Behaviour and Discipline Policy 2020 – 2023

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Electronic copies of this plan are available from	Mereside Primary Academy, Blackpool
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Date of next review	September 2023 (or as required)
Person Responsible for Review	Lauren Richardson (Assistant Head teacher)

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In response to COVID-19 (Coronavirus) and the return to school in September 2020, as a school we recognise that children's experiences during lock down will differ. We welcome all children back and provide a safe nurturing environment, where we all are always mindful of the differing experiences during lockdown and how this may impact of childrens' specific needs. We will support each child and be flexible in our nurturing approaches in response to how needs may change day to day.

In these unprecedented times it is important to refine our practice to ensure the health and safety of both adults and children on site. Therefore the following guidance will become part of our everyday provision and there will be the highest of expectations that these are followed at all times.

Children must:
▢ Follow any altered routines for arriving at or leaving school
▢ Follow instructions on hygiene, such as hand washing and sanitising
▢ Stay at least 2m away from other children and adults
▢ Follow instructions and stay with their identified group of children and no others
▢ Move around the school as instructed (for example, one-way systems, out of bounds areas, queuing)
▢ Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
▢ Not touch their mouth, nose or eyes with their hands
▢ Tell an adult if they are experiencing symptoms of coronavirus
▢ Not share any equipment or other items including drinking bottles
▢ Follow new rules about where and when break or play time is
▢ Use toilets in the way described by school staff
▢ Not cough or spit at or towards any other person
▢ Rewards and sanction systems where appropriate in individual bubbles

The specific rules are in addition to all existing Mereside Primary Academy rules in accordance with this policy.

Please note that coughing and/or spitting towards any other person will be classified as dangerous behaviour and will result in the most severe consequences, especially where intent is perceived.

Statement of general principles (AIMS)

Governors, staff, childrens and parents of Mereside Primary Academy agree that the values the academy is committed to promoting through its Behaviour Policy are:

Respect for each other and for oneself
Fairness
Equal opportunity
Inclusion

Alongside the FCAT values of:

Pride
Ambition
Respect
Resilience
Integrity
Excellence

and that our aims are:

1. Provide a consistent approach to understanding and responding to behaviour
2. To ensure everyone feels valued and respected and has an equal chance to do their best
3. To help children develop a positive attitude, self-respect and respect for others, and learn to take responsibility for their own actions
4. To understand and meet children's individual needs, especially those of vulnerable children
5. To ensure all achievements are recognised and celebrated
6. To create a caring, safe, purposeful and calm environment which promotes children's wellbeing
7. To develop positive and supportive relationships between children, parents, academy and the wider community.

These general principles can be summed up in the academy's vision statement:

Learning Together, Achieving Together

The purpose of this Behaviour Policy is to
- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure children complete their work;
- Regulate the conduct of children

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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have and anti-bullying strategy
- DFE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

How the principles are put into practice

Classroom management, learning and teaching

At Mereside Primary Academy we believe that all children have the right to learn and all teachers have the right to teach free from disruption.

Good teaching and learning is of key importance in improving behaviour in the academy. Teachers are responsible for ensuring that their classroom provides an effective learning environment and that the quality of the relationship between teacher and children is given utmost regard. Use of the Classroom Context checklist for Behaviour (Appendix 1 and 2) should be the first step in ensuring an effective environment.

Teachers and Teaching Assistants should at all times follow the principles of positive approaches to improve behaviour.

Academy Organisation

Classroom teachers have the core role in ensuring discipline. The Teachers' Standards (September 2012) state that a teacher must:

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to childrens' needs in order to involve and motivate them

- maintain good relationships with children, exercise appropriate authority, and act decisively when necessary.

