



Marriott Primary

Achieving Together

BEHAVIOUR POLICY INCLUDING STATEMENT OF BEHAVIOUR PRINCIPLES

Approved	11th May 2021
Signed (Chair of Governors)	<i>Steve Wilson</i>
Reviewed (Due: 11/05/2022)	
Signed (Chair of Governors)	

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This Policy should be read in conjunction with Anti-Bullying Policy, Child Protection and Safeguarding Policy, Staff Handbook and Single Equality Policy.

Our Beliefs

- We believe that children learn best when they understand the school’s systems, when they feel safe and when they feel valued as members of the community.
- Our systems of positive behaviour management and our school rules reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving.
- We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place.
- We expect appropriate behaviour and reward good behaviour, which supports our belief that everyone is entitled to care, courtesy and consideration.
- We challenge individuals who, by making poor behaviour choices, inhibit the well-being and learning of themselves and others.
- We believe that everyone is accountable for the consequences of their choices.
- We know that children are part of the wider community and trust that parents and carers will support our behaviour policy. We acknowledge the importance of their support and believe that we should all work together to ensure Marriott Primary School is a safe and caring learning environment for everyone.
- At Marriott we believe that together we can stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Rights and Responsibilities

Children	Parents/ Carers	School Staff	Our Whole School Community
<ul style="list-style-type: none"> •To be allowed to learn to the best of their ability— try your best, be responsible for your own behaviour so that it doesn’t get in the way of your own or others learning 	<ul style="list-style-type: none"> •To be involved in our child’s learning and school community, to be kept informed about our child’s progress and well-being— support their child’s learning at home and by attending school, to communicate appropriately with their child and school, seek and accept support 	<ul style="list-style-type: none"> •To be allowed to teach/support to the best of our ability— plan, teach and assess in a way that all children learn, create a safe and stimulating environment, treat colleagues, parents and children in a professional way. 	<ul style="list-style-type: none"> • To feel safe and secure—take control of my behaviour and think of others •To be treated fairly and consistently— ask for help, follow instructions, accept support, praise and consequences •To be listened to— listen when it is someone else's turn to speak •To be treated with respect— treat others with respect and consideration

Code of Conduct – ‘Good to be Green’

We expect our children to take responsibility for their own behaviour and make good and honest choices. We have a clear structure of rewards and consequences. Our system reflects the notion of ‘Good to be green’ This is displayed in every classroom (Appendix A)

Our code of conduct reflects our agreed rights and responsibilities:

- We are kind, polite, helpful and consider others feelings
- We listen respectfully to others without interrupting them
- We look after our own and others belongings
- We always try our best, never give up and know that we can learn from our mistakes
- We treat others with respect and expect others to respect us too
- We are honest

Celebration Time

Each child will be entitled to half an hour celebration time on a weekly basis. At the end of each day if a child is ‘good to be green’, then they have earned 5 minutes’ celebration time. An additional 5 minutes each week is awarded for PE kit and completion of home tasks. This will be recorded on a weekly class sheet.

Positive Approach to behaviour management

Marriott is a ‘no shouting’ school – this applies to all staff and pupils. A ‘hands up’ approach is how we gain the children’s attention in all areas of the school.

Marriott is a ‘no tapping/no hitting/no poking’ school – this applies to all staff and pupils. In exceptional circumstances, there may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm.

Strategies to Praise

Marriott Merits to be used at all times to reinforce positive behaviour.

Praise and Encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing. We aim to emphasise the positive rather than criticise. We encourage all members of staff to praise in a number of ways:

- A quiet word of encouragement or a gesture, including a smile or a thank-you, use of proximity praise – being explicit, e.g. I like the way you are showing that you are listening.
- A positive written comment on a piece of work, copy of work displayed or sent home
- Stickers to put on reward charts
- A visit to another member of staff, or the Headteacher
- Praise in front of the group, class or whole school
- Acknowledgment by presentation at merit assembly
- Giving a special privilege card
- Display of work

- Inviting parents / carers in to share good work, a phone call home or text message to share good news, use of home school books where appropriate

Individual teachers or key stage can identify their own individual praise system for their class with the approval of the Headteacher to ensure it follows our right, responsibilities and code of conduct.

Our weekly merit assembly publicly recognise good behaviour and achievement.

Lunchtime

At lunchtime supervision is carried out by lunchtime supervisors.

