

Mersey Park Primary



SEMH and Behaviour Policy



Updated

September 2023

Date for Review

September 2024



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 our 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 social awareness, self-management, responsible decision-making and relationship skills necessary for a full and happy life.

Through active learning experiences and subsequent understanding we wish to cultivate in all our 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, school and the wider community.

Aims

1. Through the use of positive reinforcement, create an ethos of good behaviour and trusting relationships 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 behaviour culture 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 rewards for positive behaviour and 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 all pastoral issues relating to individual pupils are taken into consideration (Refer to section 'Social, Emotional and Mental Health Support').

Social, Emotional and Mental Health Support

Shift from 'What is wrong with you?' to 'What has happened to you?'

The majority of our pupils are able to maintain appropriate behaviours and emotional regulation. However, in some circumstances, a small number of our children will need a more individualised approach to enable them to overcome behaviour barriers, develop emotional regulation and be able to cope in every day social interactions and challenging situations. Dealing with these children inappropriately will lead to further trauma and reinforce dysfunctional behaviour patterns. Therefore, some children will require an individualised approach based on their needs and circumstances. This will include boundaries and personalised consequences that may not reflect the behaviour expectations and outcomes for others.

Examples of conditions and experiences that could lead to behaviour barriers and emotional dysregulation:

1. Children with neurological developmental conditions –
 - Attention Deficit (Hyperactive) Disorder
 - Autism
 - Learning Disabilities

2. Children who have experienced Adverse Childhood Experiences (ACEs)
ACEs include, but are not limited to:
 - Child abuse (emotional, physical, sexual)
 - Child neglect (emotional, physical)
 - Parent or household mental illness
 - Parent or household substance misuse/alcoholism
 - Witnessing domestic violence
 - Parent or family member in jail
 - Parent separation or divorce
 - Death of parent or sibling

Staff need to be aware of all children under their care who have experienced ACEs as trauma may not show straight away, for example a delayed reaction to abuse or neglect.

When it becomes apparent that a child is experiencing difficulties adhering to the Mersey Park behaviour expectations, parents/carers will be informed immediately and a dialogue between home and school established. If behaviour does not improve, support will move to a more formalised stage.

Staff Responsibilities

We understand that:

- Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity);
- Behaviour is a form of communication and not all behaviours are a matter of choice or within a child's control;
- Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome;
- Behaviour should always be dealt with privately and not in a way that leads to shaming or humiliation;
- Strong adult-led relationships between staff, children and parents/carers are key;
- Focusing on feelings and emotions through an empathetic and non-judgmental attitude towards the behaviour that the child is displaying is imperative;
- Parent/carer engagement and involvement is crucial when addressing and planning support for a child's SEMH needs.

As a staff we:

- I. empathise, validate and label emotions through a narrative or translation of the emotional experience (creating cognitive links to re-wire thinking).

I can see that you get angry when this..... happens.

I would feel angry if that happened to me.

It is normal to feel like that.

- recognise that emotions are natural and normal and not always a matter of choice.
- recognise behaviour as a form of communication.

- II. develop positive relationships and an understanding of the child's emotional needs and triggers that can be avoided.

- Instil acceptable behaviour boundaries

You can scream and shout but you cannot throw the chair.

- Problem solve or repair relationships with the child
- Explore the feelings, behaviour and incident
- Scaffold alternative ideas and actions that would have been more appropriate to the situation

*Scaffolding is to prepare, plan and empower children to take responsibility
for their own self-regulation in difficult situations*

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 displayed prominently around school. We ensure that these values are woven throughout our curriculum. Children participate in regular planned activities which allow them to develop a strong, value-based ethos, for example Jigsaw (PSHE), Philosophy for Children (P4C) and No Outsiders.

School recognises the importance of staff education and awareness. As a result, all staff participate in training that reflects the latest research around children's behaviours. This has included comprehensive training on Attention Deficit and Hyperactivity Disorder (ADHD) and its co-morbidity and Adverse Childhood Experiences (ACEs). When new to school, staff are provided with a detailed induction, ensuring they understand the values and ethos of Mersey Park Primary School. The school Pupil Mentor has also completed Emotional Literacy Support Assistant training, including exploring social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem and counselling skills, such as solution focused and friendship. The myHappyMind programme is taught across school and spaces are clearly identified in classes and around school.

