system of rewards for good and improving behaviour and sanctions where standards fall below our expectations. These rewards and sanctions must be applied consistently and fairly.

Rewards

At Myatt Garden we believe that it is important that children know that their good behaviour is acknowledged. Rewards reinforce and sustain good behaviour and encourage other pupils to behave well.

Rewards include verbal praise and acknowledgement, smiles, postcard home, being sent to another adult for acknowledgement, certificates, sharing success with the class, recognition in assembly, being chosen for roles of responsibility e.g. mentor.

Each week golden tickets will also be awarded to children doing the right thing – e.g. moving around the school calmly, being polite, acts of kindness. The child's name will be written on the ticket and the child will take it to their class for teacher and peer acknowledgement. The tickets will then be placed in the golden ticket box. One ticket will be drawn out in whole school assembly and the child will receive a prize.

Where appropriate, in order to promote a sense of community and belonging, classes may also work towards an agreed shared target which will be rewarded at the end of a half-term.

Sanctions

Myatt Garden employs a number of sanctions to reinforce the rules of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and ensure that sanctions are related, respectful and reasonable. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter others from similar behaviour.

Sanctions can range from a warning, to being asked to move, to time-out in another class, to attending Red Zone, to meeting with parents or in extreme circumstances to exclusion. We have a clear framework which we all use to ensure consistency across the whole team (see attached)

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Red Zone involves children staying in during a playtime in a designated classroom supervised by a teacher. Children will be expected to reflect on the reason for their attendance at Red Zone. Parents or carers will be notified if children attend Red Zone more than 3 times in any term.

Restorative approach

We use a restorative approach in order to resolve conflict. It promotes being honest, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. It is based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem.

Restorative justice focuses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. It ensures the process is seen as fair, therefore encouraging honesty and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

Special Needs

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this happens we will work closely with parents/carers to provide additional interventions which may include

- establishing an individual behaviour plan
- support from the Pastoral Support and Learning mentor
- targeted interventions e.g. The Emotional Toolbox, 5 point scale
- working with external agencies e.g. Trefor Lloyd, New Woodlands School, CAMHS.

Handling pupils

Children will only be restrained when absolutely necessary e.g. they are in danger of seriously hurting themselves or others. A number of staff have been trained to de-escalate situations and restrain safely. A record will be made of any incidents and reported to parents.

Exclusions

The decision to exclude a pupil will be taken in the following circumstances

- In response to a serious breach of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the member of SLT who is acting in that role)

All exclusions will be reported to governors.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a pupil either permanently or for fixed period the Head teacher will

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her /his versions of events
- Check whether the incident may have been provoked.

Exclusion procedure

Most exclusions are fixed term and are of short duration. The DCSF regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Parents /carers will be contacted immediately and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. They have a right to make representations to the Governing Body and the local authority as directed in the letter.

The governors have arrangements to promptly review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

The governors have arrangements to promptly review permanent exclusions and all fixed term exclusions that would lead a student to being excluded for over 15 days in a school term or missing a statutory examination.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility. Work will be provided by the class teacher.

A return to school meeting will be held following the expiry of the fixed term exclusion.

Permanent exclusion

The decision to exclude a pupil permanently is an extremely serious one. There are two main reasons for permanent exclusions being considered

- The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour.
- When a serious criminal act has been committed, the school will involve the police in any such offence.

Behaviour guidelines

General expectations

- We are ALL responsible for ensuring children are clear about our expectations of their behaviour
- If you see you are 'on duty'
- Our most effective tool is the certainty of our pupils that any misbehaviour will be followed through by any adult
- All staff need to deal confidently with incidents as children can sense if we're not
- If children don't respond to your intervention, it is important to follow procedure so that they know you expect compliance and aren't an easy touch
- If you deal with an incident make sure you tell children's class teacher
- Record all incidents regarding your class in your behaviour book
- Under no circumstances, should children ever be left unsupervised anywhere

Establishment phase

- Each class will invest quality time in establishing our expectations at the beginning of term
- We will need to explicitly teach children how we want them to go about routines
- We must allow time for this
- Class expectations will be displayed in class
- Staff will regularly refer to the class expectations to ensure all children are clear
- They will remain high profile
- A copy will go home with every child
- These expectations will form the basis of how we do things around here
- Having high expectations of the way they treat each other and property is essential from day one
- It is crucial we don't let these standards slide

