

Merchants Academy Primary School- Behaviour Policy Principles

This policy sits alongside the Venturers Trust Policy of 'Belonging, Behaviour and Engagement'. It links with Venturers Trust Special Education Needs and Disability (SEND) Policy

MAP is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

MAP Behaviour Principles recognise the fact that at our school, our approach is 'trauma informed' and we understand that behaviour is communication:

Imagine a coke bottle, shake it once 'That's having an argument before school'

Shake it again, 'That is being tired or hungry.'

Shake it again 'That is finding your learning hard.'

Would you open the bottle?

It is crucial that we separate the child's behaviour from the child, it is not who they are, it is symptomatic of the circumstances.

Aims of the behaviour policy:

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and students that:

- Encourage students to recognise that they can and should behave well and staff will help them to do so
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

MAP principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include different rewards to reinforce positive behaviour.

At our school, all staff:

- Take time to welcome students at the start of the day- meeting and greeting as they enter school and the classroom.
- Encourage children to update their classroom 'zones of regulation' and staff to respond accordingly
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

At our school, the Head teacher and the Senior Leadership Team:

- Are a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Expectations of Behaviour

We have a "NO TOUCHING" policy, whereby the inappropriate touching of anyone else's person e.g. fighting, pulling, pushing is unacceptable.

IN CLASS

We expect the children to make the right choices by:

- Doing as they are asked by any adult,
- Listening carefully and following instructions,
- Stopping on signal,
- Putting their hands up when they wish to ask a question,
- Being honest,
- Maintaining an appropriate noise level,
- Being polite and kind to peers and adults,
- Behaving in a way that keeps themselves and others safe,
- Treating all property with care,
- Co-operating and being helpful,
- Using appropriate language.

WHEN EATING AT LUNCHTIME

We expect the children to make the right choices by:

- Keeping the noise to an acceptable level,
- Not dropping unwanted food / paper on the floor,

- Putting up their hand if they need help from a dinner supervisor,
- Coming in and going out quietly (no running),
- Having good table manners,
- Doing as they are asked,
- Keeping the rooms tidy and clearing up their own mess,
- Behaving in a way that keeps themselves and others safe,
- Co-operating and being helpful,
- Treating all property with care,
- Using appropriate language,
- Being polite and kind to peers and adults.

IN ASSEMBLY

We expect the children to make the right choices by:

- Coming in and going out in silence,
- Sitting without interfering with other children,
- Putting up their hands when they are asked a question,
- Showing respect to those leading the Assembly,
- Participating appropriately.

IN THE PLAYGROUND

We expect the children to make the right choices by:

- Doing as they are asked by any adult,
- Showing respect and being polite and kind to peers and adults,
- Behaving in a way that keeps themselves and others safe,
- Co-operating and being helpful,
- Treating all property with care,
- Using appropriate language,
- Stopping on the whistle and lining up quietly,
- Going to see the person on duty if there is a problem,
- Being self-controlled and avoiding retaliation if there is a problem,
- Moving around showing awareness of others,
- Not play-fighting.

All staff, parents and children will be made aware of these expectations which will be reviewed regularly.

<p>Rules</p> <p>We must always:</p> <ul style="list-style-type: none"> • Be ready • Be respectful • Be safe

<p>Visible Consistencies</p> <p>We must always:</p> <ul style="list-style-type: none"> • Meet and greet at the start of the day and after breaks. • Play kindly with each other. • Walk safely (and quietly)
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<p>In class recognition-we will always:</p> <ul style="list-style-type: none"> • Stickers • Dojo messages home • Share positives with parents • Certificates in assembly <p>Over and Above Recognition:</p> <ul style="list-style-type: none"> • Send postcard home • Phone calls home
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Relentless Routines		
Safe walking	Play and work well together.	Praise in public (PIP) Reprimand in private (RIP)

