

# **Marlborough Primary School & Nursery**



## **Behaviour Management Policy & Guidance**

**2016-17**



# **Behaviour Management File** **Contents**

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## **Policy for Managing Behaviour**

### **Rationale**

A school's capacity to secure improvement and maximise its potential is dependent on providing an environment in which all its members: feel physically and emotionally safe and secure; consistently demonstrate mutual understanding and respect; show appreciation for contributions of others; take care of their physical surroundings; learn together to achieve meaningful outcomes; openly share and communicate ideas, troubles, issues and suggestions; show confidence and self reliance; accept personal responsibility and accountability for their attitudes and behaviour; and support to each other during times of difficulty. In order to develop and maintain such positive culture it is essential that the school is able to regularly articulate and clarify its underlying shared values through the actions of its members. These actions are further underpinned by written policy documents including Child Protection and Safeguarding, Spiritual, Moral, Social and Cultural Development, Personal, Social and Health Education, Equal Opportunities, Anti-Bullying, Anti-Racism and Behaviour Management.

Within our overall aims and objectives we identify the need to help the pupils to build stable relationships, based on respect for authority, the interests of others and their own individual integrity and to encourage a code of behaviour which is socially responsible. This policy behaviour management will help to provide the framework through which this can be achieved.

### **Aims**

- To create and maintain a physically and emotionally safe and secure environment where all members of the school community can thrive and learn and which fosters a climate of mutual respect and understanding
- To develop a socially and morally responsible code for positive behaviour
- To promote high expectations of pupil behaviour throughout the school

### **Objectives**

To ensure all members of the school community:

- Develop awareness of and can differentiate between appropriate and inappropriate behaviour
- Consider and reflect on how their actions may affect others
- Make responsible and reasoned decisions and judgements
- Maintain courteous, considerate and polite interactions with each other
- Show understanding and support for core British values including democracy, the rule of law, individual liberty and respect and tolerance for the culture, religious beliefs or non-beliefs, abilities or disabilities, gender and physicality of others
- Accept responsibility for their own actions and behaviour
- Take care of the school's physical surroundings and personal property
- Understand and support the principles of British values i.e.

## **Promoting Positive Behaviour**

The central element of our approach to behaviour management at Marlborough is the promotion of positive behaviour among all members of the school community. This is dependent on the development of strong relationships and the establishment of the following proactive features:

- Affirmative attention, praise, reward for good behaviour
- An appropriately broad, balanced and engaging curriculum for all pupils
- A consistent approach towards the management of pupil behaviour throughout the school
- A close partnership with parents, carers and any relevant outside agencies which promotes open dialogue and a shared and consistent approach developing strategies for dealing with problems
- All members of staff consistently modelling respectful and appropriate interactions and avoiding the use of behaviour management strategies that are in any way designed to and/or have the effect to demeaning or humiliating a pupil e.g. use of sarcasm, shouting, publicly highlighting names for negative reasons
- All members of staff with a clear understanding of their responsibilities with regard to duty of care and child protection
- Effective support from the head teacher and the school's leadership team
- Opportunities for pupils to discuss, reflect on and take responsibility for their actions and behaviour through counselling and mediation
- A clear, accessible and shared code of conduct which is reinforced through our home/school agreement
- An appropriate learning environment which is designed to enhance the delivery of the curriculum and sense of well being among all members of the school community
- A shared understanding that behaviour management is a responsibility of all members of the school community

## **Our School Rules/Code of Conduct**

### **The School Rules are:**

- To be polite and friendly
- To be helpful and kind
- To always try our best in our learning
- To play carefully and sensibly in the playground
- To look after and respect each other
- To take care of our School

In addition to this code teachers and pupils may wish to negotiate and development their own class room code. In accordance with our established code these additional rules should reflect a positive approach to behaviour management and will need to be approved by the head teacher.

Is it safe?

Is it kind?

Is it necessary?

## **Key Partnerships**

Although the school has a critical role to play in the promotion of positive behaviour, we cannot be effective in isolation. The partnerships and channels of communication we develop with parents, carers, local community and relevant outside support agencies e.g. the Local Authority Welfare Officers, Educational Psychologists, Social Inclusion Advisors, Special Needs Advisors, Social Services, Health Workers, Police and Link Inspectors are essential if we are to fully address the needs of pupils and meet the aims and objectives of this policy.