Low level classroom disruption

- Our classrooms will be positive classrooms where we try to catch children doing the right thing
- Often it will be appropriate to tactically ignore behaviour in one child, but instead explicitly acknowledge someone doing what you expect in the vicinity
- This can be followed up with acknowledgement of the target child once they have done the right thing
- We will always start with the least intrusive interventions
- We will always remain calm and keep our emotion out of any exchange
- We will address the child using their name, describe the behaviour and remind them our rule e.g. '*Name*' you are swinging on your chair
- Never ask '*Why are you swinging on your chair?*'

- Use a confident, assertive voice which doesn't doubt that they'll do it
- If needed provide a rule reminder e.g. *'Name' in this classroom we keep all chair legs on the floor* or *'Name' well done for keeping all chair legs on the floor*
- Keep it simple - don't use more words than necessary consider the key words that the child needs to process
- If child doesn't comply use a direct request followed by thank you to convey your expectation of compliance e.g. *'Name' sit on your chair properly, thank you*
- Look away and continue
- Always give 'take up time' as processing slows when we are anxious/stressed
- Tactically ignore secondary behaviours
- If child has still not complied give them a direct choice with a clear consequence e.g. *I've asked you to sit on your chair properly, either you sit on it as asked or you will have to kneel on the floor*

Sending children out of class

- Children should only be sent out of class when other strategies e.g. directed choice, have failed to have an impact
- Children should be sent to your Year group partner for a short amount of time
- Sending a child out of class should be recorded in the class behaviour book and always be followed up with a discussion with the teacher who sends them out at the end of the lesson
- Additional sanctions should be considered for any child who is sent out of class regularly. This may include discussions with parents, going to Red Zone or discussion with Pastoral and Learning Support manager.

Resolving disputes /conflict

- We will remind children that they ONLY have 3 choices
 - walk away / ignore it
 - sort it out through talking to other person
 - ask an adult for help
- We will remain calm and listen to both points of view
- We will encourage and value honesty
- Where there is no agreement, we will try our hardest to find reliable witnesses
- We will discuss which rule has been broken
- We will use the consequences chart in order to achieve consistency in sanctions
- Sanctions should always be related, respectful and reasonable
- Where appropriate restorative justice will be used

- Red zone takes place every morning play
- Teachers cover Red Zone on a rota
- Red Zone should be an uncomfortable experience for the children
- Children should use their time in Red Zone to reflect on the reasons for them being there. This could be through writing a letter of apology or using the Red Zone pro-forma
- Children's names need to be recorded with the reason for attendance
- The PLS mentor will monitor attendance
- A third attendance within any term will be recorded in amber as an alert
- At this point the PLS mentor and teacher will meet with the child & phone home to alert parent
- Any child attending five times in a term, will have a letter sent home and a meeting will be arranged.

Assembly

- Children will line up in a manner that ensures bad combinations are separated
- Children will not leave the classroom until the line is silent
- They will be led to assembly by their class teacher
- Children will sit with legs crossed and hands in their laps
- Teachers will monitor their class throughout assembly and take care not to talk themselves
- Children exit silently

Moving around the school

- Children should walk quietly around the school on LHS of staircases and corridors, being aware of others
- Children should avoid going through classrooms
- Children must not run

Playtime

- Staff on duty must be out promptly
- It is essential that staff patrol the designated area and are vigilant at all times
- Prevention is better than cure – careful observation of children helps to anticipate conflict situations. Watch out and intervene early to distract / redirect certain combinations of children or games
- Any incidents need to be reported to the class teacher
- One member of staff needs to ensure all children have left the playground
- On first bell children stand still. On second bell children collect clothes and walk back to class calmly.

Lunchtime

- Staff on duty must be out promptly
- Staff will actively work the playground – listening & responding, locating key children, intervening early.
- Teachers will ensure that packed lunch boxes are sent down at the appropriate time, preventing pupils from re-entering unsupervised classrooms
- Pupils will walk to and from the dining hall through the well, in a calm & orderly fashion
- In the dining hall staff will greet pupils and dispense hand wash
- Pupils will use quiet voices in the dining hall
- Staff will circulate & talk to pupils, ensuring that polite, well-mannered behaviour is in evidence at all times

Lining up

- Pupils will walk to class and form a calm line
- Staff will be ready to receive them as they start to form a line
- Children will enter the classroom quietly going straight to their seat, ready to learn.

