



# **New Mills**

# **Primary School**

# **Behaviour Policy**

**Including Behaviour Principles written statement**

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## Contents

1. Behaviour Principles Written Statement.....	3
2. Legal framework.....	4
3. Strategies for promoting excellent behaviour at New Mills Primary School.....	4
4. Expectations of Adults.....	5
5. Positive Strategies .....	5
6. Procedural Blueprint & Classroom Plan .....	6
7. Restorative Approach.....	7
8. Consequences or 'responses'. .....	7
9. Practical steps in managing and modifying poor behaviour.....	8
10. Exclusions .....	8
11. Safeguarding.....	9

# 1. Behaviour Principles Written Statement

It is the belief of the Governing body that relationships lie at the heart of behaviour within our school. New Mills Primary School is committed to creating an environment where exemplary behaviour and positive relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policies guide staff to teach self-discipline, rather than compliance. Our principles echo our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Our Core Principles are for our school community to be:

Be Ready      Be Safe      Be Respectful

Our underlying principles are:

- To provide a clear, fair, inclusive and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to support their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
  - To ensure that excellent behaviour is a minimum expectation for all.

We pride ourselves on being an inclusive setting and acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## 2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

## 3. Strategies for promoting excellent behaviour at New Mills Primary School

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

*Paul Dix*

At New Mills Primary School, we have high expectations for all pupils and we expect children to be demonstrating our school values at all times. This is recognised through weekly celebrations at assembly, positive reinforcement strategies, recognition boards in classrooms, and in 'above and beyond' recognition approaches such as 'Hot Chocolate' with the headteacher, by invitation.

We expect the children to follow the core **VALUES**:

**Be Ready**



**Be Safe**



**Be Respectful**



## 4. Expectations of Adults

We expect adults to:

- Meet and greet every child every morning.
- Consistently refer to '**Be Ready, Be Safe, Be Respectful**'
- Model positive behaviours and build relationships.
- Plan inclusive lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (e.g., Recognition boards)
- Be calm and give 'take up time' when going through the 'steps'.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not following our school values.

Senior leaders will:

- Take time to welcome children and family members at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Support staff in returning learners to learning by supporting staff in restorative conversations.
- Celebrate staff, leaders and learners who show '**Amazing Individuals**' qualities.
- Encourage use of 'relentless routines'.
- Ensure staff training needs are identified and targeted.
- Regularly share good practice.
- Support staff in managing learners with more complex behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.

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

## 5. Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure '**first attention goes to best conduct**' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

***'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'** Paul Dix*

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet on the playground or at each child's classroom seat. This may be a simple, 'Good morning' or offering an enthusiastic welcome to every child.

All adults will be looking out for children who show New Mills **Values** and '**Amazing Individuals**' qualities.

**Ways that children will be recognised for doing so:**

- Hot Chocolate Fridays - there may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.
- A positive note home- the positive note is high-level recognition for consistently showing qualities of an '**Amazing Individual**'. It can be given to any child by any adult in the school. staff members or visitors. There is no set

amount each week- again it must be sincere to keep its value.

- Recognition Board- A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Amazing Individuals' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

***'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'* Paul Dix**

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song.

- Phone calls home to share a child's successes.
- Celebration Assemblies- each week staff will nominate a 'Star of the Week' who has represented our 3 **values**. Additional children from each class will be recognised for specific work done in class.

## 6. Procedural Blueprint & Classroom Plan

*Behaviour Policy Blueprint (See Appendix 1)*

This is a concise A4 document which teachers will refer to for a consistent approach to our policy to ensure behaviour and expectations are clear and consistent.

*Classroom Plan (See Appendix 2)*

The Classroom Plan is a sequence of steps which are focused on small but certain responses and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations for the children are clear.

*Scripted Response (See Appendix 3)*

As part of the Classroom Plan, a **30-Second Script** will be used to reinforce expectations when behaviour shown is not reflective of our school **values**. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless / non-confrontational tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick restorative discussion with the class teacher.

## 7. Restorative Approach

***'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix**

Every adult in our school is important and able to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways e.g., releasing the class teacher to have a restorative meeting with a child.

*Restorative Meetings/Conversations*

***'The positive relationships you form with pupils depend on a restorative approach being your default mode.'* Paul Dix**

At New Mills Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

*Restorative Questions (See Appendix 4)*

These restorative questions will be used to support restorative meetings and/or conversations. For younger pupils, or for those with more limited comprehension, the teacher may decide it would be more appropriate to start with just two questions and build on these as the child develops in maturity.

