

Marshfield Primary School



Behaviour Policy

Policy history: Updated	November 2024
Reviewed by Governing Body:	02/12/24

Introduction

At Marshfield Primary School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. For effective learning to take place, good behaviour is necessary. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct and interventions that support both staff and pupils.

Aims:

At Marshfield Primary School we aim:

To actively support our overarching ethos-



- To develop a whole school behaviour policy based on a consistently applied model which is supported and followed by the school community; parents, teachers, children, dinner time supervisors, school clerks and governors based on a sense of shared values.
- To follow a consistent approach and practice that improves student learning attitudes and staff well-being.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum values and attitudes as well as knowledge and skills.
- To encourage good behaviour through positive reinforcement and a range of rewards for children of all ages and abilities.

- To make clear to children the distinction between minor and more serious misbehaviour and the stepped sanctions that will follow.
- To listen to problems with care when they occur in the hope of achieving an improvement in behaviour.

Guidelines for Home and School

We all have a responsibility to ensure that our pupils are provided with the best opportunities in order to develop and learn in an ever changing world. We should all aim to accept the responsibilities we are given and to endeavour to improve constantly to the betterment of all.

Responsibilities of the School

- To develop each individual pupil's talent as fully as possible.
- To teach effectively and to set the highest standards in work and behaviour.
- To care for each child when at school.
- To help pupils to leave school able and committed to make the best possible contribution to the community at large.
- To encourage regular communication with parents as a basis for close co-operation between home and school.
- To promote the school's ethos which embodies the endorsement of the wellbeing and equity agenda.
- To provide areas that promote self-regulation and teach techniques that support children to manage their feelings.

Responsibilities of Parents

- To show by their own example that they support the school in setting the highest standards in all it tries to do.
- To make sure the children come to school regularly, on-time, refreshed, alert and ready to work.
- To take an active and supportive interest in their children's work and progress to develop confidence and a sense of achievement.
- To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.
- To control the development of their children's use of leisure time activities and entertainment.
- To work in partnership with the school to promote, support and respect school ethos.

- To support us to self-manage our emotions at home.

Responsibilities of Pupils

- To attend school regularly and take part in school activities.
- To follow their designated class charter.
- To aim at the highest standards in all aspects of school life.
- To cooperate with staff and to accept the authority and rules within the school.
- To always show respect for all.
- To use the resources available to support themselves with feelings and emotions.

General Management Responsibilities

- To ensure that all pupils work in a calm, supportive and purposeful atmosphere.
- To ensure that all pupils come to school without the fear of being bullied.
- For all staff to have a collective responsibility to keep pupils safe and happy in their environment.

The Class Teachers and Support Staff Responsibilities

Adults working in school have a responsibility for:

- Presenting a consistent and positive role model
- Establishing an ethos of understanding
- Giving rewards and sanctions.
- Watching out for children behaving out of character.
- Looking for signs of distress and upset.
- Reporting to the SLT any suspected occurrences of non-accidental injury or child abuse.

The Lunchtime Supervisors and School Office Responsibilities

- Giving rewards and sanctions.
- Noticing children behaving out of character.
- Looking for signs of distress and upset.

- Reporting to the SLT any suspected occurrences of non-accidental injury or child abuse.

The importance of positive behaviour management

- **Positive relationships Teacher–child relationship**

The heart of effective behaviour management is building positive relationships with children. This allows the teacher to connect to the children forming a strong foundation from which behavioural change can take place.

At Marshfield we focus on positive rather than the negative statements when interacting with children, guiding them towards positive outcomes rather than highlighting their mistakes.

- **Rewards**

Rewards (or reinforcers) when they follow behaviour, make that behaviour more likely to occur again. They form the basis of human behaviour and motivation, and can be used effectively to encourage children to acquire skills and develop appropriate behaviour. To be effective rewards need to be something to which the children aspire to and want. Rewards at Marshfield Primary use the following criteria-

Immediate	Immediately reward behaviour you wish to increase.
Consistent	Consistently reward to help maintain the desired behaviour
Achievable	Ensure that the rewards are achievable to help maintain attention and motivation.
Fair	Make sure all children are fairly rewarded during the school day

Children at Marshfield are consistently encouraged through praise to exhibit positive behaviour traits. Pupils are rewarded in a variety of ways-

Social	Praise and recognition, for example a positive phone call or notes home.
Tangible	Material rewards, for example the use of badges, certificates, dojo points class gem jars and headteacher badges.

Activity


Physical rewards, for example extra play or allowing children to choose their own reward, e.g. class soccer, painting faces, etc.