Stepped Boundaries- to be done quietly with a child, not publicly (RIP)
Gentle approach, use child's name, child level, eye contact, deliver message
<p>1) General behavior management strategies e.g. Eye contact with child, pausing and waiting for a change in behavior, positive examples- 'I like the way you are sitting, that shows me that you are ready to learn', use of TA to support/model</p>
<p>2) Reminder: I noticed that you chose to... (noticed behaviour) This is a reminder that we need to... (be ready/respectful/safe) You now have the chance to make a better choice Thank you for listening Example: 'I notice that you are running in the corridor. You are breaking the rule of being safe. Please walk. Thankyou for listening.'</p>
<p>3) Warning I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. We are going to need to talk about this at the end of the lesson unless you can turn it round- you have the chance to make a better choice. Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>4) Calming Time within classroom/playground (maybe for 5 minutes) I noticed you chose to (noticed behaviour) I think it would be a good idea to have some quiet/thinking time I would like you go to the quiet area- thank you Playground: You need to: 1. Stand by other staff member 2. Sit in the quiet area Example - 'I have noticed you are continuing to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adults in front of the child*</p>
<p>5) Follow up, Repair and Restore (Neutral, dispassionate language.) 1. What happened? 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? *Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>

Sanctions:

Sanctions should

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At MAP, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

At MAP, we recognise that relationships are an extremely important part of managing behaviour, as such, we expect that wherever possible, the class teacher and phase TAs will support the students to behave well.

At MAP, we expect all of our staff to take responsibility for managing behaviour.

If a child is struggling to 'be ready' or 'be respectful', then a teacher would follow the above steps, encouraging the child to make the right choice and be able to engage with their learning.

Each phase has a pastoral member of staff who, using THRIVE assessments, will provide targeted intervention as appropriate.

If a child is unsafe and aggressive towards a member of staff or another child, a member of SLT needs to be notified.

Any 'reportable' behaviour (reportable to Headteacher/Deputy Headteacher or parents) should be logged on CPOMS detailing trigger, incident and follow up.

BEHAVIOUR PATHWAY

Reminder

Warning

Calming Time

Follow up/Reparative Conversation
Class move (if appropriate)
Follow up/Reparative Conversation

If a child's behaviour is unsafe- then follow the guidelines below:

Pastoral to support the child to regulate emotions
Child taken to SLT/AHT/DHT/HT
Following sanctions may apply:
SLT may ask parents to come into school and discuss
Withdrawal of privileges
Seclusion- parents notified
Suspension- parents to come into school
Permanent Exclusion is used as a last resort and will follow DfE guidelines

REPORTING

Significant behaviour needs logging onto DCPro- following the guidance below:
(Step 1 and 2 do not need formal logging but may form discussions with SLT)

Step 3	Defiance/Non – compliance -Refusing to improve behaviour after step 2 -Being rude/swearing (including hand gestures) -Repeatedly not following instructions given by an adult - Threatening behaviour/ barging - Being disrespectful -unkindness to others	Teacher to have reparative conversation with child to reflect on what has happened and consider more appropriate response to be used if this happens again. SLT/pastoral can be involved in supervising but not sanctioning	Teacher Log on DCPro: Thinking time of up to 10/15minutes with a member of staff during break/lunch- this maybe with class teacher or in repair.
Step 4	Continued defiance/Non compliance -refusing to leave classroom - running away -pupils verbally threatening others. -Items being thrown (not at people) -Intimidating behavior (squaring up to pupils, staff, almost going to throw at someone, kicking doors) - bullying (inc online) -playfighting	Teacher to have reparative conversation with child to reflect on what has happened and consider more appropriate response to be used if this happens again.	Teacher Log on DCPro: SLT may use internal seclusion if behaviour is not safe This to be for a portion of the morning/afternoon. Phone call home Behaviour discussed with SLT and referral made to pastoral team/ SENDCo as appropriate. IBP and/ or a Thrive assessment
Step 5	Aggressive behaviour towards pupils/staff		Teacher Log Primary Behaviour on DCPro

	<p>– hitting, kicking, spitting, biting, throwing items at people, swearing at staff. -Persistent bullying (inc online) Or anything where it is unsafe for themselves, other pupils or staff if they were to remain in school.</p>		<p>HT/DHT/AHT log sanction: Parent/carers meeting. Pastoral Support Plan Internal seclusion or External suspension (as a last resort) if appropriate SENDco to look at graduated response/alternative placement as appropriate</p>
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Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. As an SLT, we will monitor behaviour recording on DCPro. If there are a number of incidents at stage 3 in a week or significant incidents at stage 4/5, HT will meet with parents and child to discuss.

