

Proud to be a  **Bright Futures** EDUCATIONAL TRUST school

Marton Primary Academy and Nursery



Working Together To Be The Best We Can Be

Behaviour Policy

Approved by the Full Governing Body March 2023

MARTON PRIMARY ACADEMY & NURSERY
BEHAVIOUR POLICY
‘Working Together To Be The Best We Can Be’

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”
(Education Observed D.E.S)

*‘A restorative approach in schools helps develop a healthier learning environment, where children and young people take responsibility over their own behaviour and learning. The minds of those in a restorative school are focused on **strengthening and repairing relationships**, are inquisitive about what needs to happen, and avoid attributing blame’ (Thorsborne & Blood, 2013)*

INTRODUCTION

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents and school.
- Classroom behaviour can change and that we, as staff, can assist children to manage their behaviour more effectively with parental support.
- At Marton Primary Academy and Nursery, it is felt that relationships are key to good behaviour, feeling safe and engaging in learning. Restorative Approaches fits with this ethos.

The Behaviour Policy is to form an integral part of the induction process and is be shared with every class termly in class assembly.

AIMS:

- To turn incidents and challenging behaviours into learning opportunities
- To teach children how to manage and resolve conflict in an appropriate way
- To allow for incidents to be addressed whilst protecting, maintaining and repairing relationships
- To link with curriculum drivers around empathy
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils self-esteem.
- To provide a safe, happy, nurturing environment where all children feel valued.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To track pupil progress, set challenging though achievable attitude targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To support and encourage children to accept varying degrees of responsibility, both in and out of the classroom, with the purpose of promoting independence, self-reliance and trustworthiness.
- To consistently and fairly implement and support the restorative approaches system and, where appropriate, the Individual Behaviour Plans system.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

PURPOSE:

To:

- Maintain levels of good behaviour;
- Provide a consistent approach in rewarding good behaviour;
- Provide a consistent approach and support in responding to challenging behaviour;
- Ensure that behaviour does not inhibit learning or impede potential.

RULES

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. They are all designed to promote good learning, develop courtesy, good manners and mutual respect.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents may be asked to ensure that they repay a reasonable proportion of the cost.

1. OUR CODE OF CONDUCT: THE *DOOBEE* RULES

***DOOBEE* Respectful of Yourself**

Always

Try your best and work hard.

Be honest and truthful.

Tell someone if you are unhappy, being picked on or bullied

Never

Do anything silly or dangerous where you might be hurt.

Waste your own learning time.

***DOOBEE* Respectful of Others**

Always

Be friendly to visitors, newcomers and other children.

Let others work.

Show good manners.

Never

Do anything to hurt others (such as hitting/name calling).

Distract others from working.

Be rude to adults.

***DOOBEE* Proud of Your School**

Always

Look smart and wear your uniform with pride.

Look after school property and equipment.

Never

Damage, throw, misuse property and equipment.

anything that gives the school a bad name.

BEHAVIOUR PROCEDURES

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Our 'Physical Intervention Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. The following staff are trained in 'Team Teach' for safe handling and de-escalation techniques:

- Mrs Coupe (Executive Principal)
- Mrs Coyle (Head of School)
- Miss Reid (Inclusion Leader)
- Mrs Malin (Lead SSA)
- Mrs Skinner (Learning Mentor)

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. Staff will endeavour to monitor a child who has left the building from a safe distance wherever possible. The Principal should be informed immediately and lessons returned to normal as quickly as possible (Please refer to the Missing Child Policy).

BEHAVIOUR GUIDELINES

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. In order to work effectively, praise should always be specific.

REWARDS

1) General

- Stickers can be given out by all adults in school as an immediate reward.
- To meet the specific needs of some classes, teachers may use their own class reward system to promote/reinforce collaboration and good behaviour.

