



Learning and Growing Together, With Faith, Hope and Love

Micklefield CE Primary Academy
Positive Behaviour Policy

2023-2025

Positive Behaviour at Micklefield

Our Ethos

At Micklefield CE Primary Academy, we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Good behaviour is the foundation on which effective teaching and learning can take place and this must be carefully developed and supported by all adults in school.

Central to our approach of developing excellent behaviour for learning is the quality of the relationships that all adults build with children. Our relationships are underpinned by our core Christian values of faith, hope and love along with the principles of mutual respect, fairness, care, equality, justice and consistency. Adults at Micklefield CE Primary Academy are expected to model the behaviour they are seeking to nurture and develop in children. Visible consistency and visible kindness should be evident in all interactions in school.

This policy has been developed so we can define our learning behaviour expectations that underpin the above, ensure all members of the school can work in an environment where they feel safe, happy and secure; provide clear guidance on the role adults play in developing good behaviour and to outline the strategies and practices that will be used utterly consistently across school.

Our Vision and Values

Various strategies will be used to recognise, reinforce and support our vision and values as defined above. All learning behaviour approaches communicated with children are based on and shared through our school rule:

We care for everyone and everything with kind words, kind actions and kind hearts.

This is also reflected in our school prayer.

Dear Lord, thank you for helping us care for everyone and everything in faith, hope and love. Thank you for guiding us to use kind words, kind actions and kind hearts. Amen.

Communicating our Vision and Values

The Micklefield school prayer and The School Rule are shared in collective worship every week. Throughout the year, particular aspects are highlighted and focussed on in order to ensure consistency. Some approaches we use to communicate this include:

- The weekly class Celebration Assembly each Friday when teaching staff share their reasons, linked to the weekly behaviour focus, for choosing their star of the week
- Communicating and revisiting the rule and values regularly when setting expectations at the beginning of lessons, visits and activities
- Follow up class activities and discussion launched across the whole school

Curriculum

The delivery of a stimulating curriculum promotes positive learning behaviour. At Micklefield, we are committed to developing a curriculum that engages the faith, hope and love of all children. This is important across all subject areas and age groups and is prioritised in any curriculum development work undertaken.

Personal, Social, Health Education is an important and necessary part of all pupils' education. At Micklefield, we have personalised our curriculum to the specific needs of the children in our school community. The aim of the PSHE curriculum at Micklefield is to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum, 'You, Me, PSHE' as well as our whole school

collective worship plan, provides regular opportunities across all year groups for the explicit teaching and modelling of positive learning behaviour.

Home School Agreement

We consider our parents as key partners in all we do. Our home school agreement is an important part of our induction for new pupils joining the school.

To help me do well at school I will do my best to:	To help my child at school I will do my best to:	The school will do its best to:
Work hard and listen carefully to instructions	Make sure my child is on the playground by 8:45am and is collected on time at 3.15pm	Seek to create an environment so your child can feel safe, happy and secure
Bring all the equipment I need every day and take good care of the school environment	Make sure that my child attends school regularly and inform school for the reasons for any absence and not take holiday in term time	Contact you as soon as possible if we are concerned about your child's wellbeing, attendance, health, behaviour or learning.
Ask for help from my teacher or someone at home if I find my work hard	Work with school to make sure that my child behaves well	Let you know regularly how your child is progressing through reports and parents' evenings
Do my homework regularly and bring it back to school	Encourage my child to work hard and complete all homework tasks including home reading.	Offer a broad and balanced curriculum which meets the needs of your child including a range of extra-curricular activities
Come to school every day and on time	Attend meetings including parents' evenings	Set and monitor homework tasks in line with school policy
Keep the school rule, behave well and be polite and helpful to other pupils and grown ups	Communicate with school appropriately to support my child	Communicate with you appropriately to support your child
Follow the dress code	Ensure my child follows the school dress code	Encourage your child to do their best at all times
Act according to our Christian values and beliefs	Support and promote the Christian values and beliefs of the school	Have our Christian values and beliefs at the heart of everything we do.

Securing excellent Learning Behaviour.

