

Mayflower Primary School Behaviour Policy



SET SAIL FOR SUCCESS

At Mayflower Primary School all members of our school community aim to:

- provide a safe, calm and happy positive learning environment for everyone
- promote and nurture caring and co-operative relationships with one another
- enable everyone in our school to achieve their potential as learners and to value all achievements
- establish a consistent and acceptable behaviour ethos of respect, confidence and acknowledgement of difference

We achieve these aims by:

- Modelling calm, positive relationships with adults and children
- Always communicating to each other with respect
- Modelling and promoting the use of our Mayflower Compass Points
- Promoting positive behaviour
- Enabling children to develop empathy and understanding the effects of their behaviour

Context:

Head teachers have a legal duty under the Schools Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006, the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. School also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

We believe that children have responsibility for behaviour at Mayflower Primary School

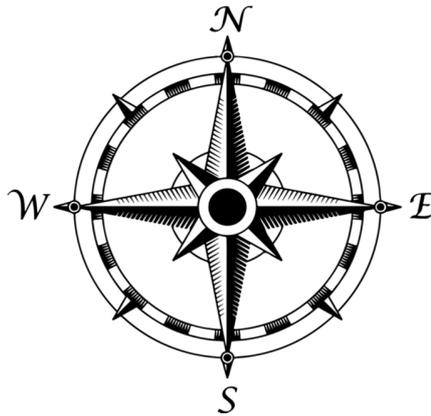
School Ambassadors think that children's responsibilities are:

- to follow the 'Mayflower Compass Points'
- to behave sensibly around the school and when out on school visits
- to listen to all adults in our school and all children
- to treat others in a way you would like to be treated
- to use strategies learnt during PATHs lessons and to use '**The Traffic Lights System**' to resolve any issues.
- to value everyone at Mayflower
- if anyone is concerned about someone's behaviour in school or outside school they should speak to an adult they trust (this includes online bullying)

The Mayflower Compass

The Mayflower Compass points us in the right direction and helps us to take responsibility

The Mayflower Compass



- ❖ **N**ever give up, we persevere
- ❖ **E**veryone is valued, as is our environment
- ❖ **S**tay alert and actively listen to each other
- ❖ **W**e are honest and kind

At Mayflower Primary School we encourage positive behaviour by:

- promoting our 'Mayflower Compass'
- discussing issues every week during 'Circle Time/PATHS lessons'
- choosing one child from each class to receive a 'Learner of the Week' certificate during whole school assembly
- giving 'House Points' to children for helpful behaviour around the school
- rewarding children with 'Pupil Choice Sessions' once a week for keeping to the Mayflower Compass
- awarding rosettes each week for best class attendance

- celebrate achievements within the school and from school to home
- promoting positive behaviour in the classroom, playground, dining room and during assemblies
- choosing a pupil of the day in every class each day to have special privileges and responsibilities. The pupil of the day also receives a compliment list from their peers.
- Running a whole school social and emotional learning programme (PATHS).
- Running small friendship groups for targeted pupils who have difficulties in making and retaining friendships.

What is PATHS?

PATHS (Promoting Alternative Thinking Strategies)

PATHS is a whole-school universal social and emotional learning/emotional health and wellbeing programme that develops pro-social behaviour, emotional recognition and development, problem-solving skills, communication, anger management, empathy and respect.

Friendship Groups

Friendship Groups is similar to PATHS but works at a targeted/indicated level in schools. It also supports emotional development, anger recognition, sharing and friendship, and anger management, but is carried out on a small-group basis for children with some levels of social, emotional and behavioural difficulties.

Circle Time

Plays a vital role in modelling excellent behaviour, the class also learn about friendship and making the right choices. It is during this time that class teachers can talk about important class issues and model our Mayflower Compass Points. A record of circle time can be kept in a class 'Circle Time Book'(optional). We have many resource books in our PPA room which give ideas for successful circle time. More experienced staff are also happy to model circle times.

Pupil Choice Sessions

This is a planned weekly session where children and teachers plan a menu of exciting activities which regularly change. These should include child initiated activities as well as activities led by adults. All children take part in pupil choice sessions. Any child who has lost some time should be reminded of the compass point they have broken and wait until the sand timer shows they can join in.

We all need Carrots

Children who consistently follow the Mayflower Compass Points and do the right thing need to be rewarded as do those who are really trying. Have a chart of pupil choice activities on display in your classroom. Through the week as you or your

Teaching Assistant notice children demonstrating excellent behaviour/learning invite them to have 'First Choice' of a pupil choice activity.

It is important that children have a chance to redeem themselves, staff can decide if it is appropriate for children to 'win back' some of their time. It is the dialogue that goes on between the adult and child that is important so the child understands which compass point they are doing well with.

House Points:

Rationale

At Mayflower Primary School, we endeavour to create a positive atmosphere in which children feel safe, happy and secure and can take full advantage of the opportunities for learning. We also encourage children to develop self discipline and self esteem as they grow in our school community.

