

**Mytchett Primary
and Nursery Academy**

...inspiring learners, caring about success.



POSITIVE BEHAVIOUR POLICY



SEPTEMBER 2023

At Mytchett Primary & Nursery Academy, the staff team is committed to creating a safe and secure environment in which children can learn and thrive. Children are expected to take responsibility for their actions and to show care and concern for themselves, other people, the academy and everything in it. We recognise that every member of the academy community has a responsibility for encouraging the right choices and creating a shared sense of responsibility that results in expected behaviour. A considered and sensitive approach to behaviour management is key, so that we can support all of our children to become responsible citizens of the 21st Century, who will contribute positively to society and manage themselves and their environment in a thoughtful and considerate way.

The academy takes a positive attitude towards behaviour and consequences, creating an ethos of trusting, respectful, friendly and supportive relationships. Appropriate behaviour is encouraged through a mixture of high expectations and an effective policy, underpinned by our Mytchett Heart Values. It is the responsibility of all staff, governors, children and families (parents and carers) to ensure that high standards of behaviour are valued and maintained, putting cooperation and high expectations at the centre of our ethos. Clear expectations and boundaries help to create our positive ethos, encouraging children to care for one another and themselves.

Aims

Foster a caring, family environment, with a sense of community underpinned by our Mytchett Heart Values

Ensure that relationships between children and adults within academy are mutually respectful

Make effective use of talking and listening (oracy) to support positive behaviour, resolve conflict and promote good mental wellbeing

Provide the tools that enable children to develop positive relationships and attitudes

Recognise and share expected behaviour and positive choices

Ensure that all children understand, and have respect for, their rights and responsibilities

Support children to appreciate the consequences of their actions and choices

Resolve unexpected behaviour in a sensitive, supportive and consistent manner

Exercise zero tolerance in the case of bullying, racism, homophobia, transphobic, physical aggression, cultural and religious intolerance

Rights and responsibilities

Responsibilities of Children: Green behaviour every day; aiming always to make the right choices and learning from any wrong choices.

The United Nations Convention on the Rights of the Child (UNCRC) is a **legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.** At Mytchett we explicitly teach our children to understand their rights and to appreciate that with every right they have a responsibility. In terms of behaviour, our children know they have the right to learn in a calm, supportive and purposeful environment. They have a right to feel safe at school, to have friends and to play.

Children understand they have the responsibility to conduct themselves in a way that does not infringe upon the rights of others.

To support the UN Charter and the Rights of the Child, Class Charters, outlining children’s rights and responsibilities, are agreed and signed in all classes at the beginning of each academic year. These are based upon our whole school, Keen to be Green Charter.

Green behaviours set the standard for expected behaviour. We expect all children to understand, respect and follow our Green Expected Behaviours and consistently demonstrate our Mytchett Heart Values.

Rights and Responsibilities

You have the right to a safe environment	You have the responsibility to follow rules.
You have the right to voice your opinions	You have the responsibility to respect the opinions of others.
You have the right to use school books, materials and equipment.	You have the responsibility to take care of all school materials and property.
You have the right to fair treatment.	You have the responsibility to treat others fairly.
You have the right to a good education.	You have the responsibility to do your best.

Responsibilities of Staff

1. To maintain high expectations of behaviour for all
2. To treat all children with respect and kindness
3. To support children at all times to learn from mistakes and make the right choices
4. To positively role model expected behaviours and embed resilience at all times
5. To use sanctions and boundaries clearly and consistently
6. To identify, praise and share appropriate behaviour and achievements to develop a sense of self-worth in all children

Responsibilities of Families

1. To have high expectations of their child’s behaviour
2. To support their child to demonstrate the Mytchett Heart Values
3. To establish good communication with academy staff and support the positive behaviour strategies
4. To comply with and respect our Family Code of Conduct

Responsibilities of Governors

1. To ensure that the academy has a Positive Behaviour Policy with procedures in place that operates in accordance with The Kite Academy Trust and Government guidance.
2. To ensure that the Positive Behaviour Policy is made available to families.
3. To review the impact of Positive Behaviour Policy within the annual monitoring cycle and feedback to the Academy Council.