Behaviour and Relationships

It is essential that all adults working with children create an environment in which all children feel they belong and feel safe; an environment that allows all children to thrive as individuals and as learners. This requires establishing appropriate learning focused relationships where expectations are set high and where everyone knows the routines and the boundaries. Positive relationships underpin creating conditions where children and adults can focus on learning, free from distractions and emotional threat. At Micklefield, all adults are expected to play their full part in contributing to this positive climate. In blending warmth, kindness and assertiveness, there are particular behaviours and actions that adults should display that make the biggest difference

- Establish norms around clear roles and boundaries.
- Communicate kindness – keep kindness at the forefront especially if you have challenging situations to deal with. Staff are expected to grow behaviours with love.
- Decide, communicate, reinforce and sustain your expectations.
- Redirect, correct or challenge when expectations are not met.
- Use signal, pause, insist as a tool for securing attention and directing activities.
- Use positive framing rather than negative comments e.g.; give the benefit of the doubt but be firm and definite in securing high standards.
- Rehearse routines so they are known understood and enacted consistently.

- Children should be completely clear about the choices they make and the consequences when they make the wrong choice. Children should be supported to make the right choice.
- Fairness is important so it is important to be as consistent as possible. If consequences are used infrequently or inconsistently it undermines the member of staff.

Specific strategies

Our adopted strategies offer staff and pupils a structure of support. Having a clear and consistent approach will help children know that we deal with all behaviours fairly and consistently.

1. **Recognising when children get it right**

Staff must take every opportunity to celebrate good behaviour. This is an effective way of encouraging all children to behave well. Frequent praise should be given to children who follow the rules and to those who turn their behaviour around after a reminder or warning.

- **In lessons**– *Whole Class Dojo Points* are used to encourage and reinforce whole class routines within the classroom. They can be given for whole class recognition and for individual children contributing well towards a class wide expectation or routine. Staff use Class Dojo to give Dojo points. Once the class has reached 500 Class Dojo points, the class will receive a class wide reward. E.g. extra playtime, hot chocolate in an afternoon, a sports game.
- **Individuals**–*Individual Dojo Points* Any member of staff can give Dojo points in class or around school. They are given out in single units for when children go above and beyond to embody the school rules and values. All children’s names are displayed on a wall in each child’s classroom to record points. When children reach 50, 100, 150, 200, 250, 300, 350 Dojo points, they will receive a certificate in the weekly golden round up and stand up to be applauded in assembly. Children can spend their points in the Dojo Shop once every half term. If children do not want to spend them, they can save them and spend them at a later date. Children cannot lose Dojo points.

Throughout the year we will reinforce certain learning behaviour priorities through a whole school focus and opportunity to earn additional Dojo points. Foci may include attendance, having correct P.E./Swimming Kit, reading at Home, returning homework etc.

2. **Scripted Responses**

Staff will use scripted responses in order to consistently encourage the learning behaviours we want to see in school.

- **Labelled authentic praise** “Thanks for...” Eg “Thanks for looking at me.” “Thanks for walking” this will encourage other children in earshot to mirror the labelled positive learning behaviour
- **Positive opening that is factual – not a feeling** Avoid getting into a conversation, this is supposed to be short and sweet! “I’ve noticed you’ve not started your work yet.” This can be reinforced with your body language. Make sure you are next to the child, don’t call this out from across the room. Be non-threatening... ideally, kneel or be side on to the child focussing your sight line on the work or task
- **Refer to a specific rule** – “You know about working hard. Your job is to get on with the task.”
- **Positive reflection based on recent shared experience** “I know that this morning you came straight in from break and got on with your work. That’s what I need to see now. Thank you (never please).”

3. **Reminders**

Staff will follow the 5 step reminder system in school. We use scripted responses when children don’t follow instructions and record the steps on the Behaviour Record Sheet. We have a 5 step graduated response, starting with a reminder of the rule, time working alone, reflection time, missed playtime and SLT involvement. The responses are adapted to match age range.