Aims:

To enable children to understand their responsibilities in managing their own behaviour and attitudes to learning; their relationships with adults and other children; and care for their own property and the property of others;

To encourage children to participate in establishing expectations of positive behaviour during lessons and around the school and to fulfil these expectations;

To encourage children to discuss aspects of their own behaviour and that of others; to recognise and comment constructively on positive behaviour and suggest ways that they might improve their own or the behaviour of others;

To enable children to understand the system of rewards and consequences within the school.

Rewards

Emphasis is placed on children being rewarded for taking pride in their achievements, the sharing and recognition of excellence in work, teamwork, attitude and behaviour.

The whole school reward system will be based on house points. The five houses are:

Oxford - Dark Blue,
Cambridge - Light Blue,
Kings - Red
Durham - Purple
Imperial - Yellow

Named after our most prestigious universities because we want pupils at Mayflower School to aim high.

We will use houses for cross year group learning, sporting events and themed weeks. Pupils will belong to the same house throughout their time at Mayflower. Existing rewards within school will remain. Opportunities to share work and achievement are provided during lessons, and class assemblies. Sending the child to another teacher or the Headteacher for praise will also reward good learning or behaviour. Children are encouraged to talk about the positive features of their own learning and behaviour and that of others.

Administration of the House point System

Children will be allocated a House when they join the school. Each house will also have members of teaching staff allocated to it.

Each class will display a House Point Chart for each of the five houses. These charts will list the names of the children in each house. There will be a tally system for recording house points against each child's name.

Individual teachers can decide how they want to record house points. This may happen as a house point is awarded, or at set times during the day. House points may be recorded in workbooks and it is important that children are given the opportunity to see this reward and add it to their own tally.

- Children can be awarded points for academic achievement, good citizenship, good effort etc.
- Points will be collated weekly and results shared in our Learner of the Week Assembly on Friday mornings.
- Each half-term the ribbons on the House Point Cup will be changed to the colour of the house team with the highest number of points that term.
- Points will be reset at the start of every term to ensure that all teams have a chance of winning the cup.

Each Thursday afternoon, House Point Monitors from each class will calculate the total house points for their team and add it to the class house point sheet. Sheets from each house will be given to a member of teaching staff responsible for house points that term. They will calculate the totals for each house and give them to the office, to be announced in assembly each Friday morning and displayed on the school website and advertised in the weekly newsletter.

On Friday mornings, the Headteacher/Deputy Headteacher will announce the total house points for each team that week. This will be added to the existing total, and the new total will be displayed on the House point display in the hall/school Website.

At the end of each term, the house with the most house points that term will receive a small reward from the Headteacher. The cup will display ribbons in their house colour for the following term.

When children fail to follow the Mayflower Compass Points

When children demonstrate unacceptable behaviour we want them to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Ask the child which Compass Point they have broken- ask them to think about what they could have done differently
- Explain the consequence of their actions (e.g. 2-5 minutes lost pupil choice)

This is the stepped procedure all staff follow:

- A. Warning from the teaching team/staff
- B. Loss of Pupil Choice/ Reflection Zone Card (KS2); Thinking spot for EYS; outside reflection (Playground)
- C. Time out in class.
- D. Sent to another class with a note/adult who can give them learning. Speak to parents informally.
- E. Sent to the Phase Leader.
- F. *If the behaviour persists*; Sent to Headteacher and a formal meeting with parents is arranged to decide next steps

Reflection Zone:

Staff in KS2 will present the children with a reflection zone card, if they witness unacceptable behaviour. Once a child has received this card, they will need to inform the class teacher (if given by a different adult) and it will need to be recorded. The child will then miss 15 minutes of the following playtime (dependent on the time of receiving the card). Whilst in reflection zone, which will be a designated area discussed by the phase, the children will have a proforma to complete, this allows time for the child to think about what compass point they

have broken and what they can do differently next time. . If any child attends reflection zone three times in one week, a letter will be sent home to parents.

We teach pupils to use a step by step approach to resolve their problems. This is in line with the traffic light model they are taught to use in their PATHS lessons.

These steps give each child the opportunity to have their say and be listened to. It encourages the children to resolve their own conflicts. By using 'I' statements they can verbalise how they feel without blaming anyone.

Children should know that they won't always get what they want. They will however have spoken to the other person with respect and said how they feel and what they want to happen in the future. It helps if they can work with the other person to try to find something they can both agree on.

If one of the children is unable to justify their behaviour you will need to encourage them to think about what they could do differently next time and how they can make the other person feel better.

We will monitor to ensure there isn't a pattern, which could be bullying. Pupils should always be asked to come back and talk to the adult who helped them with their concern, if the problem occurs again with the same child.

If children demonstrate unacceptable behaviour during break or lunchtime the adult involved will need to inform the class teacher.

If as a member of staff you notice patterns of negative behaviour in a child, or notice anyone being left out, please inform the class teacher or a member of the Leadership Team.

