



MY SCHOOLS TOGETHER

Behaviour Policy

This policy should be read in conjunction with The MY Schools Together Equality of Duty, Safeguarding and Child Protection and Data Protection policies.

RATIONALE

At Mather Street Primary School and Yew Tree Community School, we want to make sure that the children are happy and well behaved. We want the children to take pride in behaving well towards each other, their teachers and other adults. British Values are promoted and underpin everything we do in school. Good behaviour reflects high self-esteem and affects academic progress accordingly. Good behaviour needs to be carefully developed; it is too important to be left to chance. Children learn best when they have clear expectations, have good role models and when they are consistently encouraged.

PURPOSES

1. To create an environment for effective learning where pupils can give of their best and where there is mutual respect for all.
2. To encourage everyone to be kind, polite, friendly and helpful towards each other.
3. To develop the children's self-discipline and their acceptance of responsibility for their actions.
4. To support children to behave well when their experiences out of school do not promote good behaviour.
5. To recognise and highlight good behaviour by reward and praising wherever possible.
6. To discourage inappropriate behaviour through a variety of sanctions.
7. To give children the opportunity to reflect and learn from their mistakes.
8. To promote the schools as good behaviour schools where bullying is not tolerated.
9. To accept that behaviour is a form of communication and our procedures will need to be adapted to meet the individual needs of some children.

All adults to act as role models for the children in the way they deal with parents, visitors, colleagues and children.

GUIDANCE FOR STAFF

- Staff attitudes are critical, as maintaining good behaviour is a collective responsibility requiring mutual support.
- Careful account needs to be taken of the children's needs, abilities and motivations. E.g. any special needs or any disabilities they may have. Teaching methods are most important in creating and maintaining an atmosphere of positive behaviour.
- All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. Inappropriate behaviours between peers should always be challenged.
- The federation has a zero-tolerance approach to sexual harassment, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys", in order to promote acceptable behaviour and ensure a safe environment for all children.
- Prevention is better than cure. Presence and supervision by adults are more effective than the threat of punishment or sanctions.
- Effective rewards and consequences need to be reasonable and consistently applied.
- Inappropriate behaviour may occur because of a child's personal difficulties where sanctions would only have a short-term effect.

- Counselling or mentoring by an adult with whom the child can develop a positive relationship may be the most appropriate and effective response. In some cases, the SENDCo may refer individual children to work with the school's pastoral support staff.
- External agencies such as the Early Help, Primary Outreach Service, Educational Psychologist or a member of the SEND support service may provide advice, information or support.
- Encouraging the support and understanding of parents is crucial.
- The federation does not accept liability for the loss or damage of any items brought into school which are confiscated by staff because they are inappropriate.

EXPECTATIONS OF ADULTS

We expect all adults to:

- ✓ Use the 'hand up' to gain children's attention
- ✓ Ensure that every child is met and welcomed every morning
- ✓ Refer to the school standards every day to reaffirm expectations
- ✓ Model positive behaviours and build relationships
- ✓ Plan lessons that engage, challenge and meet the needs of all learners
- ✓ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ✓ Follow up every time, retain ownership and engage in reflective dialogue with learners.
- ✓ Intervene when inappropriate behaviour is seen.

EXPECTATIONS OF SENIOR LEADERS

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

Senior leaders will:

- . Take time to welcome children and family members at the start of the day.
- . Be a visible presence around the school site and especially at transition times.
- . Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- . Regularly share good practice
- . Support staff in managing learners with more complex or entrenched negative behaviours.
- . Use behaviour data (recorded from CPOMS) to target and assess school wide behaviour.
- . Regularly review provision for learners who fall beyond the range of written policies.

SCHOOL STANDARDS

We have an agreed set of behaviour standards which apply to staff and pupils alike. They are prominently displayed in all classrooms and around school. Children are recognised and praised when they follow the school standards. If pupils do not meet the school standards, staff should reinforce the expected behaviour by reminding children of their choices:

At Mather Street/Yew Tree we make things better not worse
by
using friendly language,
handling our feelings in a positive way,
respecting everything and everybody in our school,
being in the right place at the right time,
choosing safe behaviour
and
trying our best in everything we do.

