



## **Mercenfeld Primary School Behaviour Policy For Autumn Term 2020 only due to new Headteacher and COVID Amendments**

### **1 Aims and objectives**

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

### **2. Mercenfeld's Golden Rules**

- We always show good manners and politeness.
- We are kind and thoughtful towards others.
- We listen carefully to each other.
- We follow instructions from adults the first time.
- We are honest.
- We work hard and are always ready to learn.
- We look after everyone's property.

### **BY FOLLOWING OUR GOLDEN RULES, WE SHOW RESPECT TO EVERYONE**

### **3. Rewards**

- We praise and reward children for good behaviour in a variety of ways:
  - **Verbal praise** – all staff are involved within this around the school.
  - **Stickers** - all staff have these to give around the school
  - **Dojos** – Children are given Dojo's by all members of staff. These are recorded by Class Teachers under the following headings Learning and Behaviour. Those Dojo's handed out by the DHT and HT are also recorded separately. Certificates will be given out in our Headteacher Weekly Reward Sessions for gaining 20, 60, 120 dojo's.
  - Each week, we nominate one child from each class to receive a **Headteacher Award (Certificate and Wristband)** in our Headteacher Weekly Reward Sessions. Children take these certificates home and also have their photograph displayed on a display board in the hall.
  - Each week children will be chosen to take part in **'The Always Club'**. Phase leaders will carry out these sessions outside or in the outside classroom depending on the weather. These sessions reward those children who always make the right choice. These children will also be announced within our Headteacher Weekly Reward Sessions.

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- **Pen Certificates** – Those children from Y2 upwards who have shown their ability to now write in pen will have this given to them along with their certificate in our Headteacher Weekly Reward Sessions.
- **Lunchtime Rewards**  
During lunchtime our Supervisors also award Dojos to children for showing positive behaviour. During the week they will also choose children who repeatedly demonstrate excellent behaviour and support for others to receive 'The 'Mid-day Supervisors Award'. This will be awarded in our our Headteacher Weekly Reward Sessions.

- We acknowledge all the efforts and achievements of children, both in and out of school, showing certificates and awards in Friday's Celebration Assembly. Children are encouraged to put these in a box in the stored outside the Headteacher's Office. As this is currently not possible there will be Headteacher Weekly Reward Sessions instead. If possible, these will take place outside with children sitting apart in the same phase bubbles as being used at lunchtimes. Instead of children putting awards received outside of school in the Celebration Box they will bring them along to the session instead. If the weather isn't good enough to be held outside a shorter session will take place within each class. The HT will either join each class through a live feed or be in the classroom.
- Classes will also work towards their own rewards for Autumn Term 1. They will agree what the reward will be together (to be held within school and at no cost!)

#### 4. Sanctions

- Children are issued with a reminder if there is some behaviour that needs addressing. This is an important **first step** to be used by all class teachers, teachers on duty at break time and Lunchtime Supervisors. Most behaviour shown within school should be dealt with at this stage. This first stage will be recorded on CPOM's as all behaviour support needs to be recorded to enable patterns to be spotted and also to see if any children are being targeted. Comments will be brief and in bullet points making clear the nature of the incident and how it was dealt with and any sanction given. Class Teachers will decide if Parents are informed at this first stage.
  - A discussion about behaviour may be enough at this point
  - Children may need to give an apology
  - Children may need to stand with the member of staff on duty
  - Children may be asked to stay in at break or lunchtime for a short period of time with their own teacher to complete work or discuss their behaviour.
- **Phase Leader**  
A greater use of Phase Leaders will be made during this term to enable bubbles to be maintained and reduce the amount of contact the teaching Deputy Headteacher has with children.  
Children will be sent to the Phase Leader for:
  - behaviour that has **caused significant harm** to another both verbally or physically
  - a lack of respect to others, property or school equipment
- To be sent straight to the Phase Leader is obviously only for significant behaviours but can be used by all class teachers, teachers on duty at break time and Lunchtime Supervisors. The Phase Leader as part of their discussions with the child and other children/staff as is necessary, will use previous comments within CPOM's to see if patterns of behaviour have been building that also need to be considered. If it is a continuing situation comments will be made as an action to a previous situation. Once again comments recorded in CPOMs will make clear the nature of the incident, how it was dealt with and sanction.
  - A discussion about behaviour may be enough at this point
  - Children may need to give an apology
  - Current or future playtimes may need to be missed
  - If the Phase Leader deems the behaviour serious enough they may send the child directly to the Headteacher

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- Additional sanctions as considered suitable may also be given depending upon the age range of the child
- Parents need to be informed at this stage to enable a clear working partnership to be developed in supporting each child within school. Depending on the nature of the case this will either be done by the Phase Leader or the Class Teacher. A note on Google classroom could be sent or a phone call made due to current COVID restrictions.

