



MARSDEN COMMUNITY PRIMARY SCHOOL



Marsden Community Primary School Behaviour and Discipline Policy

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STATUS: Headteacher

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Behaviour and Discipline Policy Autumn 2016

"Together we can discover, create and succeed"

Introduction

This policy sets out the expectations of behaviour at Marsden Community Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We have high expectations for good behaviour throughout the school, at all times during the school day and on out of school visits. This is closely linked to the ethos and Motto of our school. We recognise that it is essential for the staff to adopt and maintain a consistent approach to behaviour at all times and by all members of the school community.

This Policy aims to:

- Support every child's development as a learner by enabling them to foster an improved degree of self-control through the use of the school behaviour system.
- Improve the awareness of all staff of the need for consistency and fairness in the treatment of children within the class, across the year group and throughout the school.
- Put in place a systematic approach to behaviour management to ensure consistency across the school and to encourage greater parental support in developing positive behaviour from all pupils.

General Behaviour Guidelines

We expect all children at Marsden Primary School; as they develop and grow, to not only learn effective working practices and manners but also to develop a moral sense of what is a right action and what is a wrong action.

We therefore believe and are in agreement that we expect all children to:

- Treat all children and staff with respect and good manners.
- Listen carefully to others and respond politely.



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- Have respect for other people's property and school property.
- Learn the benefits of good attendance, time keeping and being ready to learn.
- Respect other people's differences, backgrounds and cultures.
- Avoid using homophobic, biphobic and transphobic (HBT) language.
- Learn to listen to others, takes turns, share and work and play cooperatively.
- Always work at their best without disturbing others.
- Not use abusive or offensive language, or physically hurt other children.
- Wear the correct uniform with pride.
- Keep the school clean, tidy and safe.
- Know to report verbal or physical abuse or aggression.
- Know to report any sexist, racist and/or disablist language.
- Look after your own and others belongings.
- Always be the best you can be.

These principles translate into 6 Marsden Primary School Expectations:

1. Treat other people how you would like to be treated.
2. Listen carefully to others and respond politely.
3. Look after your own and others' belongings.
4. Wear the correct uniform with pride.
5. Keep the school clean, tidy and safe.
6. Always be the best you can.

Roles and Responsibilities:

(Appendix 1)

Staff:

We believe that all staff and adults working in the school, including Governors, have a role in implementing the Behaviour and Discipline Policy. We emphasise the view that all problems and concerns regarding behaviour and discipline of children can be solved by discussion and negotiation in a calm manner.



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The School's Year Group Leaders and Inclusion Manager have an important role in advising on behaviour programmes for individual children and therefore teachers should discuss ongoing behaviour issues with them. For children, who display challenging behavior and have additional needs, teachers should liaise with the Inclusion Manager to create an individual behaviour pathway.

Parents:

We believe that the role of parents is vital in supporting and reinforcing the school's Behaviour and Discipline Policy.

We ask that parents in the first instance speak to their child's class teacher if they have any concerns regarding their child's behaviour or if they believe their child is being affected by the behaviour of another child.

Should the matter not be resolved, to the child's or parents' satisfaction; we ask that parents make arrangements to further discuss their concerns with the Head teacher or Deputy Headteacher.

Children:

This policy aims to enable children to become effective learners but also expects them to have some responsibility in the management of their own behaviour.

Children are given opportunities to contribute to behaviour management within the school. Some children become School Councillors and other children can ask School Council to discuss issues that affect behaviour. Children are encouraged to take additional responsibilities both in their classrooms and around the school for example; year 6 children are trained to become prefects.

Rewards and Sanctions

(Appendix 2)

Rewards

We recognise that the most important aspect of any learning environment is the recognition and positive rewards children receive from both adults and their peers.

We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and between pupils themselves.



The following are two ways in which behaviour is rewarded at Marsden Primary School.

Individual Rewards

The following rewards are hierarchical and should be used in this order by all staff.

- Verbal praise
- Sending child to another class for praise and recognition
- Note home / class teacher to inform parents
- Sending child to Headteacher / Deputy Headteacher for praise certificate / sticker

In addition to the above individual system, a whole class system of rewards is promoted.

Team Rewards

The marble jar reward system is a team point system where children work towards a common goal.

- All children in the class work towards a common goal
- Each time a child exhibits desired effort / learning behaviour they are invited by their teacher to place a marble in the jar
- Once the desired number of marbles is achieved the class earns an agreed group reward.

Sanctions

At Marsden Primary School we believe that it is important to deal with inappropriate behaviour calmly and quickly. We believe the basis of good discipline is about the interaction of pupils and staff in the classroom and with the mid-day assistants at lunchtime.



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We believe that sanctions should be appropriate to what the child has done and that children should always be clear on what they are being punished for.