RECORDING INCIDENTS

- Incidents of inappropriate behaviour, including the actions taken, should be recorded as an incident on CPOMS.
- If a parent reports an incident of alleged bullying, it should be recorded on CPOMS as a 'parental contact' incident.
- Incidents of verbal or physical abuse against a member of staff should be recorded on CPOMS.
- Incidents and the types of poor behaviour are logged by staff. The number and severity of incidents are monitored by the SLT.
- Parents should be informed when there are incidents of inappropriate behaviour.
- Notes from meetings with parents relating to behaviour should be kept on CPOMS.

REWARDS

At Mather Street and Yew Tree, we positively reinforce, encourage and praise good behaviour. Here are some examples:

- An approving nod or smile
- A quiet word of praise
- Public praise – group or class (stickers, stars, certificates etc.)
- Visit another teacher or member of the SLT for commendation
- Praise/presentation of awards in assembly
- Lunchtime stickers
- Raffle tickets towards a draw
- Favourable comments on the child's school report
- Informing parents of achievements or good behaviour
- Postcards sent home
- Whole class rewards/treats
- Special events/opportunities for 'Always Children' (Children who consistently behave well)
- Certificates awarded to children in assembly for following the school standards

SANCTIONS

Children need to understand that any level of inappropriate behaviour is unacceptable. There is a clear process which needs to be followed by all staff. There is a range of sanctions to help them to remember to conform to the ethos of the school. In general, this is a hierarchy, but aggressive or violent behaviour will be dealt with immediately at the appropriate level.

1. Non-verbal cues e.g. a frown
2. Appropriate verbal admonishments
3. Complete work at playtime/lunchtime
4. Move to another place in class
5. 'Time out' in a designated part of the classroom
6. 'Time out' in another classroom (in partnership with another teacher and no more than two children at a time)
7. Withdrawal of privileges
8. Repair or pay for damage
9. Report to a member of the SLT
10. Inform parents
11. Meeting with parents
12. Red, yellow and green card system to inform parents daily about child's behaviour (signed and dated)
13. Internal exclusion
14. Fixed term suspension
15. Permanent exclusion

WHOLE SCHOOL REWARD SYSTEM

We celebrate children who exceed the high standards that we expect by giving them a dojo point. We award dojo points for the following:

- ✓ **Respect** - Children who are consistently going above and beyond the school standards
- ✓ **Resilience** - For children who demonstrate a growth mind set and apply themselves to their learning even though it may be difficult for them.
- ✓ **Achievement** - This is for children who have made a significant achievement based on their ability.
- ✓ **Participation** - This is for children who demonstrate that they are fully taking part in the learning.
- ✓ **Collaboration** - This is awarded to children who are demonstrating the ability to work within a group and support others.

PASTORAL SUPPORT STAFF

The pastoral support staff will work with children who we consider to be at risk from social exclusion.

There is a procedure which must be followed for making referrals

1. Referrals need to be via the SENDCo or SLT
2. Parents must be notified before the Pastoral Support Staff begin any work with an individual child.
3. Specific targets will be set for individual children.

PASTORAL SUPPORT PLANS

A pastoral support plan is set up for a child who we feel is at high risk of exclusion or is returning from a fixed term suspension. A meeting between parents and the SLT is arranged where information is shared and targets set. This provides a link between home and school to support the child. The information on a pastoral support plan is above and beyond a child's intervention record.

Signed copies of the plan are kept in school and given to the parents. The school copy should be uploaded onto CPOMS.

Regular review meetings with parents should take place. The progress the child has made, the impact of the strategies that have been put in place and possible next steps should be discussed.

ONE PAGE PROFILES

To support children with behaviour as an additional need, a personalised plan will be created by the relevant teacher for all adults working with the child to follow. They will be created with input from the child and shared with parents.

SUPPORT FOR CHILDREN WITH CHALLENGING BEHAVIOUR AND SEND

The schools' behaviour policy will be effective in maintaining a supportive and positive learning environment for most of our children. However, a small group of children will need more bespoke interventions to help us and them to manage their challenging behaviour.

