



# Mayville Primary School

## Behaviour Policy

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## 1. KEY BELIEFS

Our Behaviour Policy is based on the UNICEF Children's Rights, belief that every child has the right to be educated in an environment that is safe and secure as possible.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 14 (freedom of thought, belief and religion)** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

To promote effective teaching and learning, positive social and learning behaviours are necessary. Our behaviour systems are designed to create a well ordered, calm and respectful environment where children can grow in confidence, feel safe and have the opportunity to learn, achieve and be successful.

At Mayville Primary we understand that positive behaviours must be modelled, explained, taught, supported and recognised. All pupils are encouraged and have the opportunity to make positive choices about their behaviour and influence outcomes. Teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills. Pupils who are regularly following the rules are recognised and rewarded.

For our behaviour policy to work effectively all teaching and non-teaching staff, parents and governors need to be involved. It is intended that this policy is applied throughout the school and at all times, including lunchtime, Breakfast/After school clubs and extra-curricular activities. The Board of Trustees will support the school in setting and maintaining the highest standards possible in behaviour management.

## 2. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 3. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 4. DEFINITIONS

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives and weapons;
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers;
  - Fireworks
  - Pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## 5. BULLYING

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## 6. ROLES AND RESPONSIBILITIES

### 6.1 The Board of Trustees

The Board of Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 6.2 The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

#### **6.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **7. PUPIL CODE OF CONDUCT**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **8. REWARDS AND SANCTIONS**

### **8.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Stickers (bronze, silver and gold)
- Stickers – star of the week; Head teacher
- Certificates (Behaviour/Virtues based)
- Letters or phone calls home to parents.
- Special responsibilities/privileges; Golden time

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to a Buddy class
- Expecting work to be completed at home, or at break or lunchtime
- Time-out at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Internal exclusion

See appendix 4 for sample letters to parents about their child's behaviour.

## **CIRCLE TIME**

Circle time activities will be used to address specific areas that arise within the class, for example friendships and emotional wellbeing. This will be timetabled into the day as decided by the class teacher.

## **PROMOTING FUNDAMENTAL BRITISH VALUES IN SCHOOL**

Spiritual, Moral, Social & Cultural (SMSC) development needs are specifically addressed in the curriculum as well as generally. This is taught through a curriculum with a focus on the eight Key Characteristics of the Houses in the school as follows;

Independence- Responsibility – Initiative - Optimism – Curiosity- Perseverance Generosity – Social Intelligence

Mayville Primary School offers a calm learning environment where the aim is to use loud voices (shouting) at an absolute minimum as much as possible and only to be used by adults in cases of extreme urgent need. Non-verbal gestures are used to gain the children's attention. One example of this is the whole school policy of raising the right hand, palm towards the children to gain the attention of the group. This can be seen used effectively during assemblies. Children will be told if they are doing something wrong, and why it is wrong so that the child can understand and learn the difference between right and wrong. Staff will aim to use positive language with the children as much as possible; an example of this is to say, 'walk please' as opposed to 'don't run.' Staff will look for solutions to problems with the child to empower the child to take their responsibilities seriously and to then make an informed choice.

As part of our curriculum offer, we actively seek to broaden the children's experience and learning through a range of off-site educational trips. A risk assessment is completed before all planned curriculum trips and if a child's behaviour is deemed to be a greater risk than the school can reasonably and safely control then the parent/carer or a responsible adult of their choosing will be required to attend the trip to take responsibility of their child. If a responsible adult is not able to attend the trip to take responsibility of the child, then the child will not be able to attend the trip and will stay in school in another class.

Children are not excluded from specific areas of the curriculum because of their behaviour, however if a risk assessment deems the child to be of high risk then control measures will be put in place to lessen the risk which may include certain exclusions. Parents/carers will be informed.

## **THE 'GOING FOR GOLD' SYSTEM**

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the 'Golden Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Teachers can be supported to develop effective behaviour management skills.