## **8. Consequences or 'responses'**

***'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix**

We encourage positive behaviour which reflects our school values. Our behaviour support approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent responses chosen by the adult dealing with a specific incident. Responses implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences and responses. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time, which then needs to be paid back.

- '2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- 'Pay it Back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage. Children will **never** be given 'Pay it Back time' for unfinished or incomplete work, only for situations in which behaviour has resulted in lost learning time.
- Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting. All behaviour at 'stage 4' or above will automatically be recorded on My Concern and parents contacted.

## **9. Practical steps in managing and modifying poor behaviour.**

Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account at all times. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Staff will use 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Behaviour which requires support from steps 3 or above will be recorded system, and parents informed.

## **Support from outside professionals**

In the case that it is felt that a pupil requires an individual behaviour plan, we will refer to the 'Derbyshire Behaviour Support Service' who support Derbyshire schools in the creation of 'Multi-Element Behaviour Plans'. Behaviours may be recorded using our Antecedent, Behaviour, Consequence Form (known as an ABC form- Appendix 6) to track and analyse pupil behaviour. In addition to the Behaviour Support Service, we will work alongside the Educational Psychology Team, the Child and Adolescent Mental Health Service and other professionals deemed relevant to the pupil's needs. We will be proactive in working alongside parents to refer to these services with the aim of better understanding each pupil's individual needs.

## **Physical Intervention**

It is always the aim of our behaviour policy to avoid Physical Intervention at all costs and to follow a proactive, positive behaviour plan involving the use of de-escalation techniques as the primary strategy for more significant behaviours. For this reason, restrictive physical intervention is rarely used at New Mills Primary School. However, there are occasions where it may be necessary in order to:

- 1) Prevent a pupil injuring themselves or others, (e.g., rough play, stopping a young person from running towards traffic).
- 2) Prevent a pupil causing serious damage to property.
- 3) Prevent a pupil committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person).

Our approach to physical intervention is detailed within our [Physical Intervention policy](#), and will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the above policy.

## **10. Exclusions**

The school recognises that the exclusion or temporary suspension of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Our [exclusions policy](#) details our procedures for dealing with such instances. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils will only ever be used as a means of last resort.

## **11. Safeguarding**

If behaviour occurs which takes the form of bullying, child on child abuse or which reflects prejudice against particular minority groups, this will be reported to our Designated Safeguarding Leads in school and dealt with in accordance with our school [Child Protection and Safeguarding Policy](#).





New Mills Primary School

## Behaviour Blueprint

At New Mills Primary School our motto 'Happy, Healthy, High Achievers' underpins everything we do. Our 'drivers' support the children to be 'amazing individuals' and 'lifelong learners'.

### Visible Adult Consistencies

- Meet and Greet
- First attention to best conduct
- Model and share our VALUES
- Listen
- Calm and Caring

### Values

- Be Ready
- Be Safe
- Be Respectful

### Amazing Individuals

- Exceeding (our school values)
- Effort (always striving for excellence)
- Initiative

### Stepped Response

- 1: Reminder of the 3 Values
- 2: Last Chance. Verbal reminder, privately to the child.
- 3: 30 Second intervention.
- 4: Cool off - time in a quiet space. (Parents informed)
- 5: Repair- restorative conversation

### 30 second Script


- "I have noticed that you are..."
- "You are not showing our .... value."
- "If you choose to... you will need to ... (move to another table, go to the nurture room etc.)"
- "Do you remember when you..." refer to previous positive behaviour.
- That is what I need to see now, thank you.

### Restorative Questions

- What happened?
- How were you feeling?
- How did this make other people feel?
- Who has been affected and how?
- How can we put things right?
- What can we do next time?