Guidelines for intervening in fights

- Our first duty is to prevent harm
- We need to stay calm and set an example of how to handle difficult situations
- Assess the situation and send a child to get help if necessary
- Verbally move other children away
- Tell children to STOP in an clear and assertive voice
- If known, use children's names.
- Standing between the pupils may be appropriate to stop the fight
- Whilst we should always try to stop a fight verbally, as a last resort we may need to intervene physically to prevent harm
- Some pupils will need time to calm down in a safe place within adult view before discussing the incident, especially boys who often find it hard to hear or reflect when in a heightened state!
- Quiet discussion should take place away from the scene giving each pupil the opportunity to tell their side of events – this may need to be at a later time when both parties are calm
- We will always listen
- Refer to consequence chart when deciding on sanctions
- Restorative justice may well be appropriate

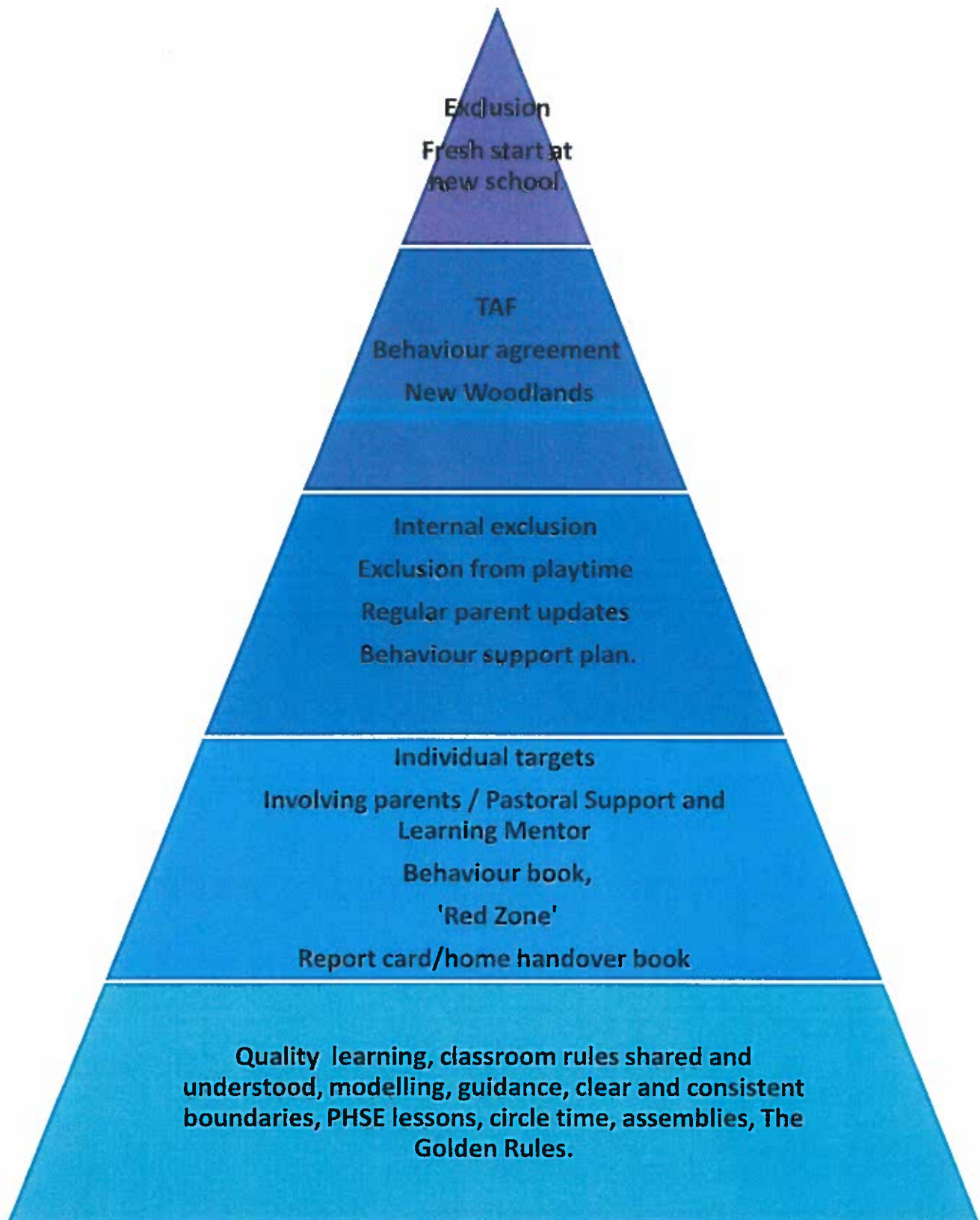
Children with challenging behaviour

- Some children will need additional support
- It is essential that we keep parents informed and work in partnership with them
- SEND screening information for 'behavioural, emotional and social difficulties' (BESD) is available on the server
- Behaviour will need to be closely monitored so we can review and analyse incidents and look for patterns, e.g. triggers, frequency, durability and generality using our ABC charts
- It may be appropriate to work with the SENCO, Pastoral and Learning Support Manager or member of SLT
- There are a range of strategies that may be appropriate
 - Individual behaviour plan
 - Specific intervention e.g. 5 a day
 - Home / school report
 - TAC meetings
 - Outside agency support / advice

Suggested scripts:

- *'Name something has happened. Talk and I will listen.'*
- *'Name you're upset. I will help you sort it out. Let's walk.'*

Strategies to Manage Behaviour



Level	Behaviour	Action
1	<p>Calling out / constant chatting Interrupting, silly noises Ignoring instructions Pushing in line Throwing / flicking small objects to be irritating / silly Wandering around the classroom Not following established procedures</p>	<p>Rule reminder Planned ignoring Objects to be picked up by child and handed to teacher Proximity praise to others Teacher 'look' or agreed visual signal If outside asked to walk with teacher or stand by wall for 5mins</p>
2	<p>Repeat occurrence of Level 1 behaviour after reminder Refusing to work Answering back / walking away Kissing teeth Disrupting teaching and learning Rude / inappropriate responses Rude /threatening gestures Taunting / teasing / winding up Name-calling / cussing Rough play Continued poor behaviour at lunchtime</p>	<p>Warning and choices Rule / consequence reminder Children asked to move/isolated in class Apology (written or verbal) Time taken from break/lunch to complete work Recorded in behaviour book if appropriate Casual chat with parent Follow-up conversation Walk with member of staff in playground Excluded from specific section of playground</p>
