



Manor Drive Primary Academy

BEHAVIOUR POLICY

In force with effect from September 2022

Presented to:

Date approved: ¹	
Date reviewed: ²	
Date of next review: ³	

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

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1. INTRODUCTION

We are committed to supporting children to become emotionally, creatively, socially and academically successful. Through our PSHE lessons, assemblies and class conversations we seek to instil the positive learning behaviours and life skills that will ensure our children become good citizens of our school and the wider community.

High expectations of the children were central to our approach. All children are expected to behave and learn in a responsible way and adhere to the core values of the school as exemplified by our Academy motto, **Work Hard. Be Kind. Be Brave.**

At MDPA we believe that all must be treated fairly regardless of their gender, race, background or religion so that good relationships are promoted throughout the Academy and we create an ethos of kindness and consideration. We want an Academy that is free from any form of racism or bullying.

2. HIGH EXPECTATIONS

2.1 Classroom Behaviour

We use positive language when we talk to children and the emphasis is on learning not behaviour management. Our teachers ensure that children are engaged by excellent teaching combined with an engaging, creative and relevant curriculum where all activities are well planned. Low level disruption, such as talking whilst others are talking is not accepted, this ensures that our classrooms are calm, purposeful and free from distractions.

2.2 Rituals and Routines

We have a several agreed rituals and clear routines that should be followed by staff and children. Examples of this are our expectation of a correct school uniform, restriction on hairstyles and cuts; the expectation of calm and silent walking through corridors and the encouragement of appropriate and polite greeting from staff and pupils.

We take a whole school approach to behaviour management that is applied by all adults in school. When all staff positively and consistently promote these behaviours and lead by example, it fosters a calm and productive environment.

3. REWARDS AND SANCTIONS

Our aim is for children to make positive choices without the need for rewards or sanctions. However, we employ a simple reward and sanction system which supports children on their journey to become intrinsically motivated to behave well. Senior leaders ensure that rewards and sanctions are consistent across classrooms.

3.1 Rewards

We reward positive behaviour (linked to our Academy motto) using class tokens. Teachers link these rewards to effort rather than to outcome. When a certain number of class points are achieved a class is rewarded eg; by an additional playtime or a new book for their book corner.

The possible rewards are as follows:

- Verbal praise
- Class tokens
- Gold star tokens awarded by senior staff
- Recognition in assembly

3.2 Sanctions

At times children make poor choices and Academy staff help them to understand why certain behaviours are not acceptable and what the outcomes might be for the others in the class eg; the other children couldn't hear the teacher because you were talking. In this way, we promote an understanding of how other people and ourselves can be affected by our actions.

Alongside this approach, we use a simple system of '5 strikes' as a sanction for poor behaviour choices. The class teacher will ensure that the child understands why they have received a strike and what the sanction is (generally missing part of playtime).

The discussion with the teacher following the sanction is key part of developing the child's ability to self-regulate and giving them the opportunity for a fresh start. All children know and understand the expectations that are in place and the sanctions that occur if children fail to meet those expectations.

Incidents of racism, bullying, swearing, fighting, name-calling, spitting, damaging property and other socially unacceptable actions are not tolerated and will invoke sanctions.

One strike	Talk to the child
Two strikes	Child misses 5 minutes of break/lunchtime
Three strikes	Child misses 10 minutes of break/lunchtime
Four strikes	Child misses 15 minutes of break/lunchtime
Five strikes	Child get sent to another class and parents are informed

3.3 Other sanctions

- Children may be also kept in at playtimes to re-do unacceptable work where it is clear that they have not worked to their best ability.
- Sent to a member of senior staff.
- Fixed term exclusion.

3.3 Staff never:

- Use swear words, scare tactics, insults, words like stupid, idiot or any racist comments.
- Use humiliation, embarrassment, intentional public shaming or personal criticism.
- Stand children in the corner or make them stand outside the classroom or staff room.

Staff must refer to other policies that relate to behaviour management such as the Bullying Policy, "The Use of Force to Control and restrain Pupils" and our Child Protection policy and guidance.

4. PARENT PARTNERSHIP

Communication with parents and carers, whether telling them about their child's excellent effort or discussing poor behaviour is key to our successful behaviour policy. Parents/carers are kept fully informed and we endeavour to work in partnership with parents/carers to tackle any behaviour issues that may arise.

5. MONITOR AND REVIEW

5.1 The Local Governing Committee will review this policy in line with the procedure for policy review.

5.2 Date for Review

If there is no other reason for a review, this policy will be reviewed every 3 years by the Governors with the next review being Summer 2025.

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