



## Manchester Road Primary Academy - BEHAVIOUR MANAGEMENT POLICY

### AIM

To lay down the principles by which staff and children should create a *calm* environment where children can learn and achieve and teachers can teach to the best of their ability.

### PRINCIPLES

- That the quality of learning, teaching and behaviour in school are inseparable issues and the responsibility of *all* staff
- That children behave best and therefore learn best when they are in a secure environment, the work is matched to their ability, and teachers have high expectations of them
- That all staff have a responsibility to manage behaviour *positively* and *consistently*
- That good behaviour is learned and it is a major staff responsibility to model good behaviour and treat children and each other respectfully
- That positive behaviour management is more effective than negative; that rewards work better than sanctions
- That as a general rule the loudest voice should be used for teaching and praising children
- That staff will ensure that they use every opportunity to promote and raise self esteem, ensuring that they have a positive relationship with the children
- That staff will refer to the behaviour and not the child. "What you did was not a very nice thing to do" as opposed to "you're a horrible child"
- That the most effective behaviour management is by the member of staff affected and as quickly as possible after the event
- That Staff and Children will follow the agreed **MRPA School Rules - Pride Positivity Politeness** both inside and outside of the classroom.
- That the support of parents is essential for the maintenance of good behaviour



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\* **MRPA School Rules** and **Children's choice time**, were both named following consultation with children, who will were involved in process of developing school rules.



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### Positive Behaviour Management Strategies

#### Aims are to:

- Promote learning
- Minimise disruption and avoid confrontation
- Help the child/children to be aware of his/her behaviour and to find recovery strategies
- Give the child strategies to avoid problems in the future - empower

#### Strategies: Use positive rather than negative approaches

- Calm body language
- Dramatic pauses
- Polite silent gestures
- Praise good behaviour rather than paying attention to poor behaviour
- Instead of saying no it might be possible to say "yes you can, when you have finished..."
- Focus on the future. "What should we do next time?"
- MRPA School Rule reminders. Ask what the MRPA School Rule is.
- Give time. After requesting an action, instead of hovering and demanding, move onto something else and check later
- When requesting an action, a quiet word / reprimand is more effective than public admonishment in terms of establishing long term respect
- Give choices and consequences, hoping the child will make a responsible decision
- Use language carefully – "How many times have I told you to concentrate" - becomes "look this way, please" and "stop being careless with the paint" becomes "Carefully with the paint pots, thank you" - Instead of "listen to me" say "Thank you for showing me you're listening"
- Remember, the children reflect back whatever you project, a calm and positive teacher will have more success in establishing a calm and positive classroom
- If behaviour issues arise, consider why, were instructions clear and explicit? Was work set sufficiently challenging to avoid boredom? Was it accessible to avoid frustration?
- Have high, realistic expectations

#### Use firmness without aggression

Instead of orders it is better to give solutions: e.g. instead of "sit down this minute" use "you should sit down and get your work finished"

#### Where possible discussions should take place in private

This is much better than arguments and put downs in public. In some situations it is better to allow the child to cool down before the discussion takes place.

#### Do unto others as you would be done by!

- Show respect in language and actions
- It is better to *say* you are angry than to show it
- We should set a good example
- We are modelling behaviour all the time



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Use Assessment for Learning Techniques, such as peer and self-assessment, to increase children's involvement in their learning and ability to recognise expected and appropriate behaviour

### Procedures for Implementing the Policy

- Staff will teach children some expected behaviour explicitly. This includes teaching children how to move calmly around the school building e.g. entering assembly, lining up etc
- All staff will refer to the **MRPA School Rules** when addressing behaviour - whether the behaviour is positive or negative – **Remember... Pride Positivity, Politeness**

### Rewards

**Children's Choice time** is a reward to all children who have successfully followed the **MRPA School Rules**. Each child will be rewarded with a set amount of time (50 minutes) to choose an activity specially selected for its 'fun' qualities. **Children's Choice time** should be special, all staff are expected to plan activities that the children will value and the children should choose the activity at the start of the week. Ideally two year groups working together can offer four choices, for example an art, sport, design and relaxation activity. The numbers in each can be limited and the activities can run for two weeks to allow all children to participate. The latter format also lets children from other classes work together and provides an opportunity for staff to build relationships with children not in their class.