Consequences

Sanctions are only effective when used in the context of a positive classroom culture, where there are clear rules and routines as well as the use of rewards to reinforce positive behaviour. They should be used sparingly to achieve a positive result and should not overburden the person imposing the sanction. When issuing sanctions to a child because of inappropriate behaviour, they are implemented in isolation. They are paired with more positive responses and teaching of skills. Sanctions are timely, specific, logical, reasonable and fair, with a clear beginning and ending.

The following sanctions have been agreed by the whole staff. These refer to day-to day classroom management.

(The specifics of these may vary when children are at Progression Step 1 when behaviour is intrinsically linked to pupils' developmental steps.)

Phased response to negative behaviour	Escalated response
1. Class teacher to give visual reminder/ signal to change.	
2. Class teacher to give verbal reminder.	
3. Class teacher to give visual reminder (move to amber) and an initial consequence of 5 minutes with the classteacher, their partner or TA at breaktime to reflect on behaviour.	
4. If the child chooses not to change their behaviour, they lose 10 minutes of their breaktime.	
5. If the child continues to choose inappropriate behaviour, they are sent to a different room for reflection time for 10 minutes. Each class teacher has a reflection area in their class and resources for pupils to use.	
NB from point 3 onwards, if a child chooses to change their behaviour after the sanction, a child can return to green.	
6. If poor behaviour persists, the child moves to red and parents are contacted by the classteacher.	If a child exhibits one-off aggression or unacceptable behaviour-sanction given and parents contacted by class teacher. Child
7. If the behaviour persists, a member of the SLT is informed.	

	immediately moved to red. SLT informed.
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The school community is committed to ensuring parents are kept well-informed of any changes in their child's behaviour or to discuss any other concerns they may have.

Additional Learning Needs (ALN) & Vulnerable Learners (Bespoke Plans)

Identified learners may require an alternative behaviour policy plan that is bespoke to their needs and supports their well-being development. Identified learners may include those with Additional Learning Needs (ALN), are known to the school as being vulnerable, or have social, emotional and well-being difficulties. It is necessary that reasonable adjustments are considered and made to understand and support behaviour of identified learners in order to reinforce positive behavioural based choices. In these cases, there will be a specific support plan and / or individual behavioural plan (IDP) in place.

Procedures for dealing with major breaches of discipline

When a child reaches Step 6 of the school Sanctions, unacceptable behaviour will be reported to the SLT or head teacher. The behaviour will be treated on an individual basis and the severity of the warning / punishment will be decided by the professional judgement of the head teacher. At this stage however, parents will be notified. The most recent WG guidance (Section 1.5.1) highlights sanctions and alternatives to exclusion.

Exclusions

Please refer to the Newport City Council exclusions policy that has been adopted by the school. The LA is committed to working in collaboration with schools, learners and parents / guardians to reduce exclusions across the borough. With regard to extreme behaviours it may in some instances be necessary to issue a fixed term or in exceptional circumstances, a permanent exclusion. A decision to exclude a learner permanently is a serious one. It will usually be the **FINAL** step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Guidance/ References

Exclusion from schools and pupil referral units (WG Guidance Document no: 255/2019 -November 2019 that:

1.1.2 Only the headteacher or teacher in charge of a PRU can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence. The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

The guidance clarifies that the exclusion should not be used for minor incidents.

Parents have the right of appeal to the Governing Body against any decision to exclude.

Further information regarding exclusion and acceptable escalated responses can be found at-

<https://gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

Newport City Council Exclusion Guidance (2021-2022) provides schools with additional advice

Pupil Wellbeing

As aforementioned, school staff will actively promote the school's ethos which embodies the endorsement of the wellbeing and equity agenda. Pupils involved in significant incidents will be monitored closely by staff and provided with the support and guidance they require. It may also be the case that additional meetings with parents to gauge levels of wellbeing would be needed.

Rights Respecting School

As a Rights Respecting School (RRS), we ensure that pupils are aware of their rights within the United Nations Convention on the Rights of the Child (UNCRC). All members of staff in our school are Duty Bearers, which means that we uphold children's rights. As Rights holders, our pupils know that their rights are unconditional. Through our RRS ethos, we promote treating everyone with dignity and a strong mutual respect is established between all staff and pupils. Using pupil voice, class and playground charters are created by pupils and these highlight relevant rights articles they believe to be important in creating a happy, safe environment. This helps our pupils to think about their actions and to respect the rights of others as citizens in our school community.

Physical Restraint

Identified members of staff have team teach training and are able to use physical restraint if required.

Cross referencing

This policy is to be cross referenced with other policies namely, Cluster anti-bullying, exclusion and physical restraint.

Review

The governing body review this policy on an annual basis. The governors may, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

<https://gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-primary-schools.pdf>