The system allows for the following:

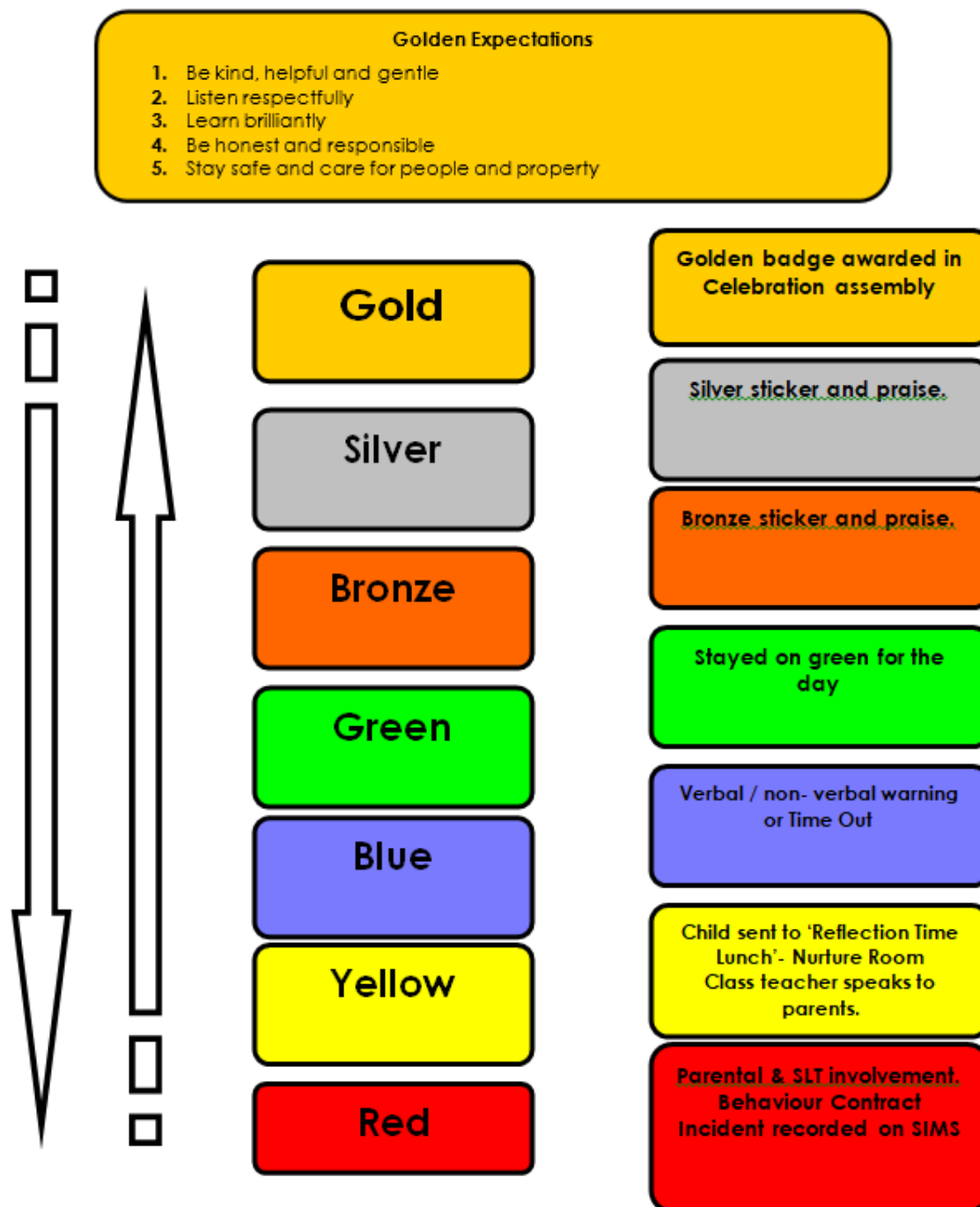
- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Teaching of specific behaviours and routines



How it works:

- In the class there is a prominent 'Going for Gold' display.
- On this display, all children have a name card.
- Each day, children start in the Green zone.
- If children make positive individual choices they are celebrated by progressing to the Bronze, Silver and then Gold zone.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- Pupils aim to end each day on at least Green but ideally much higher. The zone they are on at the end of the day determines further action e.g. Certificates in celebration assembly, letter to parents etc.

## Quality Positive Behaviour



Classes are encouraged to develop stimulating displays to promote the 'Going for Gold' system.

- When a child achieves 'Gold', they will receive a Head teacher's sticker then 'Golden' letter home to the pupil's parents to congratulate the parents on their child's achievement. In the Early Years the children will receive their golden sticker in the Foundation Stage Assembly held every Friday.

