

Mercia Primary Academy Trust

Lark Hall Infant & Nursery Academy
Flax Hill Junior Academy

POLICY FOR BEHAVIOUR

Mercia Academy Trust are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values between the three schools.
- Our children have the right to learn and staff within the school must be enabled to teach them.
- We encourage positive attitudes in children, ensuring high standards of achievement and good behaviour
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Incentive Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward which we have named 'Golden Time'.

- Golden time is a key strategy for rewarding and celebrating behavioural success.
- Golden times works best when it is made clear to the children that it is linked to the school's Golden Rules and should be a well-organised session.
- Golden time should be built up with the children, so that everyone knows it is a community celebration of the school's values.
- It is a whole school celebration.

These rules apply in all situations throughout the school. Each class may also have an agreed set of class rules regarding organisational routines for that class. The Golden Rules are reinforced in Circle Time and Assemblies.

We are gentle - We don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen - We don't interrupt

- We are honest - We don't cover up the truth
- We work hard - We don't waste our own or other's time
- We look after property - We don't waste or damage things

Lunchtime Rules

We line up quietly

We walk in the dining hall

We finish what we are eating before we speak

We remember to say 'please' and 'thank you'

We put our rubbish away

We put our hands up to ask to leave the hall

We talk quietly to the people next to us

Children are reminded of these simple rules regularly. If children follow the rules well they may be invited to the top table on Friday. Any pupil who breaks the code of conduct may have to miss some or all of a playtime session as a punishment remaining under supervision in the school building instead.

If a child misbehaves persistently the parents are invited to discuss the problem with the Headteacher in order to try to find both causes and solutions.

In accordance with the Education Act 1986, corporal punishment will not be administered in county and voluntary controlled schools maintained by Staffordshire County Council Education Committee. More details regarding Golden Time can be found in appendix (a)

Sanctions

If children chose not to follow the rules, the following consequences will be applied fairly:

- Quiet reminder
- Warning card
- Loss of Golden time
- Sent to another class
- Sent to phase leader
- Sent to Head teacher
- Phone call made to parents by class teacher inviting them into school to discuss behaviour (repeated incidents). The Headteacher will be available to attend these meetings with the class teacher if needed.
- IP or IBP
- PSP (Pastoral support plan-multi agency)
- Fixed term Exclusion
- Permanent exclusion

In extreme cases, steps of the above procedure may be omitted. At all times S.C.C. guidelines on exclusion procedures will be followed.

Early Years and Pre School

When the children strive to follow the Early Years classroom rules the teacher and teaching assistants will give positive verbal praise. Individually the children will be rewarded for good work and behaviour by:

- Stickers on clothes and in books
- Notes home
- Classroom rewards eg getting to be the leader
- Praise cards
- Staying on the Good behaviour star
- Being Lead Learner

If children chose not to follow the rules, the following consequences will be applied fairly:

- Quiet reminder
- Acknowledgement if the behaviour doesn't improve they will be taken off the star.
- Counting to 3
- Calming cottage with 1 minute to 3 minute timer and social story book as appropriate
- Time away from a certain activity
- 1:1 support
- Behavioural support/log
- Support from other teachers in EYFS
- Support from SENCO or outside agencies

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Incident Book

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property

- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used, recording all details, and are available from the Headteacher for all staff.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Behaviour Modification Policy

At Ashcroft, Lark Hall and Flax Hill, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Using strategies when 'small step targets are devised for each child (eg sitting on chair for given length of time putting hand up to answer questions)
- Rewards of stars/smiley faces on work and on charts
- Use of special award and kindness certificates, special stickers for such things as listening, being kind, helpful etc
- Special assembly when special award and kindness certificates are presented
- Sharing good behaviour with other children/other classes
- Involving parents at an early stage to make an action plan together

- To reward good lunchtime behaviour, two children from each class are selected by the lunchtime supervisors each week to dine on the 'Golden Table'

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Staff Support

The EYFS including Pre School named practitioner who is responsible for behaviour management and supporting of EYFS staff is Michelle Booth.

In order to achieve positive results it is essential that all staff support each other. This can be done in the following ways:-

- An open atmosphere – freedom and encouragement to discuss problems/success.
- Liaison with child's previous teacher.
- Positive links with Supervisory Assistants.
- Problem children given 'time out' in another class.
- Sharing good practice.
- Contact may be made with outside agencies or the LEA for support in implementing strategies for particularly severe problems.

The Governors Role

The Governing Body supports this policy and encourages good behaviour in a happy, positive learning environment.

Expected Outcomes

- Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- Pupils will take responsibility for their own actions.
- Pupils will show development of self-esteem and self-discipline.
- Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults.
- Parents will be aware of the schools use of Golden Time and the sanction system we employ.

Signed

Director, Mercia Primary Academy Trust

Version Control

Version	Date Approved	Changes	Reasons for Alterations
2	2.12.15	Added EYFS positive behaviour and sanctions and changed IEPs to IPs	New Pre School New SEND Code of Practice

	04.05.16	No changes	