The school accepts that children who present challenging behaviours do so for a range of underlying reasons and we are committed to co-ordinated multi-agency partnership approach to supporting the parents and carers in helping pupils whose social conditions and/or family circumstances make them emotional and or physically vulnerable and therefore susceptible to behaviour that is not compatible with the school's code of conduct.

## **Intrinsic and Extrinsic Rewards**

Our positive and proactive behaviour strategies are designed to encourage pupils to recognise and highlight good behaviour the school the following positive rewards are available:

- Words of praise and approval from members of staff. Adults will need to make a judgement whether this is appropriate to deliver in front of an audience e.g. the class or on a one to one basis
- Meeting with head teacher, deputy head teacher, key stage leader and/or members of the leadership team to receive individual praise and in some cases an associated sticker
- Informal and formal reporting to parents and carers including positive statements within the record of achievement and/or comments shared during parent consultations
- The award of team points
- The award of certificates during assembly
- Receiving extra responsibilities e.g. computer monitor
- The accumulation of 'Golden Time' where pupils are given opportunities to engage in a range of chosen learning activities during curriculum time e.g. playing chess/draughts, working with construction toys, outdoor activities, role play etc. Typically all classes will timetable one such session each week
- Receipt of a special certificate in response to good behaviour during lunchtimes

## **Dealing with inappropriate behaviour**

Although positive rewards are more important than sanctions, we do recognise the necessity of such actions in order to help pupils to understand that their behaviour has consequences for themselves and others and to encourage them to reflect on their actions. The following sanctions are available for behaviour that can be dealt with without the need of more formal action:

- A quiet or stern word from a member of staff to show displeasure and offer an explanation as to why the behaviour is unacceptable
- Withdrawal of direct attention from the staff until the pupils behaviour conforms to teacher expectations
- Isolation from friendship groups in class
- Removal of responsibilities and/or privileges e.g. playground games
- Time out during a playtime to reflect on poor behaviour. This should be for a maximum of five minutes
- Meeting with the Key Stage Leader, Deputy Head Teacher or Head Teacher to explain actions and behaviour

The withdrawal of entitled learning experiences as a means of a sanction e.g. writing, exclusion from PE lessons, standing outside class, school trips etc should not be used unless inclusion of the pupil represents serious health and safety dangers for other pupils, parents and/or staff. Staff should always do their utmost to avoid using any behaviour management strategy that could result in public humiliation for a child who has misbehaved e.g. names on board. In addition staff should also be mindful of the impact withdrawing incentives that have already been earned.

NB: It is important that all members of staff focus their attention on possible solutions. It is our collective responsibility to help the child to understand the kinds of attitudes and actions that will enable them to behave appropriately. It is also important that they pupils understand that it is inappropriate behaviour which is the problem not the child themselves.

### **Dealing with major breaches of discipline**

Where the behaviour of a pupil constitutes a major breach of discipline and/or puts other members of the school community at risk, for example:

- Bullying
- The use of abusive and offensive language
- Fighting
- Racism
- Repeated and degrading name calling which seeks to demean personal characteristics of the victim
- Spitting
- Stealing
- Truancy
- Extreme rudeness and discourtesy
- Persistent non-cooperation
- Throwing an object with intent to harm others
- Use of violence

Accounts of such behaviours should be recorded in the school's incident log. Under any of these circumstances the school will endeavour to work closely with the pupil and their parents or carers in order to understand the underlying reasons for and develop strategies to change the behaviours. This could include support from outside agencies e.g. educational psychologist and the implementation of a personal action plan and/or an individual education plan in accordance with our responsibilities towards pupils with special educational needs.

Under these situations the following more formal sanctions are also available:

- Attending 'reflections' sessions where children are encouraged to think about their behaviour and developing strategies for improvement
- Isolation from peers and class for an agreed period usually no more than one day
- Isolation from peers during lunchtime and/or break times for an agreed period usually no more than one week
- Withdrawal of special privileges including attending in extra curricular clubs and activities and representing the school

Where a serious problem of discipline is either severe or reoccurring, the school will follow the guidelines from Local Authority to initiate fixed term or permanent exclusion procedures as deemed appropriate by the Head Teacher and Governing Body.