When a child achieves bronze or silver they will also receive a sticker, which is given to them on same day by their teacher. It is expected that this will encourage the child to talk with their parents about how they achieved it. In some classes teachers use Dojo Points are also awarded to children for both positive behaviour and work.

On Friday afternoons Golden time is awarded to classes where the whole class has demonstrated excellent behaviour throughout the week, this is decided by the class teacher.

- If children make negative individual choices they move to Blue, Yellow, and then Red zone. Between each zone stage, pupils are given at least one warning reminder. Before moving on to the next stage, from blue to yellow, a number of strategies, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

Examples:

Colour	Examples of behaviours	Consequence
<b>BLUE (Step 1)</b>	<ul style="list-style-type: none"> <li>➤ Shouting / calling out during teaching time</li> <li>➤ Getting out of their seat during a task</li> <li>➤ Distracting other children from learning</li> <li>➤ Talking when others are talking</li> <li>➤ Rocking on chairs</li> <li>➤ Not working to the best of their ability</li> <li>➤ Not co-operating with others</li> <li>➤ Having a negative attitude</li> </ul>	<p>EYFS and KS1 – the consequence for these pupils is the fact that their name has moved.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> <li>➤ Non-verbal signal</li> <li>➤ Verbal Warning</li> <li>➤ Time Out in class (5mins max) - reflection time</li> <li>➤ Time out in buddy class (15mins max)</li> </ul> <p>During Time Out the pupil completes a reflection sheet which is discussed in their own time. Teacher keeps the Reflection Sheet in the Class Behaviour Incident Folder.</p>
<b>YELLOW (Step 2)</b>	<ul style="list-style-type: none"> <li>➤ Repeatedly not following instructions</li> <li>➤ Taking or damaging other people's property</li> <li>➤ Name calling</li> <li>➤ Tormenting other children</li> <li>➤ Throwing things</li> <li>➤ Rudeness</li> <li>➤ Refusal to work</li> <li>➤ Serious incidents on the playground</li> </ul>	<p>EYFS and KS1 may choose from the following consequences:</p> <ul style="list-style-type: none"> <li>➤ Instant "Time Out" Thinking Chair</li> <li>➤ Reflection Time (Nurture room)</li> </ul> <p>In KS2 pupils will attend a Reflection Time and class teachers <b>must</b> inform parents.</p> <p>Pupils will attend a Reflection Time where they will complete a reflection sheet and will discuss their behaviour. If appropriate, they may also spend time on basic skills work.</p> <p>Please note, only one Reflection Time (Lunchtime) should ever be given at a time, even if the child has displayed yellow behaviour on more than one occasion throughout the day.</p> <p>*NB pupils who frequently reach yellow will be monitored by the Pastoral Team and SLT and appropriate intervention will be planned.</p>

<b>RED (Step 3)</b>	<ul style="list-style-type: none"> <li>➤ Walking out of class</li> <li>➤ Racism</li> <li>➤ Intimidating behaviour</li> <li>➤ Bullying</li> <li>➤ Fighting</li> <li>➤ Swearing</li> <li>➤ Stealing</li> <li>➤ Continuation of yellow behaviours</li> </ul>	<p>Class Teacher should inform SLT. Parents to be informed by SLT.</p> <p>EYFS – This may result in a decrease in number of hours a child attends school (e.g. reduced to just mornings or afternoons), until behaviour improves. Class Teacher and SLT to meet with pupils parents to discuss reduced hours.</p> <p>If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLT deems it appropriate, they could be “internally excluded”. (see Appendix C for further details of internal exclusions)</p>
<b>RED (Step 4)</b>	<p>A continuation of the above.</p>	<p>Senior Leadership Team involvement:</p> <p>On the second occasion a child displays red behaviour, a member of SLT will meet with parents and plan appropriate monitoring or intervention. All incidents will be recorded on CPOMS.</p> <p>If the pupil continues to exhibit ‘Red’ behaviours then the SLT, Class Teacher and Parent will meet. Advice may be sought from our Inclusion Advisor or Educational Psychologist and we will consider whether a referral to another outside agency should be made. They will be assigned support from a Learning Mentor in the first instance.</p> <p>If a serious incident occurs, pupils will be “internally excluded” (see Appendix C for further explanation) for a specified period of time or may be excluded from school by the Head teacher, in line with the Borough’s ‘Exclusion Guidelines’.</p> <p>Stages may be jumped, depending upon behaviours exhibited.</p>

## 8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Links: [Safeguarding Policy](#); [Whistleblowing Policy](#).

# 9. BEHAVIOUR MANAGEMENT

## 9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Expectations and Children’s Rights
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Links: [Positive Handling Policy](#).

