



MARLCLIFFE PRIMARY SCHOOL

BEHAVIOUR POLICY

Last Reviewed	Next Review	Ratified by Governors
November 2018	November 2020	September 2015

Vision Statement

Putting **children first** in every action and decision

Ethos

1. The behaviour policy at Marlcliffe is applicable to all who are involved with the school. It recognises the need to teach children lifelong behaviours which help them to be the best version of themselves. It encompasses four main themes:

- ❖ Resilience
- ❖ Resourcefulness
- ❖ Respectful
- ❖ Recognise self-worth



Resilience

I will...

- *persevere when things get hard*
- *be patient*
- *learn from my mistakes*
- *be positive*
- *concentrate hard*
- *show courage*
- *be determined*



Respectful

I will...

- *be kind*
- *be fair*
- *be a considerate communicator*
- *show good manners*
- *be honest*
- *be tolerant*
- *respect differences*



Resourcefulness

I will...

- *work collaboratively*
- *think creatively*
- *problem solve*
- *take risks*
- *be adaptable/flexible*
- *make decisions*



Recognise self-worth

I will...

- *believe in myself*
- *be confident*
- *be motivated*
- *show self-control*
- *keep myself safe*

The children in FS and KS1 are not taught about the themes in as much detail.

However, all children are explicitly taught how to achieve these themes during lessons and in assemblies. All members of staff refer to these during interactions with the children and the staff also model these behaviours throughout the school day.

All strands of behaviour management at Marlcliffe school work together to establish the above ethos. We hope that by having character based rules, we can prepare our children for the demands of an ever evolving world.

Whole school behaviour strategies.

2. These are consistently applied from FS to Y6 although details/wordings take account of age appropriateness
3. Parents will be requested to work together with school to ensure best behaviours and therefore the best learning environment for their child. They will have access to the behaviour policy on the school website; they can also request a paper copy
4. In FS, children are reminded of the expected behaviour, moved to work with an adult or for more serious or defiant behaviour they may be given Time Out within their own classroom. They are asked to sit on a red square and are given a 5 minute timer. Parents are always informed if their child has been given a Time Out.
5. Behaviour strategies include:
 - a) **Red Box System** which is used in every KS1 and KS2 class, it is used to promote a good teaching and learning environment. It is based on a 3 strike system:
 - ❖ Children are first given a verbal warning
 - ❖ Then their name is placed outside the red box
 - ❖ Finally, their name is put inside the Red Box and they then lose their next morning break-time. They are sent to 'Time Out' in the KS1 Hall where their name is recorded in the file – this file is monitored by SLT. If a child's name is in more than 6X in a half term, this initiates a letter home to parents and the child's behaviour will be monitored more closely by a member of the SLT
 - ❖ The children are given a fresh start each lesson although a child's name remains in the box until they have completed their 'time out' which means a child could end up in the box on more than one occasion/day (but this is unusual for children at Marlcliffe)
 - b) Sanctions
It is at staff's discretion to use sanctions. This is used for more serious or persistent inappropriate behaviour e.g. being in Time Out twice in one week or for not being tolerant of differences. Sanctions takes place on a Friday lunchtime (12pm – 12.30pm) and is supervised by the Deputy Head
 - c) Golden Certificates are given to individual children (for reasons linked to the school's lifelong learning behaviours). These are awarded in Thursday's 'achievement assemblies'
 - d) Whole class rewards for all the children in a class displaying consistent positive behaviours e.g. a visit to the secret garden/ extra playtime

Classroom behaviour strategies

6. **Positive** behaviour is recognised and rewarded, both individually and as a class, through individual house points, stickers and certificates
7. These may vary for different year groups, acknowledging that a change of strategy can be a good incentive and new motivation for children. The strategy may be for individual children or as a peer group initiative within the classroom
 - Teacher and class agree basic class rules, which incorporate the lifelong behaviours
 - Teachers will decide an age appropriate strategy e.g. Marble jars, raffle tickets etc.

Individual behaviour

8. A small number of children may have specific difficulties with behaviour. These children should operate as far as possible within the above systems, but with extra input from their own teacher, phase leaders, learning mentor, teaching assistants, parents and SLT
9. This is likely to involve individual target sheets/ behaviour programmes; it may include risk assessments and the involvement of outside agencies. The school will work alongside the LA and other agencies to ensure that Marlcliffe remains an inclusive school whilst also ensuring the safety of all children/staff
10. Senior managers have had TEAM TEACH (positive handling) training and so have those adults who work with more vulnerable children. They are able to use positive handling strategies if necessary. TEAM TEACH supports Marlcliffe's philosophy of a holistic approach and promotes positive/protective handling strategies.
A huge emphasis is placed upon preventing and de-escalating situations before intervention becomes necessary. However Section 93 of the Education and Inspections Act 2006, recognises that there may be times when staff are left with no other option but to restrain a child if the child is:
 - Committing an offence
 - Causing personal injury to, or damage to property of, any person (including themselves)
 - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school

TEAM TEACH techniques seek to avoid injury to the child but it is possible that bruising/scratches may occur accidentally, and these will not be seen as a failure of technique but as a regrettable, yet infrequent side effect, of ensuring that all children/staff remain safe. All incidents of positive handling will be recorded and parents will be notified that the technique has had to be used.

