



## **Minerva Primary Academy**

### **Behaviour Policy**

**(2016 updates are shown in Blue)**

#### **Rationale**

We believe that it is the right of all staff and learners to work in a well-ordered environment that allows them to concentrate on teaching and learning.

At Minerva Primary Academy we believe that children need to have a safe and secure learning environment in which to learn and thrive.

We recognise that what children learn in terms of attitudes, beliefs, habits, expectations and actions will depend largely upon the environment in which they find themselves and the curriculum that is on offer.

If they are excited and enjoy school then they are more likely to have good learning behaviours.

We believe that children's self-esteem and emotional wellbeing is fundamental to their healthy development.

Therefore our approach is to concentrate on good attitudes and work, praising it at every opportunity. This is why we put great emphasis on rewards like house points and principals awards.

We believe that children learn better when they are actively engaged and that by making the curriculum more appealing to boys and girls behaviour will be improved and children will make progress.

However, when the children's normal behaviour lapses and they do not conform to the learning attitude expectations of the school we need to have a system by which these issues can be addressed which is supportive of the child and the rest of the school.

Therefore, the consequence system must be:

- straight forward and understood by all concerned
- consistent across the school (except where negotiated with SLT and/or Lead Learning Mentor- this would be linked to Individual Plans- Pastoral or Behaviour).

Consequences should not involve children (in particular boys) being static at break and lunchtimes. Sanctions could involve separation from friendship groups and playing constructively with other groups of children at break times, doing active jobs which keep them moving. We know that remaining active during breaks is better for behaviour after the break.

## Responsibilities

**All Staff Team members** have a responsibility to:

- ensure that learners are treated with respect and that their individual needs are catered for through a carefully differentiated curriculum;
- be consistent about behaviour expectations in unstructured time particularly during transitions at the start and end of breaks (including movement on corridors).
- Ensure that all classes know how to move around the school with the aim that every child will walk in single file unsupervised to encourage learner responsibility.
- teach children how to deal with falling out amongst themselves by providing them with the language of conflict resolution (using restorative Justice approaches).
- ensure that learners receive regular quality feedback promoting future learning.
- ensure that classrooms are organised in such a way that allow learners to move around and access resources efficiently and as such minimising disruption;
- communicate with parents on a regular basis to ensure that home and school are working in close co-operation.

**Parents and carers** have a responsibility to:

- ensure that their children arrive at school suitably clothed, fed and refreshed by sleep to enable them to make the most of the opportunities which will be offered;
- support the work the school is doing by taking an active interest in their children's learning;
- encourage their children to exercise self-control in both their learning and leisure time activities.

**Learners** have the responsibility to

- respond in a way that will allow them to take full advantage of the learning opportunities afforded to them and other children;
- arrive at school ready to learn and to take part in all aspects of school life.

At the start of each school year each class will draw up their own set of rules which will encompass our basic expectations for learning attitudes and these will be sent home for parents and carers to share. These will be expressed as positive statements and should be displayed in the classroom.

## Guidelines for Staff

- Try to make a 'positive sandwich' when speaking to children about inappropriate behaviour
- Try to outweigh positive: negative comments.
- Recognise signals in your own behaviour that may be preventing children from behaving well- leave 'own stuff' at the door to school.
- Keep control of the situation and be as calm as possible.
- Try to keep the number of people involved to a minimum.
- Be aware of and use thrive approaches with your class to promote improved social and emotional wellbeing.
- Communicate with other staff particularly SMSAs to ensure positive play and lunchtimes.

## **Working with Parents**

Parents or carers should be informed if there is a concern about their child's general level of behaviour. This is the responsibility of the class teacher in the first instance.

The SLT will communicate with parents when a child has reached a Step 5 consequence.