	EYFS Warning System Responses	KS1 Warning System Responses	KS2 Warning System Responses
1 st Reminder	Reminder of the rule, e.g. "The instruction is..."	Reminder of the rule, e.g. "The instruction is..."	Reminder of the rule, e.g. "The instruction is..."
2 nd Reminder	One minute working in another area of provision or one minute sat on the carpet area using a timer.	Five minutes working at another table	Rest of the lesson working on their own at another table/place in the classroom.
3 rd Reminder	Spend the rest of the session working in a directed provision area.	Spend the rest of the session working at a different table. Child will miss 5 mins of play or lunch with teacher.	Child will miss 10 mins of play or lunch with teacher.
4 th Reminder	One minute in another area in school using a timer. Child will miss 5mins of play or lunch with teacher.	10 minutes in another classroom. Child will miss 10 mins of play or lunch with teacher.	Reflection Time– 15 mins out of class.
5 th Reminder	Reflection Time – 5 mins with Mrs Cook. Class Teacher's should verbally inform parents if they reach this warning level.	Reflection Time – 10 mins with Mrs Cook. Class Teacher's should verbally inform parents if they reach this warning level.	Lunchtime Reflection Time with Mrs Cook. Parents to be informed verbally by class teacher.
Refusal to comply with above steps or serious incident. Staff to send for SLT to support. The child may be instructed to work in isolation for remainder of afternoon. Accessible work that can be completed independently should be provided by the class teacher. Parents to be informed verbally by teacher. and given a letter completed by SLT. All incidents at 5 th reminder to be recorded.			

The reminder system resets at the start of every session. If reminders are given out of class by other staff, this must be communicated to the class teacher by the staff member involved.

Lunchtimes

If lunchtime staff think a child's choices are persistently poor or serious enough, they will refer the child to the class teacher. If the following behaviours are displayed by a child at lunchtime they must be spoken to by a senior leader in school.

Displayed behaviour	Response
Repeatedly putting their hands on other children	Children will only play in a designated area of the playground (no activities)
Fighting	Immediately brought into a Senior Leader in school and remain inside for rest of play/lunch time. Following playtime to stay with an adult.
Aggressive/intimidating or threatening behaviour	Following play/lunch to stay with an adult.
Repeated unkindness/verbal abuse (children/adults)	a) walk around with adult b) have time out at side of playground and then c) referred to the class teacher

4. **Gaining the attention of a class**

- **Within a class setting**, all staff will use either: **EYFS - 'Hands on top, that means stop,'** or **KS1/KS2 - '1-2-3 eyes on me'** to get children's attention. Children will: Put everything down, face the speaker and thereafter adopt voices off.

5. **Movement in and around school**

- All children will line up one behind the other, facing forward, in register order. Any changes to register order should only be made in order to support pupil's success. Changes made should be well considered and permanent.
- All children are expected to walk at all times in school. Staff will use the scripted response 'thanks for walking' when they see children walking in school.

6. **Noise levels**

- As a part of planning for positive learning behaviour teachers will consider the desired noise level for each part of a lesson input or learning tasks. Staff will regularly and clearly communicate which 'voice' children should be using.

Children will use the following voices whilst in school:

- **Voices Off:** not communicating verbally or nonverbally.
- **Whisper Voice:** a voice only your partner can hear.
- **Inside Voice:** a voice only your table can hear.
- **Outside Voice:** a voice that we use outside.

Additional Strategies

Additional strategies may include phone calls home, post cards home, authentic and labelled praise, non-verbal praise, awarding of responsibility, sharing achievements with other members of staff and pupils. Before a strategy is adopted it must be considered to effectively reflect and support our vision and values. Strategies should aim to promote intrinsic not extrinsic reward.

Individual Behaviour Support

At Micklefield, we use the Graduated Approach and the Assess, Plan, Do, Review cycle to identify and determine 'waves' of required support.

Wave One is the universal offer of quality first teaching of an engaging curriculum delivered in consideration of all levels of ability.

If a child is identified through the behaviour recording system it will be determined that a child requires further tailored support in order to progress in their learning behaviour,

Wave Two strategies (small group intervention) will be planned and delivered by the family support worker or ELSA (Emotional Literacy Support Assistant).

If the desired improvement is not achieved in the specified time frame, an individual provision map and risk assessment (if applicable) will be drafted with the child and key staff members.

