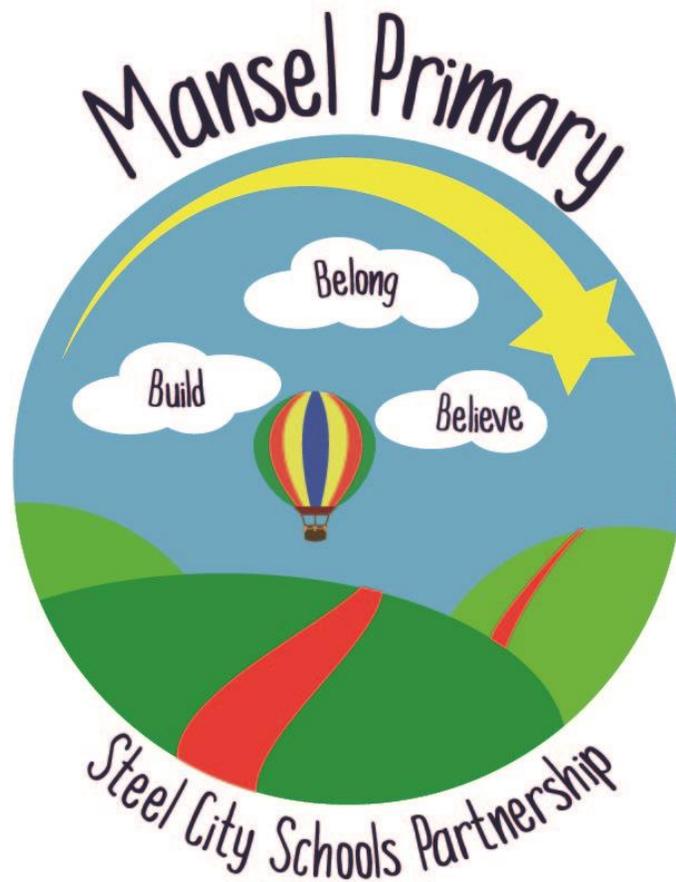




Mansel Primary



Our Behaviour Policy June 2016

Introduction

We want Mansel Primary to be a place where everyone feels safe, respected and valued and able to work to their full potential, unhindered by inappropriate, threatening or disruptive behaviour.

At Mansel we always aim to promote good behaviour, self-discipline and respect and provide a calm and caring ethos, where learning is valued by pupils, staff and parents. We ensure we apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour. We always strive to prevent bullying in our school.

At Mansel, staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate their children's efforts and achievement
- Maintain a well organised learning environment and appropriately challenging or supportive learning opportunities
- Use and encourage language for learning with children e.g. our children are 'risk takers', they 'accept challenge'
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour and discipline procedures

We ensure and plan for outstanding behaviour and ethos through the delivery of our curriculum by:

- Delivering an interesting and engaging curriculum which is regularly reviewed.
- Making all lessons accessible to all learners which include challenge for all.
- Providing interactive and varied lessons using different teaching styles to motivate and engage all pupils.
- Modelling and promoting independent learning.
- Quality marking and valuing children's work.

We ensure and plan for outstanding behaviour and ethos through the management of our classrooms and the wider school environment by:

- The provision of engaging teaching and activities.
- Modelling choices; ensuring a clear understanding of any possible consequences.
- Ensuring all children are treated equally and fairly.
- Ensuring all children feel safe, valued and that all opinions are respected.

- Providing timely and informative feedback for class work and homework.

At Mansel, pupils are expected to:

- 🌍 Show respect to staff, each other and their learning environment
- 🌍 Promote the good reputation of the academy in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- 🌍 Adhere to anti-bullying procedures and report all incidents of bullying to a staff member
- 🌍 Be self-reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict etc

At Mansel, parents are expected to:

- 🌍 Support the academy's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- 🌍 Encourage respect for Mansel, our staff and their child's classmates
- 🌍 Show respect and support for the school's Anti Bullying policies
- 🌍 Make time to read communications and approach staff immediately if they need further clarification or need any support.
- 🌍 Keep the school informed about any issues that arise that might affect their child's learning or behaviour

We aspire to the highest standards of conduct from pupils as individuals and as collective teams. To this end the pupils and staff have established a set of core rules, which form the over arching principles governing our behaviour.