2) Whole School Reward System: 'Smileys'

The school has designed and adopted a consistent whole-school approach for rewarding and encouraging good behaviour, effort and manners based on the collection of "smileys" stamps. Smileys should be awarded for **consistent** good behaviour which may include some of the following:-

- Good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

Once awarded a Smiley can never be deducted (see Sanctions).

The reward system progresses as follows:

Any consistent good behaviour (see above) 1 Smiley

10 Smileys *DOOBEE* Reward Time/class reward awarded: (recorded on individual achievement card/ rewarded on the day of achievement and recorded on large class display). *DOOBEE* Reward Time can be saved up and taken at the child's choice. If a child's behaviour was deemed inappropriate that day, then reward time should be postponed until another day but not cancelled.

- Foundation Stage and Key Stage 1 reward time at teacher's discretion
- Key Stage 2 reward time at teacher's discretion.

100 Smileys Bronze Award and prize (presented in Celebration Assembly and the child's parents invited)

200 Smileys Silver Award and prize (presented in Celebration Assembly and the child's parents invited)

300 Smileys School Commendation: Gold Award and prize (Parents invited)

500 Smileys Trust Commendation: Platinum Award and prize (Parents invited). Commendations and awards are recorded on each child's individual "Good Behaviour Card".

Green Smiley Face

All classes will display a green smiley face. Children will move their name onto the smiley face when following the *DOOBEE* rules (as directed by their teacher).

3) Certificates

A weekly assembly is dedicated for the praise and recognition of children who have made progress for Attainment, Achievement or Attitude. All children who receive a certificate are awarded 3 Smileys. Children who are chosen as Super Stars or Head *DOOBEE*s are awarded *DOOBEE* Time (see above).

RESTORATIVE APPROACHES AT MARTON

Restorative Approaches is based on three main principals:

- Respect for one another's views and perspective.
- Taking responsibility for your own actions.
- Developing the skills to repair relationships, solve problems, and undo harm.

Developing, practicing and embedding these skills will provide positive learning experiences for later life.

Incidents

Specific incidents are resolved in a 'repair meeting'.

This is a structured 'Restorative Approaches' conversation between the individual(s) involved and a member of staff.

Here, the focus is on:

- exploring what each person thinks and feels;
- understanding the impact on the other person;
- taking responsibility;
- doing what's needed to repair and move on.

What happens in a 'Restorative Approaches' conversation?

The following questions are asked to both/ all parties:

- What happened?
- Who has been upset by this?
- How were you feeling at the time? (advanced – what were you thinking about?)
- Have you thought about it since?
- How can this be made right?
 - What can you do to make it right?
 - What else needs to happen?
- What could you do differently next time?

Ensuring Conversations are accessible to all (Reasonable Adjustments)







Use of visual prompts/ question cards for each question:

- Double-sided cards could be used in restorative meetings to structure and scaffold questions and responses ;
- opportunities to teach these visual association in PSHE; use in classroom/ school displays.

Using Comic Strip Conversations to support students' Theory of Mind in restorative meetings.
Other considerations:

- Meetings should take place at a suitable time after the event to allow for de-escalation;
- Trial the use of calming/ sensory toys (e.g. squidgy balls) whilst talking;
- Think of a neutral location or space where the conversation could take place;
- A pre-meeting discussion or prompts may be required for certain children (e.g. to allow the child to think about and prepare their responses);
- Questions may need to be adapted for different children (e.g. to explain or clarify).

An example of the visuals in use

<p>What happened? If children are <u>too</u> upset, you can state "the facts": It looks like you both want a turn at the same time on the swing.</p> 	<p>What were you thinking/ feeling at the time? If child is not sure, ask: "It looks like you feel... Is that right?"</p> 
<p>What have you thought about it since? Do you still feel ... or do you feel ... now? Why?</p> 	<p>Who has been upset by this? If child is not sure, offer "It looks like your friend is hurt." Model empathy by attending to the one who is hurt.</p> 
<p>What do you think needs to happen to make things right? How can we help? What needs to happen next?</p> 	<p>How could things be done differently next time/in the future? What could you do next time instead?</p> 

SANCTIONS

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor incidents. Sanctions are applied **CONSISTENTLY** by all staff, but with the provision for flexibility to take account of individual circumstances.