3	<p>Continued repetition of any of above Deliberately aiming and throwing objects at someone Leaving classroom without permission Harming someone Intimidating others Damage to property Swearing at someone Racist / homophobic name calling</p>	<p>Time out in other classroom (always followed by discussion in child's own time) Teacher informs parents by phone Loss of break in 'Red Zone' Loss of lunch-time Incident recorded in teacher's behaviour book</p>
4	<p>Continued repetition of any of above Fighting/ biting /serious harm to others Throwing dangerous objects Complete non-compliance after above measures employed Serious damage of property Threatening physical violence Sexualised behaviour (not age appropriate) Stealing Serious racist/homophobic name calling Serious incident in playground</p>	<p>SLT notified by completion of behaviour incident record Involvement of learning mentor / SENCO Internal exclusion from playground / classroom Meeting with parents, teacher and senior staff and possible fixed-term exclusion Privileges may be removed Behaviour plan drawn up Referral to outside agency Exclusion at break / lunchtime</p>
5	<p>Continued repeat of any of the above after behaviour support plan implemented Extremely violent behaviour Serious physical abuse to children Verbal / Physical abuse to staff Leaving school premises</p>	<p>SLT called to withdraw child Office / police informed (runners) Meeting with parents and fixed term exclusion Possible permanent exclusion</p>

Protocol for Internal Exclusions

Internal exclusions will be sanctioned by the Head teacher (or Deputy if HT absent)

They will involve

- A meeting with the child's parents at the beginning and end of the exclusion period
- Time set and location established at outset
- Playtime will be in red Zone
- Lunch-time in Head or Deputy Head's office
- Parent will deliver and collect their child from the HT at the beginning and end of day
- Record will be placed on child's file

In class

- Class teacher will talk to their own class in advance so they know to ignore excluded child
- Seated in isolation (where possible)
- Expected to work independently
- Clear expectations shared about how much work should be completed in set time frame

Excluded child's teacher will

- Set work that can be completed independently
- Where possible this will be the same learning as the rest of the class
- It may need to be basic tasks – maths sheets, handwriting, independent story
- Meet with HT, child and parent to reintegrate back into class and agree clear targets and reporting mechanism

Exclusion / New Woodland / Managed move

Internal exclusion
Exclusion from playground

Work with external professionals

Behaviour agreement – signed by parent

TAC meeting

Report card / Handover book

Behaviour support plan

RED ZONE