## 9.3 Confiscation

**Any prohibited items (listed in section 4) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

# 10. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. TRAINING**

Our staff are provided with training in safeguarding and on managing behaviour, including positive handling. Safeguarding and Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and Board of Trustees every year. At each review, the policy will be approved by the headteacher.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Online Safety policy
- Positive Handling policy
- SEND policy
- Attendance policy
- Equalities policy
- Inclusion policy
- Code of Conduct
- Citizenship policy
- Teaching and Learning policy
- Anti-Bullying policy
- Induction policy
- Wellbeing policy
- Breakfast and After school Club Policy

**This behaviour policy is written in accordance with the DFE guidance.**

## Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Staff training log

[illegible]



## Appendix 3: Letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Fourth behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving and coping as well in school as they could.

It is important that your child understands the need to follow our golden rules, and I would appreciate it if you could discuss their behaviour with them.

We feel that your child will benefit from a reduced timetable as it will enable them to build up positive behaviour for shorter periods of time. The reduced timetable will be reviewed on a weekly basis by the class teacher and altered accordingly.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

## Appendix 4

### Reflection Time Protocol

- Reflection Time is for any pupil who has displayed **YELLOW** behaviour from the afternoon session of the previous day until lunchtime that day.
- Reflection Time is not intended for pupils with SEND unless the SENDCo feels it is appropriate for them to attend.
- Only one playtime or lunchtime should be given for Reflection Time at any time; children should not be told that they are attending two/three playtimes or lunchtimes.
- Reflection Time will take place in the child's classroom or Nurture Room for no a maximum of 15mins.
- Reflection time taking place in the Nurture room for pupils within the Early Years setting will be no longer than 5 minutes and pupils will be accompanied by a familiar adult or key person.
- Reflection Lunch will be staffed by a Learning Mentor.
- Class Teachers should escort any pupils attending to the room where they will be met by the Learning Mentor on duty.
- Class Teachers should ensure a "Reflection Time Form" has been completed and handed to the Learning Mentor on duty.
- A register will be taken and those children attending will be monitored. In the event of any child repeatedly attending, further intervention will be considered at the SLT's weekly meeting.
- They will complete a reflection sheet and discuss their actions and what they need to change should they find themselves in a similar situation again.

See Appendix 11

- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- If deemed appropriate, the pupil may also complete some basic skills work.
- Pupils will line up with their class in the playground ready to re-join lessons after lunch.
- Every pupil starts the afternoon session afresh and is back on green.
- It is Class Teachers' responsibility to inform parents / carers that their child attended.

Appendix 5

Mayville Primary School

Yellow Behaviour – Reflection Time

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Location of incident: \_\_\_\_\_ Time: \_\_\_\_\_

Reason for Yellow: (please circle)

- Not following Instructions
- Taking / Damaging other people’s property
- Name calling
- Tormenting other children
- Throwing things
- Rudeness
- Refusal to work
- Serious incident on the playground

Further comments:

.....

.....

.....

Name and Signed: \_\_\_\_\_ (Class teacher)

Please ensure this form is completed and handed to the Learning Mentor in the reflection room when you escort your child.

## Appendix 6

### Internal Exclusion Protocol

- If a pupil displays **RED** behaviour, the class teacher should involve a member of SLT who may decide the pupil needs to be “internally excluded”.
- During an internal exclusion the pupil must work outside of their class – either in the Nurture Room, with the Learning Mentor, a Buddy class or within the KS Leader’s class, whenever possible, for an agreed fixed period, usually no more than a day.
- The child will complete a prepared work pack at their appropriate level set by their class teacher. They will work independently and should be given minimal attention.
- For an Internal Exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their learning independently. If the child does require support they need to stay in their seat and politely ask for help.
- Ideally, the child will have shown that they are following the school code of conduct and have turned their behaviour around. Once they have completed their work pack they should then have a short discussion with the teacher or Learning Mentor about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology to member of staff).
- If the child is showing they are ready to return to class, either the Learning Mentor, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.
- Internal Exclusions must be recorded as Red Behaviour on SIMS and the Red Behaviour Form to be given to the Head teacher.
- Parents **must** be informed of any Internal Exclusion.