### **Dealing with conflict through mediation**

Where conflict and disagreements between pupils leads to inappropriate and unacceptable behaviour, staff are encouraged to act as counsellors and mediators with a view to resolving the difficulties. Typically the member of staff will:

- Clarify the context of the conflict by asking the pupils to explain their actions and reasons
- Encourage the pupils to reflect on their own behaviour by thinking about how their actions relate to our code of conduct
- Provide opportunities for apologies to be offered
- Help pupils to identify where decision making could have been improved
- Lead discussions and offer ideas concerning how the conflict can be resolved and avoided in future
- Reinforce the idea that seeking help is a sign of strength rather than weakness
- Assist pupils in developing an empathetic awareness for position of others
- Ensure the outcomes of the meeting have been communicated to the relevant parties e.g. parents, carers, TAs, LSAs etc

## **Monitoring and Evaluation**

In accordance with our objectives the school will implement rigorous, systematic and sensitive procedures for monitoring the management of pupil behaviour throughout the school. Typically, the school leadership team will be responsible for carrying out the process.

The monitoring procedure will:

- Identify a clear focus based on priorities within the school's strategic plan and salient issues raised by members of the school community
- Conduct a range of lesson observations throughout all year groups which may report on the strength of relationships and effective use of behaviour management strategies
- Provide for year group and whole school feedback based on specific and/or generic issues
- Make judgements about the quality of teaching and learning and its effects on pupil motivation and behaviour
- Generate main findings and future recommendations and identify relevant success criteria
- Initiate targets for improvement where appropriate and set related review dates

## **Special Educational Needs**

Meeting the needs of pupils with special educational needs in terms of their behaviour will inevitably require careful planning and deployment of resources. Our learning support co-ordinator will be responsible for:

- Promoting the effective use of assessment for learning strategies in order to support the identification of pupils with emotional, social and/or behavioural difficulties
- Promoting the effective use of positive behaviour management strategies to support pupils with special educational needs in respect of their emotional and behavioural development
- Providing relevant guidance, support and training to teachers and teaching and learning support assistants
- Ensuring that individual education plans reflect the needs and abilities of the pupils
- Liaising with appropriate outside agencies where additional support is needed

## **Inclusion and Equal Opportunities**

In accordance with Marlborough's equal opportunities policy, all pupils regardless of ability, gender or cultural background should be given an equal and fair access to our positive behaviour management procedures and processes. All children will have unique contributions to make which may be derived or expressive of their background. These contributions should be used to enhance the experiences of the whole group and never to restrict access or opportunity within any school or extra curricular experience.

## **Personal, Social and Emotional Development**

The personal, social and emotional development of the pupils lies at the heart of the curriculum at Marlborough. Pupils will experience learning which helps them to develop:

- Their personal qualities and effectiveness including independence, self-reliance and self-confidence
- Their ability to make positive social interactions e.g. by learning to take turns, share, listen to others, making constructive contributions when working in groups and teams
- A clear understanding of core British values good citizenship
- Emotional intelligences including effective communication skills, the ability to solve problems through negotiation and mediation and leadership skills

## **Conclusion**

Just as positive behaviour and good discipline is a pre requisite for productive learning and teaching, so challenging behaviour and indiscipline lead to unwelcome barriers. This policy is based on promoting positive behaviour through praise and celebration and provides clear procedures and processes for supporting and dealing with pupils who are either unwilling or unable to conform to our code of conduct.

Our policy is underpinned by values that encourage understanding and forgiveness but in no way excuse or tolerate incidences of poor behaviour. It is also important to ensure that any interpretation of this policy does not result in unreasonable demands for conformity which give little room for the development of personal character and individualism. Our shared values should underpin our attitudes, actions and sense of responsibility toward the children in our care.

This Policy was:

- Written on 01.10.07 and adopted in Autumn 2007
- Reviewed on a bi-annually basis

This Policy will be next reviewed in Autumn Term 2016 or earlier in the event of new legislation.