Staff roles

Head teacher and Deputy Designated Safeguarding Lead
– Miss Samantha Upton

Assistant Head teacher – Mrs Lauren Richardson

Inclusion Lead / SENDCo / Designated Teacher for Looked After Children/ Designated Safeguarding Lead – Mrs Jane Walpole

Pastoral Team / Learning Mentors – Mrs Kayley Miller and Mr Ewan Mooney

Miss Upton, Mrs Richardson and Mrs Walpole, the Academy Senior Leadership Team (SLT) will meet with parents when it is necessary: for a

child to have a part-time timetable; to make final decisions on the appropriate level of sanctions including exclusions; to liaise with partner agencies, eg the Police. SLT and the Pastoral Team are responsible for the Behaviour Policy including liaison with Governors, parents and children; and overall academy ethos.

Mrs Walpole, the Special Educational Needs Coordinator (SENDCo) and Inclusion Lead, and Mrs Sarah Peck, will liaise with partner agencies, eg Educational Diversity Outreach Team, Educational Psychologists; advise class teachers in the drawing up and implementation of Person Centred Plans; advise on the impact of the Behaviour Policy on vulnerable children; make referrals to SERF units where necessary. Mrs Walpole is also the Designated Teacher for Looked After Children.

Mrs Walpole, the Designated Safeguarding Lead (DSL), supported by Katie Birt, Maria Lydon, Lauren Richardson and Samantha Upton will liaise with partner agencies where an Early Help Assessment has been put in place to best meet the needs of a child, and/or where safeguarding of the child may be an issue; be a first point of contact for parents; and inform class teachers of issues affecting children in their class so that safeguarding and support procedures can be applied appropriately to vulnerable children.

Mrs Miller (Pastoral lead) and Mr Ewan Mooney (Behaviour mentor) will provide support and advice to class teachers in dealing with behaviour issues; will liaise where necessary with parents; keep records of sanctions and provide information to the Headteacher; supervise children in the Galaxy and the Core; monitor behaviour on an ongoing basis and provide support where necessary.

They will provide pastoral support to children; carry out nurture and positive behaviour programmes in the Galaxy nurture suite and The Core; liaise with parents where necessary; monitor the impact of nurture programmes and other interventions; refer to appropriate services e.g. Bereavement Counselling Service, The Den.

Staff all staff in the academy are committed to and will:
- Implement the behaviour policy consistently
- Follow the expectations and values set out by the FCAT
- Take responsibility for setting the tone and context for positive behaviour
- Model positive behaviour by:
  o Being positive – smile and welcome all students, staff and visitors into the academy
  o Modelling respect and manners
  o Modelling emotional control
  o Highlighting the positives
  o Allowing thinking time when offering choices and consequences
  o Taking part in restorative practice
  o Welcoming fresh starts

- Where needed provide a personalised approach to the specific behavioural needs of particular children
- Record behaviour incidents in a timely fashion

Children are expected and will be supported to:
- Be Kind, Be Safe and Be Ready
- Develop and follow the expectations and values set out by the FCAT
  - Pride
  - Respect
  - Integrity
  - Excellence
  - Resilience
  - Ambition
- Make positive choices about their actions, having the confidence to seek support and advice, when needed.

Parents are expected to:
- Support their child in following the expectations of the children
- Inform the academy of any changes in circumstances that may affect their child's well-being or work
- Discuss any behavioural concerns with class teacher promptly
- Work with Mereside Primary Academy staff to address and review any educational, behavioural, emotional and/or social needs with their child

Child Support

In addition to the support provided through the pastoral team, positive behaviour is modelled and emotional health and well-being is taught through the teaching of PSHE and through the academy ethos as reflected in assemblies and the environment. Core Fylde Coast Academy Trust (FCAT) values such as pride, ambition, resilience, integrity, respect and excellence underpin everything we do, and children are taught their meaning and how to apply them in their lives.

More individualised support is provided via programmes run by the SENDCo and Pastoral Team as above, and through partner agencies such as Educational Diversity Outreach Team, Headstart, Trinity 1:1 Counselling - 'Pebbles' and 'Rip Curl' groups with a trained counsellor. There is the opportunity to undertake 'Why Try?', 'Sunshine Circles' (based upon Theraplay Principles), and there are 'Lego therapy' trained staff in the academy. Green club provision (protected Playtimes and Lunch times) is also made available to support children's social needs.

