



MARISH

Academy Trust



Marish Academy Trust Behaviour Policy:

Aim

To ensure that all children and adults are enabled to develop personally, socially and spiritually in an environment that is conducive to learning and reflecting of our values of tolerance and acceptance of all. We continually seek to support our desire for all at the Trust to become outstanding individuals.

Objectives

- As adults, ensure that our own behaviour is exemplary at all times, enabling children to understand how to behave.
- ensure a positive approach to behaviour management, making sure that good behaviour is recognised and rewarded when appropriate.
- imbed a consistent system of rewards and sanctions throughout the Trust schools.
- ensure that the actions undertaken in light of this policy (and those found in the Trust's anti-bullying policy), minimise and over time eradicate any forms of bullying in the school.
- follow the 'Simply Behave' plan by following the three Diamond Rules:
 - Follow instructions straight away
 - Show good manners at all times
 - Care for everyone and everything

Rewards

We seek to encourage and acknowledge behaviour that reflects our values. To that end, we have put in place the following rewards:

Individual rewards:

The main vehicle for rewards within the class room will be the reward charts. Each child has their name on a stamp reward chart which has squares on it which will be stamped by class teacher or teaching assistant in acknowledgment of good work and positive behaviour.

- On receipt of 25 stamps a child will receive a bronze certificate in assembly together with a fun size chocolate prize.
- On receipt of 50 stamps they will receive a silver certificate and a prize from a class treasure box or extra time on a chosen activity in year 5 and 6.
- On receipt of 75 stamps, they will receive a gold certificate and be able to choose a book from our box of specially purchased book prizes.

Each week the class teacher selects a child to receive a praise card. This card is sent in the post to the child's home and explains to the parents how their child may have followed the diamond rules, produced superb work, overcome a challenging situation or been an excellent role model for example.

Collective rewards:

Each class will have plastic jar with 30 bouncy balls to go inside it. The class can be awarded bouncy balls for any examples of good class behaviour – promoting team work.

- If the class manages to get all 30 balls into the jar in a week, they will be given 10 mins extra playtime or golden time on the day the jar gets to 30 balls.
- After the class fills the jar once, they can begin to fill the jar again and if they manage to complete a second complete jar within the week, each child in the class will receive a negotiated 15 mins extra PE, ICT or golden time.
- Should a class fill the second jar they can begin to fill a third jar and should they achieve this, they will receive a £10 voucher for the class teacher to spend on the class. This money should be spent on games or stationary items for the whole class to enjoy.
- The class who achieve the most jars in any half term will receive a class reward of a class 'cinema treat' with snacks such as popcorn/ice cream.

Lunchtime rewards

Lunchtime controllers can reward children with stamps to re-enforce positive behaviour on the playground. Lunchtime controllers have been given training in simply behave and they follow the behaviour policy correctly and consistently during free play. When a lunchtime controller sees exemplary behaviour they award a sash to the child, this child is allowed to wear the sash for the rest of the afternoon and is encouraged to talk about why they received the sash.

To encourage class teachers to take an interest in behaviour at lunchtimes, two children per class are selected each week to receive an invitation to sit on the Golden Table. Children are chosen for outstanding behavior (helping others, caring for a pupil who is hurt or simply following instructions immediately).

Repercussions:

To encourage children to make the right choices, adults will refer to the 'Three Diamond Rules'. Where children choose not to make the correct choices, they will go through the Steps system.

Initially children are given a warning, if this is ignored they are put onto a step.

Step 1 and 2: These are verbal reminders of the correct behaviour. The child will be reminded of the Diamond rules, with focus being placed on the rule which they have chosen not to follow.

Step 3: Should a child persist in breaking the Three Diamond Rules, or engages in behaviour that warrants an immediate Step 3, a Time Out will occur within the classroom.

Step 4: For further infractions, or behaviour that warrants an immediate Step 4, a Time Out will occur in another class (usually the child is sent to the above year group).

Step 5: Should a child continue to make poor choices, or demonstrate behaviour that warrants an immediate Step 5, they will be sent to a member of SLT. This will be logged and their parents will be informed by telephone, followed up with a standard letter and requested to attend a meeting to discuss their child's behaviour. At the meeting, the parents will be asked to support their child in changing their behaviour. The child will remain out of class for rest of day and work on an Evac pack.

Should any clarification be needed, please contact the Behaviour Lead in either school or a member of SLT.

Each week, class teachers record information about any child in their class who has received a step 3 or above, stating the step and the reason on a shared spreadsheet. This information is then analysed weekly by the two Behaviour Leads. They monitor the information and send out weekly emails to SLT, the inclusion team and Learning Mentors highlighting children who may need support put in place. Behaviour, within year groups, is also discussed during weekly PPA sessions to ensure teams are working collaboratively and ensuring information is shared amongst the year group.

Direct progression to Step 5 and Exclusions

For serious or extreme unacceptable behaviour children may progress straight to step 5. Examples of such behaviour are listed below but are not exhaustive:

Unprovoked physical violence; stealing; lying; bullying; vandalism; repeated defiance; swearing.

Direct progress to a step 5 must be authorised by a senior leader before parents are informed.

Two step 5's in one month or less for the same type of behaviour are likely to result in an external fixed term exclusion. However, we do also use the following strategies as alternatives:

1. The child can be moved to another school in the trust either short term or long term depending on the needs of the child.
2. It may be decided to move a child to a different class within their own school either temporarily or permanently depending on the child's needs.
3. Children can be removed from clubs including breakfast club, afterschool club and CU clubs if their behaviour is effecting the safety of themselves, and/or others.
4. Children may be referred to SEBDOS, behaviour panel or any other relevant outside agency that can offer additional support for that child where relevant.
5. These children will be closely monitored by the Inclusion Team and may also be given a Learning Mentor to support them within school.

Positive handling

Should any child become at risk of hurting themselves or others through their behaviour choices, they will be restrained and possibly moved to a safe place if necessary. Staff involved in physically restraining a pupil will have had team-teach training in how to do this safely and effectively. Restraining a pupil is a last resort and calming techniques will be used prior to this decision being made. Any incident where a pupil is physically restrained will be noted in school records and parents will be informed. Any child who has had to be restrained will have a positive handling plan and risk assessment drawn up with parents after the meeting to ensure the best provision is in place to minimize future similar occurrences. Please refer to the Positive Handling Policy for more detail.

Attendance on school trips and overnight school journeys

Marish Academy Trust believes in equality of opportunity and will do whatever it takes to ensure that children with special needs, challenging circumstances and who experience any disadvantage have these opportunities alongside their peers. However, for children who have a history of

extreme behaviour and a positive handling plan in place, a risk assessment must be carried out by the senior leadership team before they go on any school trip, but especially overnight school journeys.

If the senior leadership team considers that the risk to safety and well-being of any child or adult on the trip is too great, then the Trust reserves the right to refuse to take the child.