This group will present with challenging behaviour for several reasons beyond their control. The reasons will include neurodiversity (for example ASD, ADHD, foetal alcohol syndrome) and trauma (for example domestic violence, sexual abuse, attachment and separation disorder). *This is not intended to be a complete list.*

To support these children, we include behaviour targets on their **provision plans** and review their impact at least termly. We write **one-page profiles** (OPPS) that state in simple terms the most effective ways to help them, especially when they are in crisis and we share OPPs with all adults that come into contact with the child. Some children have a **daily timetable** so that their day is consistent and predictable. This may include a "meet and greet", a debrief at the end of the day, movement breaks and visuals throughout such as "Now and Next". We write **social stories** so that children can plan and prepare for the unexpected, for example a trip on the schools' minibuses. When we know that some aspects of the curriculum may be difficult or impossible we choose to remove them from the situation, for example including them in a **nurture group**.

A growing number of children present with such dysregulated behaviour that we cannot teach them in traditional classrooms so we create separate safe spaces for them where we can offer a bespoke and therapeutic curriculum that better meets their needs. Where possible we include them in activities with their peers, and our aspiration is that they will eventually make the transition into mainstream classrooms whilst accepting that some may need to move into the special school sector.

INFORMING PARENTS

- Parents receive a copy of the school standards when their child starts at Mather Street or Yew Tree and details of expectations relating to behaviour.
- This information can also be found on the school websites.
- A phone call home with an explanation of inappropriate behaviour can eliminate future frustrations
- Members of staff use a range of strategies to alert parents if worrying patterns of behaviour are beginning to appear.
- The pastoral support staff will inform parents before beginning any individual work with a child.
- Notes from meetings with parents, highlighting the main points discussed, will be kept on CPOMS.

MAINTAINING A SAFE ENVIRONMENT FOR PUPILS AND STAFF

Section 93 of the Education and Inspections Act 2006 sets out the powers of members of staff to use reasonable force in schools and other places where they have lawful control e.g. school visits, before and after school clubs and extra-curricular activities. Where a child is behaving in a way likely to endanger himself or herself, other pupils or property, it is important to carry out a quick risk assessment to decide the best course of action. The following responses could be made:

1. Remove the rest of the class from the classroom (or other area of the school). If at all possible, ask another adult to watch the child causing concern or the rest of the class. Send a message to a member of the SLT.
2. Remove the child causing concern from the classroom (or other area of the school). If at all possible, ask another adult to watch the child causing concern or the rest of the class. Send a message to a member of the SLT.

Where a child absconds from the classroom (or other area of the school), it is important to carry out a dynamic risk assessment to decide the best course of action. If the child is not in immediate danger, do not be seen to chase the child as this could cause the situation to escalate. When it is appropriate, give the child clear instructions, give the child 'take up time' and send a message to a member of the SLT. If the child is in danger, follow the advice outlined below.

Reasonable force may be necessary in some circumstances. For Example:

- where action is necessary in self-defence or to protect others.
- where a child is causing personal injury to, or damage to the property of, any person (including the pupil him/herself).
- where a child is committing any offence or
- where a child is prejudicing the maintenance of good order and discipline at the school or among any pupils receiving an education at the school, whether during a teaching session or otherwise.

Circumstances where it is **acceptable** to use reasonable force

- A pupil attacks a member of staff or another pupil
- A pupil is involved in a fight
- A pupil is engaged in or on the verge of deliberately damaging property
- A pupil is causing or is at risk of causing injury or damage by accident, rough play or misuse of equipment
- A pupil is running in a corridor in a way that may cause injury to themselves or others
- A pupil absconds – where there is a clear and obvious risk to that child
- A pupil behaves in such a way that seriously disrupts a lesson

- A pupil is committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility)

If reasonable force is used, this should be recorded on the incident report. If an injury occurs, an accident report should be completed.

