



Mercia Primary Academy Trust

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.

Core Values

- **Ready**
- **Respectful**
- **Safe**

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.

Positive behaviour will be rewarded with:

- Praise
- House points
- Dojo points
- Text messages home to parents
- Special responsibilities/privileges
- Praise cards/notes
- Stickers/badges
- Y6 Prefects
- Golden time

Sanctions

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

- Quiet reminder
- Loss of Golden time
- Sent to another class
- Sent to Middle 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.

A script is provided in Appendix A.

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 e.g. 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

Challenging Behaviour

Challenging behaviour can take the form of:

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

Behaviour Modification Policy

Within Mercia Primary Academy 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 Miss Wellings.

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 show an understanding of our core values – Ready, Respectful and Safe.

Legislation and statutory requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Use of reasonable force](#)
- [Supporting pupils with medical conditions](#)

It is also based on [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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	
3	26.06.2018	Changed head of EYFS	Change of staff
4	3.12.18	Condensed the document to reflect current practice. Introduced Ready, Respectful and Safe. Added script for minor incidents. Added legislation and statutory requirements.	Policy updated to demonstrate the school's commitment to Paul Dix behaviour management.

Appendix A

Non Verbal
A look, standing near the child, reminder of school rules (Ready, Respectful and Safe), praise children nearby
Script 1
1st Warning (Verbal) I saw/heard you chose to ... This is a verbal warning You now have the choice to make appropriate choices Thank you for listening
Script 2
This is a written warning (recorded on small whiteboard or notebook) Think carefully about your next choice. You are in charge of your behaviour and can make appropriate choices. Thank you for listening
Script 3
I saw/heard you chose to ... You have chosen to lose time for this lesson/break. Do you remember our school rules? (Ready, Respectful and Safe) If you choose to break the rules, again you leave me no choice but to send you to another adult.