



MILLSIDE SPENCER ACADEMY

Behaviour and Anti-Bullying Policy

May 2022

Person Responsible: Sophia Thorne



Millside Spencer- Behaviour Policy

1.0 Aim

At Millside Spencer Academy, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Millside Spencer Academy. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2.0 Core Beliefs

- At Millside Spencer we know that behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than sanctions.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

3.0 SHINE

Our SHINE values will be at the centre of everything we do. We want our children to embody these values in everything they do, both at school and beyond. SHINE stands for;

Successful
Happy
Independent
Nurturing
Enthusiastic

See our SHINE Curriculum Statement for more details.



5.0 Our school rules

Based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Pupils at Millside Spencer follow our golden rules:

1. Be Ready
2. Be Respectful
3. Be Safe

6.0 Praise and Rewards

Meet and Greet

Staff will meet their class every day with a personal greeting, as this could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them. The principal will be outside at the beginning and end of every school day welcoming all families too.

Positive praise

We fully recognise and reward helpful and cooperative behaviour, good work and achievement. This also links to our GROW values too.

Smile The most common reward used is "the smile" to recognise that the child is making the right choices.
Verbal – well done Public recognition for correct behaviour choices and/or good work.
Written feedback – in books Comments made on super work.
Sharing good work – public acknowledgement in class Sharing an exceptional piece of work with the class and displaying a copy of it on the working wall.

Rewards for behaviour that is above and beyond what is expected of all pupils

Marbles in a Jar Children collect marbles when the whole class are recognised for good behaviour and learning attitudes. When the children achieve 20 marbles the whole class receive 30 minutes 'Golden Time' decided by the class.
--



Weekly celebration assembly

These celebrate achievements both in school and outside of school and are held every Friday. This also links to our SHINE values.

Star of the Week certificates:

The class teacher will nominate a child who has been consistently following the school rules or for an exceptional achievement during the week. The child will then receive a certificate during the assembly.

Attendance:

The class with the highest attendance will be awarded a certificate and have their class picture placed on the star attendance shelf. All classes that have at least 96% attendance will have their class picture displayed on the green for great shelf.

Celebrate success with parents

Informal comments at the end of the day, notes home or phone calls to reward exceptional work and achievement are made on a daily basis.

Principal's afternoon tea

At the end of each half term, one child is selected from each class for **exceptional, consistently good** behaviour and invited to attend afternoon tea with the principal.

6.0 Sanctions

If a child is not following the school rules we use the language of Choice and Consequence. Pupils choose their behaviour and choices always bring consequences.

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

The following table shows the sanctions used at our school, starting with the most minor and growing in severity.

Strategies to be used as reminders:

'The Look'

1. Minimal eye contact and a surprised look given for routine misbehaviour.

Praise others for making the appropriate choice

2. A reminder of expectations by identifying and praising a child doing the right thing – e.g. "Thank you... for putting your hand up".

Highlight choices

3. Verbal caution- remind the child of the 'right thing' to do.

Adult support

4. Teacher / TA to support the pupil in their work if necessary.



Reminder 1- Remind the child of the school rules, explain how you would like them to change their behaviour and what you are expecting from them moving forward. Make a private note in the behaviour log that the child has received a warning and the reason why.

Reminder 2- Explain that you have already spoken about behaviour and this has not been resolved, so five minutes time back at the next break/lunch to discuss, as a consequence. The child is also informed of further consequences if this is not resolved when returning to the classroom. Make a private note in the behaviour log that the child has received a warning and the reason why.

Reminder 3- The child must attend seclusion at the next possible lunchtime for 15minutes to reflect on behaviour and consider improvements that need to be made.

If behaviour persists;

1. Time out in partner class;

Sitting in another class (a member of SLT where possible), away from the other pupils but still with a focus on the teacher.

2. TA on call;

Would go to the class and support the child, encouraging them to improve their behaviour. If this is not happening then the child would be taken to the reflection room to complete their work in silence. When their behaviour has improved they will be taken back to class.

Informal contact with parent

To make them aware of a slip in behaviour through face to face or phone conversation with the class teacher at the end of the day.

Child's behaviour resulting Reminder 3 twice in a week

If a child's behaviour escalates to Reminder 3 twice in a week, a meeting will be held with the child, parents and class teacher.

Child's behaviour resulting in Reminder 3 three or more times in a week

If a child's behaviour escalates to Reminder 3 three times or more in a week, a meeting will be held with the child, parents, class teacher and a member of SLT.

Each day starts a fresh.