Our Behaviour Ethos

Mytchett Primary and Nursery Academy is a supportive environment, characterised by relationships of trust and respect between children and teachers, and between children; the Mytchett Heart Values underpin this.

The staff team is sensitive to the individual needs, emotions, culture and beliefs of children. We know our children well and this insight allows us to motivate, support and challenge the children and help them to develop a positive attitude towards their behaviour and learning.

We strive to ensure that the children know we care. We are clear about our expectations and this is consistent across the academy. Consistency is key. Consistency makes children feel safe. It is important that rules, expectations and consequences for behaviour are explicit, clear and consistently applied.

The staff team encourage positive behaviour through praise, recognition of making positive choices and by modelling. Our philosophy is to 'identify them doing the right thing' in order to exemplify and model expectations for all children.

Behaviour in the Early Years (Nursery and Reception)

Personal, Social and Emotional Development is a prime area of the Early Years Foundation Stage Curriculum and it is a crucial element in ensuring that children lead healthy and happy lives. Through our Early Years Curriculum children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, and have confidence in their own abilities.

We know that younger children find it much easier to learn by watching and being active in their own learning. Here at Mytchett, all staff know the importance of modelling positive actions and behaviours. Through this consistent modelling, positive behaviour is actively encouraged in three ways;

Play – During structured or free play adults ensure that children display positive social and emotional skills. Adults actively model the use of positive language, support children to display appropriate physical behaviour and guide where necessary.

Interaction – Through supported interaction with other children, children learn how to make positive friendships, co-operate and resolve conflicts calmly and amicably. Taking part in activities such as games and group activities gives adults and children opportunities to model appropriate social behaviours.

Discussion - Using a restorative approach in line with the whole school behaviour policy, adults talk through any issues and support the children to understand their actions, restoring relationships and ensuring children are aware of appropriate behaviour expectations. Adults use opportunities like regular story times and circle times to talk with the children and help them to understand positive behaviours.

Adults in the early years celebrate all learning with the children and this includes behaviour. Children requiring additional support with behaviour are supported individually and discretely. The family is an important partner in the learning journey; role modelling and support at home with regard to positive behaviour is key.

Keen to be Green

Children at Mytchett Primary and Nursery Academy understand, in an age appropriate way, our green behaviours. These are reflected in Class Charters, providing children clarity about expected behaviour to enable them to be happy, learn, make progress they will be proud of and to make a positive contribution to our academy community. Green or expected behaviour is embedded each and every day. All children aspire to make the right choices; they are 'Keen to be Green'.

Children whose behaviour is consistently green are entered into a weekly draw to join the headteacher and/or a member of the senior leadership team (SLT), for an extra five minutes of playtime. This is announced weekly in classes and the children appreciate that they have to 'be in it to win it!'.



**Keen
to be
Green**

At Mytchett Primary and Nursery Academy
we value all members of our community.


Our **Green Expected Behaviours** help us to
make the right choices.

- We are kind and helpful
- We are ready to learn and do our best
- We consider others' feelings when we are learning and playing
- We respect others and look after all property
- We listen to each other
- We tell the truth, however hard

Above and Beyond- Star Behaviour

We identify and celebrate the behaviour of the children who go 'Above and Beyond'.

Children who have been identified as going 'Above and Beyond' are invited to a special 'Above and Beyond' tea party held half termly. They receive a star postcard describing their 'Above and Beyond' behaviour.