Gary Murrell – 06.11.16



## **Anti-Bullying and Anti-Racism Policy**

### **Rationale**

Any instance of bullying and/or racist behaviour represents a serious threat to the school community in terms of our ability to provide and sustain a positive learning environment where all members feel safe, respected and valued, can enjoy learning and achieving and reach their full potential. For victims such behaviour causes unhappiness and distress and can adversely affect their self esteem, motivation, concentration, school attendance, general health and consequently their ability to thrive and achieve. Those who witness bullying and/or racist behaviour may also suffer emotional stress and if unchecked, the perpetrators could become increasingly vulnerable to repeating problematic behaviour patterns in the future. It is therefore vital for Marlborough Primary to express a zero tolerance approach to such behaviours and have clear procedures which promote prevention and provide mechanisms for dealing promptly and appropriately with any related issue.

### **Aims and Objectives**

- To create and maintain a physically and emotionally safe and secure environment where all members of the school community can thrive and learn in a climate of mutual respect and understanding
- To ensure the school can maximise its ability to prevent and deal promptly and appropriately with any form of bullying and/or racist behaviour
- To provide an environment where bullying behaviours, racist assumptions, attitudes and actions are immediately challenged
- To identify clear guidance, procedures and processes through which any issues pertaining to bullying and/or racist behaviour can be addressed
- To maximise opportunities through which perpetrators or victims of bullying and/or racist behaviour can be identified and receive appropriate levels of support, challenge and sanctions where necessary

### **Definitions**

***Bullying behaviour*** is deliberately hurtful behaviour which is repeated and persistent over a period of time and where victims often experience difficulties in protecting themselves. The three main types of bullying include:

- Physical e.g. hitting, kicking, theft
- Verbal e.g. name calling
- Indirect spreading rumours, excluding someone from social groups

***Cyber bullying*** is where the perpetrator of bullying uses information technology such as a computer or mobile phone in order to directly or indirectly intimidate, threaten and/or demean a victim

***Racist behaviour*** is any physical, verbal and/or indirect action which is motivated by the intention of demeaning the racial characteristics, culture and/or ethnicity of the victim.

“A racist incident is any incident which is perceived to be racist by the victim or any other person.”  
(Macpherson 1999)

### **Identification**

Any member of the school community who may be being bullied and/or subjected to racism may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or seeking comfort from others. There may also be evidence of changes in work patterns, lacking concentration or truanting from school. Victims and witnesses must be encouraged to report bullying and/or racist behaviour. All members of the school community must be alert to the signs of bullying and/or racist behaviour and act promptly against it in accordance with school policy and their position or role.

## **Implementation**

The following steps should be taken when dealing with incidents:

- If bullying or racism is suspected or reported, the incident will be dealt with immediately by the responsible member of staff as identified in the school's behaviour management policy (Stage 4)
- A clear account of the incident will be recorded and submitted to the headteacher
- The headteacher will assume responsibility for conducting further investigations where appropriate
- Relevant staff and key adults including parents and carers should be informed of incidents, agreed actions, sanctions and monitoring arrangements and be made aware of their responsibilities
- Victims and witnesses will be offered an immediate opportunity to discuss the experiences with a member of staff of their choice and be supported and reassured with a view to restoring self-esteem and confidence
- Perpetrators and their parents/carers should be involved in prompt discussions in an attempt to establish culpability, the reasons for the actions, their responsibility to adhere to the school's expectations, agreed sanctions, support and/or restorative processes according to Stage 4 of the school's behaviour management policy
- Within the curriculum the school will raise the awareness of salient issues pertaining to bullying and racism through inclusion in PSICHE (Personal, Social, Citizenship and Health Education) e.g. SEAL (Social and Emotional Aspects of Learning) initiatives, related assemblies and subject areas, as appropriate, with a view to encouraging pupil voice and preventing and encouraging challenge towards poor behaviour
- Headteacher to ensure that any incident involving racist behaviour is reported to the Local Authority and is included within the termly Headteacher's Report to Governors

## **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This Policy was:

- Written on 01.10.07 and adopted in Autumn 2007
- Reviewed on a bi-annually basis

This Policy will be next reviewed in Autumn Term 2016 or earlier in the event of new legislation.

Gary Murrell – 06.1



## **Marlborough Primary School & Nursery** **Governors' Statement - Principles to Promote Good Behaviour**

### **Overview**

This statement of general principles has been produced by the Governors to guide the school in promoting high expectations of behaviour of pupils and to support the Headteacher in implementing the School's Behaviour Management Policy. Practical applications of these principles are the responsibility of the Head teacher. Staff, Governors, parents, carers and visitors will model these behaviours, and in doing so, will set the standard expected of all the children. This statement has been adopted by the Governing Body in consultation with parents, pupils and staff.

