



Mercenfeld Primary School

Behaviour Policy

2023/24

Next Full Review August 2024



BRADGATE
Education Partnership

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 Commando Joe Character traits

R- Resilience

I can know that I might find things difficult but I try and try again until I succeed.

E – Empathy

I can understand how others may feel. I can put myself 'into the shoes of others'

S- Self- awareness

I understand about my thoughts and feelings and how they affect how I behave

P – Positivity

I always try to see things in a positive way

E – Excellence

I strive to be the best I can be in all that I do

C- Communication

I know that talking and sharing with others is important

T- Team work

I work well with others and know that if we pull together we can achieve

R E S P E C T

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.
- **Dojos** – Children are given Dojo's by all members of staff. These are recorded by Class Teachers under the following headings Learning and Behaviour. Certificates will be given out in our Headteacher Weekly Reward Sessions for those children who have got the most dojos that week. This is then re set for the following week. Children will be able to choose a reward from the Treasure Box.
- Each week, we nominate one child from each class to receive a **Headteacher Award** (Certificate and Wristband) in our Headteacher Weekly Reward Sessions. These may relate to how the children have shown Cojo traits of have been 'striving for excellence' Children take these certificates home and also have an email sent home to inform them of their child's achievement.
- Each week children will be chosen to take part in '**The Always Club**'. LSA's/Cover Supervisors/TAs 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. There will be 2 children from each class each week with separate

clubs for EYFS/KS1 and for KS2. An email is sent home to notify parents/carer of this award.

4. Sanctions

Children will know and understand the 'step' system. Steps are re-set at the beginning of every session (morning/afternoon) Steps may be bought over to the next day if behaviours are continued in the afternoon session. Children may need a personalised approach, based on need, with reasonable adjustments needing to be made

- Step 0 – All children start here. Children will be following the rules, show good attitudes for learning and show self-regulation.
- Step 1 – Children are given a warning if their behaviours are disrupting their own or other learning. They are asked to think and reflect on how to improve
- Step 2 – Children have not been able to reflect and behaviours have not improved. Children will lose 5 minutes of play. Staff are to note this on CPOMS/Arbor
- Step 3 – Behaviours are unacceptable. Children will need to be sent to year group Leads at an acceptable time (not to interrupt learning in this class). Year Group Leads will discuss the behaviours with the child and encourage more reflection and positive actions to readdress. Year Group Lead to decide if SLT member needs to be involved. Parents will be informed.

- **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

Parents will be informed 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.

4. Behaviour Report

If children show behaviours as outlined above, or are having persistent issues in following the behaviour sanctions, then it may be appropriate to place a child on a behaviour report.

This will be a short-term measure – 1 week is suggested.

A meeting with parents, class teacher and Head, and/or SENDCO if appropriate, will take place and targets put in place (no more than two) and this will be recorded on the report.

During the week the report will be completed with staff recording if the child has achieved the target at the end of each session. Behaviour for the day will be recorded on a scale: 1- good behaviour, 2- inconsistent behaviour, 3- poor behaviour.

The report will be photocopied everyday and sent home to parents.

At the end of the week the parents will be invited in again to meet with the class teacher and Head to look at progress with the hope that the child will be taken off report and behaviours have improved. If not, it may be that the report is extended, other strategies explored and support is put in place.

Throughout, parents and school will work in partnership to ensure the child is well supported and has the optimum opportunity to succeed and be supported in the most appropriate way.

5. Pupils with challenging behaviour

Pupils with persistently challenging behaviour may be given their own plan. This will be drawn up in partnership with the child, the teacher and the parent with regular feedback given. The role of Class Teacher, SENDCo, Year Group Lead and HT will be clearly stated within this.