Staff Support

Appropriate training is provided to staff, eg Team Teach Safer Handling training, and training from external consultants. The Behaviour Policy and its implementation are regularly discussed at staff meetings. Pastoral Team meetings provide supervision support for staff dealing with significant behaviour challenge.

Class teachers and Teaching Assistants can turn to the Pastoral Team for specific advice and support related to a child in their class. Staff are urged to seek support and not to struggle unaided.

In the event of an allegation of misconduct being made against a member of staff, safeguarding procedures will be followed and staff supported following procedures set out in the Managing Allegations Policy. If a child is found to have made a malicious allegation against a member of staff, then disciplinary action will be taken.

Promoting Positive Behaviour at Mereside Primary Academy

All staff recognise the importance of getting the basics right when promoting positive behaviour. The Behaviour Checklists (appendix 1 and 2) should be referred to often by staff as a reminder of expected actions and responsibilities. Consistency is fundamental in forming positive relationships, trust and respect from children.
- Consistent and engaging environments
- Consistent and reinforced routines and rituals for behaviour around the academy
- Consistent simple rules and expectations – Be Kind, Be Safe, Be Ready.
- Consistent follow up: teachers taking responsibility for rewarding, action consequences and seeking support for behaviour interventions

Expectations and Values for all

FCAT expectations and values underpin all we do within the academy, and they apply to the entire academy community: staff, children, and visitors. These are clearly displayed throughout the learning environment and are referenced to when promoting positive behaviour and attitudes. (Appendix 3)

We use three 'Bee's' to support these expectations in our academy:

'Be Kind'
- With your words
- With your actions
- With your intentions

'**Be Safe'**
- With others
- For yourself
- In your environment

'Be Ready'
- To learn
- To listen
- To challenge yourself

These three rules can be used in all situations.

Class teachers may have agreed class rules that further develop the above charter.
The academy 'Bee's' are displayed throughout the academy.

Rewards and Sanctions

Good behaviour is encouraged at Mereside Primary Academy through a mixture of high expectations, consistent approach and an ethos which fosters self-discipline, restorative practice and mutual respect between children and between staff and children. We promote consequences, both positive and negative through our expectations to develop all children's understanding of cause and effect. There is a range of positive consequences to reinforce and praise good behaviour, and clear negative consequences for those who do not comply with the behaviour policy. Both are proportionate and fair and vary according to the age of the child and any other special circumstances that affect the child.

A positive approach

- At all times we speak to the children in a positive way.
- We speak about the behaviours that we want to encourage, rather than suggesting those which we do not.
- We draw attention to examples of good behaviour and children keeping to the rules, but minimise the attention given to children who show poor behaviour.
- We use "Do …." expressions, rather than "Do not …."
- We promote a calm atmosphere in the academy where <u>all</u> shouting is discouraged and where children move around in a quiet and orderly way.
- We use music to promote a calm mood.
- We start and finish each day and each session, where possible, with a positive thought or comment.
- We celebrate achievement in good behaviour and communicate this to the children and parents at every possible opportunity.

The use of positive and negative consequences

It has long been established that positive consequences are more effective than negative consequences in motivating children. By praising and rewarding positive behaviour, others will be encouraged to act similarly. A positive/negative ratio of at least 5:1 is an indication of an academy with effective rewards and sanctions system.

- House points – to be awarded to children who demonstrate that they are following our academy values
- Verbal praise
- Special responsibilities/privileges
- Phone calls and texts sharing positive news to parents
- Head teacher postcards home
- Stickers, stamps, and certificates
- Friday assembly
- Termly 'Bee' treat

Striking the right balance between rewarding children with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Teachers should follow the academy's system of rewards but may

also decide to supplement it with their own systems, eg table points, class rewards, stickers, postcards home etc.