Lunchtime supervisors are expected to manage children's behaviour. Usually when reminded children will correct their behaviour. Lunchtime supervisors are expected to follow the 'Good to be Green' strategy and Marriott Merits. Where a child persistently doesn't follow the rule then they will be given an amber warning. It is the intention that they are given the chance to be green by the end of the lunchtime period.

Persistent disruptive, disrespectful or violent behaviour will be recorded on a behaviour log and should be referred to a member of the senior leadership team. As in the class this is a red card and a loss of opportunity to have playtime, lunch play or celebration time for the week.

Any serious incident at lunchtime will be reported to parents teachers or SLT. If there is no improvement in behaviour at lunchtime then the parent will be asked to support the school by either being with their child at lunchtime or by taking them home for their lunch. It is the school's intention to prevent lunchtime fixed exclusions and hope that with parental support behaviour will improve and this exclusion can be avoided.

Clubs

Marriot Primary offers a range of clubs to all our children. Children will have their right to attending a club removed if they fail to follow school rules despite receiving warnings.

Clubs are run by school staff or qualified coaches. Pupils attending clubs are expected to follow all school rules and any specific rules of the club. If any pupil is disruptive, impolite or not able to follow instructions, they will receive a warning and if no improvement is made this privilege of a club will be withdrawn.

Recording

Good to be Green charts are managed by staff within individual classrooms.

Behaviour incidents are recorded on the online SLEUTH platform (guidance available here: <https://sleuth.schoolsoftwarecompany.com/1-18-8/help/downloads/SleuthStaffTraining-SupportingNotes.pdf>).

Low level incidents (Amber) are recorded as they occur and form is kept in behaviour log folder. These are collected once a month by member of SLT responsible for tracking behaviour and monitored.

Incident forms (Red) are recorded as they occur, including detail of action taken and by whom. These forms are passed to member of SLT responsible for tracking behaviour as soon as action is taken.

A sample of each form in behaviour folder is attached (Appendix B)

All staff are responsible for recording incidents.

A member of SLT carefully tracks incidents and alerts staff to any patterns. Action is taken to pre-empt an increase in behaviour incidents by individual children.

The SENCO/Headteacher will keep a record of any Pastoral Support meetings held with parents and any subsequent multi-agency meetings.

All paperwork in relation to fixed term exclusions will be completed by school administration staff and be forwarded to LCC and the chair of governors.

Exceptional circumstances and extremely challenging behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

Meeting of all involved, including parents / carers, to draw up a Behaviour Contract or agreed strategies through a pastoral planning meeting. This to be reviewed regularly.

- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- In exceptional circumstances, a part-time timetable will be put in place in agreement with parents. The Attendance Welfare officer is to be informed and the absences should be coded appropriately.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support, when appropriate.
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for EHCP, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books or other direct communication where appropriate.
- Use of Safe Haven at lunch times or other occasions.
- Time out of class in the school reflection room supported by all times by a member of staff. SLT must agree this and a record needs to be kept with the SENCO.
- Referral to multi-agencies and the SEMH.

Physical restraint

- There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DFE Use of Reasonable Force document 07/13. The Headteacher will require the adult(s) involved in any such incident to report the matter to her immediately, and to record it on the Leicester City Physical Intervention Record Book. The SENCO will complete the online form.
- We ensure staff using restraint have attended the Team Teach training course. For further details, please see our restraint policy.
- For all children who have been restrained a positive handling plan should be in place which includes de-escalation strategies. This should be shared with relevant staff.

Internal Isolation/Reflection room

- The use of school's reflection room is used when the HT /SENCO /DH or the AH agree that a fixed period in the room will pre-empt the escalation of behaviour that could potentially lead to an exclusion.
- All times spent in the reflection room are recorded. Breaks must be built into the day and staff ensure that children are provided with the right work.

Fixed Term and Permanent Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. We have therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.
- Only the Headteacher or the Deputy Headteacher in her absence has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Is the policy working?

With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where children are taking responsibility for their own behaviour?
- Are children developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, children and parents thus developing a safe and emotionally literate environment?
- At the end of each term the Headteacher will report on behaviour to Governors.

APPENDIX A: STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies of maintained schools to have regard to the statutory guidance from the secretary of state for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and discipline in schools' – Guidance for governing bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy. It is the responsibility of the Head teacher along with the staff in the school to produce the school's Behaviour Policy and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Behaviour Policy will be formed and follow. The Statement of Behaviour Principles will be reviewed annually to take account of any legislative or other changes which may affect the content or relevance of this document.

