



Behaviour Policy
Regis Manor Primary School

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1. Statement of Intent

At Regis Manor Primary School we believe that every child can succeed when given the right opportunities and a purposeful atmosphere to learn in. We believe that a positive approach to behaviour management is the key to this alongside a restorative approach when things go wrong. The following policy outlines the schools approach to behaviour management which is endorsed within the ethos of the school and its staff.

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside of normal school hours.

At Regis Manor we strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

High expectations of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

2. Inclusivity and Equality

We are an inclusive school, we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the school's Equality and Diversity Policy are reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard all members of the school community. We recognise that some children may need additional support to meet behaviour expectations.

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

3. Restorative Justice

We believe that the systems set out below will help most of our children learn

in a positive environment. However we accept that children sometimes make negative choices that can affect not only their own learning but the learning of others. We do not believe that just giving a child a sanction is the key to helping this child to change their behaviour rather we believe in the

need to educate the children about the implications of their actions. This restorative approach often involves the children talking to each other about what happened, how it made them feel and therefore help develop their emotional intelligence. By developing an understanding of how their behaviour affects others we believe that children will begin to act more positively.

There are a variety of restorative approaches that the staff are trained in and use on a regular basis however one of the ones used most regularly is sharing circles where staff get together all of the parties involved in the incident and taking it in turns the children discuss what has happened and are encouraged both to listen to each other and reach a conclusion about how we are going to move forward. It is important to listen to everyone's views as often the 'perpetrator' of an incident was driven by something smaller and it is important that everyone understands the implications of their actions.

4. The Peg System

Each class has a peg board similar to that pictured below which children can move up and down with 5 steps. Children begin their journey in the middle of the system at 'ready to learn' and can be moved up for showing positive behaviour choices, showing personal excellence in their work or managing to turn around negative choices. Equally children can be moved down the ladder through poor behaviour choices and given clear expectations and opportunities to move back up the ladder. The focus is always on reinforcing positive behaviours.

5. Merits

Merits can be earned in a variety of ways such as:

*Reaching the top of the peg ladder.

*Completing learning activities above and beyond expectations. *Going above and beyond to contribute positively to the school community.

Children collect merit stickers in their own reward chart aiming to complete their booklet (25 stickers in total). When children complete their merit book they will be awarded a certificate in assembly and can take home completed merit charts to their parents to share and celebrate their success.

Every child is in one of the school houses (ruby, diamond, sapphire

and emerald) and each week the merit points are added up across the school to see which house has won. There is also an overall term house winner.

The school houses play an important part in everyday school life and are celebrated both in weekly assemblies but also in classroom displays. Each merit book is in the same colour as their school house.

6. Class Rewards

Each class can have a class reward scheme where children collect points towards a reward – this can vary from class to class and could include things like marbles into a jar, coins or stickers. As a class, children aim to reach their class target to achieve a class reward (this is for the whole class regardless of how much input they have had into collecting). Each class will have a budget that they can allocate on rewards over the year.

How long it takes children to collect their class reward can be dependent on the age of the class and their individual needs. The challenge/target set by the class teacher should be challenging for their class but not unreachable. The children may also be involved in conversations with their teacher as to what rewards they would like to earn to ensure they are engaged. This could include (and is not limited to) film afternoons, extra playtime, cooking, etc. As an additional incentive the children will know that when they have reached 2-5 points (vary by class) then they can choose an instant reward from a selection and play it instantly in order to give immediate feedback (this should only be a 5 minute game).

7. Sanctions

While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible. When children reach the bottom of the behaviour ladder individual class teachers will make the decision about an appropriate sanction for that child based on their behaviour choices. These consequences may be necessary without the use of the peg system depending on the behaviour displayed. This could include (and is not limited to):

- Staying in to complete work
- Being sent to phase leader
- Time out within partner class
- Missing part of a break or lunchtime
- Alternate break or lunchtime provision
- Internal exclusion

All pupils will be given the opportunity to have a restorative conversation to help them take responsibility for their behaviour, understand the impact their choices have had on themselves and others and find ways to think of an alternative behaviour choice in the future. The conversation will take different

forms depending on the age of the child.

Class teachers will inform parents, either verbally or through contact books, when a sanction has been put in place (for example - if a child reaches the bottom of the ladder). We will work collaboratively with parents to try and ensure that the behaviour does not become a regular occurrence by putting in place structures to support the child.

There are times when children cannot work within the peg system as they find it difficult to turn around negative choices and so may have an individual reward/consequence system setup by the class teacher in discussion with the child's parents.

8. Gold Award

Each week in our celebration assembly each class will nominate a child to receive the gold certificate (staff nominate a child weekly by completing an online form). This is a chance to celebrate a child's personal achievement – it could be an excellent piece of work, putting in extra effort or something that they have achieved personally that week (e.g. making more positive decisions).

