

Behaviour Procedures

Managing behaviour is a team effort and, therefore, everyone's responsibility.

Our Rules

At Heighington Millfield, we have 3 simple rules

- *Be Ready*
- *Be Respectful*
- *Be Safe.*

Adults clarify their expectations when using the rules e.g. you'll show me you're ready when you look at me, put your hands on your laps and have stopped talking.

We follow the Millfield Way which demonstrates our 3 simple rules.

Playtime

During playtime we will apply the school rules. When they are broken the following procedures are applied:

- A warning in the form of an Affective Statement is given or a Restorative Conversation is undertaken when children fall out; (*for example - It made me uneasy to hear you teasing him. Respect is an important thing to me and to our community. Can you tell me what is going on with you two?*)
- A child or children may be asked to stand by the adult on duty to reflect upon their unacceptable behaviour;
- An adult may remove a child from the playground.

Lunchtime

During lunchtime we will apply the school rules. When they are broken the following procedures are applied:

- A warning will be given in the form of an Affective Statement or a Restorative Conversation is undertaken when children fall out;
- If the behaviour continues, it will be recorded by the MSA in the lunchtime book.
- A discussion will take place with the class teacher and a restorative slip will be written.
- An adult may remove a child from the playground or hall.

Any issues are to be written in the class lunchtime book. These could be issues that have arisen during the day in class or at lunchtime that may affect behaviours.

A few children eat their lunch and play separately from the rest of their year group. This only happens with agreement of the supervising and should be identified within a support plan.

The end of playtime and lunchtime

Before the end of playtime, the adult who is leading the class will come on to the playground and stand where their line is. The adult on duty will blow a whistle once and the children will stop; upon a second blow the children will line up. Once they have begun to line up a third whistle will be blown and the children will be expected to stand silently. At lunchtime, the third blow will be by an adult who is leading a class that afternoon. Staff will then send their lines in order, encouraging the children to walk on the left hand side of the corridor.

Consequence Process in School

- A warning will be given in the form of an Affective Statement;
- If the behaviour continues, it will be recorded.
- In the juniors, a child will be asked to complete a Restorative Reflection in the behaviour room during a playtime. The reflection will be started by the adult noting briefly what happened and completed by the child. The adult will discuss the reflection with the child after it has been completed.
- In the infants, an adult will complete a Restorative Reflection with the child during a playtime.

Adults can have conversations with parents when they feel a child isn't making sufficient progress. These conversations will be logged on MyConcerns.

Reflections will be uploaded each day onto ScholarPack 'conduct' tab by the class teacher. Teachers will escalate to SLT if the feel behaviours need dealing with above and beyond what would be the normal process. SLT will review and record incidents on ScholarPack to look for patterns, etc.

SLT will spend time with the children who aren't seen to be making sufficient progress and their class teacher to formalise the process. During these conversations, the child's Restorative Reflections will be reviewed with everyone present. These will then be used to identify Behaviour Targets that will be set and any support that is need. Progress against behaviour targets will be measured on a Progress Chart (see attached). The progress chart will be shown to the member of SLT (who will sign to say they have seen it) at the end of each session. If the progress chart isn't signed, then a child will miss their playtime.

The Progress Chart will be reviewed after four weeks. During the review, the child, class teacher and member of SLT will identify progress made on the Behaviour Targets. At the end of the meeting, progress will be celebrated and next steps will be identified. Next steps may include removal of Behaviour Targets, continuation or tweaking of the Behaviour Targets, tweaking support or moving the child to a Behaviour File and a PSP.

A Behaviour File outlines

- Overview of the child
- Current behaviour plan or reintegration minutes or PSP
- Behaviour record sheets
- Any physical incident forms
- A risk assessment
- Previous plan
- Any other information

Support from parents will sought –

1. When a class teacher feels they are collecting a lot of Restorative Reflections;
2. By SLT when a review meeting takes place, this conversation will include what the Behaviour Targets are;
3. By SLT when the Progress Chart is not having an impact and Behaviour File is put into place.

Children may require a calming space to support children experiencing behaviour which presents a significant challenge. Once a child is calm, a restorative conversation will take place between the child and the adult who was with the child when they required a calming space.



Rewards

We have a range of rewards in place which are:

- Positive gestures, i.e. smile, thumbs up, etc.
- Positive Affective Statement, i.e. *well done, good idea, I am so proud of this class for working together so well. You all are showing me that you care about collaboration as much as I do!*

| Child's Name – Progress Chart | | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|----------|--------|---------|-----------|----------|--------|
| Before Break | Target 1 | | | | | |
| | Target 2 | | | | | |
| | Target 3 | | | | | |
| Before Lunch | Target 1 | | | | | |
| | Target 2 | | | | | |
| | Target 3 | | | | | |
| Hour after lunch | Target 1 | | | | | |
| | Target 2 | | | | | |
| | Target 3 | | | | | |
| Last hour of the day | Target 1 | | | | | |
| | Target 2 | | | | | |
| | Target 3 | | | | | |

| | Support Given | When | By Whom |
|----------|---------------|------|---------|
| Target 1 | | | |
| Target 2 | | | |
| Target 3 | | | |

- Merits / Stickers *(these are collected every week and totalled), we are mindful of ensuring that merits are given fairly*
 - Bronze 60 received a named certificate
 - Silver 120 receive a named certificate
 - Gold 180 receive a named certificate
 - Platinum 240 receive a named certificate
- Over & Above
 - Over & Above cards are given to the children who **consistently** does the right thing and go over and above in their learning or behaviour.
- Class stars
 - Staff and visitors may present classes with stars when they feel the class are demonstrating the Millfield Way. The children should be made aware of what they have received the star for e.g. Well done class you have been awarded a class star for being very polite.
- An Achiever's certificate
 - During achiever's assembly, certificates will be presented by the person who leads Friday assembly and talked about by the adult who is involved in the class.
- Class teachers may have their own system, i.e. marbles in a jar.

Achievers Assembly

- Achievers assembly will consist of
 - Class achiever – one per class
 - Over and Above card – one per class (as and when)
 - Class stars running totals
 - Merit Certificates and totals
 - Anything the child has achieved outside of school will be celebrated every Monday.

Anything that is going to be presented in assembly should be placed in the basket in Miss Woosey's office.

Termly Trophies

Once a large term, we will present a trophy to a child for excelling the Arts, Maths and Sports/PE. The governors will also present a trophy for achievement in demonstrating resilience.

A form will be sent to all staff so that nominations can be collected. The trophies will then be presented the first Friday back. A picture of the child with the trophy will be kept in the entrance to school in the trophy cabinet.