In our Mansel Learning Community:

We respect each other and our school environment

We listen

We are honest and tell the truth

We use calm bodies and calm voices around school

We always try our best to be a Mansel Learner

In order to encourage and promote these rules in school, we intend, wherever possible, to accentuate the positive aspects of school life and celebrate achievement.

Throughout the academy, we want to base our strategies for behaviour on the following set of principles:

- 🌍 Warmth – relationships built on trust, respect and care
- 🌍 Consistency – having a firm but fair approach with all

- 🌍 Vigilance – picking up on the little things, being aware of what’s going on
- 🌍 Clear organisation – well practiced routines and well planned lessons. Children need to know what is expected of them, where, when and why
- 🌍 Motivation and engagement – delivering quality lessons, setting high standards

Rewards In School

We have adopted the ‘Good to Be Green’ behaviour system in school. This system is logical and as well as providing consequences, also clearly highlights and celebrates those children who stay ‘green’. Many of our whole school rewards are based on this.

Class teachers have their own individual rewards systems, which they implement in their classrooms on a daily/weekly basis. These may include:

- 🌍 The use of raffle tickets
- 🌍 Star of the week
- 🌍 Team or table points
- 🌍 Personal points e.g. dojo points

...amongst other things.

Linked with Good to be Green we also have the following rewards:

- 🌍 Postcards which are sent home to parents
- 🌍 Good to be Green stickers, badges, rulers and pencils which can be rewarded as and when appropriate
- 🌍 Children can also be awarded with a silver privilege card (each class has a maximum of 3 to award per week). If children receive a privilege card during the week they are invited to attend a privilege party on a Friday afternoon. At privilege party children have the opportunity to mix with children from across school, to play games, have a ‘chat’ and they all get a drink and a treat.

Also linked to Good to be Green, a member of the SLT does a half termly spot check. At an unannounced time during the half term, the member of SLT goes into class and checks the Good to be Green chart. If all children in the class are green at that time, the class receive a house point each. The emphasis here is on collective responsibility and all children playing their part in a team.

Across school we also celebrate children’s achievements through a weekly ‘Sparkle and Shine’ assembly. This is an opportunity for parents to come into school and

see the fantastic learning that is happening in their child's classroom. Children are presented with a certificate signed by the Principal.

As a whole school, we have a 'house points' system, which is an alternative whole school approach designed to develop a culture of community and working together.

Children are awarded house points for a variety of different things. These include:

- 🌍 Showing you are a Mansel Learner
- 🌍 Showing high standards in the lunch room
- 🌍 Always following our whole school rules both in school and on the yard
- 🌍 Reading every day and completing reading diaries
- 🌍 Receiving a privilege card and attending a privilege party
- 🌍 Having 100% attendance and being on time every day
- 🌍 Wearing correct uniform
- 🌍 Having your PE kit in school for PE lessons

At the end of each half term the house points are tallied up and counted and the house team that has accumulated the most house points is rewarded with a house team party.

The Good to be Green Behaviour system

In the 'Good to Be Green' behaviour system, every class in school, from Reception to year 6 has a Good to Be Green chart. In the chart there is space for every child's name and a slot for their green card. Every child starts the day on a green card as we believe that for the children at Mansel, each day is a new day and a fresh start.

The behaviour system is linked closely to our core Mansel whole school rules and also to the individual class rules that each teacher decides on at the beginning of the academic year.

If a child is seen to not be following any one of the core rules, they will be given a verbal reminder of the rule. If the child continues with the same behaviour they will be issued with a yellow warning card and have to replace their green card in the chart with the yellow one.