Sometimes there is a need to use a variety of strategies, alongside rewards to promote positive behaviours from children. These are used to address low-level behaviours, aiming to redirect and diffuse potential difficulties. Examples are below:

- Non-verbal gestures (e.g eye contact, thumbs up etc)
- Praise
    o The child – catch them getting it right
    o Others nearby – highlight the positives
- Light hearted humour
- More positives than negatives
- Distraction
- Tactical positioning
- Quiet chat
- Reminder of the academy expectations
- Allow thinking time
- Change of face

Sometimes our children can display unwanted behaviours, which are not in line with our expectations or values. Our aim is to support all children to develop the skills and strategies to regulate their own emotions and take responsibilities for their actions. This requires positivity and encouragement from all staff when responding to these types of behaviours, offering reminders, choices and supporting children with a verbal warning before administering consequences. Any consequence must be fair and proportionate to the behaviour and applied consistently by all staff.

All staff in the academy, including Welfare and 'Club' staff, should use a graduated response when giving *consequences*.

- Verbal reminder of rules/expectations
- Choices offered including an appropriate consequence – clearly and concisely
- Allow 'thinking time'
- Find out what choice has been made
- Calmly enforce the consequence (positive or negative)

Appendix 5, shows the Pathway of support which clearly indicates the steps teachers should take to supporting a child in their classroom.

Most consequences will be applied by the class team, without the need for support from Behaviour Mentors or Senior Leadership, however support will be sought if behaviour starts to escalate. Some consequences require approval from a member of the Senior Leadership Team.
- On return to the classroom from any negative consequence the child and adult involved are invited to take part in restorative practice. (Appendix five)

- Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start. However, the apology should not be demanded or sought publicly.

Other sanctions used in the academy:

Seclusion
For more serious incidents, a child can be issued with a half day or full day seclusion. This will be used as an alternative to a fixed-term exclusion wherever possible and can only be issued by Miss Upton, Mrs Richardson or Mrs Walpole.
Parents will be informed of seclusions by phone call, followed up with a letter.

Fixed term exclusion
'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012)

At Mereside Primary Academy, all decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is deemed unsafe or unacceptable.

Permanent exclusion
A decision to exclude a child permanently should only be taken:

● in response to serious or persistent breaches of the academy's behaviour policy;
and;
● where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units inEngland 2012)

The Head teacher will make the judgement. In exceptional circumstances, it may be appropriate to permanently exclude a child for a first or 'one-off' offence or persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on academy premises.

In addition, the Academy Council also considers the following to be serious incidents which may result in the permanent exclusion of a student:
● Deliberate and persistant activation of the fire/evacuation alarm without good intent
● Repeated or serious misuse of the academy computers by hacking or other activities that are deemed inappropriate
● Repeated verbal or physical abuse of staff

- Persistent disruption and defiance that may or may not be directly linked to the Consequences system
- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)

Monitoring
Behaviour is monitored by class teachers, the Pastoral Team and SENDCo where appropriate.

Class Teacher responsibilities
- Early intervention and involvement of parent/carers when a pattern or concern is highlighted from the weekly analysis.
- Logging of antecedents, behaviours and responses on CPOMS, either by incident, daily or weekly report.
- Reflection on class routines and action of staff when analysing behaviour records.
- To seek advice, liaise with parents/carers and inform phase leaders, the SENDCO or SLT of any concerns.

Behaviour Mentors
- Support class teams analysing records for patterns and concerns.
- Deal promptly with any behaviours classed at Level 4 and above, recording the outcome and attaching relevant paperwork to CPOMs.
- Track involvement in interventions
- To monitor progress towards BESD targets set
- To liaise with and seek advice as appropriate with external agencies
- To inform SLT and SENDCo of any concerns or issues
- Log incidents on CPOMS, either by incident, daily or weekly report

Senior Leadership Team
- The team will monitor Behaviour Management files and tracking, supporting class teams to apply the policy consistently and effectively.

Reasonable Force

Staff authorised to use reasonable force:
Normally, only those staff who have been trained in TeamTeach, will restrain the child. However, all employees at Mereside Primary Academy are authorised by the Head teacher Samantha Upton to use reasonable force to control or restrain children should the need arise.

When reasonable force can be used:
Reasonable force can be used to prevent a child:

- **from hurting themselves or others**
- **from damaging property**
- **from causing disorder**

At Mereside Primary Academy, reasonable force can be used, for instance, to: separate children who are fighting; to physically move a child who is refusing to leave a room and thereby disrupting learning; to prevent a child from attacking a member of staff or another child. This list is not exhaustive. The decision to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parents will always be informed if their child has been restrained. A 'Use of control or restraint' recording form must be completed by those staff who have carried out the restraint and the incident recorded on CPOMS.

See the 'Control and Restraint Policy' for further details.

Taking account of individual children's needs

The academy recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual child.

Vulnerable children may require the adults in the academy to take account of their individual needs and circumstances when applying the Behaviour Policy. Vulnerable children are those described by Ofsted as 'at risk' in the education system and include:

Children with SEN or other disabilities; minority ethnic and faith groups, travellers, asylum seekers and refugees; children who need support to learn English as an additional language (EAL); children looked after by the local authority; sick children; young carers; children from families under stress; and any other children at risk of disaffection and exclusion.

The SENCO, along with behaviour mentors, will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the academy's safeguarding policy.

Behaviour Management in the Early Years

Many behaviour management principles apply throughout the academy. However, it is necessary to adapt some of the strategies used to ensure they are appropriate for very young children. The children within our Early Years setting will follow the same behaviour systems as the whole academy.

Staff working with children, understand that behaviour is a form of communication, and some children can enter the EY setting with limited communication skills. With this in mind, staff work diligently to establish boundaries and routine with all children and support parents appropriately to embed these out of school as well where needed.

Staff within the EY setting work to support children's PSED, by developing their self confidence and self awareness, to manage their feelings and behaviour and by making relationships.

The following are key points to bear in mind:
- It is important to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour, ie
  - Disengaged – the child is bored, unsettled or unhappy
  - Disruptive – prevents other children from learning
  - Unacceptable – violent or destructive behaviour
- Observations will be made to identify triggers for negative behaviour.
- In the first instance, staff will try to re-direct children by offering them alternative and positive options.
- When dealing with negative behaviour, staff will communicate with children at a level appropriate to their understanding.
- Positive behaviour will be reinforced with praise and encouragement. Unwanted behaviour will be challenged in a calm and firm manner.
- Staff will discuss concerns with parents at the earliest opportunity in an attempt to identify the causes of negative behaviour and share strategies for dealing with it.

Children with SEN and other Disabilities

The Education Act 1996 and the Equalities Act 2010 provide the statutory framework that underpins equality of opportunity for children with SEN or disabilities in accessing school education.

We recognise that we may need to employ further strategies for children who have additional needs and whose behaviour cannot be improved or managed through a 'blanket policy' that assigns consequences rigidly for given behaviours, as this can lead to discrimination against disabled children. At Mereside Primary Academy consequences will be applied with particular reference to the needs of the children. A consequence must be reasonable. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says *the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them*.

The reasonable adjustment duty in the legislation requires the academy to think ahead, anticipate the barriers that disabled children may face and remove or minimise them before a disabled child is placed at a substantial disadvantage. At Mereside Primary Academy the SENDCo, seeking support from additional agencies as appropriate, will provide advice to staff to avoid discrimination against these children and organise training where necessary.

This may include a Pupil Support Plan (PSP) developed in consultation with the parent, child and other appropriate staff. These plans are shared with all staff working with the children.