This is a **Wave Three** action. The IPM should be regularly reviewed and updated by class teachers and shared with key staff. See the SEN policy for more detail on the Graduated Approach, record keeping and our robust approach in supporting children who require social and emotional provision.

External Support

If after a 12 week review there is insufficient evidence of acceptable learning behaviour improvement or after a serious incident, external support may be sought. This will be planned and actioned by SLT and communicated with involved staff and parents through an updated behaviour support.

Recording Serious Incidents

Serious and Hate Incidents

Micklefield Primary Academy follows the Hate Incident guidance from Leeds City Council to investigate and report any incidents of this nature. A hate incident is legally defined as: “any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.

- Serious incidents such as violence or racism should be reported immediately to an SLT member
- For serious incidents, SLT may choose to internally seclude a child for either one half or one whole day or externally exclude a child
- All racist or homophobic language is logged.

Child on child sexual violence and sexual harassment

Micklefield CE Primary has a zero tolerance approach to all sexual violence and sexual harassment. It is never acceptable and will not be tolerated.

- Micklefield CE Primary School will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.
- Micklefield CE Primary will respond appropriately to support children who sexually harm their peers, which are inclusive and support children to address their behaviours as opposed to punitive measures which focus solely on containing behaviours causing concern.

Anti-Bullying

Micklefield CE Primary has a zero tolerance approach to all types of bullying. It is never acceptable and will not be tolerated. Micklefield CE Primary School will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

- If adults in school witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child’s parents.
- All significant incidents of bullying that occur inside and outside lesson time, either near the school or on the children’s way home or to school are recorded on CPOMs.
- The issue is dealt with immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Head Teacher will become involved. The child’s parents will be invited into school to discuss the situation.
- If these initial discussions have proven ineffective, the Head Teacher may have to contact external support agencies such as Social Care. Adults will attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The power to discipline beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable”. When considering whether the school will implement a sanction for reported misbehaviour out of school, the Head Teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force'. All members of school staff have the legal power to use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder.

Exclusions

All exclusions from Micklefield CE Primary will follow the DfE guidance Exclusion from maintained schools, academies and pupil referral units in England.

Fixed-term Exclusion

All efforts are made to promote inclusion and avoid exclusion and there are various internal strategies and outside agencies the school will employ to help modify the child's behaviour. If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term which may also be for parts of the school day. Exclusion is used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy.

Whilst an exclusion may still be an appropriate sanction, the Head Teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred.

A child will also receive fixed term exclusion if the incident, in the opinion of the Head Teacher, is serious enough for the child to be immediately excluded where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher as a last resort, may also exclude a pupil permanently. It is not possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion.

Reasons for exclusion

The DfE list below provides an example of how schools code exclusions.

PP- Physical assault against a pupil Includes: <ul style="list-style-type: none">• Fighting• Violent behaviour• Wounding• Obstruction and jostling	PA- Physical assault against an adult Includes: <ul style="list-style-type: none">• Violent behaviour• Wounding• Obstruction and jostling
VP- Verbal abuse / threatening behaviour against pupil Includes: <ul style="list-style-type: none">• Threatened violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	VA- Verbal abuse / threatening behaviour against an adult Includes: <ul style="list-style-type: none">• Threatened violence• Aggressive Behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon
BU- Bullying Includes: <ul style="list-style-type: none">• Verbal bullying• Physical bullying• Homophobic bullying	RA- Racist abuse Includes: <ul style="list-style-type: none">• Racist taunting and harassment• Derogatory racist statements• Racist bullying ☐ Swearing that can be attributed to racist characteristics• Racist bullying• Racist graffiti

<p>SM- Sexual misconduct Includes:</p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti 	<p>DA- Drug and alcohol related Includes:</p> <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
<p>DM- Damage Includes:</p> <ul style="list-style-type: none"> • Vandalism • Arson • Graffiti 	<p>TH- Theft Includes:</p> <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on school outing • Selling and dealing in stolen property
<p>DB- Persistent disruptive behaviour Includes:</p> <ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules 	<p>OT- Other Include:</p> <ul style="list-style-type: none"> • incidents which are not covered by the categories above, this category should be used sparingly.