It is **unacceptable** to use force as a punishment or sanction. Other steps could be taken to avoid an incident. For example:

- Reminder of rights and responsibilities
- Reassurance
- Reminder of behaviour standards
- Giving choices
- Humour or distraction
- Withdrawal
- Making the environment safer

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. (All data will be handled in accordance with the federation's Data Protection Policy.)

All behaviour records will be uploaded onto CPOMs and held there throughout a child's time at school. The CPOMs system will archive this information when the child leaves the school.

Policy reviewed and agreed by staff – September 2025
Agreed by Governors – September 2025

Appendix A – Mather Street

Classroom Incidents

Step 1 – Statement of reality

(Tell them what you see)

Start with the child's name.

- "Sam, you're talking when the teacher is."
- "Joe, you're making loud noises."
- "Remember to follow the school standards."

There is no need to ask a child why they are doing these things, this avoids confrontation and allows the attention to stay on the undesirable behaviour. Many pupils will stop after hearing this. Praise them if they positively change their behaviour. If they don't, move to Step 2.

Step 2 – Describe the behaviour that you want to see, ending with a thank you

Reference the school standards where possible.

- "Sam, you need to show respect by being quiet and listen whilst the teacher is talking – thank you."

A 'thank you' conveys more of an expectation that they will do it. Be positive, calm and have a smile in your voice and you are more likely to get a result. If not move to Step 3.

Step 3 – Statement of Choice

You now need to use the language of choice and pass on the responsibility for the consequences that you will carry out.

- "Sam, if you listen and complete the task, you will be able to go out at break. If you continue to talk when the teacher is, you will not understand the task and you will need to complete the task at break. It is your choice."

Give the child reasonable 'take up' time. If the child chooses to do the right thing, you must praise them for making the right choice. This way, they learn that it's good to do the right thing. "Well done, Sam, you made the right choice." "Great Joe, good choice."

Ignore any secondary behaviour that might follow as they do the right thing (e.g., stomping, grumbling, slowness etc.) Hang on to the fact that they have made a good choice. Should the child choose not to do as asked, then you follow through with the consequences you stated.

Refer to the school behaviour expectations so they understand that you are applying the fair rules – it is not personal.

Step 4 - Consequence

If the learner has not made the right choice remind them that they are not following the school standard and what the consequence will be.

- Name, you are choosing not to *show respect to everyone* because of this I need you to ----- (consequence – e.g. move tables). You will stay behind at the end of the lesson.

Step 5 – Time Out

This should only be used if a child needs to calm down or compose themselves to avoid a situation escalating. It may be in the classroom or another safe area of school.

Step 6 – Restorative Conversation

At the end of the lesson, there should be a quick conversation to acknowledge why the behaviour was unacceptable and reinforce what appropriate behaviour is. Where there are repeated incidents of inappropriate behaviour or the child is not calm enough to engage, a reflect and repair/restorative conversation should take place at a suitable time.



Behaviour Procedure Blueprint

Visible Consistencies

- Meet and Greet
school standards
- Model our values.
- Calm and caring
- Restorative
conversations

School Standard

- Use friendly language.
- Handle our feelings.
- Respect everything and everyone.
- Being in the right place at the right time.
- Choosing safe behaviour.

Over and Above

- Respect +2
- Resilience
- Achievement
- Participation
- Collaboration

Relentless routines

Hand up for attention (Rhymes can be added)

Legendary lines – Quietly moving around the school.

Calm transitions – Staircases, dinner hall, assemblies.

All children to be collected from the playground by the teacher.

Don't walk past unacceptable behaviour – be proactive!

Stepped Sanctions

1. Reminder (School Standards)
2. Caution (Outlining behaviour consequence quietly and privately)
3. Last chance 30 sec intervention
4. Cool off time – another classroom.
5. Repair (restorative conversation)

30 Second script

Are you making things better?

You are choosing not to (insert school standard)

Because of this I need you to (insert consequence -move table etc)

I know you can (insert school standard)

That is what I need to see today.

Restorative Questions

- What happened?
- What were you feeling/ thinking at the time?
- What have you thought since?
- Who has been affected/ how?
- What can we do to put this right?
- If this happened again, how could we handle it differently?