We endeavour to meet the basic physiological and emotional needs (Maslow's Hierarchy) of all children through:

- Consistently demonstrating that we care and can be trusted, as positive relationships are vital for brain development and therefore learning;
- Understanding our relationships with children involve an unequal distribution of power and responsibility. Therefore, the adult is responsible for relating, repairing and restoration of the relationship;
- Understanding adult communication with children is key to raising self-esteem. Adults must be aware of body language, facial expression and tone of voice when talking to children, especially if the child is distressed;
- Modelling emotionally literate ways of behaviour at all times as raised voices, angry faces and body language create fear and stress;
- Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for each and every child;
- Recognising that if children have no other option, they will quickly move into flight/fight/freeze or flop mode, and this is the only option available to them in this moment;
- Teaching explicitly prosocial behaviour and emotional regulation across school - myHappyMind;
- Understanding strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated;
- Acknowledging that taking responsibility for our actions can only be done when we are in a calm state;
- Supporting children who may not be able to read social cues or deal with strong emotions.

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 ('Behaviour Curriculum'). Ground rules for each classroom are established with the 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.

Recognition Boards are clearly displayed in all classrooms. The teaching team will identify a behaviour focus for the class, for example listening carefully to all instructions. As children display this behaviour, their name is put onto the Recognition Board. The behaviour focus can be changed every lesson, daily or weekly, depending on the needs of the individual class.

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 outcomes, 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 practice techniques to deal with issues. Any incidents are dealt with as soon as possible.

All classrooms have their own myHappyMind resources. Children participate in myHappyMind lessons and are given regular opportunities to engage in mindfulness activities, which include how to use breathing techniques to regulate emotions.

The classroom has a variety of resources, including:

- Emotion fans
- Mindfulness activities
- Timers
- Lavender and/or scented candles

Meet and Greet

At the start of every school day, each child is greeted at the classroom door by their class teacher. A range of greetings, for example personalised handshake, hug or dance, are displayed on the wall and each child chooses their greeting for that day.

This is an important part of our school day. It encourages positive relationships between staff and pupils, helps develop a family-like atmosphere and ensures every child has a positive start to their day in school.

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 consequently 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, classroom teddy bears etc. are used to reward the achievements of individual pupils. Many of these instances are for behaviour related achievement.

Children who have displayed behaviour considered 'Over and Above' are rewarded with a ticket that is displayed in their classroom. During the weekly awards assembly, these children are presented with a special bag with a selection of 'goodies' to take home.

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 one star to a child in their class. The star represents the Mersey Park values. These are then displayed on the classroom door, with the child's name written clearly on the front.

All children who have consistently applied our Mersey Park values throughout the week 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. In addition, children who have been in school all week have the opportunity to win 'Five for Five' in the weekly raffle.

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.

Outcomes

All classrooms clearly display our Mersey Park values. On the rare occasions these behaviour expectations are not adhered to, children are dealt with fairly, consistently and with understanding.

Children will always be warned if their behaviour is becoming unacceptable so that they can alter their behaviour. The warning could take the form of:

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

Behaviour not improving will result in the teacher recording the behaviour on the class clipboard, which is stored privately and away from public view.

Low level unacceptable behaviour could include repeated:

- calling out;
- purposefully distracting others;
- swinging on chairs;
- leaving seat during working time.

The more serious behaviours could include:

- refusing to complete work set;
- aggressive or violent behaviour of any sort;
- damaging furniture or property;
- arguing with an adult or answering back.

The less common unacceptable behaviours could include:

- leaving school without permission;
- use of unacceptable language aimed towards staff or pupils;
- continued refusal to carry out instructions;

- discussing school or members of staff in a derogatory manner;
- bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Ensuring that our school is a pleasant and safe place for all is extremely important. As such, bullying is something that is not tolerated with our school.

At Mersey Park, we feel strongly that outcomes should be decided on a case by case basis, taking into consideration the severity of the incident, the impact of the behaviour and the social, emotional and mental health needs of all involved.

Outcomes are therefore decided by the teacher involved and, if necessary, in consultation with the Senior Leadership Team.

These could include:

- phone call home;
- missing ten minutes of lunchtime;
- missing all of lunchtime (Reflection Room);
- completing a school-based community service;
- being removed from class and working in another room for a set period of time.

When missing all of lunchtime, teachers will ensure children have a reasonable amount of time to eat, drink and use the toilet. Parents/carers will be contacted if a child is to miss all of their lunchtime. 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 could be sent to another class for a period.