**Warning
Card**

Hopefully this will be enough to deter any further negative behaviour. However if the negative behaviour persists or if the child is not following the rules at a later point in the same day and already has a yellow warning card, they will be issued with a red consequence card.



When a child receives a consequence card, they will miss their free time at lunchtime and spend it in the behaviour support room, led by the pastoral team in school. Children go to the behaviour support room to be reflective and speak to a member of the pastoral team about their behaviour and the reason they have received a consequence card. The children then complete a PIL (Post Incident Learning) report themselves (with support where needed), which outlines which rule has been broken and gets the child to think about alternative actions. The pastoral team are responsible for the monitoring of the consequence cards and therefore the children they receive in the behaviour support room each day. Wherever possible a member of the SLT is also visible in the behaviour support room during free time. The Mansel Logical Consequences Policy may also be applied during time in the behaviour support room.

If a child receives a red card during a morning session (before lunchtime), they will go to the behavior support room at lunchtime to reflect on their behaviour and the choices they have made.

If a child receives a red consequence card in the afternoon, they will miss their free time the following day. It is the class teacher's responsibility to let the pastoral team know which children in their class are going to behaviour support room each day.

If it is felt by a member of staff that the incident requires a longer period of 'time out' during free time or is very serious, a member of the SLT will keep the child in school and apply the Mansel Logical Consequences policy (see separate document).

RED CARD PROCEDURES

1st red card

When a child is given their first red card in a half term they need to change their good to be green card to a red 'Consequence Card'. The incident needs to be logged on SIMs by the staff member who issued the red card. The following lunchtime they then need to be taken to the identified behavior support room by a member of staff where they will complete a PIL (Post Incident Learning) report with support from the pastoral team.

2nd red card

If a second red card is given within a half term the child will miss their free time for another lunchtime and will again complete a PIL report. The incident will also need to be logged on SIMs by the staff member who gave the red card.

3rd red card

Once the third red card in a half term is given the class teacher will arrange a meeting with the parents. Following this meeting the child will be given a blue report card which will last for one week. This will need to be brought into school on a daily basis. The child will also miss their free time for another lunchtime.

4th red card

If a child receives a fourth red card within a half term the child's parents will be asked to attend a meeting with the key stage leader. The child will be issued with a yellow report which will last for two weeks. The key stage leader will discuss the report with the child on a daily basis. The child will also miss their free time at lunchtime.

5th red card

If a child receives a fifth red card in a half term the parents of the child will need to attend a meeting with the Principal or Deputy Principal to discuss the continued disruptive behaviour and the plan of action for the child. The child will also be issued with a purple report which will be completed by the Principal or Deputy Principal. This report will last for two weeks.

If the disruptive behaviour persists the Senior Leadership, in partnership with parents and the child, will draw up a Pastoral Support Plan (PSP) which will clearly outline the future actions needed.

Exclusion

- ✓ If there is no improvement in the behaviour of the child then this will ultimately lead to exclusion. The decision to exclude is made by the Principal or, in their absence, the Deputy Principal. This could be for a set period of time or permanently depending on the type of behaviour. (See attached exclusions policy in appendix)

*In some circumstances the red card procedures may be accelerated and some of the above steps may be omitted. This will be decided on an individual basis and will be at the discretion of the Senior Leadership Team.

Weapons

It is illegal to carry knives or other offensive weapons on and around school premises. It is the school's policy to forbid the possession, custody and use of

weapons by unauthorised persons in, on or around the school premises and school activities. No pupil or other person shall bring a weapon onto the school premises, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a student by the school or required by the school for the purpose of teaching a curriculum activity e.g. Science, Design and Technology, Cooking, Art & Craft. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

1. Any firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
2. Knives, including all variations of bladed objects including pocket knives, craft knives, scissors etc.
3. Explosives, including fireworks, aerosol spray, matches.
4. Laser pens or other objects such as nails or batteries, even if manufactured for a non-violent purpose, that have a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any pupil found to be in breach of this policy could be subject to a fixed period or permanent exclusion from school. In some circumstances the police may also be contacted.