 <p>Above and Beyond</p> <p>Awarded for going above and beyond expected behaviour. It is for setting an example by model behaviour</p>	<p>Examples:</p> <p>Consistently making those around you proud of YOU!</p> <p>Consistently helping other people without being asked or wanting a reward</p> <p>Sustained extra contribution to learning and lessons</p> <p>Always seeking to find good solutions to problems</p> <p>Reliably staying calm when it was tricky to stay calm</p> <p>Consistently having a growth mindset when faced with tricky challenges</p> <p>Sustained improvement in effort.</p> <p>Some outstanding learning where the pupil has really pushed themselves</p>
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Golden Assembly

Once a week we have Golden Assembly, where the whole academy celebrates children's achievements and learning behaviours. Golden certificates are usually awarded for learning behaviour with reference to the 'Seven Dimensions of Learning Power'. Children at Mytchett are encouraged to celebrate the success of others as well as their own.

Unexpected Behaviour

Unexpected behaviour falls into two categories. Sometimes behaviours exhibited by a child that are unexpected or uncharacteristic behaviour can relate to causes other than the children making the wrong behaviour choice. Adults at Mytchett know the children well and can identify behaviour that is out of character. In this instance, class teachers and the SENCo will look at the antecedents and other information that may identify support that a child may require from adults at school and at home.

The second category, is when a child is making the wrong choice and, despite support to make the right choice, they continue to make the wrong choice. This second category of behaviour has been classified to give a clear structure to children in three stages and enables the staff team to support children who are struggling to make the right choices and also to track more general patterns of behaviour.

Unexpected Behaviour		
Level 1 low	Level 2 middle	Level 3 high
Spoiling games Disturbing learning Calling out Shrugging or tutting Not answering or speaking appropriately Not following instructions Not keen to be green Ignoring class reminders	Persistent Level 1- low Ignoring whole class and individual reminders Making no effort to self-regulate Refusing help to self-regulate Disrespectful to other children Disrespectful to other adults Showing off to elicit a reaction Teasing/ banter Persistent calling out	Persistent Level 2- middle Physical aggressive behaviour Verbally aggressive behaviour Deliberate damage to property In appropriate touching Racist, homophobic, transphobic, sexist or racial comments Persistent disruptive behaviour that impacts on the learning of others and self. Proven Bullying Stealing Swearing Refusal to follow instructions

Management of unexpected behaviour

Making mistakes is an integral part of learning in all its forms. Children are supported to learn from their behaviour choices in a discreet way and we support them to accept responsibility. Most children respond to a positive approach where their efforts are acknowledged and they strive with adult support to improve their behaviour and make the right choices. Children are individuals and consequently our response to inappropriate behaviour will be tailored to the needs of each child. Occasionally, children with social, emotional, behavioural and/or learning difficulties need different strategies to support them in reaching the same expected behaviours.

Care is taken to emphasise the behaviour not the child. Often simply talking to the child is the most effective way of dealing with a problem. If a child's behaviour choice has had a negative impact on another child, adults will support them to hold a restorative conversation, if appropriate.

Restorative Approach

The academy staff employs a restorative approach to pupil discipline founded on 4 Rs-

- **RESPECT** – listening to other opinions and learning to value them

- **RESPONSIBILITY** – *taking responsibility for your own actions*
- **REPAIR** – *discussing how to repair harm*
- **RE-INTEGRATION** – *working through a process that solves the problem*

Taking **responsibility**, showing **respect** and telling the **truth** are all key in this approach. All parties share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be put right. It aims for a win-win outcome from incidents of conflict. The use of restorative practices helps to:

- reduce violence and bullying
- improve behaviour
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

‘Making the right choice’ is a strategy that we use throughout the academy. Restorative practice uses language that is familiar to children from Early Years to Year 6, to understand the antecedents, behaviour and consequences (ABC) of any behavioural action and address this. In this way children are supported to make the right choices and are more likely to avoid repetition of unacceptable behaviour.

The staff team use this script for the restorative conversation which they may adapt, according to the situation.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future

If a child behaves in a manner that does not meet the expected standards of behaviour expected at Mytchett Primary and Nursery Academy, The Ladder of Consequence guides the support and response to the management of unexpected behaviours.