In the classroom good work and behaviour is reinforced in the following ways:

- Verbal or written comments to the child and parents
- Class reward systems e.g. Brilliant Workers, Table Points, Star of the Week, Championships
- Stickers/stampers/stars/certificates/postcards home
- Children can be sent to principal and other teachers to share good work or behaviour.

Children's motivation in relation to class reward systems will be reflected by the value placed on them by individual teachers. The more value you attach, the more value they will attach. In addition, the age of the children may determine the immediacy of the reward/system. For example weekly in upper key stage 2 may be sufficient, yet daily may be more appropriate in key stage 1.

~ In the playground positive behaviour should be rewarded with a **Gold Card**. Staff should aim to give out all their allocation of gold cards.

~ **Gold Cards** can also be used in Key Stage assemblies, singing assemblies etc as a motivation tool where other systems are not in place. **Gold cards** can link or count towards individual class reward systems.

~ Good work, progress, achievement or behaviour is reinforced through Star of the week assemblies, held weekly. The children aim to appear three times each academic year and are awarded a certificate for each appearance.



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### Sanctions

- Children are expected to move around school and line up calmly, quietly and safely. After a reminder, 5 minutes **Children's Choice Time** can be lost.
- In classrooms a traffic light system will be in place to promote understanding of consequences to actions and clear visual signals when behaviour does not meet expectations. Though the principle remains, this can be adapted for KS1/Foundation stage. At the beginning of each lesson all names will be on the GREEN traffic light. Every lesson should begin with children's names on GREEN.

If a child breaks a **MRPA School Rule** staff will be expected to:

- Get the child to identify the inappropriate behaviour and explain what they need to do to comply with the **MRPA School Rules**. If a child fails to take this opportunity, staff will give the child a verbal reminder and explain that their name will move from GREEN to AMBER if they continue to break the **MRPA School Rule**.
- If they still fail to take the opportunity the child's name will be moved onto AMBER. The member of staff will state clearly that this is a reminder.
- If the child persists in breaking the **MRPA School Rules** their name will be moved to RED. Five minutes of **Children's Choice Time** will automatically be deducted.
- At this point it is particularly important that the child feels that staff are willing them to do the right thing. Effort should be made to praise any ceasing of bad behaviour and support given to help the child to continue with their learning. If the child gets back on task their name should be put back to GREEN (Although the five minutes is still lost) or alternatively the traffic light will be reset for the next lesson. For younger children (pre KS2) children can be allowed to win back their lost minutes within a session if their behaviour significantly improves.

~ If a child is on RED and persists with inappropriate behaviour, staff should follow the following procedures:

- In class 'short' sanctions e.g. sit on own, move away from the rest of the group.
- Child sent for 10 minutes with a minute egg timer to parallel class (or back to own class if working with a TA). Missed work will be made up at the discretion of the teacher. Children to complete 'What Did I Do Wrong?' sheet identifying what went wrong, how it could have been avoided and how to put it right. Pastoral Support involvement where deemed appropriate. This time out period offers the child and teacher time to reflect.



## **ISOLATION**

If a child returns to class (or off the wall if outside) and the unacceptable behaviours continue to be displayed, the child will be taken to a member of the SLT.

A member of the SLT will make a decision as to whether the child must go to isolation.

In the isolation room children will be required to complete the restorative practice paperwork and think about their behaviour. KS2 children will complete their learning from class. Members of the MRPA team will be allocated to supervise the isolation room.

If a child is placed in isolation this is logged in a file and on the CPOMS system. In KS2 the maximum period of isolation is 3 days, and in KS1 it is 1 hour. This will be decided upon based on the severity of the actions/ behaviours displayed, and the age and needs of the child.

If a child is placed in isolation during lesson time, a letter is sent home to inform their parents, and if this happens 3 times parents are invited in to discuss a way forward.

Isolation can be used at playtime and dinnertime if children have been given a reminder and time out and the behaviour continues. Playtime and dinnertime isolation is not reported to parents unless it becomes a regular occurrence – this will be at the discretion of the teacher or SLT.