### **Aims**

The Governors expect that the School's Behaviour Management Policy and Procedures will be in accordance with their legislative responsibilities to safeguard the welfare of pupils and staff by ensuring:

- The promotion and maintenance of a physically and emotionally safe and secure environment in which all members of the school community can thrive and learn
- A climate of mutual respect and understanding which enables high standards of teaching and learning and seeks to eliminate discrimination
- A socially and morally responsible code for positive behaviour
- Clarity in terms of the powers delegated to staff such as searching a pupil or the use of reasonable force where it is believed that the safety of the child, other children, parents, visitors or staff may be at serious risk. The school will also reserve the right to discipline pupils who misbehave beyond the school premises.

### **Key Objectives**

The Governors expect that the School's Behaviour Management Policy and Procedures will help all children to:

- Develop awareness of and can differentiate between appropriate and inappropriate behaviour
- Consider, reflect and accept responsibility for their own actions and how their actions may affect others
- Make responsible and reasoned decisions and judgements
- Maintain courteous, considerate and polite interactions with each other
- Show understanding and respect towards the culture, ethnicity, religion, ability, gender and physicality of others
- Take care of the school's physical surroundings and personal property

### **Supporting Positive Behaviour**

The Governors expect that rewards and sanctions will be applied consistently, proportionately, reasonably and fairly in order to:

- Recognise, reward and promote positive behaviours which enable pupils to make progress and fulfil their potential
- Demonstrate that misbehaviour is not acceptable and deter pupils from engaging in negative behaviours
- Ensure that the exclusion of a pupil is only considered after all other options have been exhausted
- Safeguard against anyone whose behaviour poses a threat to the safety and well-being of the school community
- Implementing the principle of zero tolerance towards any bullying or racism

## **Supporting Positive Behaviour - Continued**

The Governors also recognise that application of rewards and sanctions may need to be considered in light of individual circumstances such as Special Educational Needs, disability and the needs of vulnerable children. Governors expect that the school would provide appropriate levels of pastoral care and support including multi-agency assessment and intervention for pupils where appropriate. This would also extend to members of staff who may be accused of misconduct.

## **Review and Evaluation**

The effectiveness of this statement in guiding the Headteacher will be kept under review by the Governing Body. A formal review and re-adoption will be conducted every three years, however this may be more frequent in order to take account of any substantial changes that may occur e.g. New Legislation and/or guidance.

## **Our School Rules/Code of Conduct**

The School's code of conduct is underpinned by the following three questions:

- Is it safe?
- Is it kind?
- Is it necessary?
- 

The School Rules are:

- To be polite and friendly
- To be helpful and kind
- To always try our best in our learning
- To play carefully and sensibly in the playground
- To look after and respect each other
- To take care of our School

In addition to this code teachers and pupils may wish to negotiate and develop their own class room code. In accordance with our established code these additional rules should reflect a positive approach to behaviour management and will need to be approved by the Headteacher.

These principles were:

- Written, agreed and adopted in Spring Term 2014
- Reviewed on a bi-annual basis

This Policy will be next reviewed in Autumn Term 2016 or earlier in the event of new legislation.

Gary Murrell – 06.11.16



# Behaviour Management – Flowchart of Appropriate Action Behaviour of Learners

## Stage One

- Conforming to staff expectations

If inappropriate behaviour occurs move to Stage Two

## Stage Two

- Inappropriate chat, silliness and/or interruption
- Drifting off task during learning activities
- Mild disruption of others during learning activities
- Minor rudeness and discourtesy
- Inconsiderate use of language
- Minor teasing
- Making unnecessary and inappropriate noise
- Unnecessary pushing and shoving

If inappropriate behaviour continues or a more serious breach of discipline occurs move to Stage Three

If behaviour is modified and conforms to expectation move back to Stage One

## Stage Three

- Use of inappropriate language e.g. swearing
- Abuse of school and /or other's property
- Overly aggressive approach to physical activities which put others in danger of injury
- Intentional and degrading name calling
- Serious rudeness and discourtesy
- Fighting and or other violent behaviour
- Spitting
- Throwing an object which puts others in danger
- Uncooperative, disruptive and/or threatening behaviour including tantrums

If a serious breach of discipline continues or arises on three separate occasions during the school year, move to Stage Four. If a major breach of discipline occurs move through Stages 3 & 4.