Isolation

11. Isolation will be used for more severe incidents of inappropriate behaviour e.g. fighting. Children will be made to work in silence alongside a member of the SLT - in their office or the Conference Room. The child will be given age appropriate work to complete and the isolation period will be extended if this work is not completed appropriately and to an expected standard. Parents/carers will be informed that their child has been in isolation. The amount of time spent in isolation will depend on the severity of the incident and will therefore be at the SLT's discretion

Circumstances leading to an exclusion

12. Exclusions are very unusual at Marlcliffe, and this system is operated according to Government guidance - the same way as in other Primary schools in this city. Most exclusions are for a fixed term, following contact with parents/carers. If the parents/carers cannot be contacted, the exclusion will move forward to the following school day. Exclusions may be used for:
 - Physical violence or verbal abuse against an employee at Marlcliffe
 - Physical violence or verbal abuse against a pupil at Marlcliffe
 - Behaviours that endanger a pupil or employee at Marlcliffe
13. It may be deemed necessary to extend a temporary exclusion to up to a period of five school days, depending on the severity of the incident. The Headteacher and the governing body

have the right to exclude permanently if the circumstances are deemed sufficiently serious, based on recommended criteria including; age and state of health, previous record, difficult external circumstances, parent/ carer or peer pressure, degree, severity and frequency of behaviour, likelihood of behaviour recurring and safety.

(It should be noted that an accumulation of 15 temporary days of exclusion in any one term must, in law, result in permanent exclusion. There are safeguards attached to exclusions, including rights of appeal, and any exclusion letter will indicate these rights and how to appeal against an exclusion)

DINNER TIME

14. The same code of conduct is applicable to pupils during lunchtime with some additional and specific playground rules
15. Lunchtime rewards - Children are given orange balls as a reward for their good behaviour at lunchtime. These are posted into tubes and each year group collects their balls over the period of a week, the winning year group is announced in golden assemblies. The winning group also gets an extra playtime on a Friday afternoon. The lunchtime staff also select an individual child each week for whom they write a lunchtime award; this certificate is again awarded in golden assembly
16. Peer mediators (trained) support conflict resolution and positive play
17. A lunchtime club (Mrs Mincher's Club) runs each day for those children who find lunchtimes difficult i.e. it aims to develop social skills. The children can only go by invitation from the play-worker/learning mentor but are able to take a friend if they so wish
18. The facility to send individuals in to school, to be dealt with by the Senior Leadership Team or teaching staff, is made available for children who are a danger to others or themselves, or are persistently misbehaving
19. If a child is showing persistent misbehaviours on the playground, a lunchtime inclusion may occur whereby the child spends their lunchtime with a member of the SLT
20. For persistent inappropriate lunchtime behaviour, a lunchtime exclusion may occur. This means the child has to leave the school premises at the end of the morning session and not return until the beginning of the afternoon session (1pm). If the behaviour is repeated it may lead to a longer exclusion
21. Going home for lunchtimes may be an agreed strategy with parents as part of a behaviour plan
22. Lunchtime staff are informed of children with particular needs; this ensures that their approach and dealings with that child are appropriate and supportive
23. SLT meet with the 'senior lunchtime supervisor' daily/weekly to discuss behaviour. The SLT are also available after lunch if lunchtime staff need to speak to someone

IMPLICATIONS FOR PARENTS/CARERS AND OTHER ADULTS

24. The safety of our children is paramount and we have put in place procedures to ensure the safety of the children e.g. door locks
25. We aim to encourage children to be aware of strangers. For this reason, parents/carers and other adults are requested to go straight to the office to complete their business once they enter the school premises (this does not apply at the start/end of the day)

26. It is not acceptable for a parent/carer to challenge or question a child or another parent/carer on school premises in connection with an incident involving their child. Such approaches only worsen the situation. If a parent/carer has a concern or a reason to complain, he or she must contact the SLT, so they are aware of the problem and can support the sensitive and fair resolution of it
27. At present, Early Years and KS1 children may come into school from 8.40am onwards. If they are accompanied by parents, we request that parents leave promptly at the 8.50 bell so that teachers can begin the register. Older children are encouraged to play in the yard until the 8.45 yard bell, they will be supervised from 8.40 am by the teachers on duty

COMPLAINTS PROCEDURES

28. If a parent/carer needs to see a teacher about issues, an appointment should be made, preferably after school, as demands on staff at other times are heavy. Where agreement cannot be reached, parents/carers may request to meet with the Head/ Deputy or an Assistant Heads. In the event of a solution not being found, they will be referred to the school complaints procedure.