Certain behaviours in school will result in immediate isolation. This is when there has been a serious breach of the rules, and there is a 'no tolerance' approach. These behaviours include:

Hitting, fighting, swearing, racist/ inappropriate remarks, being rude or disrespectful to adults.

Where necessary:

- Child sent to an assistant principal or vice principal
- Child sent to principal/Parents informed

~ If a child is involved in an incident of serious inappropriate behaviour in class then a member of the senior leadership team should be called.

~ Incidents of significance should be recorded by the teacher in the school CPOMS behaviour log.

**THE CHILD SHOULD ALWAYS BE GIVEN THE OPPORTUNITY TO REJOIN THE CLASS GROUP AND BEHAVE WELL AFTER EACH SANCTION.**



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### Red Cards

These may be given out in the playground to children that continue to break the **MRPA School Rules**, despite a warning and opportunity to correct behaviour. A child receiving a red card loses 5 minutes **Children's Choice time**. **Red cards** can link or count towards individual class reward systems. Where behaviour does not improve, children should be referred to class teacher or Learning Mentor where appropriate. Children should be encouraged to recognise which of the **MRPA School Rules** were broken, where appropriate completing 'What Did I Do Wrong?' sheet.

Incidents occurring relating to behaviour will be logged on the schools CPOMS behaviour monitoring system. This information will be monitored and used to inform areas to address on a school wide basis.

### Exclusion for Behaviour Outside of School

**Section 89(5) of the Education and Inspections Act 2006 gives headteachers 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**

Manchester Road Primary Academy understands that it has a duty to promote and encourage acceptable behaviour both inside and outside school. This duty of care is to safeguard and promote the welfare of all pupils in the school.

If a pupil is found to be taking part in non – criminal behaviour outside of school teachers have the power to discipline children in order to regulate their conduct in the community.

If a child is reported to the school for non – criminal behaviour or bullying which occurs off the premises (either that which is witnessed by staff or members of the community) the school can act in order to promote the welfare and safety of the children in school.

This misbehaviour could be when the pupil is:

- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

As with all incidents of unacceptable behaviour, each will be dealt with on an individual basis.

The consequences of non – criminal or bullying behaviour can only be issued by a member of the senior leadership team, the decision to do this **MUST** take place on school premises and **MUST** be carried out on the school premises.



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The sanctions can be issued in the following ways:

- Sanctions in school including loss of playtime/ dinnertime
- Loss of children's choice time/ minutes
- Setting up a behaviour record in order to monitor behaviour out of school
- In – School Exclusion
- Out of School Exclusion
- Permanent Exclusion

The school will consider carefully the circumstances surrounding any form of consequence for behaviour outside of school. It will act in line with the SEN policy, equalities policy, the safeguarding policy and only give consequences which are reasonable.

### Parental Involvement

As stated earlier, parental support is essential to maintain good behaviour. Parents need to be made aware of good as well as poor behaviour. Each classroom should have a system of communicating good work/effort/behaviour to parents on a regular basis. (In addition to Super Learning Hero certificates.)

If a child loses 10 minutes or more of **Children's Choice time** within one week, parents must be informed via the standard letter, which should be signed and returned to school.

If poor behaviour is not responding to the usual positive strategies then parents should be called to discuss further action. Children may be put on a behaviour moderating system i.e. Daily/Weekly written reports, or meetings between teacher & parent/carer/ Head.

### For More Serious or Continual Poor Behaviour

- Racial incidents are reported to the local authority and the Academy trust.
- Serious breaches of the school behaviour policy may result in exclusion for a *fixed term*.
- *Permanent exclusion* is a serious decision, likely to be the final step and a last resort, following a wide range of other strategies. (Please refer to the exclusion policy)
- In all cases of exclusion we follow the guidance provided by the LEA/DFE/ELT.

### Role of the Leadership Team

- To provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- To ensure that all new staff joining the school receive appropriate induction training
- To monitor the effectiveness of behaviour management techniques, both informally and formally, as part of performance management
- To review this policy every two years

**Reviewed by all staff September 2019**

**Updated September**

**2019**