



MANSFIELD  
PRIMARY ACADEMY

# **Rewards and Behaviour Management Policy**

# MANSFIELD PRIMARY ACADEMY

## BEHAVIOUR MANAGEMENT POLICY

DATE OF LAST REVIEW: January 2023

### 1. AIMS

We aim to achieve this through the following aims:-

- to enable all children to achieve their full potential and develop the personal and social skills necessary for effective and productive interaction.
- to create an Academy that has high expectations of conduct and where children feel safe
- to actively seek the involvement and support of parents in all aspects of behaviour management.

### 2. OBJECTIVES

\*To provide a platform for celebrating children's achievement in the school community.

\*To provide pupils' with the opportunity to experience success in a variety of areas of school life.

\*To encourage the children to develop a good self image.

\*To provide a structure/mechanism for children to be able to identify and acknowledge unacceptable behaviour and modify it accordingly.

\*To foster in each child a respect for themselves and others, promoting in particular an understanding and acceptance of variation in cultures and backgrounds.

\*To provide strategies by which the school community is able to deal effectively with the behavioural difficulties that can arise, acknowledging parental support and co-operation as key factors for a successful outcome.

### 3. STRUCTURE

**In order to establish a co-ordinated consistent system of behaviour management, the school has an agreed range of rewards and sanctions.**

The School Values will repeatedly be adhered to and spoken about in the weekly Assemblies and throughout PSHCE lesson, in induction meeting to the Academy where the *How we behave at Mansfield Academy* Standards are shared.

#### A)

#### REWARDS

There is a wide range of positive reinforcements used within school. This arrangement allows for both formal and informal approaches. The strategies to encourage good self image and behaviour are as follows:-

#### Star of the Week

The Star of the Week is given at Celebration Assemblies. Children are chosen from each class for outstanding work, effort, behaviour or attitude to work. Children should be aware of what they have been chosen for. Each child takes home a certificate to keep. Their name and photo is placed on the Star of the Week display board. Parents receive a text message inviting them to join the celebration assembly. Each Star of the week win receive 3 House points for their respective House.

### **Dojo Points**

These are allocated for attitude, effort, behaviour and work. Dojo points are only used positively and are accumulative. Dojo Points are consistent across the Academy given for: Positive attitude to work, good effort, following the school rules and values, being kind.

### **Pupil of the day**

A message will be sent to families regarding positive behaviour of a chosen child,

### **Star of the Term and Values Awards**

Each class teacher chooses a pupil who has been outstanding work during the term or showed particular aptitude towards one of our school values. Their names are then collated on the special display in the besides hall. This is celebrated with the whole school and parents during the celebration assembly. Children have the opportunity to feel proud and share in this celebration of effort and hard work with the whole school community. The winners of these awards will receive 10 house points for their respective house.

### **Stickers**

A range of stickers are used to help motivate or to acknowledge children in their work, attitude or behaviour.

### **P.S.H.E.**

A variety of P.S.H.E. strategies are used throughout school. These include verbal praise by staff and peer group, circle games activities, P.S.H.E. charts etc.

### **Shared Achievement**

Children also have the opportunity to share their work with the Principal and other staff and children both informally and also at Assembly.

### **Purple Pounds**

These are collected by Year 6 children who volunteer their own time to do more and support others in the Academy. These are then totalled, and can use these towards activities which are happening over the academic year.

### **House Points**

House points will be given to one child each lesson. These will then be accumulated from a range of activities including; Star of the week, Star of the Term and Values Champions, House Events and Academy Representation.

## **B) STRATEGIES FOR COPING WITH DIFFICULT BEHAVIOUR**

The strategies available to staff for dealing effectively with children who exhibit behavioural difficulties will be used in a calm consistent manner throughout the school.

The strategies will focus on the specific behavioural difficulty experienced by the child and will be approached in a positive manner.

The strategies will be appropriate to the age and level of understanding of the child and to the specific behavioural difficulty being displayed.

