

**Behaviour Policy**

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| **Approved by:** | Local Governing Board |
| **Responsible department:** | Marsden Junior School |
| **Last review date:** | 01.09.2023 | **Last reviewed by:** | Sarah Mansell |
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| **Next review due :** | 01.09.2024 |

***'Everyone Exceptional Every Day'***

Marsden Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

# Aim of the behaviour policy

* To provide a safe, comfortable and caring environment where optimum learning takes place
* To provide clear guidance for children, staff and parents of expected levels of behaviour
* To provide a consistent and calm approach
* All adults take responsibility for behaviour and follow-up personally
* Adults use consistent language to promote positive behaviour

# Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

* Encourage pupils to recognise that they can and should make ‘Good to be Green’ choices
* To define appropriate and inappropriate behaviour within Marsden Junior School
* Promote self-esteem and self-discipline
* To create a calm, stimulating, emotionally safe & inclusive environment where all children have the right to learn
* Teach appropriate behaviour through positive intervention
* To ensure a consistent graduated response to appropriate and inappropriate behaviour across the school
* Establishing clear expectations of behaviour
* Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
* Providing opportunities to develop empathy and, caring about the needs and rights of others
* All pupils and staff are being treated with respect
* To prevent all forms of bullying including online bullying and homophobic bullying
* Working together with parents / carers to create a partnership between home and school
* To define systems in place for responding to challenging behaviour
* To give examples of appropriate rewards and sanctions
* To encourage critical reflection, from staff, regarding the behaviour of pupils
* To promote a solution focused approach to behaviour improvement
* To ensure that we always see the child beyond the behaviour
* Raise awareness of factors which can affect behaviour
* To reinforce our commitment to giving a personalised approach for children who have difficulties in managing their behaviour

# Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

* Behaviour and discipline in schools
* Searching, screening and confiscation at school
* The Equality Act 2010
* Use of reasonable force in schools
* Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

* Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property

# Marsden Junior School Non-Negotiables

All pupils at Marsden Junior School are expected to meet the following expectations:

* Listen to all adults in school.
* Follow instructions the first time they are given.
* Respect the learning of others.
* Be punctual.
* Walk in school at all times, especially through the hall.
* Line up quietly and respectfully.
* Use positive language.
* Phones to be switched off once on school property (and kept in green class box).
* Always be honest.
* Cooperate with others.
* Wear correct uniform at all times
* Give your best in every lesson
* Make contributions in lessons
* Take pride in the presentation of work in all books
* Do your homework and keeping your pupil planner book up-to-date

# Role and Responsibilities in Promoting Positive Behaviour

**All staff must:**

* Promote the ‘Good to be Green’ strategy through deliberately and persistently, catch pupils doing the right thing and praise them in front of others
* Meet and greet at the door
* Refer to Respect, Integrity, Team Work and Aspiration (RITA)
* Model positive behaviours and build relationships
* Plan lessons that engage, challenge and meet the needs of all learners
* Follow up every time, retain ownership and engage in reflective dialogue with children
* Never ignore or walk past children who are behaving badly
* Help pupils to gain the ability to make choices about their behaviour
* Inform parents about their child’s welfare or behaviour
* Know their classes well and develop positive relationships with all pupils
* Relentlessly work to build mutual respect
* Remain calm and keep their emotion for when it is most appreciated by pupils.
* Demonstrate care and compassion
* To use common language (RITA) and redirect to what we want to see

**The Principal and the Senior Leadership Team must:**

The Senior Leadership Team are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

* Meet and greet pupils at the beginning of the day
* Be a visible presence in the school to encourage appropriate conduct
* Be a visible presence around the school and especially during transition times
* Support staff in returning pupils to learning
* Regularly celebrate staff and pupils whose efforts go above and beyond expectations
* Regularly share good practice
* Support teachers in managing pupils with more complex or challenging behaviours once all strategies have been explored.
* Encourage use of positive praise, phone calls/messages and certificates/stickers
* Ensure staff training needs are identified and targeted
* The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Principal may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. Any decision regarding fixed term or permanent exclusion will be dealt with following the most recent DfE guidance