If behaviour is modified and conforms to expectation move back to Stage One

## Stage Four

- Bullying including the use of abusive and offensive language with the clear intention of hurting others and repeated and degrading name calling which seeks to demean personal characteristics of the victim
- Repeated fighting and/ or a serious act of premeditated violence
- Racism
- Recurring instances of spitting
- Stealing
- Truancy
- Extreme rudeness and discourtesy
- Persistently uncooperative and disruptive behaviour including repeated tantrums
- Throwing an object with intent to harm others

If major breach is deemed severe, the Head teacher will consider use of fixed term or permanent exclusion according to Local Authority guidelines and procedures



# Behaviour Management – Flowchart of Appropriate Action

## Agreed Actions

### Stage One

- Clarification and reinforcement of behavioural expectations with respect to general conduct and those appropriate to specific situations and/or activities
- Explanation of and regular referral to our 'Code of Conduct' and consequences of positive and negative behaviours as outlined within the school's social policy
- Negotiation and agreement of 'Golden Rules' for Class initiated through circle time
- Consistent use of agreed positive behaviour and classroom management strategies and pupil self and peer assessment processes

If inappropriate behaviour occurs move to Stage Two

### Stage Two

- Use of eye contact to communicate concern
- Praise for pupils who conform to expectations and withdrawal of attention from those who are not
- Reflective use of the school's 'Code of Conduct'
- A quiet or stern word to show displeasure, disappointment and explain why the behaviour is unacceptable
- Pupil moved away from peers within the classroom
- Time out during a playtime to contemplate behaviour (This should be for a maximum of five minutes)

If inappropriate behaviour continues or a more serious breach of discipline occurs move to Stage Three

If behaviour is modified and conforms to expectation move back to Stage One

### Stage Three

- Use of self assessment pro-forma and formally logging of incident
- Initiation of mediation and/or counselling strategies including reflective use of the school's 'Code of Conduct'
- Temporary Isolation in buddy class and/or during playtime (longer internal exclusions may be considered in discussion with SLT)
- Removal of responsibilities and/or privileges e.g. playground games
- Referral to Key Stage Leader, SLT and/or teacher in charge in the case of lunchtime followed by call to parents/carers

If a serious breach of discipline continues or arises on three separate occasions during the school year, move to Stage Four. If a major breach of discipline occurs move through Stages 3 & 4.

If behaviour is modified and conforms to expectation move back to Stage One

### Stage Four

- Referral to Head teacher or designated person in charge and SEN co-ordinator
- Meeting with parents/carers to agree support strategies including personal action plan
- Isolation from peers and class for an agreed period usually no more than one day
- Isolation from peers during lunchtime and/or break times for an agreed period usually no more than one week
- Temporary withdrawal of special privileges such as extra curricular activities including representation of the school
- Involvement of outside support agencies as appropriate e.g. Educational Psychologist

If major breach is deemed severe, the Head teacher will consider use of fixed term or permanent exclusion according to Local Authority guidelines and procedures



**Is it safe?**

**Is it necessary?**

**Is it kind?**



# **Our Code of Conduct**

- To be polite and friendly
- To be helpful and kind
- To always try our best in our learning
- To play carefully and sensibly in the playground
- To look after and respect each other
- To take care of our School