**The range of strategies for dealing with behavioural difficulties are as follows:-**

#### **1. Playground Strategies**

A child may be sent to have time out for the following reasons:-

- Showing disregard for their safety and the safety of others.
- Disobedience to staff.
- Deliberately straying out of bounds.

Children may be sent inside to the Principal (or Senior Lead if necessary), when the staff feel that the child is being non-co-operative or behaving in a manner which could result in harm to him/herself or others.

#### **2. Classroom Strategies**

- Verbal warning and reprimand.

- A behaviour system is followed across the whole school so there is consistency in approach and expectations. Children are given the following warnings and consequences of behaviour:
  - Warning 1 (Nice polite warning)
  - Warning 2 Move Places
  - Warning 3 Yellow Card (time out of class)
  - Red Card (removal from class)
- Move place warning provides opportunity for children move to a different place in the classroom or to a different area in the school. This allows them to be removed from a situation they are finding difficult and refocus on what is appropriate behaviour.
  - Yellow cards are given for repeated low level disruption eg if a child is not trying their best, being unkind, being disrespectful (refusing or ignoring), being impolite, being dishonest (lying) or not listening. The child's name is recorded on the behaviour system. As a consequence of receiving a yellow card, the child misses five minutes play to catch up on time missed in 5 minutes blocks appropriate to the age of the Child.
  - Red cards are given for physical contact/fighting, swearing or inappropriate language, racist language, homophobic language or bullying. The child's name is recorded on the behaviour system and staff record these incidents in the class behaviour folder. A red card will result in a Behaviour Report being sent home to inform parents. Sanctions here can include sanctions at unstructured times in 5 minutes blocks appropriate to the age of the child, movement into another class to reflect on their behaviour away from the situation causing anxiety or 1:1 reflection time with a Senior Leader

Any repeated time is missed from learning time MUST be made up. This can happen at the Child's free time or even afterschool as required depending on the seriousness of the incident.

If a child exhibits dangerous behaviour during a teaching session, then immediate exclusion from the session is necessary. Deprivation of P.E. or swimming is only used when the misconduct has been linked in some way with those particular activities. If this happens regularly, the parents must be informed. If a child is to miss swimming due to poor or dangerous behaviour at the previous session, then the standard letter of notification is used to inform the parents of this sanction and the reason for it.

Any behaviour issue is recorded by the staff member on CPOMS. Higher levels of behaviour or a child needing to have a RED card, parents will be spoken to and given a report of the incident.

### **3. Unfinished work due to laziness, non-co-operation etc.**

In instances where a child's work is unsatisfactory due to poor behaviour, attitude or non-co-operation the staff may:-

- a) Make the child do the work at the following break-time. (Supervised by appropriate teacher).
- b) Send a message home to the parents explaining why the work needs to be done at home and seeking their co-operation to ensure that the work is completed and returned to school signed by the parent.

### **4. Behaviour Report**

This form is sent to parents to inform them of a particular breach of the school's Code of Conduct by the child. It is signed by the teacher administering the report and countersigned by the Principal. It is to be signed by the child's parents and returned to school. A record is kept by each class teacher and on a central File in the Principals office.

### **5. Target Sheets**

When a child is having a persistent difficulty with a specific aspect of behaviour, then a weekly target sheet system may be used to try to help the child to change the undesirable behaviour pattern. This is used for a pre-determined period of time and parents are invited to be actively involved.

The child's progress will then be reviewed at the end of the period and a decision will be made at that point as to any further action.

It may be that at this point, a referral is made to the school Behaviour and Learning Mentor for her to support the child in instances of anger management or difficulties with social interaction.

With regard to children who are felt to be experiencing regular and serious difficulty with their behaviour, the school has a staged approach.

### **6. 1:1 Reflection days, Suspension or permanent exclusion**

Persistent or serious breaches of the school Code of Conduct, particularly when the safety and well being of other pupils and staff is at risk, may result in the child being isolated from peers and working 1:1 with Senior Leader to reflect and discuss their behaviour, suspended for a fixed period of time or, if necessary, permanently excluded.

