



Behaviour Policy and Procedures

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Behaviour Policy

Principles

The Governing Body believes that in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to ensure that students complete assigned work in a caring learning environment by:

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Mayespark is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on the use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour Policy will set out the disciplinary action against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

Aim

All staff at Mayespark Primary School have high expectations of children's behaviour in order that every child achieves their full potential. We believe that everybody in school has the right to:

- feel safe.
- learn and develop.
- be treated with respect and fairness.

Our children's chances of success and happiness in school depend upon them having a clear understanding of what is appropriate behaviour. They need to develop the desire to make responsible choices and to behave in an acceptable manner towards all adults and other children.

Factors that influence pupils' behaviour:

At Mayespark we recognise that the development and maintenance of good pupil behaviour depends upon a number of interlinked factors. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors that influence this development. It is the responsibility of all school staff and parents to work actively on all of these key factors, both in their own classrooms and around the school as a whole.

These factors include:

- The provision of a relevant, motivating and challenging curriculum in every classroom
- A physical environment that is cheerful, uncluttered, clean, stimulating but calm
- A positive ethos throughout the school
- The involvement of pupils in reviewing their own learning and behaviour
- Strong, consistent routines
- A fair and consistently applied strategy for responding to inappropriate behaviour
- A sense of belonging and community involving pupils, parents and the school, where all are treated

with respect

- The provision of opportunities for children to develop social skills and to respond positively to each other, for example through 'Circle Time' and the teaching of the RSHE curriculum through the Jigsaw scheme of work.
- Teachers being thoroughly informed about their pupils, both academically and emotionally
- Provision in the school for discussions between staff about the difficult feelings and behaviours that children bring with them to school and teachers' response to them – these discussions may sometimes involve external professionals who may work with the child or family.

Values Based Education

At Mayespark, a values-based education was introduced in October 2015 after consultation with the wider school community. The values were adapted in September 2024.

The chosen values are:

Each half-term a different value is focused on. All the values are discussed in Summer 2.

- Excellence
- Resilience
- Integrity
- Creativity
- Kindness

The values are referred to across the school during assemblies, lessons, playtimes and parents are encouraged to continue the reference to our values at home. Children are awarded badges and certificates relating to the values throughout the year. As well as this there are values ambassadors, which are children in each class from years 2 – 6 who promote the values through creating posters, badges and feedback to their classes. This policy is therefore integrated into the values of the school and our teaching of the expectations of the conduct of our pupils at all times.

Management of Behaviour in The Classroom - Assertive Discipline

Why have a whole school approach?

Every member of staff working in the school must be **consistent** in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- **Consistency** and security for the children;
- **Consistency** and security for parents;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.

It is the responsibility of all staff to enforce the school rules at all times, not only with the children they personally work with, but with every child in the school whatever their age. Staff have a collective responsibility to support each other in this task.

The basic structure of Assertive Discipline at Mayespark Primary School:

The core of the agreed whole school system for the positive management of classroom behaviour at Mayespark is our version of Assertive Discipline. This includes:

- A set of whole school rules; (*Appendix A*)
- A set of rewards and consequences; (*Appendix B*)

Principles of our Assertive Discipline policy:

- It is the **positive feedback** and **encouragement** above all else that makes Assertive Discipline work. All staff must recognise and encourage choices of good behaviour. (Try to aim for 10 names written on the smiley face white board before any warnings are given);
- Staff must clearly define the limits of acceptable and unacceptable behaviour;
- Children need boundaries for them to feel safe;
- All rules need be taught and then reinforced. Children can only really choose to do the right thing if we have been absolutely clear about what we expect;
- Children are responsible for their choice of behaviour;

- Most children can behave if they want to;
- We reject the children's behaviour, not reject the children themselves;
- Children need to realise that there are rewards for choosing acceptable behaviour and consequences for choosing unacceptable behaviour;
- **Assertive discipline does not destroy children's self-esteem.**

Rules, Rewards and Consequences

The school rules (*Appendix A*) will be displayed in every room in the school. They will be taught in assembly and in every classroom and will be reinforced by all members of staff at all times.

Teachers may also wish to develop their own rules for specific activities, for example PE, swimming, lining-up in class, creative activities etc.

The following rewards encourage good behaviour:

- Stickers,
- Stamps,
- Dojo points,
- Good news notes,
- Postcards home.

In the first weeks of each autumn term all children must be taught the system of rewards and consequences – every academic year. This will also need to be re-enforced throughout the year and especially when a new child joins a class. They must understand the following points:

- A reward is given as a result of good behaviour;
- There is a hierarchical system of consequences, but it can be by-passed for very serious actions
- Consequences are not punishments - they are the result of unacceptable behaviour;
- Consequences are a choice - the responsibility is on the pupil to choose to behave appropriately;
- Every new day is a fresh start.