Ladder of Support and Consequence

Step 1- green, expected behaviour

Our Green Behaviours and Class Charters are being followed.

Children are focused on learning and have positive relationships with others and enjoy all aspects of school life.

Step 2- low level unexpected behaviour

Private conversation with the staff member who identified the unexpected behaviour.

Gentle reminders enable children to continue to be focused on learning and enjoy all aspects of school life.

Step 3- medium level unexpected behaviour

Private conversation with the staff member dealing with the unexpected behaviour. Five-minute time out reflection time.

KS2: complete a behaviour reflection sheet as soon as possible. Unexpected behaviour recorded.

Catch up with the learning missed.

Learning may be disrupted but children learn from their mistakes and can continue to be focussed on learning and enjoy all aspects of school life.

Step 4- high level unexpected behaviour

Headteacher or senior leader will discuss the unexpected behaviour with the child and notify the family.

An unexpected behaviour letter will be sent home.

KS2: A behaviour reflection sheet completed as soon as possible. Unexpected behaviour recorded.

Learning may be disrupted. Children learn from their mistakes and can continue to be focussed on learning and enjoy all aspects of school life.

Step 5

Further level 3 behaviour occurs within 2 weeks or a third level 3 behaviour incident in an academic year. The child will have Time Out. The Headteacher will agree a Success Contract and targets for behaviour to be reviewed after 2 weeks.

Behaviour will be supported and monitored, recorded daily and shared with family weekly.

From Step 5 to Step 9 learning will be disrupted. Children learn from their mistakes and can continue to be focussed on learning and enjoy all aspects of school life.

Step 6
<p>Targets have not been achieved or a further level 3 behaviour incident occurs: A Behaviour Support Plan will be agreed.</p> <p>Children may, at this point, learn away from the rest of the class for a whole day: Isolated Day Behaviour continues to be supported and monitored over 4 weeks, recorded daily and shared with family weekly.</p>
Step 7
<p>After six weeks there has not been a change in behaviour. A referral for more specialist support will be considered. SENDCo to liaise with family.</p>
Step 8
<p>Fixed Term Exclusion- children at this point will be unable to come to the academy for a set period of time.</p>
Step 9
<p>Repeat of step 8. The family and Headteacher will discuss next steps.</p>

Vulnerable Groups

We recognise that some children need a more individual approach to support with behaviour issues and to understand how to make the right behaviour choices. We may use a range of strategies including:

- Supported time out opportunities
- Social skills groups
- Targeted interventions
- Kite Family Support Worker
- Behaviour plan

Monitoring

Staff monitor all behaviour discreetly, using class behaviour trackers. This enables teachers and senior leaders to identify patterns to provide early and appropriate intervention and support. It also enables those children who consistently behave in the expected way to be identified and recognition for that is given as described above. Class teachers analyse patterns of behaviour continuously and our wellbeing leader will oversee this on a monthly basis to gain a wider academy perspective. This will feed into curriculum provision updates, CPD and policy review.

Time-Out

When a child consistently makes unexpected red choices in a short period of time, the child may be given Time Out, to learn away from their peers for the remainder of the session or day. Restorative practices may take place to encourage empathy and expected 'keen to be green' behaviour choices. Following this, children

will be expected to complete learning assigned for that day to ensure they do not fall behind. For KS1 a Time Out will last for 1 hour, for KS2 it will be 3 hours.

Isolated Day (Internal exclusion)

At the discretion of the leadership team, three Time Outs may result in an in-academy isolated day (internal exclusion day). There is a maximum of three isolated days in any six-week period (excluding holidays); any incidents beyond this may result in a fixed term exclusion. Children will not attend clubs at lunchtime or after school on these days.

Fixed Term and Permanent Exclusions

‘Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds.’.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the academy’s behaviour policy and where allowing a pupil to remain in academy would seriously harm the education or welfare of the pupil or others in academy.