## New Mills Primary School

### Classroom Behaviour Plan

	<b>Steps</b>	<b>Actions</b>
<b>1</b>	<b>Redirection / Reminder</b>  	<p>A reminder <i>of the</i> rules, delivered privately wherever possible. Gentle <i>encouragement</i>, a 'nudge' in <i>the</i> right direction. A reminder <i>of</i> our three simple rules – Be Ready, Be Respectful, Be <i>Safe</i>. Repeat reminders if necessary. De-escalate <i>and</i> decelerate where reasonable <i>and</i> possible <i>and</i> take <i>the</i> initiative to keep things at this stage. Praise will be <i>given</i> if <i>the</i> learner is able to model good behaviour as a result of <i>the</i> reminder.</p>
<b>2</b>	<b>Last Chance</b>	<p>A verbal reminder delivered privately, if possible, making <i>the</i> pupil aware <i>of</i> their behaviour <i>and</i> clearly outlining <i>the</i> responses if they continue. Use <i>the</i> phrase, '<b>Think carefully about your next step.</b>' Give <i>the</i> pupil a final opportunity to <i>engage</i>. Offer a positive choice to do so <i>and</i> refer to previous examples of good behaviour.</p>
<b>3</b>	<b>30 second script</b>	<p>If <i>the</i> pupil still does <i>not</i> engage, use <i>the</i> 30-second script. Attach, 'We will talk about this <i>for</i> two minutes after class.' to this step. These two minutes <i>cannot</i> be <i>removed</i> or reduced.</p> <p><i>*Support from step 3 or above will be recorded on My Concern and parents informed.</i></p>
<b>4</b>	<b>Cool Off</b>	<p>This step is only <i>needed</i> if <i>the</i> child <i>needs</i> to calm <i>down</i> <i>and</i> compose themselves. Time out might be a <i>short</i> time in a quiet area</p>
<b>5</b>	<b>Restorative conversation</b>	<p>This might be a quick <i>chat</i> or a more formal restorative <i>conversation</i> during which <i>the</i> teacher may decide <i>on</i> a logical, appropriate <i>consequence/response</i> for <i>the</i> child's actions. For example, if pencils <i>have been</i> tipped <i>over</i> <i>the</i> child may help to pick them up. At this point we may also use '<i>palf it back time</i>' as <i>an</i> appropriate response.</p>
	<b>Support Step</b>	<p>In more serious circumstances, for example aggressive or <i>threatening</i> behaviour, <i>the</i> support step will be <i>needed</i>. This support may be from SLT, Phase Leaders or another class teacher. This will provide a '<i>change of face</i>' if <i>needed</i> so that de-escalation strategies <i>can</i> be used. <i>The</i> same restorative step 5 will be <i>needed</i> when <i>the</i> child is regulated, <i>however</i> <i>the</i> <i>consequence/response</i> may be more significant, with <i>the</i> aim of making <i>the</i> child aware that <i>unsafe</i> behaviours are <i>not</i> acceptable.</p>



**30 Second Script**

<b>“I have noticed that you are...”</b>	Identify the behaviour that is not desirable.
<b>“I understand you are feeling...”</b>	Validate the feelings the child is most likely to be experiencing- angry, anxious, upset, etc
<b>“I need you to....”</b>	Explain to the child the step that you would like them to take.
<b>“If you choose to... you will need to...”</b>	Explain the response that will happen if the behaviour continues e.g., move to another table, go to a quiet area.
<b>“Do you remember when you...”</b>	Refer to previous positive behaviour.
<b>“That is what I need to see now, thank you.”</b>	Outline the value and specific behaviour you would like to see. Thank pupil for listening. Give praise when this is acted upon.

# Restorative Questions

silly noises	tore work	creaming	walked off	shouted at someone
hurt someone	<b>What happened?</b>			unkind words
disrupted a lesson				broke something
didn't listen carefully	swore	rude	silly	something else ...

worried	fidgety	confused	angry	frustrated
not ok	<b>What were you thinking or feeling?</b>			mad
poorly				distracted
tired	giggly	silly	scared	something else ...

me	my friend	a member of staff	my family	my mum
my best friend	<b>Who has been affected?</b>			my dad
someone in my class				someone I care about
someone young	my class	my brother	my sister	someone else ...

sad	sorry	guilty	ashamed	embarrassed
worried	<b>What are you feeling now?</b>			scared
anxious				angry
silly	frustrated	relaxed	better	something else ...

write it down	write a letter	talk to staff	say sorry	fix something
kind words	<b>What needs to happen to put it right?</b>			listen carefully
kind hands				explain feelings
kind thoughts	make a change	reflection time	discussion time	something else ...

talk to someone	ask for time out	walk away	fiddle with something	talk to a friend
distract myself	<b>Next time I could ...</b>			take deep breaths
go for a walk				explain my feelings
count to 10	make a change	play elsewhere	find a good friend	something else ...

