



Marfleet Primary School


Behaviour Policy

November 2017



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Part of the Ebor Academy Trust. Registered office: Robert Wilkinson Primary Academy, West End, Strensall, York YO32 5UH. Registered in England No. 08806335.



Aims

- to ensure that school is a comfortable and orderly place where children can feel safe and secure
- to emphasise and reward good behaviour
- to minimise incidents of bad behaviour and to deal with it fairly and consistently
- to ensure that teachers and children can maximise potential without distraction or disruption
- to ensure that all children are treated fairly regardless of race, gender or ethnicity

Underlying Principles

- an emphasis on positive reinforcement
- lead by example – good adult role models
- to be consistent and fair
- policy common to all but also treat children as individuals
- be firm with unacceptable behaviour
- don't overreact
- to deal with issues professionally and sensitively

This policy is to be read in conjunction with other school policies and the Statutory Behaviour Policy for Ebor Academy Trust.



School Rules

Rules were compiled by staff and children and children are well aware of them. However they should be constantly given reminders (in assemblies, PHSE, lessons etc.). There are more positive rules than negative and high expectations are very important.

DO

- listen
- be polite
- help others
- work hard
- be a good friend
- consider others' feelings
- play sensibly
- care for your surroundings
- respect others' belongings

DON'T

- kick
- fight
- run in school
- shout in school
- play roughly
- tease others

Personnel

Head and Deputy Head of School

- show leadership
- support staff
- encourage parental involvement
- show consistency
- be available

All Staff

- expect high standards
- match work to ability (a bored child can become a naughty one)
- make goals realistic and attainable
- demonstrate consistency and firmness
- show children that you value them and their contributions
- displays show that work is admired
- encourage self-discipline and responsibility
- varied approach - cajole, encourage, praise, use humour, be calm, friendly, gain trust
- ensure that children know what you expect and what is acceptable
- encourage children to take responsibility for their own actions
- try to involve children in some of the decision making in the classroom & in routine jobs

Encouraging Good Behaviour

It is important to create a school/classroom atmosphere which celebrates success for all, but also accepts mistakes or a failure to achieve something and uses it constructively to move forward. Achievement and success should be encouraged through targets and small steps particularly for those who find success (in work or behaviour) difficult to achieve and to sustain. It is very important to emphasise good behaviour and to use the rewards systems as a high profile support.

Reward System

Children are part of the MarvellousMe system, which enables staff to give rewards – “badges” to children for a number of different things. Teachers can also use this method of communication to send messages and tasks to parents. Once a child reaches 60 badges, they are allowed to choose a prize from the cabinet in the office. Badges are also given for things such as 100% attendance in a week and being green all week.



Star/Smile of the Week

Each week, on a Friday afternoon, there will be a celebration assembly and weekly awards are given out. The “Star” award is usually work based and must have the work with the award to show in assembly, there is one per class, including nursery. The “Smile” award is given to a child that has made the teacher smile during the week or who has impressed them with work, again there is one per class.

Lunch time Awards

Stickers are given for on-the-spot recognition of a variety of behaviour and attitudes, such as good behaviour, kindness to others, being brave, a clean plate! etc. Individual behaviour programmes and the school code of conduct are continued by lunch staff. The Gold Table (every Friday) rewards four children and their friends with the “top table” at lunch time. Children are chosen by lunch time staff.

Special Achievement Assembly

This assembly happens termly. The awards listed below are chosen by staff, and are decided by vote. Parents of winners are invited in to school, and the children receive a certificate and a trophy with their pictures put up on the wall.

Awards include:

Literacy – KS1 + KS2

Numeracy – KS1 + KS2

Progress – KS1 + KS2

Big Grin – KS1 + KS2

Sport Award

Dinner Time

Credit to the Class – FS, Y1, Y2, Y3, Y4, Y5, Y6

The School Council / Head Boy Girl

Yearly the staff votes on a new Head Boy and Head Girl, as well as the deputy’s. Responsibilities include setting up for assembly each week, and attending all school council meetings. School Council are chosen by staff in each class, and must attend meetings.