**Pupils want teachers to:**

* Give them a ‘fresh start’ every lesson
* Help them learn and feel confident
* Be just and fair
* Have a sense of humour

**Parents must:**

* Parents need to be kept informed about their child’s behaviour in school. This is highlighted throughout this policy. Communication with parents is key, class teachers and SLT, should ensure this is clear and transparent
* Parents should be informed of behavioural difficulties early so that they have a clear picture of the graduated response and how they can support it
* Vitally parents / carers can give us valuable information, which may explain changes in behaviour
* Staff should also report positive behaviour changes in monitored children
* Parents should promote positive behaviour at home in order to have continuity between home/school

**The LGB will:**

* Support the school staff in the implementation of the policy
* Give advice, when necessary, to the Principal about disciplinary issues
* Review the effectiveness of the policy

# Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour and expectations.

**What do we expect of our children around the Academy?**

## Good to be Green

*Considerate; polite; respectful; walking sensibly; caring; good effort; good work; consistent good manners; enthusiasm; helpful; thoughtful; kind; improvement; listening; sharing; good sitting; pride in work; perseverance; motivated; positive attitude; teamwork; responsibility; co-operation; hands up; staying safe; asking for help; trying your best; happy; smiling; tidy; concentrating; on task; being a good friend; using equipment sensibly; move around sensibly; aware of others; looking after equipment; reflective*

It is vitally important that children feel good for making the right choice, resulting in this being of extremely high importance throughout the school. This provides children with the motivation to continue making good choices. Children should be rewarded in a way that is meaningful to them (e.g. they see it as a reward). All children who follow the “Good to be Green’ system will be rewarded with a half-termly celebration event / reward. The following is a list of graduated rewards that are widely used in school.

* Thumbs up, smile, pat on the back, wink
* A quiet word of praise or thanks
* A written comment/sticker on the child’s work
* Show work to the class
* Getting to lead the line (or similar responsibility)
* Quick word with parents
* A more public expression of praise in class
* Pupil gets to tell a key adult good behaviour news
* Being chosen first (e.g. to go out to play) or choosing first
* Recognition board in class
* Use of recognition stars
* Choose an activity to do
* Given responsibility for a specific task e.g. take a message
* Stickers to wear or on charts
* Show work to another member of staff in school
* Show work to other pupils in school
* Feedback to parents
* A phone call home to parents
* Principal sticker given
* Receive a certificate in Friday’s reward assembly.

**How do we define unacceptable/ inappropriate behaviour?**

**Level one (White Warning)**

All school staff are expected to promote and reward good behaviour. Classroom staff should manage level one – white warning behaviours.

*Sulking; different behaviours for different adults; pulling faces; not working/copying; pushing; talking too loudly; tapping/ fidgeting; attention seeking; answering back; whistling/ silly noises; falling out; not listening; fiddling with items on table; giggling at inappropriate times; damaging property; talking when should be listening; out of seat/ wandering; calling out; interrupting; swinging on chair; throwing things; not following clear instructions; not co-operating in group tasks; running in school; destroying own work; distracting others; not using manners; ignoring; talking when should be listening; avoiding tasks; messing about in toilet; leaving people out; telling tales; not following routines; slamming doors; sitting inappropriately*

Appropriate responses include:

* Repeat instruction
* Use visual prompts so that flow of teaching is not broken
* Praise others for doing the right thing
* Communicate there may be a problem
* A quiet chat with teaching assistant/ teacher
* Remind child of expectation, calm reminder of relevant rule
* Do children know exactly what the behaviour is that is causing a problem/ why it causes a problem/ what they could do differently
* Give a target around behaviour, which is personalised
* Reminder of appropriate consequences of behaviours- not just the sanctions but also the impact on learning and the unfairness of that. (be prepared to follow them through)
* Do not make huge threats
* Time out within classroom (quiet area/ away from others)
* In class at playtime, directly with teacher to discuss and reflect on behaviour which caused problems
* Informal advice from Pastoral Care Team or Senior Leadership Team
* A quick word with parents (informally)
* For children who demonstrate consistent low level behaviour teachers should document on Arbor (CPOMs to be used for safeguarding concerns), where appropriate