More serious incidents of unacceptable behaviour will result in an internal exclusion ('removal'), usually lasting for one day. Parents will be informed by telephone and/or letter on the day the decision has been taken to remove a pupil from their normal class. An internal exclusion may be issued for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- to allow the pupil to regain calm in a safe space.

All instances of negative behaviour are recorded on SIMS. This is data regularly monitored and analysed in order to interrogate repeat patterns and ensure the effectiveness of all parts of our behaviour systems.

Behaviour outcomes usually last for no longer than two days. On very rare occasions, it may be decided to extend the duration of a sanction.

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

Following a sanction, the class teacher will always discuss with the pupil ways to improve their behaviour and meet the behaviour expectations of school. These could include:

- discussion with the pupil, explaining why what they did was wrong, the impact of their actions, how they could improve in the future and what could happen if their behaviour does not improve;
- a phone call home;
- inquiries into circumstances outside of school, including at home, conducted by the Safeguarding Team;
- considering whether the support for behaviour management being provided remains appropriate.

Individual Behaviour Plans and Support Panels

If a child's behaviour is continuing to be a cause for concern, an Individual Behaviour Plan will be completed in conjunction with the child, class teacher, the school's Pupil Mentor and members of the Senior Leadership Team.

This plan clearly identifies:

- strategies to support the child;
- behaviour targets;
- potential triggers;
- rewards and how to achieve them;
- outcomes that could be used if necessary;
- the role of any outside agencies.

Following the completion of an Individual Behaviour Plan, parents/carers and their child may be invited to attend a Support Panel meeting. The contents of the Individual Behaviour Plan will be discussed, including the support strategies to be put in place, and suggestions given for how this can be followed up at home.

Support strategies could include:

- a behaviour chart with targets, rewards and outcomes specific to the individual;
- a place being allocated on interventions such as 'Peacemakers', 'Happy to be me' or 'ELSA';
- regular weekly meetings with a member of SLT or chosen staff member (Staff Buddy);
- referral to Behaviour Team using the behaviour referral processes in place (See Procedures for On-going Unacceptable Behaviour flowchart);

- access to the school Pupil Mentor and calming spaces.

Any outcomes identified will be individualised according to the social, emotional and mental health needs of the pupil.

The Individual Behaviour Plan is signed by the Special Needs Co-ordinator, class teacher, parent and child. This is regularly reviewed with the child and parents/carers. If needed, additional support from outside agencies will be requested, for example Gilbrook Outreach Support or the ADHD Foundation.

Suspension from School

The decision to suspend a pupil for a fixed period or exclude 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 suspend or exclude, unless she is absent. In this case, the deputy head teacher may make the decision.

A fixed term suspension 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)

Suspension from lunchtimes will also be considered if children repeatedly violate the Behaviour Policy during this time.

The length of the suspension and reasons are clearly recorded in a formal letter to parents/carers. However, initial fixed term suspensions 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/carers will be called to collect their child from school, as no child will be allowed to leave unaccompanied. Suspensions are recorded in school and the local authority and governors are informed if the suspension exceeds 5 days. School provides work for the child who is suspended and, from the sixth day, suitable full time alternative provision is made.

Following a suspension, parents/carers have the right to make representations about this decision to the Governing Body. Representations are made via the Chair of Governors. Whilst the Governing Body has no power to overturn the Head teacher's decision, they must consider any representations made and may place a copy of their findings on the child's school record.

Following a suspension, 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, refer to Appendix 1.

The Department for Education Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance September 2022 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.

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 outcomes from school or suspension. 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, including online conduct, and are not under the lawful control or charge of a member of school staff.

Searching, Screening and Confiscation

The safeguarding and well-being of our pupils is always of the utmost importance. At Mersey Park we will always prioritise:

- the need to safeguard all pupils by confiscating harmful, illegal, or disruptive items;
- the safeguarding needs and wellbeing of pupils suspected of possessing these items.

The decision to search pupils and confiscate items will always be in the best interests of the child and any search will be carried out with care and consideration.

Who can Search a Pupil?

Searches of female pupils will be carried out by members of the Senior Leadership Team and will be witnessed by another staff member.

Searches of male pupils will be conducted either Mr Yeowell, Mr Smith or Mr O'Keefe and witnessed by a member of the Senior Leadership Team.

The only exception to this is if:

- the searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- it is not reasonably practical to summon another member of staff to carry out the search or act as a witness within the time available.

If an authorised staff member conducts a search without a witness, this must be reported immediately to another member of staff, and clearly recorded on CPOMS.