NO MARBLES CAN BE REMOVED FROM THE JAR

The following hierarchy of sanctions will apply if a pupil fails to keep to the outlined school rules:

1. **Two verbal warnings.** Give children a reason why they are getting a warning.
2. **First Yellow Card.** Upon receipt of the first yellow card the pupils will take up to 10 minutes away from the children to a designated **TIME OUT** area in the classroom. They will continue to do their work independently. After this time the pupil will join the class with the expectation that the unacceptable behaviour will have stopped. If the behaviour continues then a second yellow card is issued. The incident will be logged on a behaviour monitoring sheet which is available in all classrooms.
3. **Second Yellow Card.** Upon receipt of the second yellow card the pupil will take up to 10 minutes out of the class and go into a different class. They will be given a reflection sheet to complete (see Appendix 5). After this time the pupil will be welcomed back with the expectation that the unacceptable behaviour will have stopped. If after a second time-out the pupil continues to behave inappropriately then the next warning becomes a red card. The incident will be logged on a behaviour monitoring sheet which will be available in all classrooms.
4. **Red Card.** If a red card is received then the pupil is sent to the Deputy Headteacher, the incidents will be logged and it will then be decided whether it is appropriate for the pupil's parents to be informed immediately and for the Headteacher to be involved. (Appendix 3- purple incident sheets).

At all times all staff will use their professional judgement as to whether all stages are to be applied or whether a pupil's parent needs to be informed and their child's behaviour discussed before more formal strategies are applied.

For additional guidance on use of time out and the above sanctions within the Early Years please see appendix 4.



External Intervention

It is our priority to enable every pupil to access the opportunities that are presented to them by supporting their personal behaviour management. As a result, if a pupil frequently reaches the higher stages of the outlined discipline hierarchy the class teacher gives consideration as to whether it is necessary to monitor behaviour through a behaviour log, which will allow both the class teacher and the parents to monitor behaviour daily and/or write an **Individual Pupil Plan (IPP)** which clearly outlines the strategies that will be put into place in order to improve the behaviour of the child. This is implemented in consultation with the Inclusion Manager.

In exceptional cases where positive attempts to address the pupil's behavioural concerns do not lead to an improvement in the situation, an Intervention Meeting is called by the Headteacher and Inclusion manager. This involves the pupil, their parents and, where available an appropriate member of the Behaviour Support Service (Hendon Brook) or Educational Psychologist, forming a multi-disciplinary team around the child (TAF)

The purpose of the Intervention Meeting is to:

- outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and the life of the school
- try to identify the circumstances that might be causing the behaviour complained about
- agree any action that may be required by those present at the meeting to improve the child's behaviour via a Behaviour Contract
- agree timescale for application and review
- make clear the consequences if the child's behaviour does not improve

When all these steps have been taken, and the pupil's behaviour has not improved, or when the offence is deemed to be highly offensive then it may be necessary to consider.



- Exclusion from school for a fixed term period
- Permanent exclusion

If the above actions are deemed to be appropriate then all procedures as outlined within National and Local Authority Exclusion Guidance will be carefully followed.

Major breaches, such as a serious assault on another pupil or member of staff, may lead to fixed term exclusion.

An Early Intervention Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion is made permanent.

Physical Intervention

The ethos of the school is that discipline and control of pupils should be based on good personal/professional relationships between the staff and pupils.

However, we also recognise that on some occasions there is a need for physical intervention as outlined within Section 93 of the Education and Inspections Act 2006.

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- (a) Committing any offence
- (b) Injuring themselves or others

or

- (c) Damaging property (including their own) or prejudicing the maintenance of good order and discipline at the school.

The staff to which this power applies as defined in section 95 of the Act are:

- a. Any member of staff who works at the school. (At Marsden these are members of staff that have received physical intervention training, See Appendix 3) and
- b. Any adult whom the Head has authorised to have control or charge of pupils in, or outside the school (e.g. trips).



Recording and Reporting Incidents

All staff are required by the school to keep records of incidents where an investigation of the behaviour has been required or undertaken. The purpose of recording is to ensure that policy guidelines are followed, to inform parents, to inform future planning as part of school improvement purposes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for future enquiry or intervention strategies. Children should not be asked to sign the written incident form.

Monitoring and Review

At Marsden Primary School we are aware of the need to review the school's Behaviour and Discipline Policy on a regular basis in order that we take account of new initiatives, revised Local Authority procedures and Government Legislation.

A variety of monitoring activities take place to review the effectiveness of the Behaviour and Discipline Policy.

These include:

- Monitoring any exclusions and if necessary setting school targets to reduce exclusions.
- Lesson observations to look at children's response and attitude during the lessons and how the policy is being implemented.
- Reviewing weekly class behaviour monitoring sheets.
- Reviewing the record of incidents referred to the Deputy Headteacher and/or Headteacher
- Reviewing the records of incidents of racist, sexist and homophobic bullying or abuse
- An annual review and staff/Governors discussion of the effectiveness of the Behaviour and Discipline Policy.



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A review of children's and parents' views, any complaints, any positive feedback

During the annual review, consideration will be given to:

- How effective the procedures outlined within the policy are in promoting positive behaviour in our school.
- The views of staff, pupils, parents, and Governors.

Policy and practice will be adapted in accordance with review findings.

Date Reviewed: Autumn 2016

Review Date: Autumn 2017

Signed:Chair of Governors Date:.....

Signed: Headteacher Date:
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