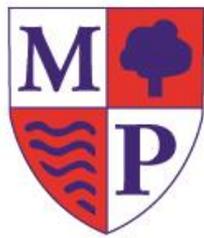


Mersey Park Primary



Behaviour Policy



Updated

Spring 2018

Date for Review

Spring 2019



Rights Respecting School: Article 28

Every child has the right to an education and discipline in schools must respect children's dignity

BE NICE, WORK HARD, NEVER GIVE UP

At Mersey Park we endeavour to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere. It is our aim to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the self-esteem and confidence necessary for a full and happy life. Through active learning experiences and subsequent understanding we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

Aims

1. Through the use of positive reinforcement, create an ethos of good behaviour in school that fully embraces our core values of 'Be Nice, Work Hard, Never Give Up'. This will ensure that children are happy, secure, safe and achieving to their full potential.
2. To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded (Mersey Park Mindset and 20th Kid mentality).
3. To build a school community which values kindness, care, good humour, good temper and empathy for others.
4. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
5. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure where all are treated fairly and shown respect.
6. To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour.
7. To create an ethos where bullying is not tolerated or accepted by any members of the school community.

Equal Opportunities

The policy is implemented equally to all members of the school pupil population, regardless of gender, nationality or disability. It is important that pastoral issues relating to individual pupils are taken into consideration.

Arrangements and Procedures

Whole School

Our core values for staff and pupils alike are 'Be Nice, Work Hard, Never Give Up'. These shape the very basis of all that we do in school and are prominently displayed in the halls, in classrooms and in other shared areas.

Classroom

We adhere to the principle that 'prevention is better than cure.' Well-organised classrooms with appropriately differentiated and stimulating activities promote appropriate standards of behaviour.

Each classroom clearly displays the core values and age appropriate examples of associated behaviours. Ground rules for each classroom are established with children at the beginning of the new school year. These are reinforced and evaluated regularly and link with the whole school values. The number of class rules and precise wording depends on the age of the children and the outcomes of discussion with them. Where possible, rules are phrased in a positive way.

Classroom routines are established annually and are reinforced and evaluated regularly with the children. These include routines for instances of wet playtime or wet lunchtime when the children are required to stay within the classroom and are under the supervision of a teacher, teaching assistant or mid-day supervisor.

Each teacher has the flexibility to employ an individual system of rewards and sanctions, within the broader framework of the whole school organisation, and to use as wide a range of rewards as possible to motivate children in order to manage behaviour within the classroom. It is essential that all adults within the class team adhere to the system and are consistent and fair.

During the handling of disputes, time is taken to listen to all parties involved in order to gain an accurate picture of what has happened and to ensure each child feels listened to. Wherever possible, staff will use restorative justice techniques to deal with issues. Any incidents are dealt with as soon as possible.

Rewards

At all times we aim to use positive reinforcement and praise as an effective means of: -

- teaching and reinforcing appropriate patterns of behaviour;
- nurturing harmonious classroom relationships;

- boosting self-confidence and as a consequence promoting effective learning.

Wherever possible specific praise is used for example, 'I am pleased that you are sitting quietly waiting your turn,' rather than 'Good boy / girl'. Staff also follow a system of RiP and PiP (Reprimanding in Private, Praising in Public).

Other stickers, stamps, certificates, termly letters home, classroom teddy bears etc. are used to reward the achievements of individual pupils. Many of these instances are for behaviour related achievement.

Children recognised with good manners in the dining room are rewarded, for example with a trip to a local restaurant for lunch. Homework Highflier rewards are given regularly throughout the year to those children who complete all homework, demonstrating our 'Work Hard' core value.

Awards Assembly

Every Friday afternoon we hold a special Awards Assembly where we come together as a school community to celebrate the successes of our children.

During assembly, class teachers present two stars to children in their class. The stars represent working hard and good behaviour. They are then displayed in the hall, with the child's name written clearly on the front.

Each week midday supervisors recognise one child from each year group who has displayed kind and caring behaviour during lunchtimes. This behaviour is celebrated in the Awards Assembly and the children presented with a certificate to share with their parents/carers.

All children who have remained in Green Zone are provided with a raffle ticket which is entered into a floor raffle. The winning child from each floor can choose a prize from a Mersey Park teddy bear, key ring or pencil case.

Good attendance is encouraged by the presentation of 'Daley' our attendance bear in assembly each week. The class with the best attendance that week looks after Daley for the following week and presents a short explanation of all the things he did while in their care.

Managing Behaviour in the Foundation Stage

As soon as children enter our Foundation Stage the values of 'Be Nice, Work Hard, Never Give Up' are modelled and encouraged. Children demonstrating these values are rewarded in a variety of ways. The rewards for behaving well in school include the following:

- Praise;
- Stickers;
- Star of the Week.

In Foundation 2, Mersey Bear Certificates at the end of the week for good behaviour. After five certificates a prize is issued. In addition, the children receive stamps and prizes on a daily basis.

Sanctions

All classrooms display and follow our school 'Zone System'. Negative behaviour has been divided into three categories: Yellow Zone, Orange Zone and Red Zone.

Children will always be warned if their behaviour is becoming unacceptable so that they can alter their behaviour and prevent their name being placed into yellow zone. The warning could take the form of:

- a look;
- a verbal warning;
- praise for someone modelling correct behaviour.

