



Middleton on the Wolds Behaviour Policy

*The child Jesus grew and became strong; he was full of wisdom gaining favour with God and people.
Luke 2:54*

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Statement of intent

In everything, treat others the same way you want them to treat you”
Matthew 7:12

The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of **all** members of our school community; this includes staff.

Aims, expectations and principles

Our school Christian Vision and our Christian values root everything we do, and this is particularly true for our behaviour policy. Our motto, Love, Laugh, Live, Learn is at the heart of our federation.

Love

A new commandment I give to you, that you love one another: just as I have loved you.

John 13:34

Laugh

Then was our mouth filled with laughter, and our tongue with shouts of joy.

Psalms 126:2

Live

I have come that they might have life and have it to the full.

John 10:10

Learn

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At Middleton on the Wolds, we believe that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.

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- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges 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), the school aims 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 informal 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. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

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1. Legal framework

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

- Education Act 1996
- 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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- 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'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Emotional and Well Being Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

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- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The executive head teacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with emotional and well-being related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Emotional and Well Being Policy.

The SENCO is responsible for:

- Collaborating with the governing board, head teacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and emotional and wellbeing policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

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- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Head teacher.
- As authorised by the head teacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

Supporting their child in adhering to the school rules.

Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

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- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The class teacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place
- Where SEND is not identified, but the head teacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

Addressing Negative Behaviours

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It is our fundamental belief that the only behaviour that we can truly change is our own. However, with a clear set of rules, high expectations and a relentless focus on positive behaviour we believe that this the way to ensure happy, well-behaved children who get on well and make good progress in their learning and personal development. The expectation is always to praise and reward good and appropriate behaviour. Each class has its own set of rewards which are suitable for the age and stage of the children. This could be stickers, dojos class rewards. However, all children have a fixed amount of golden time in a week, usually on a Friday which is the reward for good behaviour.

Staff at Middleton will employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three school rules which are single words and simple for all children to understand and follow, regardless of their age.

Rule 1 Ready

Rule 2 Respectful

Rule 3 Safe

These rules can be understood at the simplest level by reception children but also can be understood at a much more nuanced level by Year 6 children.

We have a series of consequences if someone is not behaving appropriately

First consequence

Adult has a quiet word with the child to address behaviour. This is a fundamental step and takes the following format

- I've noticed...
- Rule reminder
- Connect to consequence
- Remind of previous positive behaviour
- Set time frame and allow take up time
- Thank them for listening

If children to not respond and continue to behaviour inappropriately then the next consequence is that minutes are removed from golden time. Depending on the child the class teacher may speak to the child's parents.

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Children requiring additional support

Some children additional support or a slightly different more visual approach is needed, and these children have a behaviour chart or report card where they need to earn several stamps or stickers against agreed targets. Success is rewarded by a prize.

Dealing with Serious Misbehaviour

Serious misbehaviour will be dealt with consistently, fairly and promptly (e.g. disrespect to staff, property or cultures, swearing, fighting). This type of behaviour is very rare at our schools but nevertheless will not be tolerated.

The executive head teacher may, if appropriate, issue a fixed term suspension to children involved in serious incidents- see later information regarding exclusions (Appendix 1)

All staff are trained to restrain pupils where appropriate to protect themselves and others from harm. Children are never restrained unless it is the only option available to prevent harm. Parents will always be informed if their child has been restrained during the school day.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the head teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

5. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

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Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Clear procedure for gaining children's attention

Following instructions will include '5,4, 3-2-1-Stop'; in our school in every classroom and area of school, this means three things:

I need your attention ("5")

get ready to stop ("4")

silent voices ("3")

empty hands ("2")

eyes on the speaker ("1")

"5-4-3-2-1-stop" is the mechanism all adults in our school use to draw children back together ready to listen, for example after group or paired activities in class, team games in PE, or in other situations requiring attention of the full class such as on trips etc. They will say 5-4-3-2-1 stop as well as counting back on their fingers in the air to signal to the children. This provides a multi-sensory approach.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil's escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

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Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. 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 Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the executive head teacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the executive head teacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The executive head teacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

6. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Searching and screening for prohibited items

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Although it is unlikely that children will have items on their person that may be dangerous such as matches or lighters, knives or other items that could be used as weapons, we still recognise that this may be possible. We would always seek the permission of the child before carrying out a search but if we deemed it necessary, to keep all children safe a teacher may search a child if they suspect that they are carrying such banned items. If a search must be conducted, then it will always be carried out by a member of staff of the same sex as the pupil and in presence of another adult.

We do not allow children to have mobile phones whilst in school and this is clearly communicated to parents when the children enter the schools.

8. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The executive head teacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

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To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate** – immediately rewarded following good behaviour.

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Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are rewarded.

Rewarding positive behaviour and good choices (positive consequences)

Each teacher and their class develop their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards. Classes and their teacher will decide a set of appropriate rewards at the start of the year. We feel this is important as it gives the children ownership and means that the reward will more likely be 'age appropriate'.

Some of the positive consequences for the good learning, good choices and good behaviour that children show may include:

- regular verbal feedback to reinforce positive behaviour (1:1)
- reference to good role models in the class and across school/ wider community
- children are congratulated in a more public arena – in front of the class for example
- stickers or other small prizes / treats (not sweets typically)

All classes will use the class dojo system as a recording system. Children will receive house points for incidences of good behaviour, completing work to a high standard, regular reading at home, using good manners etc. Any child who stays ends the day either in silver or gold on the traffic lights will also be awarded house points. These points will be cumulative and will lead to the awarding of a bronze, silver or gold badge. Bronze will be awarded after 100 points are recorded in the class dojo, silver is 200 and gold after 300 points. Class teachers will also keep a record of house points awarded each week in their own class so that a total can be calculated at the end of the week. The house with the most points in a week will be recognised in Friday assembly.

Golden Assemblies.

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school to promote a wider range of interests and a broad outlook. These are reviewed at regular intervals to make sure they are current and effective for the children.

9. Monitoring and review

This policy will be reviewed by the executive head teacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

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This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2024**

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