The children get presented with their Golden certificate in assembly and where possible have their piece of work attached to share with the rest of the school and take home to share with their parents.

Gold book winners are celebrated with parents weekly via Weduc.

9. Playtimes/Lunchtimes

During playtime MDMS encourage positive behaviour using a variety of strategies. Children will be given specific stickers that highlight a key skill that they have demonstrated during their lunchtime. (E.G. Today I have been caught sharing, today I have been caught tidying up!)

Alongside a restorative approach we accept that children can make negative choices during these unstructured times and when this happens children have 5 minutes timeout either in the hall at designated 'calming' table. Each class is allocated a lead MDMS who record incidents in a class book and inform the class teacher at the end of each lunchtime. If this is unsuccessful then the chart below indicates the usual lines of support for both the staff and child. In serious events (for instance – a physical altercation) the Deputy Headteacher or Head of School will be contacted immediately.

For children who find the lack of structure at lunchtimes challenging, 'Lunch Bunch' provision is in place to provide structured adult-led activities in a calm setting. Access to Lunch Bunch provision is monitored by the inclusion team in coordination with teachers.

Who do I go to (after speaking to the class teacher)?	
Phase Leader	Mrs E King – Nursery and Year R Miss D Hammond – Years 1 and 2 Mr C Pettett – Years 3 and 4 Mr E Fincham – Years 5 and 6
Deputy Headteacher	Miss C Beevis, Mrs K Low
Head of School	Mr M Perry

It may also be appropriate to contact the FLO (Mrs S Best) or the Inclusion Team to provide additional support to the children.

10. Educational Needs and Disability (SEND) and Vulnerable Individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Timetabled Thrive Practitioner intervention.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier

to learning and impacts on the pupil's behaviour.

- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

11. Risk Assessments and Risk Reduction Plans

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

12. High Level Behaviour

In some cases children may present with extreme behaviour that does not fit within the boundaries setup below. In the first instance staff will try to distract

the child and redirect their attention to deescalate the situation.

In every circumstance every effort will be made to intervene before a child gets into crisis. As a school we will look at each child individually to try and identify the triggers for children and then avoid these and/or provide the

children with strategies that will help to support them to make positive choices.

Some responses that staff may use to approach these situations are outlined below. This is not an exhaustive list and are just an example of some strategies used within school.

<p style="text-align: center;">Low Level Behaviour – Anxiety, Refusing to Cooperate, Disruption etc</p>
<ul style="list-style-type: none">-Read body language and behaviour-Intervene early to remove sources of frustration-Offer reassurance including physical prompts,-Explain clearly what is happening and what will happen next-Communicate – ‘Talk and I’ll listen’-Use appropriate humour-Display CALM body language-Talk slow and quietly-Assess the situation-Divert and Distract by introducing another topic or activity
<p style="text-align: center;">Medium Level Behaviour – Higher tension, belligerent/rude/verbally aggressive, aggressive postures, persistent disruption, challenges ‘I will not...’</p>
<ul style="list-style-type: none">-Continue low level responses-State desired behaviours clearly-Use distraction to refocus attention on something positive-Set clear enforceable limits-Offer alternatives and options-Offer clear choices-Give a get out with dignity-Remove audience-Seek support from experienced staff as needed
<p style="text-align: center;">High Level Behaviour – Physically aggressive behaviour, endangering themselves and/or others</p>
<ul style="list-style-type: none">-Continue low and medium level responses-Make the environment safe-Guide assertively (hold only when necessary)-Ensure face, voice and posture are supportive and not aggressive

Any child who has needed any of the above will need time to recover and calm down – they will need space and time. This is often not the correct time to explain to the child the mistakes they have made – this will need to happen later. They will need a safe place and the adult with them should look for signs that they are ready to communicate.

12. Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practiced by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort is made to ensure that all staff at Regis Manor Primary clearly:

- i) understand the Positive Handling Policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- ii) are provided with appropriate training to deal with these difficult situations should they occur.

The DfE Use of Reasonable Force Advice for headteachers, staff and governing bodies 2013 states that: All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

13. Exclusions

Exclusion will only be considered after all possible strategies and resources have been explored. Please see the exclusions policy for further information on exclusions. Exclusions can take the form of 3 types:

- Internal Exclusion

Internal exclusion is used for serious incidents and is authorised by the Head of School. Internal exclusion means a period of time in school working away from their class. This may involve a child being taught in another classroom with appropriate work and/or being excluded from their usual playtimes. Parents

and carers are informed.

- Fixed Term Exclusions

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school which can be the school day and/or for lunchtimes. The Head of School may exclude a child for one or more fixed periods for up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

- Permanent Exclusion

The Head of School has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Head of School may permanently exclude a child for persistent or serious misbehaviour. It is also possible for the Head of School to convert a fixed term exclusion into a permanent exclusion.