Consenting to Searches

School have the 'power to search without consent' for prohibited items. The prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco, cigarette papers and vapes;
 - fireworks; and
 - pornographic images.

Prior to the search commencing, pupils will always be asked for their consent. However, a search for prohibited items can take place without consent. If the item being searched for is **not** on the prohibited list of items **and** the pupil refuses, parents/carers will be required to come into school for the search to take place.

Before a Search

The head teacher or authorised staff member should:

- make an assessment of how urgent the search is, and consider the risk to other pupils and staff;
- explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it;
- always seek the pupil's cooperation;
- ensure they have 'reasonable grounds' -
 - I. the pupil or other pupils have been heard talking about an item;
 - II. staff have been told directly of an item;
 - III. an item has been seen;
 - IV. a pupil has been noticed behaving in a way that causes you to suspect that they're concealing an item.

Carrying out a search

A search of a pupil will take place in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing (clothes that are not worn directly next to the skin or over underwear). Outer clothing also includes:

- Gloves
- Scarves
- Shoes

Staff **will not and cannot** ask pupils to take off any further items of clothing. Staff will always be sensitive to whether a pupil is wearing outer clothing for religious reasons when conducting a search. For example, a female pupil will not be asked to remove a headscarf she is wearing for religious reasons if the witness is male.

Searches will be recorded on CPOMS and will include the following information:

- date, time and location of the search;
- name of pupil searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found;

What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils;
- Is a prohibited or banned item;
- Is evidence in relation to an offence.

What to do with confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

In cases where there are multiple options, staff must use their professional judgement.

Consider:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of.

You can also confiscate, retain or dispose of a pupil's property as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#).

Searching and confiscating electronic devices

Members of the Senior Leadership Team may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. These reasons could include the potential to:

- Cause harm;
- Undermine the safe environment of the school or disrupt teaching;
- Commit an offence.

Discovery of Pornographic Material

Inappropriate images, video, or other material, should be disposed of unless there are reasonable grounds to suspect that their possession is related to a specific illegal offense. In this case, the material, or device containing the material, will be handed over to the police as soon as possible.

If staff suspect there may be an indecent image or video of a child on a device, they should avoid viewing it and never copy, share, or save it.

The incident will be referred to the school DSL and follow the DfE's [guidance](#) on responding to pornographic image-sharing in education settings.

Informing Parents

Parents will always be informed of any search for a prohibited item, and the outcome of the search, as soon as is practicable. A member of the senior Leadership Team should inform the parents of what, if anything, has been confiscated and the resulting action taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Additional Information

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

- Anti-Bullying Policy
- Positive Handling Policy
- Equality Scheme
- Staff Conduct Policy

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

Appendix One

Why a child may lose part of their lunchtime:

- Unkind behaviour such as: hurting other people verbally or physically; not looking after other people's belongings, name-calling, telling hurtful lies;
- Purposeful behaviour such as: talking when they should be listening; interrupting; not settling to work; distracting others; tapping, fidgeting, swinging on chair
- Unsafe behaviour such as: not walking around school sensibly; using equipment in the wrong way; play fighting.

Why a child may lose all of their lunchtime:

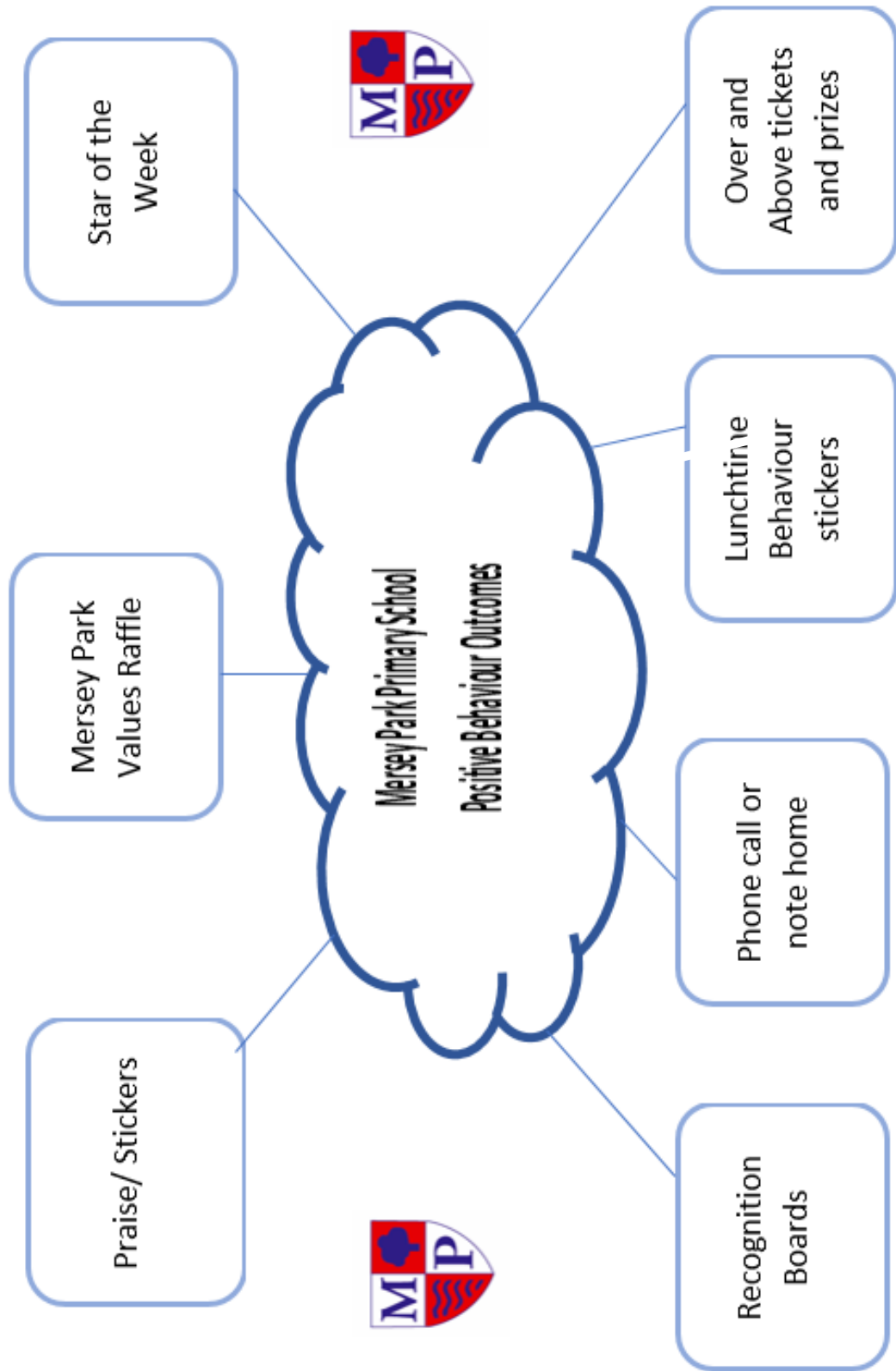
- More serious unkind behaviour such as: deliberately hurting other people verbally or physically; bullying; stealing; destroying other people's belongings;
- Homophobic or racist behaviour towards others;
- More serious disruptive behaviour such as: continually preventing others to be able to get on with their work during lessons or their games during playtime; refusing to follow and instruction given by an adult;
- More serious unsafe behaviour such as: fighting; refusing to do what a member of staff has asked; leaving the classroom or playground without permission.

Why a child may be removed from their class:

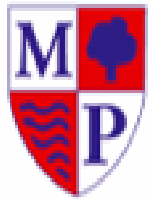
- Severe unkind behaviour such as: physical assault; verbal abuse; on-going bullying;
- Severe disruptive behaviour such as: total refusal to do what a member of staff has asked;
- Severe unsafe behaviour such as: leaving the school without permission; a need to remove pupil or other pupils from a specific area in school in order to maintain the safety of all.

Why a child may receive a suspension (fixed term or permanent):