All meetings and notes and details of any communication must be recorded on CPOMs. Copies of letters sent home or incident notes will be scanned and entered onto CPOMs

## **Positive reinforcement**

### **Rewards**

- Lots of verbal praise promoting positive behaviour and work
- House Points for good learning, behaviour as well as demonstrating effort and perseverance to learning – leading to a whole house reward at the end of the term.
- Teachers will give awards (certificates) to children who gain over a certain number of house points, to be determined by the teacher, so that their individual contribution is recognised.
- Teachers will recognise that some rewards do not work for some children and they will use their professional judgment to find systems of rewarding that work for those children.
- Principal's and vice principal's stickers...sending children to receive these when they have demonstrated a positive attitude in class.
- Principal's awards in celebration assembly which parents are invited to. Over the year teachers should aim for each child to have at least one of these.
- Sharing high quality work with another class or the phase leader.
- Class House points reward to earn be recognised at the celebration assembly.
- **A range of strategies\* can be awarded for any good learning or behaviour by class teachers.** These should be recorded to ensure a range of children receive rewards.
  - Teachers may want to send home good news about attitude and behaviour via a text from the office.

\*Dojos, stickers, marble jars, raffle tickets can be used within the class provided that they are linked to the house system and not promoted outside of the class (ie that logins for dojos are not shared with parents).

**Clarity of Consequences**  
**Steps for Dealing with Inappropriate Behaviour**

For minor disruptions or behaviour episodes the child will start at a reminder (see Box A).

For more serious disruptions or behaviour episodes (see guidance below Steps 4 and 5 Box B) the child will go straight to Step 4 Consequences (Partner Class and/or Phase Leader or to SLT).

**At all stages names need to be recorded and kept as a record which is provided to SLT as part of monitoring procedures any incident going beyond stage 3 should be recorded on CPOMs.**

*Box A*

Minerva Primary Academy's Steps:

**Step 1-** Reminder

**Step 2-** Warning

**Step 3-** Reflection in Class

**Step 4-** Consequence(s)  
*Time Out in Partner Class*  
*Time Out with Phase Leader*

**Step 5-** SLT talk and text/ call home (may involve loss of privilege)

**Step One – Reminder**

“I am giving you a reminder because... and I know that you can...”

“I am now reminding you to... because... and what I want to see is...”

- Calmly given.
- If possible, given privately.
- Given with clear reason.

- Ensure a child understands that this is not a consequence but a chance to change their behaviour.
- Name needs to be recorded.
- Quickly after try to praise child for some positive behaviour and praise others who are modelling good behaviour.
- Consider using a distraction technique (a school job, brain break, change of seating for whole class).

## Step Two – Warning

- Warning is given firmly but calmly
- Children will be informed that a consequence will be applied if they continue to misbehave.
- Name needs to be recorded.
- Consider using a distraction technique (a school job, brain break, change of seating for whole class).

## Step Three – Reflection in Class

- Use a designated space.
- Use a timer so that it is visual.
- Provide work to be completed.

**Step Four and Step Five:** Time out of class with partner teacher, phase leader or SLT can be reached in two ways:

1. Progression through the stages (see Box A above)
2. Instantly through demonstration of undesirable behaviours- see list below (Box B):

Note: Where appropriate moving children to a partner class will involve upper phase children being placed in lower phase classes and vice versa.

### Box B

#### Step 4 and Step 5 inappropriate/ undesirable behaviours:

- Fighting- initiating
- Fighting- provoking
- Fighting- joining in with
- Defiance/ refusal
- Swearing at another child
- Inappropriate behaviour in the classroom- language/ actions- e.g. goading; causing a verbal chant;
- Name calling/ insults with intention to hurt another
- Inappropriate use of/ damage of school equipment or furniture

**-If the undesirable behaviour occurs in class** then the child would be sent to partner class or to their Phase Leader to remove them from the situation and to prevent disruption to learning for others. A further consequence of loss of play time could also be applied- supervised by Teacher or Phase Leader (not office staff).