## Marlborough Primary School & Nursery Behaviour Log

Stage 2		Stage 3	
Date	Time	Pupil \ Pupils Involved	Member of Staff
<b>Nature of problem (Please Highlight)</b>	<b>Action Taken (Please Highlight)</b>	<b>Nature of problem (Please Highlight)</b>	<b>Action Taken (Please Highlight)</b>
<ul style="list-style-type: none"> <li>• Inappropriate chat, silliness and/or interruption</li> <li>• Drifting off task during learning activities</li> <li>• Mild disruption of others during learning activities</li> <li>• Minor rudeness and discourtesy</li> <li>• Inconsiderate use of language</li> <li>• Minor teasing</li> <li>• Making unnecessary and inappropriate noise</li> <li>• Unnecessary pushing and shoving</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• A quiet or stern word to show displeasure, disappointment and explain why the behaviour is unacceptable</li> <li>• Reflective use of the school's 'Code of Conduct'</li> <li>• A quiet or stern word to show displeasure, disappointment and explain why the behaviour is unacceptable</li> <li>• Time out during a playtime to contemplate behaviour</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inappropriate language e.g. swearing</li> <li>• Abuse of school and /or other's property</li> <li>• Overly aggressive approach to physical activities which put others in danger of injury</li> <li>• Intentional and degrading name calling</li> <li>• Serious rudeness and discourtesy</li> <li>• Fighting and or other violent behaviour</li> <li>• Spitting</li> <li>• Throwing an object which puts others in danger</li> <li>• Uncooperative, disruptive and/or threatening behaviour including tantrums</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance in reflections including use of 'Thinking about my behaviour' pro-forma/ self assessment and formally logging of incident</li> <li>• Initiation of mediation and/or counselling strategies including reflective use of the school's 'Code of Conduct'</li> <li>• Temporary Isolation from friendship groups in class and/or during playtime</li> <li>• Removal of responsibilities and/or privileges e.g. playground games</li> <li>• Referral to Year group Leader and/or teacher in charge in the case of lunchtime followed by parents/carers</li> <li>• Other – Please Specify</li> </ul>
<b>Additional Information/Comments</b>			<b>Further Action Required</b>
<b>Please underline of highlight relevant sections – Thank you</b>			



## Marlborough Primary School & Nursery Behaviour Log

Stage 3		Stage 4	
Date	Time	Pupil \ Pupils Involved	Member of Staff
<b>Nature of problem</b>	<b>Action Taken</b>	<b>Nature of problem</b>	<b>Action Taken</b>
<ul style="list-style-type: none"> <li>• Use of inappropriate language e.g. swearing</li> <li>• Abuse of school and /or other's property</li> <li>• Overly aggressive approach to physical activities which put others in danger of injury</li> <li>• Intentional and degrading name calling</li> <li>• Serious rudeness and discourtesy</li> <li>• Fighting and or other violent behaviour</li> <li>• Spitting</li> <li>• Throwing an object which puts others in danger</li> <li>• Uncooperative, disruptive and/or threatening behaviour including repeated tantrums</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Initiation of mediation and/or counselling strategies including reflective use of the school's 'Code of Conduct'</li> <li>• Completion of 'Thinking about my Behaviour' pro-forma/ self assessment and formally logging incident</li> <li>• Temporary Isolation from friendship groups in buddy class and/or during playtime</li> <li>• Removal of responsibilities and/or privileges e.g. playground games</li> <li>• Referral to Year group Leader, member of SLT and/or teacher in charge in the case of lunchtime</li> <li>• Communication to parents to inform of behaviour</li> <li>• When a child is referred to SLT more than twice, parent/carer will be invited in to school to discuss ways forward</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying including the use of abusive and offensive language with the clear intention of hurting others and repeated and degrading name calling which seeks to demean personal characteristics of the victim</li> <li>• Repeated fighting and/ or a serious act of premeditated violence</li> <li>• Racism</li> <li>• Recurring instances of spitting</li> <li>• Stealing</li> <li>• Truancy</li> <li>• Extreme rudeness and discourtesy</li> <li>• Persistently uncooperative and disruptive behaviour including repeated tantrums</li> <li>• Throwing an object with intent to harm others</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Head teacher or designated person in charge and SEN co-ordinator</li> <li>• Meeting with parents/carers to agree support strategies including personal action plan</li> <li>• Isolation from peers and class for an agreed period</li> <li>• Isolation from peers during lunchtime and/or break times for an agreed period</li> <li>• Temporary withdrawal of special privileges such as extra curricular activities including representation of the school</li> <li>• Involvement of outside support agencies as appropriate e.g. Educational Psychologist</li> <li>• Other – Please Specify</li> </ul>
<b>Additional Information/Comments</b>			<b>Further Action Required</b>
<b>Please underline or highlight relevant sections – Thank you</b>			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Thinking about my behaviour

What happened?



What did I do?



How did it make me feel? How did it make others feel?