Having high expectations of behaviour

We expect excellent learning behaviour at Mayflower and expect all children to keep following the Mayflower Compass Points. We need to keep on top of any low level disruptive behaviour in the classroom that prevents or delays learning.

Before teaching begins ensure all children are ready to learn e.g. make sure all eyes are on you, pens/pencils are down and children are turned to face you. EYS have a visual set of rules for 'Good Learning' which are helpful.

When you want your class to come back together, establish 'attention grabbers' e.g. call and response songs, clapping rhythms, chant poems together (keep these brief and change regularly so they remain fresh and are part of your classes learning routine.)

Some children will find it more difficult to stop and listen. Think about how you can best support them e.g. give them a role or job to do, a special place to sit near you, praise the child next to them who is doing what you've asked. Give the class timely reminders, in five minutes we are going to... you have two minutes left until we...

If a child continues to disrupt learning establish a 'time out' space/chair within the classroom where they can spend some time working alone or having time to reflect/cool down. **For safety reasons children should not be sent outside the classroom.**

Phase leaders will have ideas appropriate to your age group and more experienced colleagues are happy to model and share their ideas. Always ask.

Have high expectations of behaviour around the school. Talk to your class before you leave the classroom about the way they need to walk in corridors and on the stairs (keep left in single file unless there is a fire drill) Involve your Teaching Assistant in supervising children on the stairs.

Be prompt at the end of playtime and lunchtime. We don't want children kept waiting in a line. Keep praising those who are doing what you expect.

Sharing good news

It is important to share success with parents and carers, especially positive changes in behaviour and learning. A few words, or a quick note or phone call can go a long way to establishing positive home school partnerships.

Changes in behaviour

If a child's behaviour changes try to find out why. It could be due to changes at home, a new baby, domestic problems, lack of sleep, playing violent video games, or falling out with friends at school, feeling excluded etc. If you have **any** concerns pass them on to a member of the Leadership Team. Our Inclusion Team may be able to find out the cause and offer family support if necessary.

Any disclosures need to be passed on straight away to Dee, Adam or Heba our named Child Protection Officers. The proformas are in the staffroom next to the pigeon holes. For further information on Child Protection see our Child Protection Policy.

If you feel a child or group of children are regularly making poor choices please talk this through with your Phase Leader during phase meetings or line management meetings. Do this before involving the families as we may have important background information which will help with the approach we need to take.

More serious incidents

If any member of staff deals with an incident which they feel is serious or dangerous, then one of the Leadership Team should be informed.

This may include fighting, swearing, children being disrespectful to adults, bullying or racist name calling (which is reported to the borough)

In these situations, if tempers are raised, it is always helpful to separate children and give them time to calm down before talking to them.

We have a 'Serious Incident File' which is kept in the Headteacher's office where incidents are recorded and patterns can be monitored. The Senior Leadership Team will inform parents as we feel is appropriate. Parents are always contacted if the incident is serious and if incidents are recorded three times.

Each incident will be judged on an individual basis, but all children will be given time to reflect on their behaviour. They may be asked to write letters of apology, miss playtimes, be excluded from football etc. As well as miss pupil choice sessions. Behaviour contracts may also be drawn up with the child, teacher and parents.

We aim to keep staff and parents informed of the outcome of any more serious incidents but they sometimes take a while to sort out, if in doubt please ask. Staff should understand the importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with children who may have emotional and behavioural needs, which may increase their aggression.

All staff should understand the importance of responding to the feelings of the child, which lie beneath the behaviour, as well as the behaviour itself. We must also focus on the safety of all pupils and not disturbing the learning of the class.

More Serious Behaviour

On the rare occasions when children might lose control:

1. Verbal warning is given –consequence explained
2. Remove child from class (with an adult -until calm) or move class
3. Send for a member of the SLT
4. Incident to be recorded in the Serious Incident File
5. Parents informed
6. An internal exclusion may take place

In serious and persistent cases we will take advice from the borough and seek local specialist outreach support. If appropriate we will follow Tower Hamlets procedure on exclusion.

Children who present with persistently disruptive behaviour may well need additional guidelines and these will be presented to them in the form of a behaviour contract.

High expectations and consistency from all staff are key to supporting children's behaviour. **Remember we have to keep modelling the behaviour we want!**

Questions

If staff have any queries or concerns about behaviour please raise them with at Phase, Teaching Assistant or Lunchtime Supervisor Meetings.

If parents have any questions about our policy please come and talk to Dee.

Identifying bullying

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- attendance drops
- becomes withdrawn, anxious or lacking in confidence
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Services/help organisations that can help:

- Childline - 0800 11 11
- Bullying online www.bullying.co.uk
- Beatbullying www.beatbullying.org
- Anti-bullying Network www.antibullying.net

[Anti-Bullying Alliance www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Updated September 2015

Chair of Governors: -----

Headteacher: -----

Date: -----