



Measham Church of England Primary School Behaviour Policy Next review September 2024

We are a caring Christian community and we believe that every member of the school should feel valued, respected and be treated fairly.

Our vision is:

'To be a school where happy children flourish.'

Our vision and values are at the heart of the school and shows our commitment to supporting children and families and promoting excellent teaching and learning. We are proud to serve the whole community and it is our aim that through working together, we shape the children and the adults within it, to live fully and **'Love your neighbour as yourself'** Mark 12:31. Loving your neighbour as yourself is something we all want to do.

We are an inclusive school, where everyone has a valuable contribution to make to our school community. Our School Values, based on Christian principles are embedded and reflected in all that we do. These values have been chosen by the school community as a set of moral standards we should understand and try to 'live' by.

Aims

At Measham CE Primary School, we aim to provide a challenging, stimulating, interesting and fun educational environment and we have very high expectations of our children.

The formation of healthy relationships is one of our main goals and the basis of good behaviour and effective learning. We are always aware that we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

At Measham CE Primary School we use rewards far more than sanctions. We all aim to be positive rather than negative and use a variety of strategies which aim to minimise misbehaviour. In addition, we also:

- Make sure each child knows what to do and how to do it
- Demonstrate excellent classroom management skills
- Encourage and develop self-discipline in all of our children
- Reward children for good work, achievement and behaviour
- Support children who have genuine problems

After discussion, we have arrived at six very simple rules, written in a language which can be understood by both the very youngest and the oldest of our children.

These rules will be visited regularly with the children. We call this The Measham Way.

The Measham Way

Do it better than you have to!

- ✓ **Follow instructions first time**
- ✓ **Listen to the person who is speaking**
- ✓ **Care for everyone and everything**
- ✓ **Be the best that you can**
- ✓ **Be in the right place at the right time**
- ✓ **Treat others kindly or leave them alone**



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Rewards and Sanctions

Space in the classroom will be dedicated to **The Measham Way**.

All KS1 and KS2 classes will display the school rules, alongside **five** clear areas; **Super Star, Show me your best, Ready to learn, Time out** and **Time for reflection**.

All children will start at the **Ready to learn** area and will remain in this area for making good behaviour choices.

Children can be moved to the **Show me your best** when they are seen to be following the Measham Way behaviours for learning or demonstrating our Christian Values.

This will be rewarded with stickers and/or merit points

Children can be moved to the **Super Star** for 'doing it better than you have to' when seen to be exceeding the Measham Way behaviours for learning or demonstrating our Christian Values.

This will be rewarded with a postcard home and/or merit points

The **Time out** area is a time where children are reminded of their behaviours, which rules that they have broken and given time out to reflect on their behavior choices of either 5 or 10 minutes. Before being placed on the **Time out** area, children should receive one warning.

*Sanctions for children in the **Time out** area are to miss five or ten minutes of playtime or lunchtime reflecting on their behaviour.*

Following a move to the **Time out** area, children who show repeated poor choices will then be moved to the **Time to reflect** area.

*Sanctions for the **Time to reflect** area is to spend a lunchtime in the reflection room and their behaviour is recorded in CPOMS.*

Foul language, challenging adults in an inappropriate way, physical abuse of others, require immediate move to Time to reflect area.

Once a child has received a sanction for being in the **Time to reflect** area, they move back to green.

In EYFS, the children are using the Zones of Regulation to discuss and regulate their learning behaviours. During the summer term, the new vocabulary for the 5 areas will be introduced to prepare them for KS1. In UKS2, we expect the children to take an increasing responsibility for their own actions and words. The same rewards and sanctions are applied but they are displayed differently in the classroom.

Merit Points

In addition, all adults in school can award children Merit Points. This is to encourage the children to work together collaboratively to improve behaviour. Merit point tokens can be given to any child in school for following the Measham Way, showing Christian Values, exercising their character muscles or generally going the extra mile. For example: demonstrating excellent manners, super effort in lessons, caring for others etc.

Each child is allocated a team colour linked to an author; red (Fletcher), blue (Donaldson), green (Rowling) and yellow (Dahl). Merit point tokens are awarded and are collected in a box on display in school.



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Rewards for the whole team are: 150 – they will receive 30 mins extra play; 300 – a non-uniform day; 450 – movie and popcorn. (No more than 3 Team Points can be awarded at any one time.)