It is the teacher's responsibility to have some way of ensuring that no child is missed out - try to have as fair and sensitive system as possible by keeping accurate records.

What do we do if a child refuses a consequence?

- Avoid a confrontation, speak to the child quietly and calmly, acknowledge the child's feelings and remind them of what will happen if they don't follow your instructions. Remind them that the consequence cannot be avoided.
- Telephone the office if SLT support is needed.
- If the child is aggressive and/or not in control, remove the rest of class and any other hazards from the situation and seek assistance by calling the office.

Monitoring Assertive Discipline in Practice:

Whenever a child incurs a consequence as a result of choosing inappropriate behaviour in class, the teacher should record this on the Behaviour Tracking Sheet in the behavior folder in class. **This should not be displayed in the classroom;** it is the teacher's record. The database provides, for each class, a record of every child who has incurred a sanction and draws attention to the following:

- Children whose behaviour needs to be discussed with their parents.
- Children who are causing regular, low level disruption in class, and who may need to be spoken to about their behaviour by someone other than their class teacher (Learning Mentor and/or SLT member).
- Children whose behaviour in class is becoming a cause for concern and who may therefore need some specific support such as an individual 'Emotional Wellbeing Support Plan';
- Children whose behaviour indicates that they may need to be assessed by an external agency (Educational Psychologist and other outreach services).

The records are monitored on a weekly basis by the learning mentors and any concerns passed on to a member of SLT.

Suspensions and Permanent Exclusions

We follow statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. There are times where the Headteacher will have to apply the 'Suspension and exclusion policy' as a consequence to extreme behaviour – please refer to this policy for more detail.

An accumulation of smaller incidents can lead to a permanent Exclusion.

Lining up and movement around the school:

All children should line up (in a line up order) in the classroom before leaving to go elsewhere and should be accompanied out to the playground every time. Staff need to stop and allow catch-up in order that all children are properly supervised.

- Children should walk on the left in quiet lines when using the corridor.
- Staff must ensure that children enter and leave assemblies in silence.
- Staff should be in the playground ready for the end of break times or in corridors if the year group have a 'soft start' to meet the class and ensure that all children stand still after the first bell and all walk quietly to their lines on the second. It is **essential** that staff are out in the playground on time as behaviour can quickly deteriorate if classes are kept waiting.
- Children are expected to follow these rules when moving around the school without an adult.

Keeping parents informed

It is essential that parents are kept informed of both positive and negative events (see REWARDS list). Parental support for our policy is vital. New parents are given a summary of this policy in the School Prospectus and it also can be accessed on the school website.

It is at the teacher's discretion if parents need to be informed about behaviour issues. Examples of positive behaviour should be shared too; either in person at the end of the day or a through a telephone call (in the case of SEND pupils through the home school communication book). Teachers should endeavour to do this at least once a year for every child in their class. Sometimes a quick chat regarding negative behaviour after school can be very effective. However, serious incidents or recurring misbehaviour requires parental involvement. Keeping good records is essential.

- Blue Letters (*Appendix D and E*) will be copied and filed. The senior leader who signs the letter must check that the reply slip is returned the following day. If no slip is returned the office will phone parents to check that they received the letter. These letters will be scanned and uploaded on to CPOMs by office staff.
- Teachers should keep a brief record of any discussion with parents on CPOMS as evidence.
- In some situations, home/school books may be set up to keep parents informed on a regular basis if it is thought that this would secure a positive outcome. These should record positive behaviour as well as problems.
- Serious incidents must be recorded on CPOMS and must be dated. Documentation is essential to avoid misunderstanding and good records may in future assist us in gaining additional support from other agencies for some children.
- Serious incidents will generate contact with the parent/carer on the same day of the incident.
- As documented in '*Behaviour and Discipline in schools*' (DFE updated January 2016), schools may consider using reasonable force if the pupil is deemed as causing harm to themselves, others, staff and/or danger to property (see the school's *Protocols and procedures for the use of reasonable force*). In these circumstances, actions will be recorded and documented. If this type of behaviour persists, external agencies will be notified and a professionals meeting may be convened to discuss avenues of support for the young person, and a risk assessment written with staff. It may be necessary to record patterns of behaviour, logging triggers and support strategies.
- Files of incidents, bullying accusations, racist incidents and homophobic bullying are kept on CPOMs.

Zones of Regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Management of Behaviour in the Playground - Review

What is REVIEW for and when should it be given?

Review at lunchtime is a consequence of unacceptable behaviour during any playtime **only**.