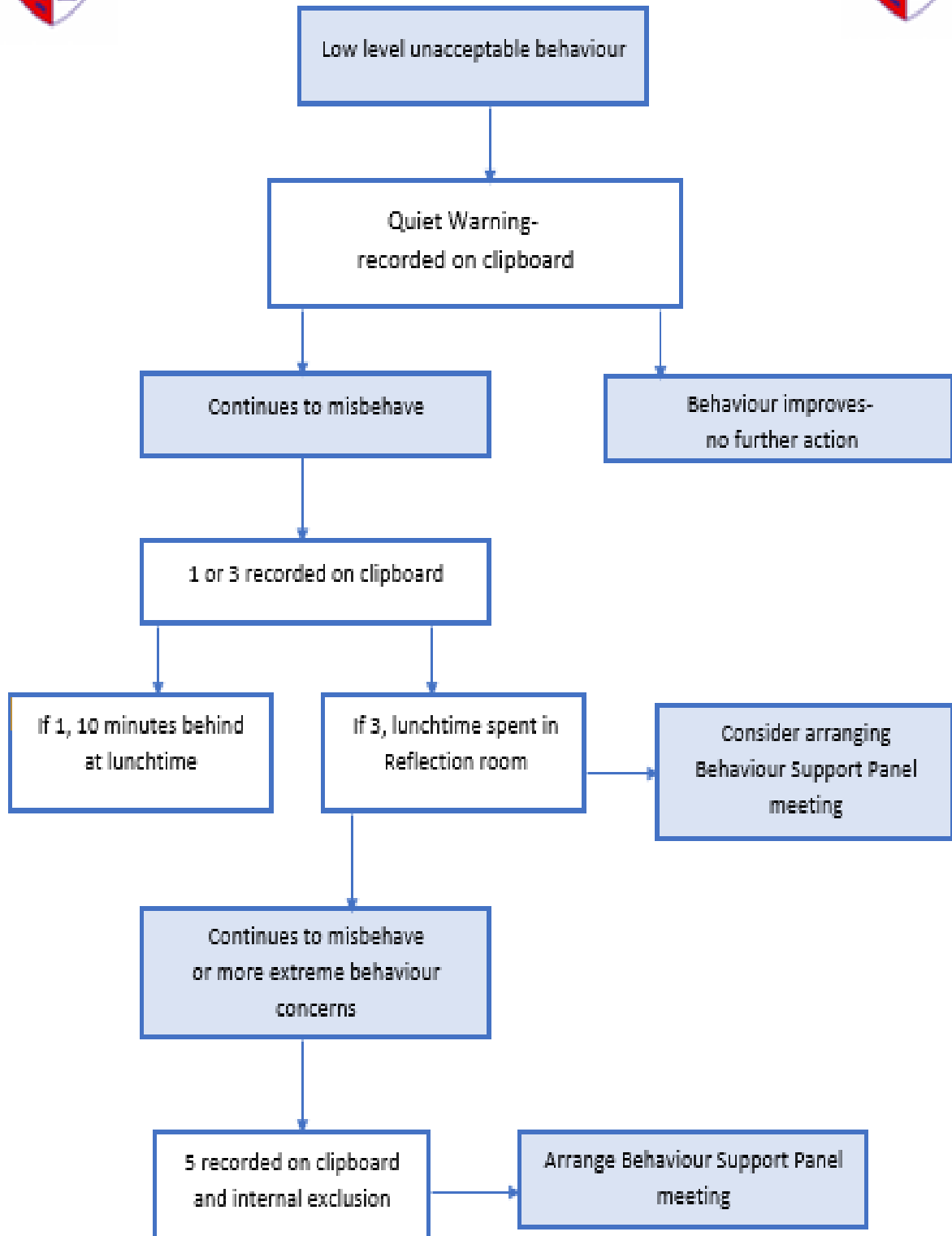
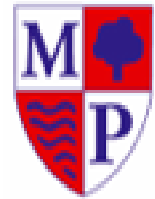
- A serious breach or persistent breaches of Behaviour Policy;
- Serious harm to education and welfare of pupils or others;
- Serious or threatened violence against another pupil or member of staff;
- Possession of or supplying an illegal drug;
- Carrying an offensive weapon and/or the use or threatened use of an offensive weapon;
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.
- Behaviour outside of school that brings the school's reputation into disrepute.



