

**Marlcliffe**  
Primary School



## BEHAVIOUR POLICY

Last Reviewed	Sept 2015	Next Review	Sept 2016
		Ratified by Governors	

## 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 work together in order to establish an ethos which encompasses respect, trust, care and an understanding of right and wrong within a safe environment. This is supported by the school's code of conduct and is displayed in all classrooms. This states that:
  - I will keep my hands and my feet to myself
  - I will respect the feelings of others
  - I will respect the property of others
  - I will do as I am asked to do
  - I will always speak kindly to others
  - I will respect others even if they are different to me
2. All strands of behaviour management in Marlcliffe school work together to establish the above ethos

## Whole school behaviour strategies.

3. These are consistently applied from FS to Y6 although details will take account of age appropriateness
4. 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 and practice document on the school website or can request a copy
5. Behaviour strategies include:
  - a) **Red Box System** which is used in every class to promote a good teaching and learning environment. This is based on a 3 strike system but also links to Golden Clubs:
    - 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 (sent to 'Time Out' in the KS1 Hall where their name is recorded in the Time Out File – this file is monitored by the SLT and 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 not usual for children at Marlcliffe)

- b) Sanctions  
It is at staff's discretion to use sanctions which is for more serious/persistent inappropriate behaviour e.g. 2x Time Out in one day/week – this means a child will lose their Golden Club. Children who are physically aggressive towards another child will automatically be put into sanctions on a Friday afternoon
- c) Golden Certificate for individual children (given for a variety of achievements) who have shown personal excellence. Awarded in Thursday's (KS2)/Friday's (KS1) 'achievement assembly'
- 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
- e) Golden Clubs for all children on Friday pm unless they have been put in sanctions that week. (Varying lengths of time missing depending on severity of misbehaviour)

### **Classroom behaviour strategies – Golden Rules**

#### **“Good Sitting” “Good Looking” “Good Listening” “Good Learning”**

- 6. **Positive** behaviour is recognised and rewarded, both individually and as a class, through individual house points and group merit systems, 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 school rules whilst also focusing on good sitting, listening, looking and learning; Golden Rules Powerpoint shared with classes on a regular basis and used in assemblies
  - Teachers will decide an age appropriate strategy e.g. Marble jars, raffle tickets, footsteps

### **Individual behaviour**

- 8. A small number of children may have special difficulties with behaviour. These children should operate as far as possible within the above systems, but with extra input from the inclusion co-ordinator working alongside Headteacher, SLT, own teacher, class teachers, learning mentor, teaching assistants and parents
- 9. This is likely to involve individual target sheets/ behaviour programmes and 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 training (JF/AM & FT) and so have Sherren Barratt and Sally Pirt (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.

### **Internal Exclusion**

11. Internal exclusions 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/Conference Room. The child will be given age appropriate work to complete and the internal exclusion 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 internal exclusion. The amount of time spent in internal inclusion will depend on the severity of the incident and will therefore be at the SLTs discretion

### **Circumstances leading to an exclusion**

12. Exclusions are very unusual at Marlcliffe, and this system is operated according to CYPD and DCSF 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 for the equivalent of one school session.
  - Physical violence or verbal abuse or racist abuse against an employee at Marlcliffe may result in exclusion
  - Physical violence or verbal abuse or racist abuse against a pupil at Marlcliffe may result in an exclusion
  - Behaviours that endanger a pupil or employee at Marlcliffe may result in an exclusion
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 has 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)

Further information can be found in the Exclusions Policy

## **DINNER TIME**

### **Mid-day supervisors and play-workers encourage positive resolving of conflicts**

14. The same code of conduct is applicable to pupils during dinner time with some additional and specific playground rules
15. Dinnertime 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 children each week who they write a lunchtime award for; this certificate is again awarded in golden assembly.
16. Peer mediators (trained) support conflict resolution and positive play
17. A lunch-time 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. Cool Club runs every lunchtime in the DT Room. This is aimed at children who find lunchtime outside a little overwhelming or it can be used by children who need to have some 'cool down time' (lunchtime staff can insist a child goes into the club). The child is then given time to calm down and correct their behaviour (before SLT become involved).
19. 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
20. If a child is showing persistent misbehaviours on the playground, a lunch-time inclusion may occur whereby the child spends their lunch-time with a member of the SLT
21. For persistent inappropriate behaviour a lunch-time 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
22. Going home for lunchtimes may be an agreed strategy with parents as part of a behaviour plan

23. Lunch time staff are informed of children with particular needs so that their approach and dealings with that child are appropriate and supportive
24. SLT meet with the 'senior lunch time supervisor' daily/weekly to discuss behaviour. The SLT are also available after lunch if lunch-time staff need to speak to someone

### **IMPLICATIONS FOR PARENTS/CARERS AND OTHER ADULTS**

25. 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
26. 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)
27. 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
28. 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 teacher on duty

### **COMPLAINTS PROCEDURES**

29. 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.