After the implementation of a personal behaviour support plan and a period of monitoring, or following three isolated days, exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017.

Escalation of The Ladder of Consequence

In light of a serious incident that results in a person being hurt, damage to academy property or disruption to the teaching and learning of other children, the more severe sanctions in the behaviour policy will be applied immediately and the child may have time-out, an isolated day or receive a fixed term/ or permanent exclusion at the discretion of the Head teacher. Only the Headteacher or Executive Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academy year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil they must inform the parents/carers without delay, giving reasons for the exclusion. The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
- Exclusions which would result in the pupil missing a public examination or national curriculum test. For all other exclusions the Headteacher must notify the local authority and governing body once a term.

In the case of a fixed period exclusion which does not bring the pupil’s total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Procedure following a fixed-term exclusion

Following a fixed term exclusion, the pupil, with their parents/carers will attend a re-integration meeting upon the pupil returning to academy and a Pastoral Support Plan will be put in place to support the pupil.

Pastoral Support Plans (PSPs)

Where there are more serious behavioural concerns, the academy, in conjunction with the pupil, parents or carers of the pupil and outside agencies e.g.: Educational Psychologist and Behavioural Support, will work together to draw up a PSP. These usually cover an eight-week period, making provision to support the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required.

A Behaviour Plan will be agreed to help the pupil with their future behaviour. This is a positive behaviour plan. Comments for every lesson and playtime are made. The behaviour plan is shown to parents to read and sign. The frequency of this is personalised for each pupil. The behaviour plan will run for four weeks after which time staff and parents will decide whether to resume normal monitoring or continue. This will be fed back into PSP meetings. Dependent on the behaviour shown, if necessary the matter is referred to the Family Support Worker team in order to engage with and support the family. If external agencies have worked with the academy and the pupil, and the pupil continues to display unacceptable behaviour, the academy would then consider a permanent exclusion.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a pupil's behaviour. This is undertaken with permission from parents/carers.

Off-site behaviour

It is expected that Mytchett children will uphold the positive reputation of the academy through their behaviour choices, when walking to and from the academy or on a visit with an academy group.

The power to discipline beyond the school gate

The Headteacher has the right to discipline children beyond the academy gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the academy. The Headteacher, in dealing with an incident outside the academy will consider the following:

- If the behaviour has repercussions for the orderly running of the academy.
- If the behaviour poses a threat to another pupil, staff member or member of the public.
- If the behaviour could adversely affect the reputation of the academy.

The Headteacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they consider it is appropriate. If the Headteacher considers the misbehaviour is linked to the pupil being at risk of immediate harm, then the academy's safeguarding policy will be followed.

Misconduct of family members (parents and carers) on academy site

In the event of a family member displaying misconduct on academy property the Headteacher will give the adult involved a written warning about the behaviour or, in a serious breach of misconduct, may exclude

the family member from physically coming on site for a fixed period of time. Reference: [Code of Conduct for Families](#)

Misconduct of staff members

In the event of a staff member being accused of misconduct the Headteacher will follow the DfE guidance with regard to dealing with allegations of abuse against teachers and other staff.

Use of physical intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a pupil is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent any injury. Such events are recorded and signed by a witness. Staff who are likely to need to use physical intervention will have received accredited training in the Team Teach approach.

Parent/carer concerns

If a child's parent or carer is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – via email or call the school office
- If the matter remains unresolved the parent or carer can arrange an appointment to see a member of the SLT or Headteacher. If, after talking with teachers and/or the Headteacher, the parent/carer still has concerns, they should contact the Chair of Governors.

This policy should be read in conjunction with the following academy policies:

Anti-bullying Policy

Child Friendly Anti-bullying Policy

Safeguarding and Child Protection Policy

Child Friendly Safeguarding and Child Protection Policy

Code of Conduct for Families

Equality and Diversity Policy

Restrictive Physical Intervention Policy

Thank you to the children, staff, governors and Family Forum for their contributions.