This sanctions of Suspension and Permanent exclusions can only be exercised by the Principal. In most cases this will only be considered after every other possible solution has been exhausted and in consultation with Senior Staff and the SEA of the school. However, the Principal reserves the right to use this sanction immediately if the situation is felt serious and urgent enough to necessitate it.

### **7. Searching Children and their belongings**

The possession of prohibited items brought into the academy may result in a child having to be searched as a safeguarding and security exercise.

School staff can search a pupil for any item if the pupil agrees. The ability to consent may be influenced by the child's age or other factors.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item such as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:
  - Commit an offence, or
  - To cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

School staff can confiscate any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Under Article 8 of the European Convention of Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. This right is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

### **C) LUNCHTIME, AFTER SCHOOL CLUBS AND OTHER EXTRA CURRICULA ACTIVITIES.**

Children are all expected to obey the Code of Conduct, and persistent or serious misbehaviour may lead to children being excluded from the club, or activities at Lunch. In the event of serious instances of misbehaviour e.g. aggression, violence or gross insubordination, then children will be removed immediately for a period of time commensurate with the gravity of the misbehaviour.

Teaching staff and teaching assistants are on duty at lunchtimes to support positive play and work with groups of children in building and developing friendships. Their presence on the playground provides fewer opportunities for children to misbehave.

### **D) USE OF REASONABLE FORCE**

School staff will comply with the guidance set out in the Department for Education circular 2011, which clearly sets out a definition of what 'Reasonable Force' is, who can use it and when.

#### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- **Force** is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

- 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 head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **In accordance with Department for Education guidance 2011, school does not require parental consent to use force on a pupil.**

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **School may use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff faced with a potentially violent situation should try to remain calm, confident and objective. Talking and listening or methods of non physical communication should be the first line of approach. If practicable, another adult should be sent for before any physical intervention becomes necessary.

Staff should consider the appropriateness of seeking medical assistance after any incident requiring restraint.

Staff should use the minimum force required to control aggression and should apply it in a manner which attempts to prevent rather than provoke further aggressive reaction. Restraint must not be applied any longer than necessary and the adult should continue attempting to calm him/her down and making clear that restraint will cease when it appears safe to do so e.g. "If you stop kicking I will release my hold".

### **School will not use force as a punishment – it is always unlawful to use force as a punishment.**

#### **Pupils with significant Emotional /Behavioural difficulties and Special needs or disabilities.**

- School acknowledges its legal duty to make reasonable adjustments for disabled children and children with SEN.
- Staff are all made aware at the start of each academic year, which, if any, pupils have significant special needs with regard to their behaviour/emotional disposition.
- Specific strategies are agreed for all staff to follow and are put in place relating to the specific pupils and their specific needs, aiming to ensure that the harm to staff and pupils is reduced as much as possible. This is done through the creation of a personalised risk assessment which is discussed with the child's parents, and depending on the age of the child, with the pupils themselves.

- Staff have had accredited handling training in controlling risky behaviors (CRB) and can effectively use a range of holding interventions that are appropriate to the circumstances when a child expresses themselves through challenging, aggressive or violent behaviour. We hope we do not have to implement these but they will be used in extreme circumstances if a child's or adult's safety is at risk/a concern. Any incidents will be recorded.

### **Follow up actions**

Whenever an incident involving serious physical intervention occurs, all staff and young people involved should be offered an appropriate de-briefing from someone not involved in the incident. This de-briefing/support should be offered as soon as possible afterwards. Further opportunities for support may be offered at a suitable time when the heightened emotions aroused during the incident have reduced. Schools will need to consider appropriate recovery times for those involved. Where appropriate counselling should be offered.

Staff will log all incidents of restraint detailing:

- the day and time;
- the description of the restraint;
- who was involved;
- the brief reasons as to why the young person needed to be restrained;
- witness statements where possible.