There may be instances where Team Teach needs to be used (see Section 9 on Physical Intervention policy)

6. Exclusion

The school will have certain 'red lines' that will not be crossed. These are:

- **Swearing/using foul/bad language directed at any adult in school**
- **Deliberately damage school/others property or equipment**
- **Assaulting/repeatedly assaulting other children/adults in school**
- **Deliberate racist/homophobic language directed at adults or children in school**

The first time any of these behaviours occur, the child will receive an internal exclusion whereby the child will be expected to sit in the Heads office or SEN office, away from the class. This will be for a session and work, which has been provided by the class teacher, will be completed. Parents will be informed.

If the behaviour occurs again, this will result in a child being excluded from school. Please see BEP Exclusion Policy for how this would be implemented.

7. 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.

8. Physical intervention policy

Before physical intervention takes place, de-escalation techniques used first and foremost. These can include:

- Sensory break
- Humour
- Planned to ignore
- Success reminder
- Controlled choices
- Transfer to another adult
- Directed time out
- Time out offer
- Contingent touch
- Distraction
- Reassurance
- Verbal advice/support
- CALM talking and stance - this including acknowledging the pupil's feelings

It is recognized that all staff are in a professional position whereby they can intervene to keep children and staff members safe.

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.

Appendix 1 – Behaviour Report

Name:

Class:

Mentor to meet child at end of each week

Session / Day	Monday	Tuesday	Wednesday	Thursday	Friday
Before break					
After break / Before lunch					
After lunch					
Total					

1 – Outstanding

2 - Good

3 - Unsatisfactory

4 - Inadequate

Appendix 2 - Positive Handling Plan and Risk assessment

Student Name: Year Group: DOB:		
Class teacher:		
Staff:		
<u>Strengths and Interests:</u> •		
Preferred De-escalation Strategies: <i>(Describe CALM strategies that , where & when possible, should be attempted <u>before</u> positive handling techniques are used) and add details if required.</i>		
<u>Verbal advice/Support</u>	<u>Distraction</u>	<u>Reassurance</u>
<u>Planned To Ignore</u>	<u>Contingent Touch</u>	<u>CALM talking/stance</u>
<u>Time Out Offer</u>	<u>Time out Directed</u>	<u>Transfer to another adult</u>
<u>Sensory Break</u>	<u>Humour</u>	<u>Success reminder</u>
Trigger Behaviours <i>(Describe common behaviours/situations which are known to have led to de-escalation techniques /positive handling being required. When is such behaviour likely to occur? E.g. Teasing from other students)</i> • =		
Warning Signs <i>(Describe and behaviours that may be observed)</i> •		
Description of Behaviour	How likely is the risk to happen? High = Daily / more than once a day Medium = Weekly Low = Less than once a week	How great is the risk to others? High = Potential to serious injury to others, self and property Medium = Some potential to injure and harm Low = Prevents learning – no risk of injury
Throwing objects	High	High
Damage to property i.e. displays and work	High	Medium
Climbing	Medium	High
Running out of school	Medium	Medium

Are there any medical or emotional considerations?

- Toby benefits from a visual timetable and first and then structure. Reminders of when an activity is ending especially if he is enjoying it, allow Toby to finish off his learning.
- Toby benefits from clear, concise instructions.
- Toby benefits from reduced language.
- Toby has a medical condition called Hirschsprung's disease which means that he suffers with chronic constipation and frequent bowel pain.

Preferred handling strategies: *(Describe the preferred staff responses /holds)*

<u>Single person holds and escorts</u>		<u>Two person holds and escorts</u>	
Help hug		Single Elbow	
Turn gather guide		Small child hold with use of a bean bag	
Small child hold		Double elbow	

Other strategies:

Team Teach Trained Staff (Listed in order of priority)

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De-briefing process following incident:

Physical Condition:

Monitored/checked by first aider

Recording & Notification required:

- ARBOR
- Bound and numbered book
- Parents to be informed
- All to happen on the same day as the incident.

Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect to attempts to keep people safe during a critical incident.

The undersigned have been involved in the design of this plan and agree to its implementation:

To be signed by the following:

Parents:

Class Teacher:

Others/Classroom Staff:

Head Teacher

Other Staff:

