

Behaviour Policy

This policy sets out the expectations for behaviour at the academy. The Academy Advisory Board, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for those who do not behave appropriately. Although this is a necessary element of any academy's approach, our emphasis is firmly on positive encouragement and promoting good relationships.

This policy includes the Anti-Bullying Policy and makes reference to the E-Safety Policy and Positive Handling Policy.

This policy should also be read in conjunction with the following other policies as stated:

- E-safety policy
- Anti-Bullying Policy
- Health & Safety Policy
- Safer Recruitment Policy
- Complaints Policy
- Codes of Conduct
- Equality and Diversity Policy
- Staff Induction Policy
- Whistleblowing Policy
- Safeguarding Policy

There is one approach to behaviour management across the academy at all times;

Good to be Green

All classes and teachers use the traffic light system called '**Good to be Green**'. The expectation is that all children start the day on green and that this 'green behaviour' will be reinforced throughout the day through praise. 'eg: this table is showing green behaviour, they are all sitting how we expect...' Each lesson, children start on green and the expectation is that they finish the lesson on green. Amber is used as a warning to those children who don't display green behaviour, for example: talking when it is not appropriate. Children should be moved to amber temporarily and it should be made clear to the pupil at this point what they need to do to be put back on green. Red should be used when children **choose** not to show green behaviour. Children should be moved back to green as soon as they display green behaviour. The traffic light system should also be embedded for lunchtimes. (Appendix 4) It is important that staff contact the parents of any child who is moved onto amber and red frequently so that support can be offered. SLT should also be involved at this point.

Roles and responsibilities

It is the responsibility of all staff to follow the behaviour policy.

All adults have a duty of care to the children in our academy and cannot abdicate responsibility for any child or behaviour seen that is not of a green standard. It is the responsibility of all staff to ensure that high expectations are enforced at all times of the day and in all contexts. Staff should liaise with a member of SLT to discuss concerns regarding behaviour and involve parent/carer/external agencies if necessary.

SLT will offer support for behaviour across the academy, including preventative measures. Some staff are trained using Team Teach de-escalation strategies. (All SLT are Team Teach trained)

Language

All adults are insistent, consistent and persistent in their adherence to and reinforcement of the behaviour policy. Consistency in the language used will ensure that expectations are clear. Examples of language used by adults:

- You need to
- Well done, that is the green standard of sitting/walking/listening etc.
- To be in green you need to.....
- In our academy we.....

Reporting arrangements

All behaviour should be dealt with in the first instance by the adult witnessing or present. Serious incidents of behaviour should be recorded on SIMS in line with the recording behaviour procedures. (Appendix 1)

Rewards

There is a whole school reward system in place across the school called **pupil reward points**. Children can earn points for good behaviour, good work and any other aspects decided upon by the staff member in charge of the children at that particular time. Pupils can spend their points in the academy's Swap Shop. There are lots of other positive reinforcement measures the academy uses, including texting parents, weekly merit winners and other incentives.

(See Appendix 3 for more detail)

Green attitudes to learning

In order to achieve the best outcomes for pupils, the academy promotes the '**5 Rs of Learning**.'

- Readiness
- Resilience
- Resourcefulness
- Reflectiveness
- Responsibility

Pupils have opportunities to earn pupil reward points throughout the day when they demonstrate green attitudes to learning.

Sanctions and consequences

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied as appropriate to the particular situation or circumstance of the behaviour. Each classroom in years 1 to 6 has a set of traffic lights displayed in a prominent place. All pupils start each day on green.

- If a child shows red they will be advised that they are not showing a green behaviour – classroom/behaviour management strategies will be used to address the behaviour.
- **Pupils will always be given the chance to make the right choice.** If the pupil makes the wrong behaviour choice, his/her name will move to amber, and the pupil will be given the chance to make the right choice and be moved back to green. If the pupil continues to show 'red' behaviour, their name will be moved up to red. At this point, sanctions will apply. These will be at the teacher's discretion. (Appendix 3)
- Appendix 3 is a written **guide** as to how Good to be Green is used and the types of behaviour which **may** constitute each behaviour type. This is not an exhaustive list.
- If a child threatens, hurts, bullies or acts inappropriately towards another child, staff will record the incident in line with the Recording Behaviour policy and/or the Anti-Bullying Policy (Appendix 2).

- At the discretion of a member of a member of SLT, all or some of the stages detailed above may be bypassed, if the behaviour is sufficiently serious.
- Where there is persistent poor behaviour parents will be contacted to discuss next steps.
- If poor behaviour continues decisions will be made by the class teacher and SLT regarding next steps. If a seclusion or exclusion is deemed necessary, this will be done in consultation with all stakeholders. (See Appendix 3 for more detail)
- If a parent refuses to support the use of any sanction, the child will receive a fixed term exclusion.

Inappropriate conduct beyond the school gates

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head teacher will consider the appropriate disciplinary action against the pupil who made it.

At Mersey Primary Academy we view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Curriculum and assemblies

Behaviour management must be supported by a strong curriculum, intent on developing and fostering respect. Assemblies focussing on behaviour, respect, manners, attitudes etc. will occur regularly throughout the year. A strong PSHE curriculum will support these aspects in class. The academy has regular themed weeks to focus on behaviour and wellbeing; for example, anti-bullying, e-safety and British Values.

If an incident occurs either before or after school, involving a pupil and is reported, then all necessary measures will be taken to deal with this in line with the behaviour policy. This will include notifying the parents of any incidents and involving other agencies as appropriate. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises in the following circumstances.

When the child is:

- taking part in any school-organised or school-related activity

- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school.

When they misbehave at any time:

- could have repercussions for the orderly running of the school
- could pose a threat to another pupil or member of the public
- could adversely affect the reputation of the school

This includes any reported incidents occurring on-line which involve pupils at the academy. (see E- Safety Policy)

Restorative Practices

At the academy all staff, within their duty of care, work **WITH** people. Wherever possible, fair processes and responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

Restorative Questions

To respond to challenging behaviour	To help those harmed by others actions
What happened?	What did you think when you realised what had happened?
What were you thinking about at the time?	What have your thoughts been since?
Who has been affected by what you did?	How has this affected you and others?
What do you think you need to do to make things right?	What has been the hardest thing for you?
	What do you think needs to happen to make things right?

Searching pupils

Senior staff at the school are able to search pupils with consent for any prohibited item or items.

Confiscating prohibited items

Senior staff have a legal right to confiscate an item. That item would usually be returned to the pupil at the end of the day. If the item is deemed to be dangerous, to have been used or there is intent to be used to commit a crime, the academy will hand over the item to the police.

Monitoring and review

The SLT monitor this policy regularly and make any necessary improvements following review. EAB members are invited to review the application of the behaviour policy during visits to the school.

Ratified at AAB:

Appendix 1

Recording Behaviour Incidents on SIMS– Guidance

What to record on SIMS:

Staff to record Red 1 + 2 incidents and SLT record Red 3 + 4 incidents

Behaviour types to be used:

One of the following Red 1-4 (Red 1 + 2 by teaching staff and Red 3 + 4 by SLT only)
Any behaviour beyond Red 2 must be referred to a member of SLT

Guidelines for recording

On the record please state where the incident has taken place and when eg Outside morning break. If more than one child is involved use linked students. Ensure correct categories ticked on SIMS including Red X and also any sanctions issued.

Appendix 2

Anti-Bullying Policy

We must ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

There is no legal definition of bullying. However, Mersey Primary Academy agree on the definition provided by the Government's own website, www.gov.uk.

Bullying is usually defined as behaviour that is:

Repeated

Intended to hurt someone either physically or emotionally

Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It can take many forms and can include

Physical assault

Teasing

Making threats

Name calling

Cyberbullying – bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying IS NOT

- Falling out with your friends
- Someone not wanting to play with you
- Someone hurting you accidentally during a game

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children and young people do sometimes fall out or say things because they are upset. When occasional problems like this kind arise it is not necessarily classed as bullying unless it is done repeatedly and on purpose

Cyberbullying

On-line bullying is a different form of bullying and can happen all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. On-line bullying can be individual or group behaviour that includes hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore; we embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety policy.

Bullying outside the school environment

Schools have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or elsewhere in the vicinity of the school.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying.

The following steps will be taken by the anti-bullying co-ordinator when investigating allegations of bullying:

- Listen. Talk. Discuss as fully as possible the circumstances with the complainant.
- Identify all people involved. This will include the alleged perpetrators, witnesses, friends.
- Investigate fully and in a timely manner. This will mean interviewing all people identified at the discussion stage.
- Scan and transfer all evidence to CPOMS. Record fully the allegation, the processes and outcomes.

- Continue to outcomes meeting, with parent/carer and complainant. Possible outcomes could be:
 - Use age appropriate sanction (refer to Behaviour policy)
 - Restorative Circle
 - Support Group Approach
- If there is a proven case of bullying, the appropriate bullying forms will be completed

Pupils who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a named member of staff (the child's choice)
- offering continuous support
- restoring self-esteem and confidence through a bespoke intervention programme

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps may be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of academy at certain times for a period of time
- A period of seclusion at a partner academy
- fixed-term exclusion
- permanent exclusion.

Governing Body

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Head teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Appoint a member of the governing body to have a specific responsibility for bullying.

Head teacher

The Head teacher is responsible for implementing the anti-bullying policy and will ensure that:

- Bullying is addressed as an issue in the curriculum.
- All staff receive training that addresses bullying behaviour.
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying.
- A senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school.

All members of staff will:

- Provide children with a good role model .
- Provide children with a framework of green behaviour including class rules which support the school policy .
- Emphasise and behave in a respectful and caring manner to create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying .
- Report all allegations of bullying following the school's policy .

Parents/Carers

We expect that parents/carers will understand and be engaged and support the academy in everything that is being done to make sure their child enjoys and is safe at the school and that they will support us. The aim is for them to feel confident that everything is being done to make sure their child is happy and safe at school.

Pupils

We expect that pupils:

- will support the Head teacher and staff in the implementation of the policy.
- will not be a bully, or encourage and support bullying by others.
- will tell an adult if they are being bullied, usually either a member of staff or parent .
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

This policy should also be read in conjunction with the following other policies as stated:

- E-safety policy
- Health & Safety Policy, Risk Assessments
- Safer Recruitment Policy
- Complaints Policy
- Codes of Conduct
- Equality and Diversity Policy
- Staff Induction Policy
- Behaviour Policy
- Whistleblowing Policy
- Safeguarding Policy

Appendix 3

Possible rewards	
<p>Following the academy rules. Displaying positive learning behaviours</p>	<ul style="list-style-type: none"> ○ Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the academy rules, good attendance and punctuality and displaying positive learning behaviours .Pupils’ points are recorded electronically and the points gained can be swapped for prizes at the academy’s swap shop ○ celebration assembly- selected pupils’ work is celebrated in a weekly assembly ○ other rewards include positive verbal feedback, stickers, certificates and badges and texts home
Possible Consequences	
Amber 1	A warning can be given for low level disruptive behaviours such as swinging on chairs, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
Amber 2	The pupil’s name will be recorded at this point. Remind pupil why they are now on an amber and ask to choose to correct their behaviour.
Amber 3	At this point the pupil may leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class.
Red 1	A red 1 will lead to playtime detention. Also the child may be asked to miss academy clubs at the discretion of the class teacher. This escalation is for repeated amber behaviour.
Red 2	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, threatening behaviour, foul and abusive language/body gestures. Possible lunchtime detention issued . This may increase to several lunchtime detentions, dependent on the misdemeanour .
Red 3	Attempted assault without injury, breakage or damage eg tipping chairs/tables or when physical intervention has had to be used – Period of seclusion in house and/ or a number of playtime/lunchtime detentions. Parents informed by the academy and possible activation of behaviour plan/external agency involvement.
Red 4	For persistent Red 1, 2 and/or 3 behaviour, where detentions and in house seclusions have been ineffective, seclusion at a sister academy for an agreed period of time, and/or possible activation of behaviour plan/external agency involvement. Possible fixed term exclusion. Physical assault, damage to property, proven allegation of bullying, bringing prohibited items into school eg knife - Parents to attend meeting with a member of SLT. Fixed term exclusion or permanent exclusion.
<i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated</i>	
	<p><u>Sanctions to be put in place as appropriate for persistent red behaviour:</u></p> <ul style="list-style-type: none"> ● Letter home to parents ● Report card to monitor behaviour over a set period of time ● Meeting with parents with a member of SLT ● Meeting with external agencies ● Lessons in seclusion from the class, the pupil will earn back the right to go back into class. ● Isolation /exclusion at lunchtimes ● Behaviour contract ● Behaviour management plan ● Seclusion at partner academy ● Agreed timetable variation ● Fixed term exclusion ● Managed move to another academy temporary or permanent. ● Permanent exclusion