How am I going to fix things? What will I do next time?



Signed \_\_\_\_\_

Teacher \_\_\_\_\_

**Name:**

# My Behaviour - Infants

Statements	1=Always 2=Often 3=Sometimes 4=Never 5=Unsure				
	1	2	3	4	5
I share things					
I listen well					
I am kind					
I am polite					
I am helpful					
I am sensible					
I try my best					

Name:

## My Behaviour - Juniors

1 = Always, 2 = Often, 3 = Sometimes, 4 = Never, 5 = Unsure

### Statements

1

2

3

4

5

I behave sensibly

I help others

I use suitable language

I treat others with respect

I try to understand others feelings

I concentrate on my learning

I try my best

I listen carefully

I am honest

I allow others to finish what they are saying

# Behaviour Management Teacher Strategies

Statements - When dealing with pupils who are involved with a behavioural issue I...:	1=Always 2=Often 3=Sometimes 4=Never 5=Unsure				
	1	2	3	4	5
Listen to their point of view					
Treat them with respect and courtesy					
Remain calm and avoid shouting					
Ask them to reflect on their behaviour and refer to our Code of Conduct					
Help them to recognise the consequences of their behaviour on others					
Criticise behaviour but not the person					
Trust that they are telling the truth unless I have good reason to think otherwise					
Ask them what they should have done e.g. seek help					
Encourage them to develop strategies to 'fix problems' e.g. apologise					
Help them to understand and develop strategies to control their emotions					
Ensure any victims know that the problem has been dealt with fairly					
Explain the reasons for any action taken and the consequences of further misbehaviour					
Make sure they know the improvements I will be looking for					
Try to understand but not excuse the behaviour					
Make sure I inform the appropriate people about the incident and any action taken					
Ask for support when I need it					
Try to catch them 'doing good'					



**Marlborough Primary School & Nursery  
Behaviour Log – SLT Information – RE: Lunchtime Reflections**

<b>Stage 2</b>		<b>Stage 3</b>	
<b>Date</b>	<b>Time</b>	<b>Pupil \Pupils Involved</b>	<b>Member of Staff</b>
<b>Nature of problem (Please Highlight)</b>	<b>Action Taken (Please Highlight)</b>	<b>Nature of problem (Please Highlight)</b>	<b>Action Taken (Please Highlight)</b>
<ul style="list-style-type: none"> <li>• Inappropriate chat, silliness and/or interruption</li> <li>• Drifting off task during learning activities</li> <li>• Mild disruption of others during learning activities</li> <li>• Minor rudeness and discourtesy</li> <li>• Inconsiderate use of language</li> <li>• Minor teasing</li> <li>• Making unnecessary and inappropriate noise</li> <li>• Unnecessary pushing and shoving</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• A quiet or stern word to show displeasure, disappointment and explain why the behaviour is unacceptable</li> <li>• Reflective use of the school's 'Code of Conduct'</li> <li>• A quiet or stern word to show displeasure, disappointment and explain why the behaviour is unacceptable</li> <li>• Time out during a playtime to contemplate behaviour</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inappropriate language e.g. swearing</li> <li>• Abuse of school and /or other's property</li> <li>• Overly aggressive approach to physical activities which put others in danger of injury</li> <li>• Intentional and degrading name calling</li> <li>• Serious rudeness and discourtesy</li> <li>• Fighting and or other violent behaviour</li> <li>• Spitting</li> <li>• Throwing an object which puts others in danger</li> <li>• Uncooperative, disruptive and/or threatening behaviour including repeated tantrums</li> <li>• Other – Please Specify</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance in reflections including use of 'Thinking about my behaviour' pro-forma/ self assessment and formally logging of incident</li> <li>• Initiation of mediation and/or counselling strategies including reflective use of the school's 'Code of Conduct'</li> <li>• Temporary Isolation from friendship groups in class and/or during playtime</li> <li>• Removal of responsibilities and/or privileges e.g. playground games</li> <li>• Referral to Year group Leader and/or teacher in charge in the case of lunchtime followed by parents/carers</li> <li>• Other – Please Specify</li> </ul>
<b>Additional Information/Comments</b>			<b>Further Action Required</b>
<b>Please underline of highlight relevant sections – Thank you</b>			

