



Marlborough Primary Academy School
Behaviour Management Guidance
(Adopted: May 2023 - Review May 2024)

Applies to: All Staff	Pages: 4	Ref: 001
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Approved by: SLT		

Aims and Values which drive this guidance are:

- To be a happy school through nurturing positive and mutually respectful relationships between everyone where children can thrive
- To provide a broad and balanced curriculum with a strong focus on teaching and learning to enable each child to achieve his/her full potential
- To combine a variety of successful teaching methods in providing a rich learning environment for all the children in our care
- To raise standards of attainment and achievement and to have high expectations of all by all
- To maintain a culture of self-review and school improvement
- To create a positive atmosphere and ethos in school which celebrates achievement and recognises success
- To create an environment in school which is attractive, calm, ordered, stimulating and one that promotes independent learning and equality of opportunity
- To nurture children to be highly motivated, well-behaved, fully involved in the life of the school, and to be independent and show initiative and self-discipline
- To encourage a positive and purposeful partnership with parents/carers and one that develops links with the local community

Terms:

- SEND - Special Educational Needs and Disabilities
- SENDCO - Special Educational Needs Co-ordinator
- PMP - Personal Management Plan
- VP - Vulnerable Pupil Meetings

Rationale:

At Marlborough Primary Academy School it is our aim to ensure that children, staff, parents, carers and governors work together to provide a rich working environment in which each child can reach his/her full potential. We firmly believe that the promotion of good behaviour is the responsibility of every member of the school. **All staff** accept responsibility for this irrespective of which class or year group a child is in. Children will be helped and encouraged to accept responsibility for their own behaviour. We recognise, celebrate and reward good behaviour. Parents are also central in supporting our aim to maintain good behaviour in and around school. This behaviour guidance seeks to ensure the provision of a safe and secure environment in which all children can learn and grow.

Our aim is to:

- Create an environment that encourages and reinforces good behaviour and British Values
- Ensure consistency of response to both positive and negative behaviour
- Define acceptable standards of behaviour
- Recognise positive behaviour in a consistent and valued way
- Promote self-esteem, self-discipline and positive relationships
- Promote children taking responsibility for their behaviour choices and the subsequent consequences
- Ensure that the School's expectations and strategies are widely known and understood
- Encourage the involvement of both home and school in the implementation of this guidance

Ethos Values:

The school ethos values have been developed and shared with the whole school community and are referred to in promoting and maintaining high standards of behaviour. They are known as our TREAT values:

- Trust
- Respect
- Equality
- Ambition
- Togetherness



The ethos values are **displayed in every classroom** in the school and children are reminded of them and what they mean to us at the start of every term. All staff including teaching, support and admin staff must be familiar with the ethos values and demonstrate them throughout their working hours providing a positive role model at all times for the children. **All staff** are expected to adhere to the school behaviour systems and expectations outlined in this document.

As staff within the school, we aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, the school's TREAT values (Trust, respect, equality, ambition and togetherness)
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the effort and contribution of all.

Staff Roles and Responsibilities:

The role of all staff:

- It is the responsibility of all our staff to ensure that the school TREAT values are upheld throughout the school
- All staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children understand these and are able to work to the best of their ability
- Staff will recognise those pupils complying with our rules/modelling TREAT values and routinely remind all pupils of these values and how they can demonstrate them.
- They will treat each child fairly with respect and understanding, enforcing the behaviour expectations consistently
- The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school SENDCO or other outside agencies.
- It is the class teacher's responsibility to contact a parent if there are concerns about the behaviour or welfare of a child. Equally, the class teacher will, where possible, share a child's success with parents via certificates and stickers as well as through face-to-face meetings or through Dojo.
- Class teachers will keep records of all serious incidents of mis-behaviour on C-Poms.

The role of the Headteacher and Senior Leadership:

- It is the responsibility of the Headteacher to ensure the school's behaviour guidance and Trust Policy are consistently implemented throughout the school, and to report to governors, when requested, on the effectiveness of both the guidance and Trust Policy.
- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports staff by implementing the guidance and Trust policy, by setting the standards of behaviour, and by supporting staff in the implementation of the guidance and Trust policy.
- The Headteacher has the responsibility for sanctioning suspensions. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Governing Body, Trust and Local Authority will be informed of these actions.
- The Headteacher will commend pupils for exemplar behaviour and attitude towards learning.
- The Headteacher reports to the Governing Body on behaviour termly, through the Ht report to Governors.