If physical intervention of any kind is required then a "Positive Handling" record should be completed as soon as possible in line with the 'Use of Reasonable Force Policy'. A child will then have their own Individual Behaviour Plan, Physical Intervention Record Book and Reflection Book.

We have an agreed system of sanctions to respond to unacceptable behaviour. Responses range from polite reminders to permanent exclusion and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, Inclusion Leader and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Displeasure with the action and never the child i.e. "That was a silly thing to do because..." and not "You are a silly boy".

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction. given the behaviour displayed. However, as a general rule for minor misdemeanors, the following sequence should be adhered to

Partner Classes

Reception	Nursery
Year 1	Year 2
Year 3	Year 4
Year 5	Year 6

**Partner Classes must be adhered to
unless a prior arrangement has been
agreed to.**

Expectation when receiving a child from a partner class

- Quietly acknowledge child without undue fuss/emotion.
- Guide them to designated place in the classroom.
- Remind the child of the expectation to complete the reflection sheet and to signal when completed.
- Child to return to their own class once finished under supervision of teacher.
- After discussing the reflection sheet with the child, the child should be reminded that they now have a 'fresh start'.

Quality First Teaching- Behaviour

1. Three warnings/chances given to change inappropriate behaviour
2. Time out within classroom, no longer than 10 minutes (Timer to be used).
3. Time out in partner class. This should be used to complete reflection worksheet. Once the sheet is completed the child should return to their class (in most cases) and the sheet should be discussed with the teacher as soon as possible. The reflection sheet will be stored. Parents should always be informed when a child has been sent to a partner class by the class teacher and where possible the completed sheet discussed.
4. Internal exclusion in partner class (Reflection sheet and appropriate work to accompany child). Parents to be informed by class teacher.
5. Serious incidents straight to SMT.

First Stage Intervention

1. Meeting with class teacher and SENCo or Inclusion Leader to discuss type of support/intervention required e.g. Nurture Group or Positivity Book. Parents to be informed.
2. Individual Behaviour Plan produced, shared and agreed with class teacher and family.
3. Additional involvement in class room when necessary and as agreed with class teacher.
4. In-class support provided for known trigger points eg. Literacy lessons, supply teachers etc.
5. Action-Plan-Do-Review meetings with parents.
6. Application made for external support from outside agencies.

Third Stage Intervention

1. SERF placement.
2. Regular communication with SERF.
3. Review meeting held 6 weekly.
4. Behaviour charts and monitoring information emailed to SERF daily regarding progress.
5. Weekly visit from SERF team to observe student.
6. Reintegration to school when all professionals feel it is appropriate.

Second Stage Intervention

1. Person centred review involving parents and outside agencies (EP, EWIST, SEMH Advisory Teacher).
2. Observations by outside agencies.
3. Suggested strategies implemented and monitored for success.
4. SERF referral made with support of other professionals.

CHILDREN WITH ADDITIONAL BEHAVIOURAL NEEDS

The school acknowledges that a small number of children may require additional support in order to help them regulate their behaviour and understand/manage their emotions. For these children the normal rewards and sanctions procedures may not be sufficient. In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are involved

when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

MONITORING, EVALUATION AND REVIEW

The date of the next review is Spring Term 2025.

Signature:



Date: 9th March 2023

Trish Latimer;
Chair of Governors

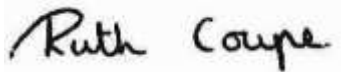
Signature:



Date: 9th March 2023

Alice Coyle
Head of School

Signature:



Date: 9th March 2023

Ruth Coupe
Executive Principal