Dealing with Racially Motivated Incidents

The MacPherson definition of a racist incident is:

'any incident which is perceived to be racist by the victim or any other person' and is a hostile or offensive action against individuals or groups (including travellers) because of their skin colour, ethnic origin, cultural, religious or linguistic background or lifestyle.

Racist bullying and incidents may take many forms such as of physical assault, intimidation, verbal abuse, property damage, propaganda and incitement.

Examples of racist incidents include;
- Refusal to cooperate with others on the grounds of their race, colour, ethnicity or that of their family
- Racist remarks or jokes
- Assault
- Promotion of racist material
- Racist graffiti
- Name calling

The way in which a racially motivated incident is dealt with will depend on a range of factors including the seriousness of the incident, the age and understanding of the children involved and the context. The academy's behaviour policy sanctions will be applied to the situation as appropriate involving discussion with the child's parent or carer.

It is important that all incidents are dealt with quickly, sensitively and consistently. This will include;
- Supporting the victim
- Explain to those responsible and any onlookers what is unacceptable about the incident;
- Plan action for the bully and the victim
- Contact parents of those involved
- Record the incident and action taken on CPOMS
- Inform Governors termly
- Report the incident to the LA using the racist incident monitoring form located with Mrs Walpole.

Bullying

We believe that bullying of any kind is unacceptable at our academy. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING academy. This means that anyone who knows that bullying is happening is expected to tell the staff**.**

What Is Bullying?

There are a number of definitions of bullying but all definitions include the following characteristics:
- that it tends to be repetitive or prolonged
- that it involves an imbalance of power

The main types of bullying are:
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic   - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumors, teasing

Taking action

1. Complete an incident log on CPOMS. This should be done by the member of staff in whom the victim has confided or jointly with the parent and child if reported in this way.
2. Alert the incident to:
   i. the victim's class teacher;
   ii. the class teacher(s) of the alleged bullies;
3. The class teacher of the victim will investigate the report of bullying, working with other staff as appropriate;
4. Report outcomes of investigation to parents/carers of the victim and the perpetrator
5. A follow up will take place with the victim after a couple of weeks and parents contacted and updated

Preventing bullying at Mereside Primary Academy

At Mereside Primary Academy we adopt a proactive approach to bullying. Through assemblies, the academy rules, and recognising and modelling positive behaviour we are committed to ensuring that the academy community work together to create a happy, safe, caring and stimulating learning environment. We continually reinforce the importance of treating others well rather than simply reacting to incidents when they occur. We raise awareness of bullying through the academy curriculum, particularly PSHE, and ensure children have the opportunity to talk about bullying through circle time.

All incidents of bullying will be recorded.

Appendix 1:
Classroom Checklist for Behaviour

<u>Planning and Organisation</u>

Action	Suggestion
Is there a clear visual timetable of the day?	Display and make reference to your visual timetable - use symbols and colours if needed
Are strategies from outside agencies considered when choosing tasks?	Pupil SEN files - SEN resources - Class Provision Maps - Behaviour Mentor Advice.

<u>Delivery</u>

Action	Suggestion
Are pupils given processing time before responding to questions?	Advance notice e.g. In a few minutes … Everyone think for a minute ...
Do pupils know how long they have for a task?	Visual reminder of time - clock - timer - verbal reminder.

<u>Resource</u>

Action	Suggestion
Are the seating arrangements inclusive?	Ability groups - mixed ability - gender - behaviour - ethnic minorities - disability
Do pupils have access to resources to support their learning?	Resources on table - resource trays labelled clearly - model and encourage the use of resources such as dictionaries.

<u>Teaching Assistants and Other Adults</u>

Action	Suggestion
Where will any adults sit?	Consider where the TA or OA should be at each stage of the lesson. Sat on the floor, at a table in class or outside.
Does the TA or OA understand their role in the lesson?	Discuss/give planning in advance - direct during lesson - deal with misunderstandings quickly and sensitively.

<u>Pupils</u>

Action	Suggestion
Do pupils have a clear understanding of classroom expectations?	Be Kind, Be Safe, Be Ready on display and regularly referred to - explicit lesson objectives and success criteria.
How is positive behaviour recognised and rewarded?	Use praise liberally - reward systems, display work, communicate to parents and other staff.
What strategies are in place to support pupils with predictable behavioural difficulties?	Seating arrangements - deployment of TA or OA - pre-empt triggers - quiet area - distraction.

Appendix 2:
Classroom Checklist for Behaviour

Organisation			
	Agree	Not Sure	Disagree
Equipment easily accessible			
Furniture arranged to best effect			
Appropriate temperature and ventilation			
Adequate lighting			
Seating plan in place			
Materials well labeled and located			
Ease of movement in the room			
Appropriate storage of pupils' belongings			
Pupils are grouped appropriately			
Pupils are placed reflecting social relationships			
Room organization meets differing curriculum demands			
White board easily seen			
Classroom is inviting			
Quiet area available			
Displays are high quality			
Information board is up to date			
Acoustics are adequate			
The classroom is clean and tidy			
The classroom is well decorated			
Teacher			
Teacher arrives at lesson/classroom before pupils			
Teachers voice is clear and tone appropriate			
Instructions are clear			
Questions are challenging, interactive, purposeful and differentiated			
Timetable is arranged to best effect			
Peer support is used where appropriate			
Teacher has an awareness of the support needs of vulnerable			
Teacher is familiar with and understands the requirements			
Classroom Behaviour Plan			
Rules			
Are few in number and clearly phrased			
Are understood by pupils			
Are regularly referred to and reinforced			
Are positively framed			
Are clearly displayed in the classroom			
Behaviour to meet rules are taught			
Positive recognition for appropriate behaviour			

Incentives are valued by pupils			
Is awarded fairly and consistently			
Is clearly related to positive behaviour			
Links with academy incentive system			
Negative consequences for misbehaviour			
Are related to behaviour			
Are administered fairly and consistently			
Are understood by all			
Are within a clear hierarchy of severity			
Are not harmful or humiliating			
Change behaviour			
Established Routines			
Entering the classroom			
Distribution and collection of materials/equipment			
Gaining teacher's attention and assistance			
Transition between activities			
Teacher gaining attention of the class			
Clearing away			
Homework completion			
Group work			
Late arrivals			
Seating			
Close of lesson feedback			
Exit from the classroom			