Prevention

We aim to use positive, preventative strategies with the children in order to minimise the occurrences of challenging behaviour. We do this by:

- Creating a positive, supportive and safe climate in the classroom
- Establishing positive relationships with pupils and parents
- Being ready for the class before the pupils arrive
- Having well planned, meaningful lessons differentiated to meet the needs of the pupils
- Making links with previous learning
- Ensuring equipment or materials needed are available and in working order
- Having well-established routines for behaviour
- Teaching the children strategies to deal with anger and frustration (Zones of Regulation)
- Using social problem-solving skills, circle time and mediation (ELSA)
- Using a supportive approach to build relationships to ensure all children feel a sense of belonging in their class groups

Bullying (Also see Anti-Bullying Policy)

We define bullying as; "prolonged and sustained emotional or physical abuse with the intention of hurting or intimidating another".

The school does not tolerate bullying of any kind. If we discover that an act of bullying behaviours or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school feeling safe and secure. A record is kept of any incidents of bullying behaviours and parents will be informed by letter or a discussion with parents and recorded on CPOMS.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff will only intervene physically to restrain a child, if a child is in danger of hurting him/herself or prevent injury to a child. The actions that we take are in line with government guidelines on the restraint of children.

Peer on Peer Abuse

As per our Safeguarding Policy, this school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. The school and its staff will take all possible actions to ensure peer on peer abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as 'Warning Zone', opportunities for disclosure etc.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.



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Any incidents or suspected incidents will be recorded on CPOMS.

The role of all members of staff

It is the responsibility of the staff members are to ensure that the school rules are enforced in their class and in and around school. That children behave in a responsible manner whilst at school and that they all have high expectations of the children in terms of behaviour to 'Show me your best' and 'Do it better than you have to'.

All staff members treat each child fairly with respect and understanding and enforces **The Measham Way** consistently.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Team Teach

The use of team teaching as a means of reasonable force is not taken lightly. It is used as a last resort. It covers a range of techniques used to physically intervene with children to prevent:

- Children hurting themselves or others
- Children damaging property
- Committing an offence

Any use of team teach methods will be:

- Carried out by trained members of staff
- Always as a last resort
- Be applied using the minimum amount of force, for the minimum amount of time
- Be applied in a way which ensures the safety and dignity of all involved
- Be recorded on CPOMS and reported to parents
- A full de-brief of the event will be held by SLT with any members of staff involved

Any child who needs intervention through team teaching will automatically be moved to Stage 3.



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Appendix 1

Further Sanctions

Most incidents of inappropriate behaviour can and should be dealt with by a member of the staff working in the classroom. Any incidents dealt with by the Headteacher/Deputy Headteacher/SLT will be recorded on CPOMS. This is to ensure that patterns of behaviour can be identified and dealt with.

If the inappropriate behaviour should reoccur, or be serious in the first instance, then the child will move to **STAGE 1**.

STAGE 1

- Sent to the Headteacher or in her absence the Deputy Headteacher/ SLT
- The Headteacher or senior member of staff will apply further sanctions as appropriate to the incident and the child. This will be recorded on CPOMS
- Intervention from the school in the form of a lunchtime Nurture Group might be sought at this stage, the aim being to modify poor behaviour

This would then be followed by Stage 2.

STAGE 2

- The entire incident is handed over to the Headteacher. Appropriate sanctions would be applied and will be recorded on CPOMS
- Parents are kept aware at this stage by an informal conversation or letter explaining (depending on the nature of the incident) the situation and how it has been dealt with
- At this stage intervention from the SENCO may be sought if it was felt that an Individual Support Plan would be appropriate
- Senior leaders do half termly monitoring of CPOMS and identify those children whose names regularly appear
- Governors will also be made aware of the situation but individual names of children will not be shared with Governors

It would be hoped that no situation would ever get beyond Stage 2. At this stage close liaison will have been set up with the child's home and the child will have a Daily Home/School Record Book. However, serious or persistent cases would then move to Stage 3.

STAGE 3

- Pastoral Support Programme would be agreed with the Headteacher, class teacher, parents and the child
- Outside advice will be sought e.g. educational psychologist advice/assessment
- Parents and Governors would now be fully involved

If behaviour did not improve:

- A child would be excluded at lunchtime for a period of time. (This could also be the case if a child persistently exhibits unacceptable behaviour at lunchtime)

Then:

- The child would be excluded from the whole school day for a period of time

Finally:

- With no other options available a child would be permanently excluded from school. This final decision would be taken by the Measham CE Primary School Academy Governing Body