Addressing persistently poor behaviour or serious incidents

Sent to SLT - For serious incidents / persistent behaviour, child to be seen by a member of SLT who will decide on the appropriate next steps.

Use of behaviour contract. The child is placed on report.

Parents are involved in this process.

Exclusion – internal.

If the daily report card shows that behaviour has not improved, then the pupil will be excluded in school for a period of time. This will be in the school reflection room. This will be at the discretion of the principal.

External agency support- Parents/carers will meet with the Principal to discuss alternative educational settings, so that permanent exclusions can be avoided.

Exclusion – external - Formal disciplinary procedure involving Trustees, CEO and LA

7.0 Seclusion:

Lunchtime seclusions will take place in the principal's office. Children will have their name and reason for attending recorded in the Behaviour Log. Every child sent for seclusion will need to explain to the



member of staff on duty why they are there and what they are going to do differently to improve their behaviour in future.

Class teachers will send the children with work to complete during this time. Staff will engage in minimum conversation with the child or other staff members to ensure seclusion is a time for reflection for the children. During lunchtime, children can be sent to seclusion. However, a member of staff must accompany the child to report the issues arising outside to the member of staff in seclusion, who will deal with matter accordingly.

At the end of each week, class teachers will complete the weekly behaviour log. The SLT will then collate and analyse the number of reminders and seclusions happening on a weekly basis and act on this accordingly.

8.0 Being Fair

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away the child should have chance to record what happened either through pictures or writing it down. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS at the staff member's discretion

As previously stated **consistency** across the school is of the utmost importance. Every member of staff must ensure that they have **high expectations** of the pupils and take a **collective responsibility both in class and around the school**.

We expect an apology from the pupil that is sincere and shows that the child has reflected on their behaviour whenever the school rules are broken.

9.0 Procedures for Persistent Offenders and Isolated Incidents

Children who have regular seclusions or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail.

In the first stages staff should follow the Behaviour Policy. After monitoring for a week, discussions should take place with the parents to identify any reasons for the behaviour. If unacceptable behaviour continues following discussions with parents the teacher should speak to a member of SLT to decide if the child should be put on report or, if the issue is related to another matter; appropriate action needs to be taken.

In most cases the child will be put on a Behaviour Plan, whereby targets are chosen specific to the child and monitored each lesson throughout the day. The child is on a Behaviour Plan for 2 week intervals. Reports are shared with parents at the end of each day.



10.0 Referral to Nurture Group

If after half a term, a daily Behaviour Plan (see above) is having little impact, a referral to the school's nurture group should be completed. Children will access the nurture group for half a term before this is reviewed. It is the class teacher's responsibility to ensure that a referral to nurture group is discussed with parents prior to them attending. Prior to completing a referral to the nurture group, class teachers will discuss with the SEND Team if the child needs to be listed under 'Social, Emotional and Mental Health' on the SEND List.

Other strategies to be considered:

- Input from outside agencies such as the Educational Psychologist and Behaviour Support Service (once all of the above is in place)
- Home/school books.

For serious incidents support and advice should be sought from a member of SLT. If in extreme cases exclusion becomes necessary, the school will follow the process laid down by the Department for Education.

11.0 Exclusion

If in the opinion of the principal, the child's misbehaviour is serious enough, then the child may receive a fixed term exclusion. The procedures that should be carried out should follow government and local authority procedures.

If the fixed term exclusion constitutes more than 5 continuous school days (not including weekends or school holidays) then the school must arrange for full time education at an alternative setting for the remaining days of the fixed term exclusion. On returning to the school, the principal (or a member of SLT in their absence) should ensure that a reintegration meeting takes place with the child's parents/guardians and the child. A permanent exclusion will only be sought in the most severe of cases. This again must be in line with the procedure set out by the Local Authority.

The principal should ensure that a record is kept of their actions and that of those of other staff with regard to any exclusions. It is also the responsibility of the principal to inform the Local Authority immediately of any exclusion. The board of trustees will be informed on a termly basis regarding exclusions. They will also be informed about exclusions which would result in the pupil being excluded for more than five days (or more than ten lunchtimes) within a term; as well as permanent exclusions. Procedures that are to be followed for fixed term/permanent exclusion are detailed on the Local Authority's web site. Additional guidance can be found on DfE website www.gov.uk.

12.0 Racism

Definition of a racist incident

A racist incident occurs when people are abused because of their racial difference.

Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

It is crucial therefore:

- For the victim to feel supported by the school
- For the perpetrator to be dealt with



Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The senior leadership team and safe guarding lead are responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, children, and parents need to be kept informed of progress and outcomes.

Data collection and monitoring

All racist incidents are logged on CPOMS. The log includes other kinds of personal abuse like bullying. This is then monitored by the safe guarding lead and shared with the trust who collate this information and act on it accordingly.

At Millside Spencer we:

- Encourage children to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for children who need it before and after school
- Children's experiences and backgrounds are utilised in planning and gathering teaching materials.
- Children share in discussions dealing with racism in circle time activities.
- Provide explicit information for children (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and children in order to ensure the child can tell about their experiences and share incidents of abuse

13.0 Bullying

Rationale

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of the school. Millside Spencer will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

Purposes

- Every student in our school has the right to enjoy learning and play, free from intimidation, both in the school and in the community.
- Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.



- Pupils should help each other by reporting all instances of bullying. Information is treated in confidence.

Procedure Reporting

Pupils should be encouraged to report bullying to any trusted adult. Children are taken seriously at all times. Any information is regarded as confidential, as far as possible.

Recording

Incidents of bullying are recorded on CPOMs.

Investigation

The situation is investigated and the outcome communicated to those involved, parents of bullies and victims will be involved and informed of the outcomes.

Staff action

Bullies should not be bullied.

Victims should be provided with a “safe refuge”

Bullies and victims may be counselled together.

All involved must see something is being done.

Incidents are recorded on CPOMs and dealt with by the senior leadership team or safeguarding lead where appropriate. Sanctions follow our behaviour policy.

Learning

There are frequent opportunities for children to discuss all forms of bullying in many curricular areas / PSHE / assemblies/ school council. Children learn about the different kinds of bullying – racist, homophobic and social networking / cyber-bullying.

14.0 Sexual Violence and Harassment

The school is opposed to any kind of incident of this type. When an incident of this type occurs the school will:

- Record any disclosure and pass on to the DSL or Deputy immediately
- Where sexual violence has been disclosed this is a criminal event and **MUST** be reported to the police as such
- Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
- In the case of sexual violence - carry out an immediate risk and needs assessment
- In the case of sexual harassment – carry out a risk assessment on a case-by-case basis

- Engage with children’s social care and specialist services as required

15.0 Searching, Screening and Confiscation

The following advice is based upon the Department for Education document ‘Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies’ January 2018



Searching

School staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child's age or other factors).

The principal and staff authorised by them, have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 child).

The Principal and authorised staff can also search for any item banned by the school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searching with consent

School staff can search children with their consent for any item.

The school is not required to have formal written consent from the child for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the child's bag or locker and for the child to agree. If the child refuses, the teacher can apply an appropriate punishment.

Searching without consent

The member of staff conducting the search must be the same sex as the child being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the child being searched.

There is a limited exception to this rule. Staff can carry out a search of a child of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.



Appendix 1

Weekly Behaviour Log

Class	
Week Beginning	

Please give a brief description of the behaviour (rudeness, violence, swearing etc) and what the trigger was (if known).

Day	Reminder 1	Trigger	Reminder 2	Trigger	Reminder 3	Trigger
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Total						



Appendix 2

Seclusion Record Sheet

Child's Name	
Date and Time	
Reason (link to rule broken)	
Staff member	
Seclusion staff sign and date	
Follow up needed?	
Child's Name	
Date and Time	
Reason (link to rule broken)	
Staff member	
Seclusion staff sign and date	
Follow up needed?	



Appendix 3

Whole Academy Behaviour Analysis

Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Reminder 1								
Reminder 2								
Reminder 3								
Total								

	FS2		Year 1/2		Year 3/4		Year 5/6	
Reminder 1								
Reminder 2								
Reminder 3								
Total								

Seclusions:

Exclusions:

Exclusions at the same point in 20../..



Appendix 4

Restraint Recording Form

1. Pupil's Name
2. Pupil's Class
3. Pupil's age
4. Date of incident Time
5. Location of incident
6. Staff member(s) involved in restraint
7. Staff and pupils who witnessed the incident
8. Reason that restraint was necessary
9. De-escalation techniques used to try and defuse or calm situation
10. Description of force/restraint holds used
11. How was the restraint applied
12. How long was it used for
13. The pupils response and eventual outcome
14. Details of any injuries suffered by the pupil and staff
15. Details of any damage to property
16. Details of any medical treatment required

Form completed by

Position within school

Date completed Time Completed

Completed form to be returned to Designated Staff Member as soon as possible and ideally the same day as the incident.