Dealing with Bad Behaviour

Within the overall framework of this policy it is important to take each case individually - making decisions that are appropriate to the circumstances. Don’t overreact - differentiate between serious and trivial offences.

Discouraging Bad Behaviour

The class teacher is responsible for setting high standards in class and commanding respect and commitment.

- Work hard at creating the right atmosphere and relationships in your class.
- Don’t turn a blind eye, but don’t natter or take notice of gossip

- Use of Behaviour books in each class – highlights patterns / triggers
- Maintain a watchful presence in the cloakroom/toilet area to ensure there is no dawdling etc
- Ensure that children are disciplined when moving around school
- Nip inappropriate behaviour in the bud
- Be aware of developments and diffuse situations/aggression.
- Be punctual on playground duty and keep watching - don't get waylaid!
- Discourage children from telling trivial tales.
- Investigate the reasons for bad behaviour - is there a pattern?
- Get children to focus on their own bad behaviour.
- Help them to express their feelings and to work out strategies to improve and to put things right.
- Keep eye contact – body language can be used to effect changes in behaviour
- Confront children gently and calmly.
- After play/lunch children can be rather boisterous. Settle them on the playground or in the cloakroom before they enter class.
- Praise good behaviour and use the class to recognise good behaviour/praise worthy actions around them.
- Talking quietly to a child (one to one) is more constructive than discipline in front of a class. Don't humiliate children or give them a chance to 'show off' or demonstrate bravado.
- Monitor progress in response to discipline.
- Keep a sense of proportion and humour!!

Sanctions Available

- Use of the traffic light system
- after warning - move to work alone within class
- put name on the board (three times = missed break)
- speak individually to child about their behaviour making them aware of its effect on them and others.
- missed playtime - to finish work or to make written comments about their actions.
- stopped from joining in certain activities
- sitting quietly for two minutes to calm down.
- informing head
- informing parents and enlisting their support.
- put child on 'report' (thrice daily report form also supported by lunch staff).
- enlisting help from outside agencies such as SENSS or Educational Psychologist.
- sanctions at lunch time might also include a calming down period of walking with a supervisor or "standing out" for a short while at lunch/play time children may be sent in to the head if behaviour is disobedient or dangerous.
- Children who consistently misbehave may not be able to represent the school in tournaments etc.
- In a small school such as Marfleet children are well known by staff. It is important to deal with misdemeanours individually and take action appropriately with reference to senior staff and in line with behaviour I.E.P.s if applicable.



Procedure for Dealing with Persistent or Serious Bad Behaviour

When a child persistently misbehaves, discuss this with the head/deputy detailing what you have already done to ease the situation. It may be appropriate to set small goals for child/group/class eg - I must stay in my seat - I must not shout out etc.

When these rules are broken a series of sanctions may be used

- eg first fault - verbal warning
- second fault - sit alone
- third fault - miss two minutes of play - work in heads room or in adjacent classroom (never send a child into the corridor to work unsupervised)

Physical restraint should only be used in extreme cases when safety is an issue, by a member of staff who is TeamTeach trained (see staff training record for details).

Children should always be clear about what is expected and also what is acceptable.

Exclusions

If the need for the ultimate and very regrettable sanction arises, the following procedure is to be followed.

The head teacher has the power to exclude when

- a child is violent or abusive towards staff and/or children.
- that the safety of anyone concerned is an issue
- other behaviour is manifest such as destruction of property, and the disruption of lessons is caused.

For a child who is in danger of exclusion P.S.P. (Pastoral Support Plan) meetings will be held with all relevant personnel.

All necessary forms and instructions regarding exclusion (fixed term or permanent) can be found in the "Exclusions File" in the head's room.

Children who are disobedient and insolent at lunch times are given a warning letter for parents explaining that should such behaviour reoccur they will be excluded from lunch times for one week. These count as fixed term exclusions and the appropriate paper work needs to be in place.

Physical Restraint

A large number of staff have undertaken TeamTeach training (last updated October 2017).

All staff – teachers and non-teachers are authorised to use positive handling techniques using reasonable force if necessary to prevent:

- pupils endangering themselves or others
- damage to property
- a criminal offence
- behaviour which is prejudicial to good order