Appendix Three

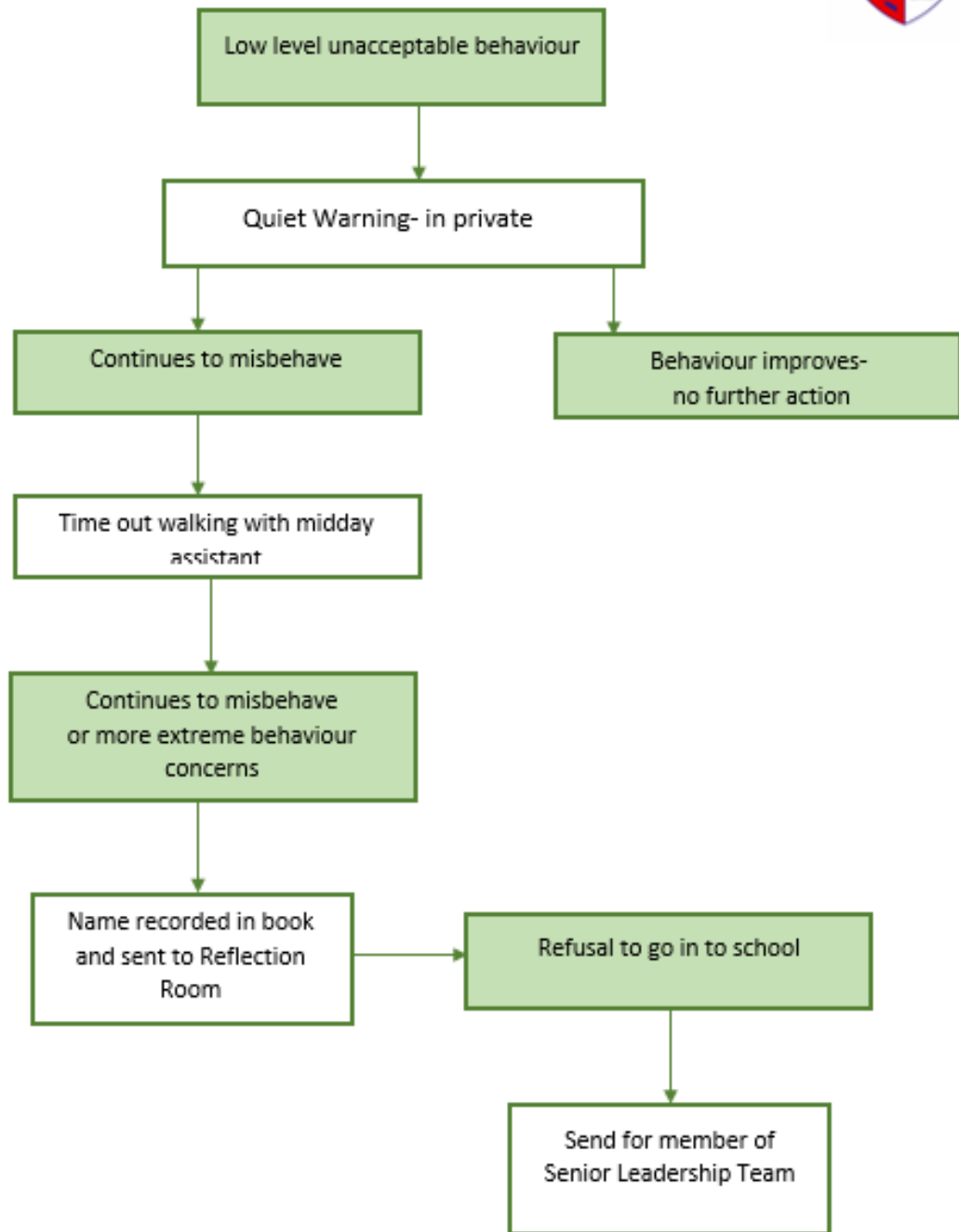


MERSEY PARK PRIMARY SCHOOL BEHAVIOUR OUTCOMES





MERSEY PARK PRIMARY SCHOOL LUNCHTIME BEHAVIOUR OUTCOMES



Appendix Five

Date

Dear Parent/Carer

Re: Not following Mersey Park Values

Sadly, has not followed our school values today.

Why your child will be kept in at lunch time: -

.....
.....
.....
.....

Please speak to your child about their behaviour and reinforce the school values of 'Be Nice, Work Hard, Never Give Up'.

Yours sincerely,

Floor Leader

✂

Please sign and return this slip to class teacher: -

I have read the above and spoken to my child about his/her behaviour.

Name of Child..... Class.....

Signed..... (Parent/Carer)

Appendix Six

Date

Dear Parent/Carer

Re: Not following Mersey Park Values

Sadly, has demonstrated unacceptable behaviour today in school.

Why your child has been removed from their classroom: -

.....
.....
.....
.....

As a result of this behaviour, they have been removed from class and spent some time with another year group.