In deciding on these Behaviour Principles, the Governors consulted with the Head teacher in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected; the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

Principles

The right to feel safe at all times:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Behaviour Policy.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality:

Marriott Primary School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school. The Anti-bullying policy emphasises that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy includes an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the policy's application may need to be made.

School Rules:

The Behaviour Policy must include details of the school rules. These set out the expected standards of behaviour, shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards:

The Governors expect the Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Governors expect that any rewards system is explained to others who have responsibility for young people such as providers of before and after school club, and, if applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including providers of before and after school club, and, if applicable, home to school transport. The range of sanctions must be described in the Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Behaviour Policy explains how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy includes the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

The use of Physical Intervention:

The Governors expect the Child Protection and Safeguarding policy to clearly outline the circumstances where staff may use physical intervention in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'physical intervention' is included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained (Team Teach) in the use of physical intervention and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil plans which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school gates:




The Governors expect the Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is: taking part in any school-organised or school-related activity, or wearing school uniform, or in some other way identifiable as a pupil at the school.


Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which: could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

APPENDIX B

'Good to be Green' System

Each class has displayed a 'Good to be Green' chart. Each day, each child is placed on the green chart.

	All children start the day 'Good to be Green'	
Inappropriate behaviour is identified using a series of verbal warning and coloured cards		
	<p>A verbal warning is given and the child is reminded of our conduct rules</p> <p>Examples of behaviour but not a set list:</p> <ul style="list-style-type: none"> Disturbing other children Not on task Not following instructions Answering back Interruption Bringing unauthorised objects to school - not likely to cause harm Unsafe movement around class/school Deliberately making silly noises, tapping, rocking – depending on children's SEND needs. 	<p>Strategies</p> <p>Non-verbal cues</p> <p>Reminders of the rule not being followed and the class expectation</p> <p>Positive reinforcement</p> <p>If you are choosing to do... then you are choosing to</p> <p>Make it clear how you feel and how it is getting in the way of learning</p> <p>I want you to...</p> <p>I need you to...</p> <p>Follow it up with an immediate thanks</p> <p>Make clear the consequence that would follow</p>
	<p>Warning: Amber</p> <p>A child continues to choose not to listen to the verbal warning is given a warning card. If the teacher or other adult believes that child makes an effort to change their behaviour then they can earn their green card back by the end of the lesson</p> <p>If a second yellow card is given in that day, then they do not have the right to be "Good to be green" at the end of the day.</p> <p>If a child is persistently receiving yellow cards, then the teacher will contact parent/carers to set a target to improve behaviour</p> <p>Examples of escalating behaviour but not a set list:</p> <ul style="list-style-type: none"> Walking away from a discussion Defiance, or displaying negative attitude 	<p>Make it clear why you have given the warning</p> <p>Explain they are welcome back once the behaviour has changed to carry on learning</p>

	<p>Continuing behaviour identified at a green warning Minor vandalism</p>	
	<p>Consequence: Time out</p> <p>If a child has a yellow warning card but chooses to continue to misbehave or a serious incident quickly emerges, they are given a red card. A pupil receiving a red card should be given time out with an appropriate adult, up to 10 minutes, identified by the class teacher, within or outside the room depending on specific need. This could be an identified teacher within the key stage, a behaviour learning mentor, or a senior member of staff.</p> <p>If the behaviour is persistent the teacher will contact parents and arrange a meeting with a member of SLT.</p> <p>Poor behaviour will be recorded in the class behaviour log. Incidents will be monitored by the SENCO.</p> <p>Consideration and consultation with the SENCO will be made in relation to multi-agency involvement.</p> <p>With persistent behaviour or a more serious incident HT/DH/AH or SENCO may decide on a fixed period for the child to spend in the reflection room.</p> <p>In serious incidences, Headteacher or in her absence the Deputy Headteacher and will consider whether there is a need for a fixed period exclusion.</p>	<p>Give child time to accept consequence</p> <p>Talk to child when both you and child are calm</p> <p>Explain what behaviour was wrong, how child was responsible, what they can do to put it right</p> <p>Arrange contact parent where appropriate</p> <p>Maintain non-confrontational tone</p> <p>Allow yourself time to speak or involve support of others</p>

APPENDIX C

Marriott Primary School – Time in Reflection



Name:		Year group:		Class:	
Date	Incident	Damage done (if necessary)	Informed (which adults)	Internal isolation (with who) or exclusion	Parents informed (tick and comment)