- **Headteacher**

Children will be sent directly to the HT for:

- bad language
  - racial, homophobic, derogatory language to others
  - threatening behaviour
  - violent assault (e.g. punching, kicking, kneeing, head-lock)
  - vandalism
  - verbal abuse, including swearing
  - peer on peer abuse
  - racist incidents
  - online abuse/bullying
- The HT as part of their discussions with the child and other children/staff as is necessary, will use previous comments within CPOM's to see if patterns of behaviour have been building that also need to be considered. Once again comments recorded in CPOMs will make clear the nature of the incident, how it was dealt with and sanction.
  - Parents will be informed at this stage to enable a clear working partnership to be developed in supporting each child within school. This will be done either by phone call or in person depending on the seriousness of the situation.

### 5. **Behaviour Report**

This is a programme which monitors a child's behaviour through each session in a day (including playtime and lunchtime). The child meets with their Parents/Carers and the Headteacher to set no more than two targets. They are then rewarded for the smiley faces/ticks they achieve, with a sticker being awarded for a full day, then a full week of smiley faces/ticks. The report is monitored every day by the Class Teacher, Parents and Headteacher. At the end of the week the Headteacher meets with the child to look at their progress. Parents also sign the report each week to show they have discussed it with their child at home. (See Appendix 1) This will only be used by the Headteacher and after a meeting with the child and their parents/carers.

### 6. **Pupils with challenging behaviour**

Pupils with persistently challenging behaviour may be given their own behaviour log/plan. This will be drawn up in partnership with the child, the teacher and the parent with regular feedback given. This will be recorded on CPOM's and the role of Class Teacher, SENDCo, Phase Leader and HT will be clearly stated within this.

### 7. **Exclusion**

If a very serious incident occurs then this may result in normal procedure being abandoned and a child excluded from school. Please see BEP Exclusion Policy for how this would be implemented.

## 8. Beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The Head teacher or teacher may discipline a pupil for:

- **any misbehaviour when the child is:**
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or wearing the school uniform or
  - in some other way, identifiable as a pupil at the school.
- **Or misbehaviour at any time, whether or not the conditions above apply, that:**
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil
  - member of the public
  - could adversely affect the reputation of the school

Should an incident of inappropriate behaviour including bullying, occur anywhere off the school premises **and** be witnessed by a member of staff or be reported to the school, the Headteacher will investigate the incident and contact the parents of the pupils involved to discuss the matter further.

## 9. Physical intervention policy

Certain staff are trained using Team Teach techniques (an up-to-date list is kept by the HT)

- Staff shouldn't use physical contact with pupils unless there is a risk of personal injury, injury to another pupil, or severe damage to property.
- Pupils will be allowed to leave an area within the school following an altercation, so long as it is deemed safe for them to do so.
- A class should be removed from an area/classroom if a child is presenting a risk to reduce the amount of positive handling needed.
- All incidents of Physical Intervention need to be recorded in the numbered and bound book before leaving school, that day. All staff need to inform the Headteacher that Physical Intervention has been used and a de-brief should follow. A scan of the bound book page will also be uploaded onto CPOM's.
- The bound book is stored in the Headteacher's Office.
- For those pupils who require Physical intervention on a regular basis, a Positive Handling Plan (PHP) will be written in consultation with parents and reviewed each half term.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Reviewed	SLT June 2020 Whole School August 2020
Next Review	Whole School December 2020
Governor Approved	September 2020
Frequency of Review	Annually

## Mercenfeld Primary School Report Card

Name		Class					
<ul style="list-style-type: none"> <li>Write no more than two behaviour targets in the box below</li> <li>Please grade their behaviour at the end of each session with a tick for each target achieved</li> <li>Send a copy home to parents and upload onto CPOMs once completed</li> </ul>							
Behaviour targets:							
W/b	Session 1	Session 2 Playtime	Session 3	Session 4 Lunchtime	Session 5	Session 6	Signature
Mon							Teacher Parent Headteacher
Tues							Teacher Parent Headteacher
Wed							Teacher Parent Headteacher
Thurs							Teacher Parent Headteacher
Fri							Teacher Parent Headteacher
End of week Teacher comment							
End of week Parent comment							
End of week Head Teacher comment							

**Mercenfeld Primary School**

**Positive Intervention Plan**

*The aim of this plan is to support everyone in returning to the calm stage as effectively as possible.*

***This plan is specific for managing \_\_\_\_\_ behaviours. It is to be used in place of the green/yellow/red card system.***

**Pupil:**

**Date:**

**Class:**

**Year Group:**

**What to try:**



**What to avoid:**

	Signs of agitation for this pupil		Staff intervention which work for this pupil
0	<u>ALL CALM</u>	0	<u>Usual teacher/ student interaction – positive reinforcement of desired behaviours</u>
1	<u>Low level behaviours which signify observable tension/anxiety</u>	1	<u>Supportive responses (calm and clear)</u>
2	<u>Medium level behaviours</u>	2	<u>Limit setting responses (continue to use L1 responses)</u>
3	<u>High level behaviours</u>	3	<u>High level responses (continue to use L1 and L2 responses)</u>
4	<u>Recovery Behaviours</u>	4	<u>Recovery Responses</u>

5	<u>Pupil ready to respond and communicate</u>	6	<u>Follow-up – Learn a better way</u>
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**Consequences for deliberately hurting another pupil or member of staff: Internal exclusion**

Signed

Date for review \_\_\_\_\_