Continued Support Strategies

We always endeavour to support children who have continued difficulties managing their behaviour in school.

We may adopt some of the following strategies to avoid exclusions:

-  Use of a sticker chart, split into small time relevant chunks e.g. each session, am/pm etc and also linked to the child’s interests
-  Invite parents in for an informal chat about behaviour – seek support from home
-  Build in reward time e.g. if a child receives all stickers, a certain number of marbles, they can choose a reward time at the end of the day, for example 10 minutes computer time
-  Use of the pastoral team in school for strategies or support with behaviour. Nurture support may be required for some individual children
-  Specific and appropriate rewards/sanctions programme.
-  Behaviour Plan formed by the teacher and SENCo. The child and parents will be informed of this and will agree the targets. This will support the child in improving behaviour through manageable targets, positive rewards and consistent sanctions.

- 🌍 A Pastoral Support Plan formed by the class teacher alongside a member of the pastoral team and parents to support the child.
- 🌍 Referral by the SENCo to the Educational Psychologist, Behaviour Support or other agencies for advice and further support.
- 🌍 School to seek support from Primary Inclusion, MAST services for outreach work
- 🌍 Meeting with parents at regular intervals.
- 🌍 Setting up a partial timetable to support

All support will be positive, allowing the child the potential to improve behaviour.

Behaviour at Playtime and Lunchtime

At Mansel we all work together to ensure consistency in behaviour at all times. The Good to be Green behaviour policy is used at playtime and lunchtime by lunchtime staff, play workers and all other adults working with children in school. Lunchtime staff will inform pastoral staff if children need to be given a yellow or red card.

Our expectations at Mansel for lunchtime staff are:

General procedures:

To engage in play with children in the playground in and around the zone you are working, whether this is structured games, the Play Pod, dancing etc
Take time to talk to children.

Refrain from standing and talking with others on duty.

If a child falls over or is injured in any way they must be dealt with by a member of lunchtime staff. If it is a bump on the head, a bump note needs to be issued. If the injury is more serious, the child should be sent inside to be seen by a First Aider.

Behaviour Procedures:

Good behaviour should be rewarded with positive praise.

Poor behaviour should not be ignored and low level behaviour should always be challenged out on the yard

Strategies for dealing with behaviour:

Talk to children about their behaviour and what they should be doing instead.

Use of the Year 6 peer mediators to help sort out minor disputes.

The child can walk around the playground with you.

All low level cases of behaviour should be dealt with by the member of lunchtime staff observing the behaviour. If a child fails to respond to you then seek support from another member of staff e.g. learning mentor or pupil support assistants
Use of strategies taught within team teach.

Wet Play

The pastoral team in conjunction with SLT will make the decision if it is going to be wet play and you will be notified by the ringing of 3 bells.

During wet playtimes ensure that all classrooms are monitored regularly and that children are doing focused and sensible activities. Each class has an indoor toy box which is to be used by children.

The Good to be Green policy should be followed during wet playtime.

Outdoor Play

If a child needs to be given a yellow or red card at lunchtime, a member of the pastoral team needs to be informed. It is then the pastoral team staff members responsibility to let the class teacher know that a yellow or red card has been issued to a child. The pastoral staff member also needs to log the incident on SIMs.

If a child receives a red consequence card during free time, they are automatically removed from the yard and brought into behaviour support room.

If the behaviour is deemed to be more serious e.g. physical fighting, running out of school etc, further consequences will occur and the children are dealt with by a member of the SLT.

Similarly to in school, positive behaviour is also rewarded out on the yard. All play workers and lunchtime staff have access to our Good to be Green resources and house points. They reward them to children who are following our playground rules. Each week we also have lunchtime awards for following the playground rules.

All incidents of behaviour in school and out on the yard are reported and recorded on SIMs. This is monitored by SLT weekly.

Written by Rebecca Rickersey/Emily Matthews
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