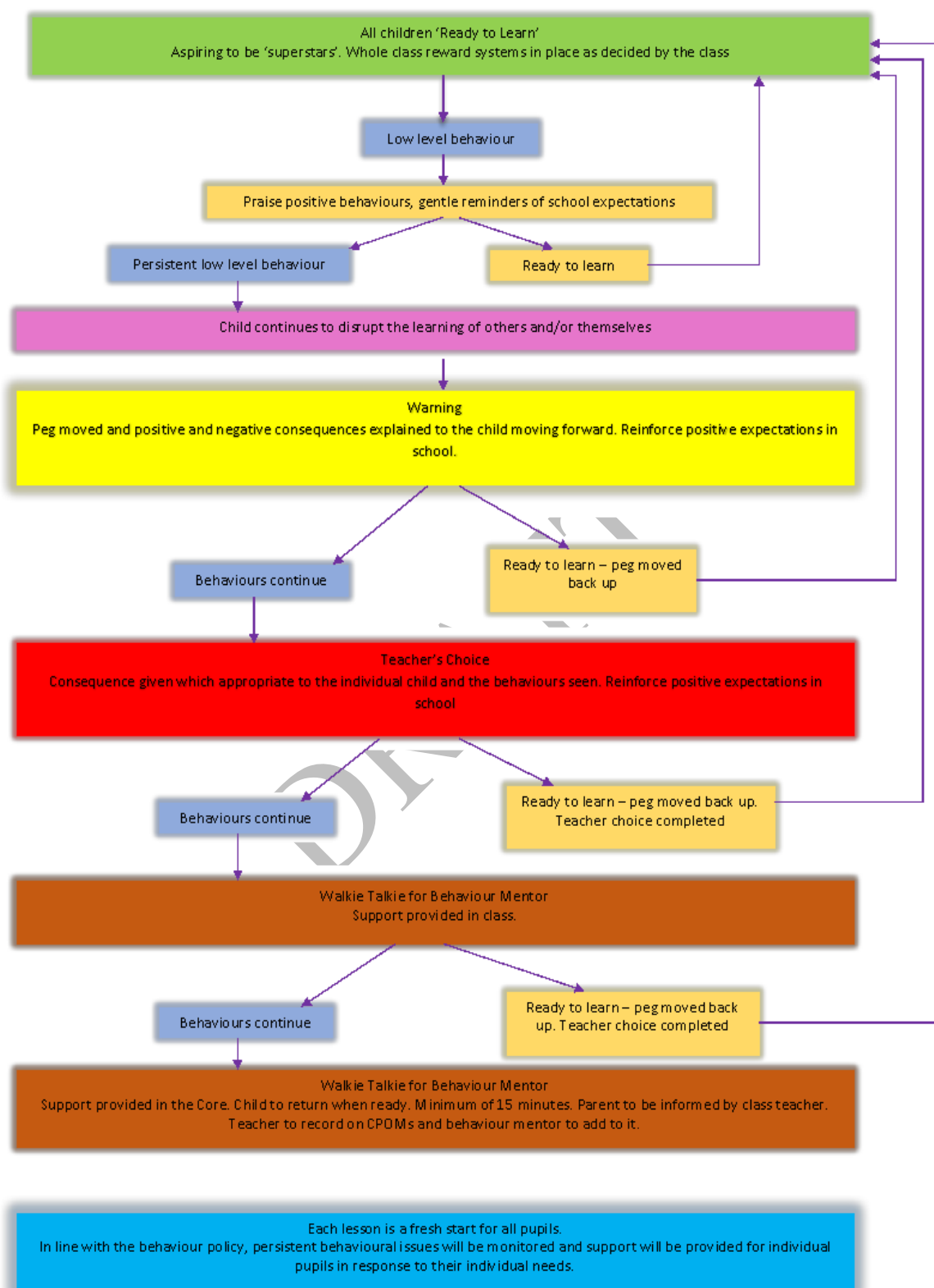| Key points for Action: |
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Appendix 3:
FCAT Core Values

Appendix 4:
Examples of Restorative Practice Questions

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

This will be added to once all staff have been trained

Appendix 5:
Behaviour Pathway of Support

All children 'Ready to Learn'
Aspiring to be 'superstars'. Whole class reward systems in place as decided by the class

Low level behaviour

Praise positive behaviours, gentle reminders of school expectations

Persistent low level behaviour

Ready to learn

Child continues to disrupt the learning of others and/or themselves

Warning
Peg moved and positive and negative consequences explained to the child moving forward. Reinforce positive expectations in school.

Behaviours continue

Ready to learn – peg moved back up

Teacher's Choice
Consequence given which appropriate to the individual child and the behaviours seen. Reinforce positive expectations in school

Behaviours continue

Ready to learn – peg moved back up. Teacher choice completed

Walkie Talkie for Behaviour Mentor
Support provided in class.

Behaviours continue

Ready to learn – peg moved back up. Teacher choice completed

Walkie Talkie for Behaviour Mentor
Support provided in the Core. Child to return when ready. Minimum of 15 minutes. Parent to be informed by class teacher. Teacher to record on CPOMS and behaviour mentor to add to it.

Each lesson is a fresh start for all pupils.
In line with the behaviour policy, persistent behavioural issues will be monitored and support will be provided for individual pupils in response to their individual needs.

Appendix 6:

Mereside Primary Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)