Staff must not use these sanctions to respond to poor classroom behaviour, nor should they place children in double jeopardy by adding what happens in the playground to what happens in the classroom.

The consequence of the following infringements of the school rules by Y2-Y6 is to go to Review at lunchtime:

1. fighting
2. deliberately hurting another child
3. deliberately damaging equipment
4. refusing to follow the instructions of supervisory staff/teacher on duty
5. extreme rudeness to supervisory staff/teacher on duty
6. racism or language of intolerance

Lunchtime Review includes a requirement for the child to reflect on their behaviour through discussion with the learning mentor and/or in writing, at lunchtime. Children in Review usually stay there for the whole break. If they are sent late in the break they may have to return the next review for a time.

If a child is given Review during morning playtime and they remain angry or aggressive, they should be **taken** to the member of SLT on call that day.

Y2, 3 or 4 should be taken to review by the class teacher. Teachers on duty during morning play should ask the welfare assistant to add the name and context to the review on to CPOMS under the correct category with a brief explanation of the incident.

The learning mentor will:

- Check CPOMS to find out to see who is on Review on CPOMS
- Remind teachers to bring children to review room if necessary
- Supervise children to collect their school dinner or packed lunch and then take them back to the Review Room or their office
- Add children to CPOMS if they are sent during lunch
- Support children to complete a 'think about it' sheet (KS1 and KS2 sheets)
- Discuss the incident with the child or children and resolve any issues
- If very serious, send a letter to parents of the child who was the perpetrator informing them of the incident (parents of children who have witnessed an incident will NOT be contacted)
- Contact the parents of any child who was injured as a result of an incident

Children will remain in Review for the whole duration of lunch, unless it is found that they were a victim and or witnesses to the incident. Children who are brought to Review towards the end of lunch may be required to attend Review again another day.

Those children who are regularly in review (approximately 5 visits in a half term, or combined with incidents noted in class) will require a meeting with a member of SLT, teacher and their parents. The child's behaviour will be closely monitored and tracked through CPOMS to identify any extra support that they may need. Persistent Review attenders could be withdrawn from the playground for a set period.

We understand that children will have disputes with one another in the playground as part of growing up. We believe in helping them to develop those important life-skills which enable them to resolve conflicts appropriately and effectively. We aim to do this through discussion, modeling and where necessary consequences.

The consequences for the following behaviours will result in 5 minutes timeout with the staff/teachers on duty.

1. Play fighting
2. Swearing
3. Pushing and pulling
4. Deliberately upsetting another child (name calling)
5. Arguing with peers
6. Threatening language without physical contact
7. Pushing in line
8. Insulting another child/family
9. Forcefully taking playground equipment off another child
10. All other minor incidents

Reception and Y1

For our youngest children, in Reception and Y1, class teachers are the most effective at teaching the children about respect, tolerance and friendship, so these issues should be dealt with by them.

If a child misbehaves during the lunchtime and have made the wrong choices then the MDAs should hold their hands and have them with them for the rest of the lunch period, pointing out and reinforcing the play behaviour by other children that we want. The issue is then passed to the class teacher who will have the bigger picture on how the child is behaving generally and will be able to give pastoral support.

Management of behaviour on PPA days

It is important that children understand that the expectations of their behaviour are the same on PPA days. It is also important for the PPA teachers to maintain an approach to behaviour management that is both consistent with the policy and each other. This includes:

- Using the PPA behaviour tracking sheet (appendix K). This includes writing children's names under the smiley face to be recorded on PPA class dojo at the end of the day. Children that have demonstrated poor choices in behaviour should be recorded on the warnings section of the sheet with reasons. This will then all be transferred onto the class behaviour tracking sheet at the end of the day.
- Teachers will take responsibility for recording the behaviour of the class they have at the end of the morning and afternoon. This requires them to transfer the names under the smiley face onto class dojo and record any warnings on the class tracking sheet.
- In the event of a child receiving a 4th warning leading to a blue letter, the teacher with the class at the time should use the tracking sheet (appendix K) to write the reasons from previous lessons.
- Classes to be passed between teachers in a calm manner with children lining up silently in order that the new teacher can start the lesson with positive praise and writing children on the smiley face board.
- Extreme behaviour should be reported to SLT in line with the policy.

Appendices – Reviewed February 2025

A	School Rules
B	Rewards and Consequences
C	Blue Letter 1 box
D	Blue Letter staged
E	Strategies for positive behaviour management
F	Behaviour Top Ten tips
G	Review procedure
H	Review notice to parents
I	Review notice first letter
J	Review THINKABOUT sheets
K	Behaviour Pamphlet for parents
L	Offences and consequences; bullying
M	PPA Behaviour Tracking Sheet
N	Suspension and Permanent Exclusion Policy