**Level two (yellow)**

Children who are showing behaviours at level two may require more targeted and consistent intervention. Classroom staff should speak to an appropriate colleague and talk through their previous actions and the impact. Any child who has been issued a yellow card should have the opportunity, as soon as possible, to have a restorative session will the member of staff concerned to prevent this from continuing and escalating to level three.

*A continuation of white behaviours or:*

*Hurting people on purpose; swearing at people; shouting at people; disrupting others on purpose; throwing things at someone; stealing; deliberately annoying others; not completing work; destroying someone else’s work; not admitting to something; refusal to work/ follow instructions; rude; disrespectful to staff/ children; picking on someone (a one off); personal insults/name calling; continual answering back; lying or blaming others; laughing at people negatively; damaging items on purpose*

Appropriate responses include:

* Continuation of earlier strategies (if appropriate)
* Continue to communicate calmly
* Brain break
* Use clear language
* Give choices- with consequences, allow time to make choice
* Do any lesson adjustments need to be made
* Try not to give public shows of negative attention
* Avoid saying things that escalate the problem
* Maintain non-confrontational body language
* Calming time, out of the classroom (this should be managed e.g. identified
* place, exit strategy, communication)
* Payback time at playtime/ lunchtime (use as a time to reinforce consequences)
* Work at separate table
* A more focused talk with parents
* Referral to pastoral care team for more focused work/ support
* Support from Phase Leaders

**Level three (red)**

Children who are showing behaviour within level three will be issued with a red card. At the discretion of the Principal and agreed with staff, a single red card for instances beyond a continuation of yellow behaviours, must be brought straight to the Principal’s attention. An agreed way forward will be discussed which may be led by any member of staff as deemed appropriate. Children can have the red card rescinded following improvement over a period of time.

*A continuation of yellow behaviours or:*

*Sexualised behavior; homophobic behavior; spitting on people; racist remarks; physical assault/ violence; intimidating/ threatening; bullying; running out of school; fighting*

Appropriate responses include:

* Formal meeting with parents
* Sent to Principal
* Loss of break-time
* Loss of lunchtime
* Going home for lunchtimes
* On report- this should be analysed and not used in itself as a fix
* Fixed term exclusion / Permanent exclusion

# Behaviour beyond the school site

Parents are also encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public, or a pupil, to the police as soon as possible.

# Supporting Social and Emotional Development

Some children exhibit particular behaviours based on early childhood experiences and family circumstances.

As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

All staff act as secondary caregivers and recognise that children communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour and to be curious about children’s needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions.

In our school, all children are offered compassion and co-operative learning with a caring supportive adult. No child is ever intentionally shamed and all children are treated with respect.

Although actions do have consequences, children are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes.

The school will record all serious behaviour and positive handling incidents on CPOMS.

# Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

Educational Psychologist

Early Intervention Team

Families Support Team

SEN Team

Children Social Care (CSC)

ASD Outreach Teacher

Physical Contact

# Physical Contact

Marsden Junior School recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children. On occasions, school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Example of circumstances when proportionate use of force may be reasonable.

* To protect people or property, including themselves
* To move children to a safer place
* To prevent children from behaving in such a way that seriously disrupts school activities

# Monitoring and Evaluating

The effectiveness of this policy will be regularly monitored by the SLT.

The CPOMS system used by the school keeps a variety of records of incidents of misbehaviour in one central location for monitoring purposes.

# Review

The policy will be reviewed in line with the school’s review cycle. However, the LGB may review the policy earlier if the LGB receives recommendations on how the policy might be improved.