Yours sincerely,

Mrs Thomas

Headteacher

✂

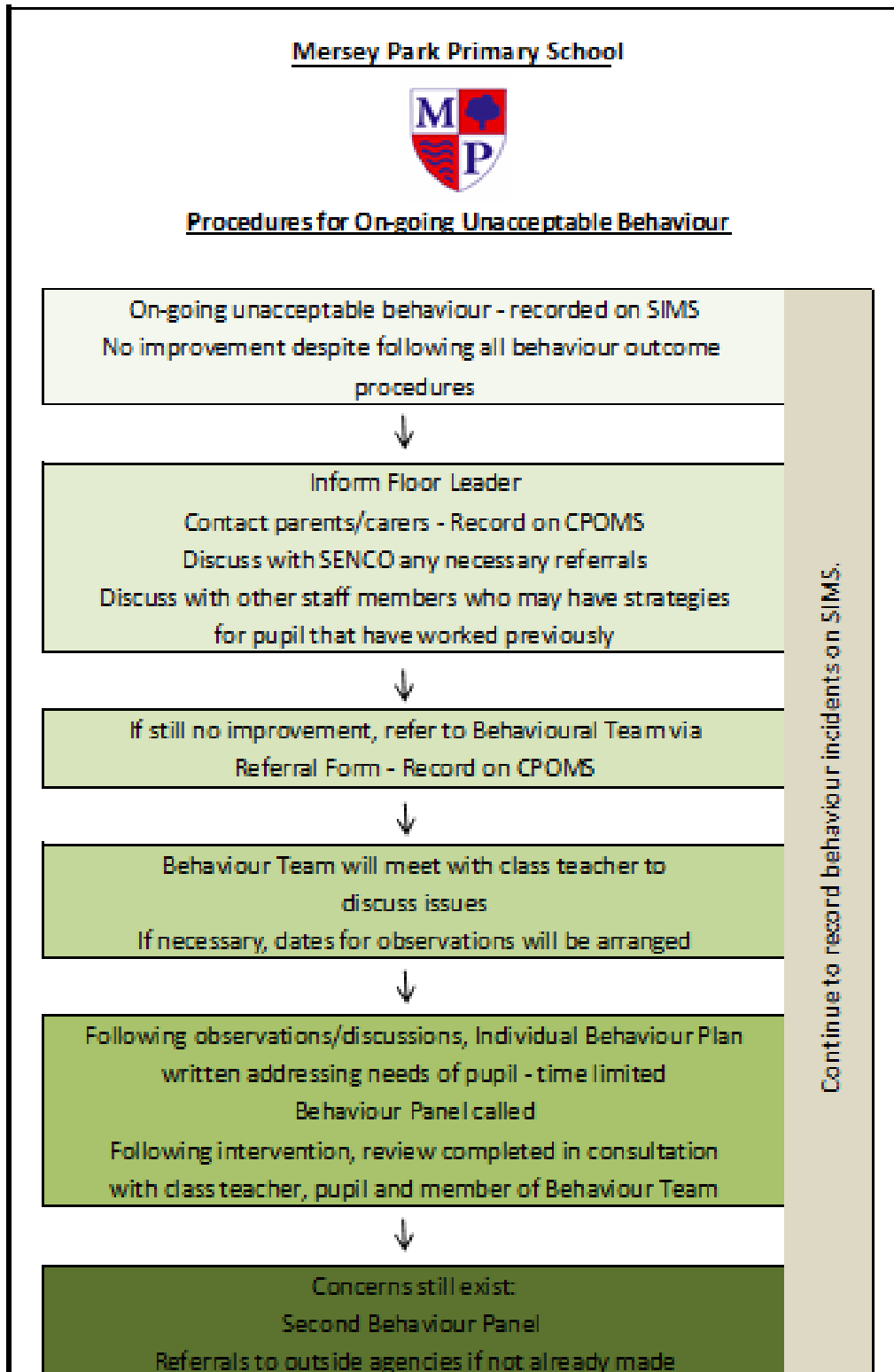
Please sign and return this slip to class teacher: -

I have read the above and spoken to my child about his/her behaviour.

Name of Child..... Class.....

Signed..... (Parent/Carer)

Appendix Seven



Appendix Eight

Behaviour Team Referral Form

Name of Child: _____

Year Group: _____

Class Teacher: _____

Date: _____

Reason for Referral:

SEN Support	
Behaviour Management Support – whole class or individual	
MHWP Support	

Current Concerns:

Actions already implemented/strategies currently in place:

Date of request: _____ **Signed:** _____

Appendix Nine

Name of Child: _____

Class Teacher: _____

Reason for Referral:

SEN Support	
Behaviour Management Support – whole class or individual	
SEMH Support	

4/6 Week Progress/Observation Notes:

Outcomes:

Targets:

Next Steps:

4 weeks

6 weeks

12 weeks