## Appendix 7

# Mayville Primary School

### Red Behaviour

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for Red: (please circle)

- Walking out of class
- Racism
- Intimidating behaviour
- Bullying
- Fighting
- Swearing
- Stealing

Further comments:

.....

.....

.....

Name and Signed: \_\_\_\_\_ (Class teacher / SLT member)

.....

To be completed by SLT member

**Consequence of behaviour:** (please circle)

- Class teacher met with parent
- SLT met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

.....

.....

Name and Signed: \_\_\_\_\_ (SLT member) Date: \_\_\_\_\_

**Please ensure this form is completed and handed to a member of SLT.**



## APPENDIX 8

### Guidelines for Preventing Bullying

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, changing huts, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- Check toilets as you go by;
- Listen to the children;
- Observe the children's behaviour and friendship patterns;
- Never ignore aggressive behaviour - to ignore it is to condone it!

The sort of atmosphere that we want in our school is characterised by kindness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

#### **What should the child do?**

1. Tell a teacher, they will report it and every incident will be investigated.
2. Be assertive - try to stick up for yourself.
3. You should not keep it a secret and you should not be ashamed.
4. Do not think that only violence is bullying - hurtful whispering or ostracising is very upsetting and can make children miserable.

#### **In order to prevent bullying, everyone must:**

- Remind the children of the Golden Expectations and rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.
- Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Encourage the children to discuss bullying in class, what it is, what can be done etc.
- If necessary, break up the group dynamics by assigning places in the classroom. Most bullying groups have a leader with other children being frightened of not bullying. Turn peer pressure against bullying and break up groups.
- Teach children to be assertive. Differences should be acceptable and never a cause for bullying.
- Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.
- Report all incidents or suspected incidents of bullying to the Head teacher or Assistant Head teachers.

#### **Cyber bullying**

Bullying can be done through communication technology (cyber bullying) e.g. text messaging, e-mail or postings on websites.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time:

1. Advise the child not to respond to the message.
2. Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate sanctions.
3. Secure and preserve any evidence.
4. Inform the sender's e-mail service provider.
5. Notify parents of the children involved.
6. Consider delivering a parent workshop for the school community.
7. Consider informing the police depending on the severity or repetitious nature of offence.
8. Inform the LA e-safety officer.

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff:

1. Inform and request the comments be removed if the site is administered externally.
2. Secure and preserve any evidence.

3. Send all the evidence to CEOP at [www.ceop.gov.uk/contact\\_us.html](http://www.ceop.gov.uk/contact_us.html)
4. Endeavour to trace the origin and inform police as appropriate.
5. Inform LA e-safety officer.

The school may wish to consider delivering a parent workshop for the school community

**Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.**

#### **IMPORTANT**

**If bullying is happening, find out the facts by talking to the perpetrators and victims individually. If the bullying is about particular issue (e.g. death, divorce, disfigurement), mount an education programme about the problem, but not focused on a particular child. Call in parents, ask for their suggestions and solicit their support.**

**If you come across bullying, what can you do?**

- Remain calm; you are in charge. Reacting emotionally may add to the perpetrator's fun and give them control over the situation.
- Take the incident or report seriously.
- Take action as quickly as possible.
- Think hard about whether your action needs to be private or public; who are the children involved?
- Reassure the victim(s); don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the perpetrator that you disapprove.
- Encourage the perpetrator to see the victim(s) point of view.
- Set consequences if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power.
- Explain clearly the punishment and why it is being given.

**Involve others:**

- Inform the Head teacher/Assistant Head teachers
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. toilets.
- Inform/ask your Head teacher/Assistant Head teachers to speak to both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

**Final steps:**

- Make sure that the incident does not live on through reminders from you.
- Try to think ahead to prevent a reoccurrence of the event if you uncover the trigger factor.

**If you have to deal with bullying, what should you avoid?**

- Being over-protective and refuse to allow the victim to help his/herself.
- Assuming that the perpetrator is bad through and through; try to look objectively at the behaviour.
- Keeping the whole incident secret because you have dealt with it.
- Trying to hide the incident from the parents of the victim or perpetrator.
- Calling in parents without having a constructive plan to offer either side.

**Breaking up Bully 'Gangs'**

- Meet with the victim(s) separately - have them write down what happened or write their version for them and read it back to them.
- Meet with each member of the gang separately - have them write down what happened or write their version for them and read it back to them.
- Agree with each member of the gang separately what you expect and discuss how he/she has broken the school guidelines.

