

MARISH



Academy Trust

Behaviour Policy

March 2022

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Roles and responsibilities

3.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

3.2 The Executive Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour (following the 'Simply Behave' plan and modelling the 3 Diamond Rules: follow instructions straight away; show good manners at all times and care for everyone and everything)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour expectations of the Trust
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

4. Rewards and sanctions

4.1 Individual rewards:

The main vehicle for rewards within the classroom will be the reward charts. Class stamp reward charts are displayed in every classroom. They will be stamped by the 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. Parents can, should they prefer, request that their child receives a non-edible prize instead.
- 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.

To promote attendance, termly and yearly rewards will be given out to children who receive 100% attendance for a set period of time. These rewards will change throughout the year and may include special 'one-off' treats such as hot chocolate or similar rewards. Should parents not wish their child to receive a edible treat, they can request (from their class teacher) that their child receives an alternative prize instead.

4.2 Collective rewards:

Each class will have a plastic jar with 30 bouncy balls. Bouncy balls can be awarded for any examples of good class behaviour.

- 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 £20 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.

4.2i Birthday celebration/treats

Children are encouraged to wear their own clothes if their birthday falls on a school day instead of bringing edible treats in to share. Due to the prevalence of allergies and issues around parental consent, all such items will be returned, so please do not send them in to avoid your child being disappointed.

4.3 Lunchtime rewards:

Lunchtime controllers can reward children with stamps to reinforce positive behaviour on the playground. Lunchtime controllers have been given training in the Simply Behave plan and they follow the behaviour policy correctly and consistently during free play.

In addition to this, two children per class are selected each week to receive an invitation to sit on the Golden Table. Children are chosen for outstanding behaviour (helping others, caring for a pupil who is hurt or simply following instructions immediately).

4.4 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 (as outlined in appendix 1), a time out will occur within the classroom.

Step 4: For further infractions, or behaviour that warrants an immediate Step 4 (as outlined in appendix 1), a time out will occur in another class (usually the child is sent to the above year group). The child will be required to complete a reflection sheet, to enable them to focus on what has led them to be on this step and then focus on how they can ensure they do not get on any other steps.

Step 5: Should a child continue to make poor choices, or demonstrate behaviour that warrants an immediate Step 5 (as outlined in appendix 1), 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 requesting them to attend a meeting to discuss their child's behaviour. To support better choices being made, it is our policy that this meeting must take place before the child returns to class. At the meeting, strategies will be discussed to support better choices and the parents will be asked to support their child in changing their behaviour.

On the day the Step 5 occurs, the child will remain out of class for the rest of day and work on an 'Evac' pack or classwork (if they can complete it independently).

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. In year groups, behaviour is also discussed during weekly PPA sessions to ensure teams are working collaboratively and ensuring information is shared amongst the team.

4.5 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. In the unlikely event of a child receiving two step 5's in one month or less for the same type of behaviour, further support may be needed. Examples of support may include:

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 affecting 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.

As a last resort, children may be issued with a fixed term exclusion (see Exclusions Policy)

5. Positive handling

Should any child become at risk of hurting themselves or others through their behaviour choices, they will be positively handled and possibly moved to a safe place if necessary. Staff involved in physically restraining a pupil will ideally 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 minimise future similar occurrences. Please refer to the Positive Handling Policy for more detail.

6. Attendance on school trips and overnight school journeys

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

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.

7. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). This initial morning with their new teacher is then followed up with a 'transition week' which better enables them to settle in successfully to their new Year group. In addition, staff members hold transition meetings in Summer term.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff throughout the year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the governing board every two years. At each review, the policy will be approved by the Headteacher.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling policy
- Home school agreement

Date reviewed	Date Ratified	Next Review due
March 2016	April 2016	March 2018
March 2018	March 2018	March 2020
March 2020	March 2020	March 2022
March 2022	July 2022	March 2024