



Marshlands Primary School Behaviour Policy

(This policy links with the Health and Safety Policy/ Child Protection Policy/ Anti-Bullying Policy/Health and Safety Policy)

Introduction

At Marshlands, we believe that positive behaviour, both in terms of attitudes to learning and personal conduct and relationships, is a crucial underpinning for learning and success.

Our Ethos & Values

- We want all our pupils to come to school with a smile on their face, looking forward to the school day ahead. We believe if pupils enjoy their work and feel secure, they will achieve success and grow in self-esteem.
- We provide smaller classes to enable pupils to be given greater learning opportunities and individual attention.
- We encourage a caring sharing attitude amongst our pupils and our school is often involved in fund raising and giving to a variety of causes.
- The school motto is 'Growing Together' so that Marshlands School provides opportunities for every child to achieve their potential.

The School Aims

- Maintain a caring and affectionate atmosphere where children can feel safe and are given the stability to achieve.
- Treat every child with respect and dignity and respond to every attempt to communicate, to ensure a greater understanding of need.
- Have realistic but challenging expectations for our children, using clear goals and a consistent approach; help them to develop life skills and appropriate behaviour so that they can participate fully in family life.
- Work closely with parents of the children at Marshlands School to ensure a deep understanding of each child and to plan for the future.
- Work with colleagues from other services to ensure the emotional, physical, spiritual and educational well-being of each child.

- Continue to develop links with local schools, nurseries and businesses to ensure our children are valued members of their local community.
- Further develop an environment where the achievements of our children and staff are valued and celebrated.

Aim of the Policy

As a staff we aim to achieve consistency in our management of behaviour, taking into account individual needs of the children.

Marshlands School has a set of rules that all pupils are expected to follow.

- We are kind.
- We are polite.
- We listen well.
- We try our best.

The rules are displayed in each class and discussed with the pupils to ensure they understand what each rule means.

Each class may write their own class rules together to encourage ownership of these rules and understanding of why we have them. These will then be displayed in their own class for future reference.

Marshlands School is committed to:

- Setting high expectations for pupils' personal, social and academic progress.
- Providing a happy, caring environment in which our pupils feel secure and are prepared for life outside our school.
- Promoting a positive ethos where each child's achievements are valued and celebrated.
- Ensuring an effective partnership between school, parents and the community.

Staff at Marshlands have a collective responsibility to:

- Be a positive role model to pupils.
- Manage and not ignore challenging behaviours.
- Provide clear boundaries/limits of behaviour.
- Provide a calm, consistent approach to the management of behaviour taking into account the individual needs of the child.
- Ensure pupils are aware of the consequence of inappropriate behaviour.

- Report inappropriate behaviour on SIMs and ensure Class Teachers are aware of behaviours occurring outside of the classroom.

Classroom Management

Good classroom management ensures that a positive social learning environment is set up and maintained, enabling pupils to make the most of learning opportunities. It is recognised that pupils who are not feeling safe and secure are unable to learn effectively. We are committed to the provision of a positive environment in which children are valued as individuals and their positive behaviours are clearly identified, reinforced and celebrated. We develop positive relationships with pupils and ensure we take time to repair and rebuild relationships after an incident has occurred.

What is Challenging Behaviour?

All of our pupils are individuals and as such are supported with their behaviour using a range of strategies. Pupils who present with behaviour that challenges will be identified by staff and together with the Behaviour Support Manager and parents/carers will put a Positive Behaviour Support Plan in place to help support the management of their behaviour. This will be shared with all staff involved with the child.

We understand that families of children who display behaviours that challenge may need support from school staff. Staff will provide support beyond the classroom, if appropriate, ensuring the Senior Leadership Team is made aware.

Rewards and Positive Feedback

In fostering a secure and positive environment for learning, pupils' achievements should be rewarded regularly. Rewards will be appropriate to the pupil's level of understanding or development. Pupils will be taught to understand the link between their good behaviour and the reward. All staff will be aware of the behaviours which are to be reinforced and the rewards which should be used and every child will have the opportunity to receive rewards.

Examples of rewards include:-

- Non-verbal praise - a smile, thumbs up
- Verbal praise
- Class dojo to award points and communicate with parents/carers
- Use of stickers
- Use of house points
- Offering favoured objects or activities

- Choose time at the end of lesson or session
- Sharing of good work with the class
- Class Leaders may have their own rewards for example - earning a raffle ticket
- Mentions at end of day/week whole school meeting/pupil of the week.
- Visit to another member of staff to receive praise.
- Visit to Head or Deputy Head to receive praise.

Sanctions

Clear boundaries are applied to ensure good behaviour management is promoted and it is always the behaviour that is discussed and not the child. A calm, consistent approach where pupils are aware of the consequences of inappropriate behaviour is established and maintained.

A variety of sanctions may be used as a consequence of unacceptable behaviour, they will be appropriate to the pupil but directed at the undesirable behaviour. Rewards that have already been awarded will not be removed.

- Verbal reminder or pictorial prompt to precede any action taken.
- Highlight appropriate behaviour being displayed by others.
- Disapproval through tone of voice or facial expression.
- A pupil may be excluded from an activity or group for a short period but will be kept under careful observation.
- A pupil may be excluded from a future enjoyable activity such as Golden Time, as appropriate. (Care should be taken to ensure full curriculum entitlement and pupils should not be excluded from educational activities unless there are Health and Safety or Assessment of Risk considerations)
- Referral to the Senior Leadership Team and in some situations parents may be contacted.
- Incidents should be dealt with immediately and any sanctions applied as soon as possible after the event.

Further Action

Good communication between home and school is vital to allow us to work together to solve problems. Parents will be encouraged to contact school to speak to the Class Teacher, Behaviour and Inclusion Manager, a member of the Senior Leadership Team or the Head Teacher should they have any concerns about their child's behaviour.

Physical Intervention should, wherever possible, be avoided. There are occasions when emergency physical support will be necessary to ensure the safety of others. Physical Intervention Strategies are used as a tool when an incident reaches crisis following SCIPr-UK[®] procedures by trained staff. When

Physical Intervention is used, it must be in a way that maintains the safety and emotional wellbeing of all concerned. Staff will report these incidents using school reporting systems and will notify parents.

Absconding

When a child absconds from the classroom the Head Teacher will be immediately notified by Class Leader. Staff will be assigned to look for the child. The child will be tracked from a reasonable distance and if the child absconds from the school grounds the police will be contacted immediately and the parents will be notified.

Monitoring and Review

The Behaviour and Inclusion Manager and Senior Leadership Team will monitor the recording and implementation of behaviour management in school.

This policy will be reviewed at least every two years.

Toni McCarroll and Sally Renshaw

Approved by governors  _____

April 2019

Review Date: March 2022