Where a member of staff suffers an injury or is assaulted, the appropriate reporting forms should be completed and a copy sent to Health and Safety Section of the Education Department. Form SR3: Injury/Work Related Illness or disease report. SR5: Violence to staff Incident Report. Medical advice should immediately be sought from a General Practitioner or hospital if necessary.

Debriefing is provided to the victim as soon as possible after the incident.

School will ensure that a full account of any serious incident is provided to the young person's parents/carers. This should include:-

- the pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil and/or member of staff
- The child's age.

This should be done at the earliest opportunity, if possible before the young person leaves the school. In the first instance this might involve a telephone call but would preferably involve a personal meeting and should always be followed up by formal written notification of the incident and the subsequent actions taken. Parents/carers should always be offered the opportunity to meet staff to discuss the incident.

## **E) DE-ESCALATION STRATEGIES**

**Staff will use a range of techniques to de-escalate the situation and these may include**

Early intervention, remaining calm, taking quietly, avoiding an audience, repeating expectations, offering choices, allowing time and space and getting other staff to take over if they feel the situation is personal or that they cannot cope. Staff may also de-escalate the situation by sitting down, breaking eye contact with the pupil, diverting the child by suggesting an alternative activity, showing they are listening to what the child has to say, being prepared to apologise to the child if a mistake has been made.

**Staff must not** - Shout, act in anger, ask rhetorical questions e.g. What do you think you are doing? Who do you think you are? , make promises they cannot fulfil, make personal comments, or force the pupil into a corner (literally or metaphorically). Staff should avoid invading personal space, and not take angry comments personally.

## **F) RESTORATIVE JUSTICE**

Restorative conferencing is used when responsibility has been accepted to heal the harm/distress caused by an incident. This gives the children involved in an incident the opportunity to place the conflict behind them and move on.

Restorative conferencing can also be used when responsibility has not been accepted by specific persons involved, but the facts relating to the incident are agreed. In this situation, the children's participation must be voluntary and nothing should be done to re-victimise the harmed person.

This process will be used when a child has been removed from their teaching classroom or a more serious incident has occurred.

## **G) MONITORING OF BEHAVIOUR**

**Behaviour of pupils is monitored closely at staff and Senior Management level on a regular basis:-**

- Behaviour is consistently on staff meeting agenda, along with reports of bullying or racist incidents and specific incidents are discussed by staff.

- Senior Leadership Team review the policy against the previous year's data (violence to staff, bullying, racism, behaviour reports, exclusions etc) to judge the Behaviour Policy's impact and determine any amendments/improvements to procedures that need to be implemented.

**H)**

## **PARENTS' and PUPILS' VIEWS**

1. The Behaviour Management Policy is on the school Website for parental access. Parents are always asked specific questions about behaviour in school on the annual parent questionnaire. Parents also have the opportunity to make comments at this point, but also are able all year round to place any comments/suggestions in the suggestion box in the school reception. Senior Management always responds to each comment/suggestion made by parents regarding behaviour.

2. Pupils views on behaviour, and how safe they feel in school, are gained via the annual Pupil survey. These responses are noted and a response given by Senior Management in assembly time. Discussions about behaviour etc are also discussed at Class level, key stage level and decisions reported to the children.

**H)**

## **STAFF ROLES**

1. All staff will have an induction into the Academy which will includes discussions about the expectations of staff, parents and children within the Academy.

2. The First instance of concern will be dealt with by the class teachers. This will include any parent meeting and conversations need.

3. Each areas of school have specific leads who can then escalate behaviour. These are:

Jemma Cotton for EYFS

Lewis Dean for Key Stage 1

Leadership Team for Key Stage 2

4. If unsatisfactory outcome still occur from children or parents are unhappy with outcomes of meeting with the phase leads, this will come to David Jane or Mandy Laity

**Next Review: September 2025**