- Meet with the gang as a group and have each state what happened in your individual meeting; ensure that everyone is clear about what happened.
- Prepare them to face their peer group - "What are you going to say when you leave here?"
- Whatever is decided, reiterate to all children that they are responsible if anyone is bullied - there are no innocent bystanders.
- Talk to parents of all involved - show them the written statements.
- Keep a file on bullying with all statements and penalties.
- Do not accept false excuses: if the bullying was an accident, did the children act by helping the victim or getting help or giving sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

**IMPORTANT: IF THERE IS SERIOUS INJURY, CONTACT THE POLICE.**

## Appendix 9

# Mayville Primary School

Alleged Bullying Incident Report	
Name of victim:	Date:
Name of perpetrator(s):	Reported by:
Details of the alleged bullying incident(s): (include length of time bullying has been taking place, details of specific incidents and any action taken so far)	
Name and Signed:	Role:
Action taken:	
Name and Signed:	Role:

**This form must be handed or emailed to the Head teacher**

## Appendix 10

### Mayville Primary School

#### Alleged Racist / Sexist / Homophobic Incident Report

<b>Name of victim(s):</b>			<b>Name of perpetrator(s):</b>		
<b>Gender</b>	<b>Ethnicity</b>	<b>Year Group</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Year Group</b>
<b>Date of incident:</b>			<b>Time of incident:</b>		
<b>Where incident occurred:</b>			<b>Reported by:</b>		
<b>Type of incident:</b> (please tick) <ul style="list-style-type: none"><li>• Verbal abuse / name calling / threats / insults / jokes / innuendo</li><li>• Written derogatory comments</li><li>• Ridiculing due to cultural differences</li><li>• Ridiculing due to religious differences</li><li>• Physical assault.</li></ul>					
<b>Please briefly describe the context and the events leading up to the alleged incident:</b> (e.g. where, when, who was there)					
<b>Details of the incident:</b> (include witnesses / accounts of those involved / other evidence)					
<b>Name and Signed:</b>			<b>Role:</b>		

<b>Action Taken</b> (please tick) <ul style="list-style-type: none"> <li>• Clear support for victim at the time of the incident</li> <li>• Clear challenge and/or reprimand for offender at the time of the incident</li> <li>• All staff who work with victim or offender informed</li> <li>• Offender followed up, e.g. discussion, counselling</li> <li>• Restorative justice or peer mediation approaches used</li> <li>• Other victims supported, e.g. witnesses</li> <li>• Victim supported following incident, e.g. discussion, counselling</li> <li>• Referral to other agency</li> <li>• Sanctions imposed on offender</li> <li>• Whole class/group follow up</li> <li>• Other action (please specify)</li> </ul>	
<b>Other Parties Informed</b> (please tick) <ul style="list-style-type: none"> <li>• Victim's parent / carer</li> <li>• Perpetrator's parent / carer</li> <li>• B&amp;D Racial Equality Team</li> <li>• Children's Social care</li> <li>• Police</li> </ul>	
<b>Has the incident been resolved to the satisfaction of all parties?</b>	
<b>Is there a further need for review?</b>	
<b>Comments on any wider implications (for example any need for preventative work with pupils to be developed or staff training)</b>	
<b>Name and Signed:</b>	<b>Role:</b>

**This form must be handed or emailed to the Head teacher**

## Appendix 11

### Reflection Sheet

should complete this using their own words



## Behaviour Reflection Form KS2

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What did you do?

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Why did you do it?

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How did it make others in the class or teacher feel?

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How will you change your behaviour? What would you do differently?

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## Appendix 12

### Mayville Primary School – Home/School Agreement

#### The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- Discuss progress, reading weekly newsletters and endeavouring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform.

#### Child

I shall try to:

- Attend school regularly and on time
- Be polite and helpful to others and remember the school rules
- Do my homework to the best of my ability
- Remember to look after things that I use in my classroom and around the school.

#### The school

The school will endeavour to:

- Care for your child's safety and happiness
- Provide a balanced curriculum whilst meeting the needs of your individual child
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- Hold regular Parent's Evenings and provide an annual written report
- Set and mark homework
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of the school.

Signed: \_\_\_\_\_

Parent of: \_\_\_\_\_

Signed: \_\_\_\_\_  
Head teacher