**-If the undesirable behaviour occurs at lunch or play time** then the child can be sent to the Red playground chairs for time to reflect, to lunch club for time away from peers or to SLT.

## Sanctions

- Sanctions applied for poor behaviour will, where possible, match the poor behaviour and give children the opportunity to reflect on what they have done. Eg if children leave a mess in the dining hall, they help in some way to clear up.

- Sanctions will be immediate, where possible and occur on the same day so that each new day they start with a "clean sheet".

### **Internal exclusion**

*Is Likely to be applied after:*

- Three refusals of a reasonable request by an adult
- Swearing at an adult (this includes finger gestures; swear words or implied swear words)
- Leaving a classroom without permission
- Leaving the school building without permission

### **CLF exclusion to another school or a Fixed Term Exclusion**

*Is likely to be applied after:*

- Further refusals once an internal exclusion applied (internal exclusion applied after 3 refusals).
- Aggression towards an adult
- Fighting with serious intent to cause injury or seeking out a child to harm them
- Throwing furniture or equipment with intent, or recklessness as to harm
- Leaving the school grounds without permission

All 'arranged places' to 'cool down' (e.g. sofas, other rooms, other areas both in and outside of class) need to be clearly detailed as a step in a PSP so that the needs of these children are supported and that procedures are transparent and consistent to all adults working with the child. *These procedures would also be seen as being part of an individual need to other children who may wish to 'copy'.* **Such procedures need to be communicated, by the class teacher in writing, to all staff who may be dealing with E Cards and cover teachers covering a class.**

### **E Card Use**

Every room and SMSA has a red 'E' card which should be used to summon immediate help in the event of an emergency. If the emergency is a child who has lost control, every attempt should be made by the teacher to remove the audience from the situation e.g. the teacher remains in the room with the child whilst the rest of the class is taken by the Learning Support Assistant or any other adult to a different room. *At no point should any adult put themselves in, nor be expected to put themselves in danger of being hurt.* If there are additional adults in the class such as LSAs consider how roles can be tweaked or how adults can be deployed to potentially minimise the use of the 'E' Card for non emergency situations for example a LSA calming a child by talking to them or reading a story to a class whilst the teacher does this.

### **Inclusion**

Behaviour needs to be managed with an awareness of children's special needs. By the end of Foundation Stage we expect children to fit comfortably into the routines and daily structure of school life. By the end of KS1 we expect children to take full responsibility for their own

behaviour and to understand the positive and negative consequences of that behaviour both for themselves and others. On entry to KS2 we would expect children to know the difference between what is acceptable and unacceptable behaviour and thus be able to take full responsibility for their behaviour and the impact of their actions on others. Children in UKS2 will be made aware that continued serious unacceptable behaviour involving hurting others or negative social behaviours (such as swearing/ damaging property) may be referred to the local PCSO for input (or in serious cases the Police) For children in UKS2 we make it clear to them in PSHE lessons that from the age of ten years they are deemed to be at the age of criminal responsibility.

All staff therefore will ensure that their interactions with children are supportive, firm, fair and consistent in line with the ethos of the school.

Where it supports good behaviour children will be given visual representation of the steps/consequences and rewards for poor and good behaviour.

These notes over a two week period of monitoring are discussed with the HT, Lead Learning Mentor and SENCo. The child's parents are notified of concerns and if necessary a Pastoral Support Plan (PSP) is written with the child's involvement. Parents are made aware of the PSP and at what stage it should be reviewed and are invited into school for a fortnightly meeting with the Phase leader (or a member of SLT), Class Teacher and their child. The Phase leader or a member of SLT is responsible for PSPs. If a child is on a PSP regular monitoring needs to take place. Support may be requested from the Lead Learning Mentor at this stage and this should be done through the SLT. If a child finds the system difficult to follow with the PSP in place over a period of time, then further support may be put into place e.g. Behaviour Support Team, The CLF Studio, referrals to CAMHS, Ed. Psych, Early Help.

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