If necessary, children move their name into 'warning zone'. Behaviour not improving will result in the child moving their name into 'yellow zone'.

Yellow zone behaviour could include repeated:

- Calling out;
- Tapping or fidgeting;
- swinging on chairs;
- leaving seat during working time.

The more serious orange zone behaviour could include:

- deliberate violent behaviour;
- aggressive behaviour of any sort;
- damaging furniture or property;
- arguing with an adult or answering back.

The less common red zone behaviour could include:

- leaving school without permission;

- on-going bullying;
- continued refusal to carry out instructions.

Whilst in yellow zone they will miss playtime. In orange zone they will miss playtime and stay inside a classroom during lunchtime.

With lunchtime detentions (orange zone), teachers will ensure children have a reasonable amount of time to eat, drink and use the toilet. A letter will be sent home to parents/carers if a child is placed in orange zone. A senior member of staff is always involved with high level negative behaviour.

In general, the class teacher will deal with negative behaviour, but if the child persists then he/she may be sent to another class for a period of time.

More serious incidents of unacceptable behaviour will result in red zone, usually a one-day internal exclusion. Parents are informed by telephone and letter. All instances of negative behaviour are recorded on SIMS.

Zone sanctions usually last for no longer than two days. On very rare occasions it may be decided to extend the child's time in a particular zone. Once the child has completed the zone sanction, the child's name is returned to green zone.

Teachers also have a specific legal power to impose detention outside school hours.

Exclusion from School

The decision to exclude a pupil for a fixed period or permanently from school is a decision that is not taken lightly and is carefully considered, taking into account all evidence and factors that may have contributed to the pupil's behaviour. The head teacher is the only person who is able to make the decision to exclude, unless she is absent. In this case, the deputy head teacher may make the decision.

A fixed term or permanent exclusion may be deemed necessary for a variety of reasons, including:

- Repeatedly violating the Behaviour Policy
- Serious breaches of the Behaviour Policy
- Serious assault on another child or children
- Assault of a staff member
- Repeatedly preventing other children in their class from learning
- Bringing the school into disrepute whilst not in school (i.e. after school or the weekend)
- Making an allegation against a staff member which when investigated proves unfounded

- Other incidents considered serious by the head teacher (or the deputy head teacher in the absence of the head teacher)
- Exclusions from lunchtime will also be considered if children repeatedly violate the Behaviour Policy during this time.

The length of the exclusion and reasons are clearly recorded in a formal letter to parents/carers. However, initial fixed term exclusions may be extended if, after further investigation, additional evidence arises. The letter also explains to parents where they can seek advice and support as well as additional information about the exclusion.

Parents will be called to collect their child from school as no child will be allowed to leave unaccompanied. Exclusions are recorded in school and the local authority and governors are informed if the exclusion exceeds 5 days. School provides work for the child who is excluded and from the sixth day, suitable full time alternative provision is made.

Following an exclusion there is a reinstatement meeting at school with the child and parents where a plan is drawn up to support the child in school if appropriate.

For more detail on the types of behaviour that may lead to exclusion see our Zone System. (Appendix 1)

The Department for Education Exclusions from Maintained Schools, Academies and Pupil Referral Units in England Guidance September 2017 is currently used by the school unless superseded before the school policy is reviewed.

Behaviour on School Trips and Visits

When participating in a school trip or visit, the same high standard of behaviour is expected from all pupils. Where there is a concern regarding the behaviour of an individual pupil, school may request a responsible adult, for example parent or carer, accompanies the child to enable the child to participate.

On the rare occasions the child's behaviour is believed to constitute a risk to the health and safety of themselves and/or others, it may be decided the pupil is unable to participate. These behaviours could include:

- Violent outbursts towards staff and pupils;
- Sudden and uncontrollable outbursts of anger without a known trigger;
- Continued refusal to cooperate or follow instructions with all adults, including family members.

The child will remain in school and join another class for the duration of the trip.

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Behaviour Panel

If a child's behaviour is becoming a concern due to their name regularly appearing in yellow or orange zone, parents/carers will be invited to Behaviour Panel, which includes members of the SLT and class teacher. During this panel meeting issues within school will be discussed, support strategies put in place and suggestions for how this can be followed up at home.

Support strategies could include:

- a behaviour chart with targets, rewards and sanctions specific to the individual;
- a place being allocated on interventions such as 'Peacemakers' or 'Happy to be me';
- regular weekly meetings with a member of SLT or chosen staff member (Staff Buddy).

A behaviour plan is then signed by the Head teacher, parent and child. This is regularly reviewed with the child. If needed, additional support from outside agencies will be requested, for example Gilbrook Outreach Support.

Behaviour outside of school

Mersey Park Primary School expects all our staff and pupils to act in a way that positively promotes the school in our community. On the rare occasion that a pupil's behaviour does not do so and brings the school reputation into disrepute they could be subject to sanctions from school (zoning) or exclusion. This power is given under Section 89(5) of the Education and Inspections Act 2006, which gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

Additional Information

Behaviour and Discipline in Schools, February 2014, states that the law allows maintained schools:

1. to have the 'Power to search without consent' for prohibited items;
2. the general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items;
3. members of staff have the power to 'use reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

For more detailed information, refer to the following related policies:

- Anti-Bullying Policy
- Positive Handling Policy

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- Equality Scheme

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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online