If behaviour continues, children may require individualised behaviour management plans, and additional support with their behaviour, this plan will outline expected behaviour, rewards and sanctions; these will be discussed with the class teacher, child, Pastoral team, SENCo and parents. When behaviour displayed becomes more challenging and unsafe fixed-term suspensions may be directed. Parents will be informed, through a telephone call and a formal letter, clearly stating the reasons behind this decision, the period of suspension, school work to be completed and date and time of a re-integration meeting.

Permanent exclusion may be considered as a result of a one off or series of incidents, when the child's behaviour results in harm to themselves or others, where any alternative course of action is not considered appropriate.

When necessary the school may decide to call on the support of outside agencies, where different professionals will work together to support the child.

Appendix 1: MAP Graduated Response for Behaviour



Appendix 2: MAP Graduated Approach to Emotion Coaching

Emotion Coaching

Steps to help children deal with their feelings

Connect

Remember these:

- Listen – Don't jump to give advice.
- Think – "What could the child be feeling?"
- Think – "What could I be feeling?"
- Emotions are not 'bad'
- Don't take these emotions personally this moment is an opportunity for connection and practise of self-soothing.

Try one or more of these:

- "Tell me what happened"
- Encourage deep breaths.
- Give them space.
- Draw how you feel activity
- Drink water
- Physical activity –running, kicking a football
- Give a simple job –sorting or ordering
- Thermometer scale "What number are you?"



Validating emotions

Help name feelings

- "Are you feeling... or...?"
- "What are you feeling?"
- "Sounds like you might be...?"
- "What was that like for you?"

Give fantasy

- "You wish that..."
- "Wouldn't it be great if?"
- "Imagine if we could"
- "I wish that I could"

Empathy

- "Wow that must have been"
- "That would make me feel"
- "No wonder you're upset"
- "I would have trouble coping with that"



Set limits



1. Express feelings without attacking

- "I feel ___ when I see ___"
- "It's ok to feel (emotion) It's never ok to (behaviour)"

2. State your expectations

- "I need you to ___"
- "I expect that ___"

3. Give a choice

- "You can either ___ or ___"

4. Help with repair

- "What do you think should happen now?"
- "What would make sense?"
- "I wonder if you should..."
- "Let's practise"

Problem solve



- "What do you need right now?"
- "Would you like to do ___ or ___?"
- "What would help you feel better?"
- "What might work if this happens next time?"

Check in

Feeling now?

Appendix 3: MAP Behaviour Regulation Proformas

Name _____ Date _____

Class _____ Lesson Missed _____

Reflection Time: Think about what has just happened while you colour

Draw/Doodle here

What did I do wrong?

What feelings did you have? Put a circle around the face







angry embarrassed unhappy worried excited

What made you feel like that?

What are you feeling now? Put a circle around the face









sorry angry embarrassed calm worried excited guilty

Who did my actions affect: Myself Classmates Teacher Others

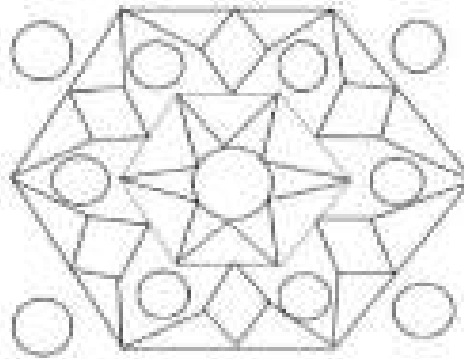
What do you need to do to put things right? Say sorry Follow the rules

Agreed consequence

Name _____ Date _____

Class _____ Lesson Missed _____

Reflection Time: Think about what has just happened while you colour



What did I do wrong?

What feelings did I have and what made me feel like this?

What could I have done differently?

Who did my actions affect?

What can I do to put things right?

Agreed consequence