The role of parents:

- Parents play a vital role in supporting their child and the school in developing positive behaviour
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- We strive to build a supportive dialogue between the home and the school, and we inform parents and carers if we have concerns about their child's welfare or behaviour.
- We expect parents and carers to support the actions of the school.

The role of governors:

- The governing body is responsible for monitoring this guidance. They support the standards of discipline and behaviour and review their effectiveness.
- The Headteacher has the day-to-day authority to implement the school's guidance on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Implementation of this guidance:

- There is a set system for recognition and sanctions within the school, with clear boundaries
- Expected behaviour is constantly reinforced in class and during assemblies and appropriate rules are displayed around the school.
- Pupils are able to voice their opinions through class discussions, circle time (when used), RSHE lessons and through the Ht Children/Prefects.
- Each class will display the whole school behaviour expectations and TREAT values. The five key rules are:
 - Be polite and well-mannered to everyone
 - Do as you are asked by the adults in school
 - Look after each other and our school - be kind and thoughtful
 - Walk calmly around school
 - Keep your hands and feet and other objects to yourself

Rewards for Good Behaviour

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation

We praise and reward children for good behaviour in a variety of ways:

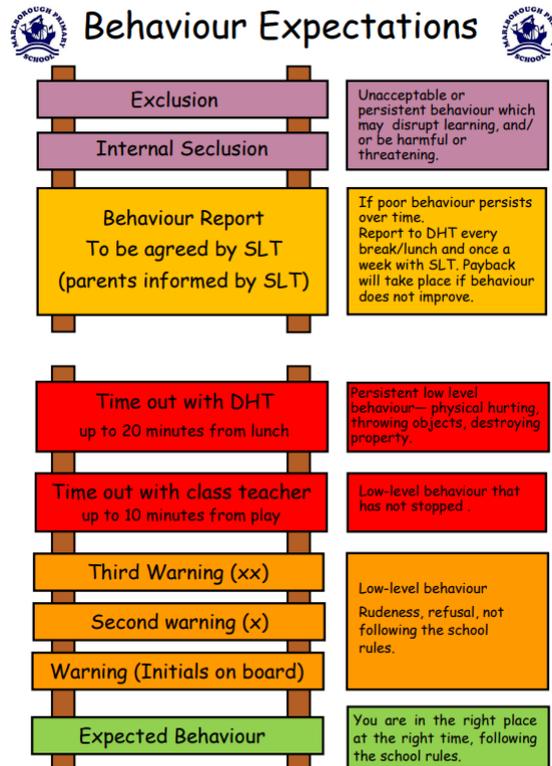
- Staff praise publicly good work/behaviour and effort
- We congratulate children
- Marking gives children positive written comments
- Staff share children's successes with parents, as appropriate
- Headteacher Tea Party invites half termly
- Headteacher postcards - one child per class per fortnight
- Children can take on additional responsibilities
- Achiever of the Week - selected by teacher
- Achiever of the Week - selected by the class
- Pen licences
- Sticker books

- Dojo points
- Going for Gold award
- Attendance certificates
- Certificates

Sanctions for poor behaviour

The school employs a number of sanctions to enforce the school rules appropriately to each individual situation.

A copy of the school's behaviour expectations are displayed in each classroom and discussed at the start of each half term with the class.



These include:

- Discussing with children their poor behaviour choices using the terms of being ready, respectful and safe.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Being proactive in speaking to parents to avoid an escalation of poor behaviour choices.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If there is a serious incident or on-going inappropriate behaviour, e.g. abusive behaviour or threatening violence, staff can go straight to higher level sanction in discussion with the Headteacher

PMPs (Positive Management Plans)

A minority of children will sit outside this behaviour guidance. They will have a personalised, Positive Management Plan (PMP). PMPs are agreed at the fortnightly Vulnerable Pupil meeting. The PMP is shared with all adults that come into regular contact with the child (this will include supply teachers where necessary). All

children on a PMP will have a named key worker. PMPs will be written by the SENDCO and class teacher. They must be completed and ready for approval by the next VP meeting (i.e. within two weeks). Once agreed the PMP will be shared with the child, parents and all relevant staff.

The PMP will include:

- Triggers
- Strategies to support (including a script)
- Payback
- Provision

Playground Expectations:

The school has five clearly defined rules that apply to the playground for break and lunchtimes.

They are:

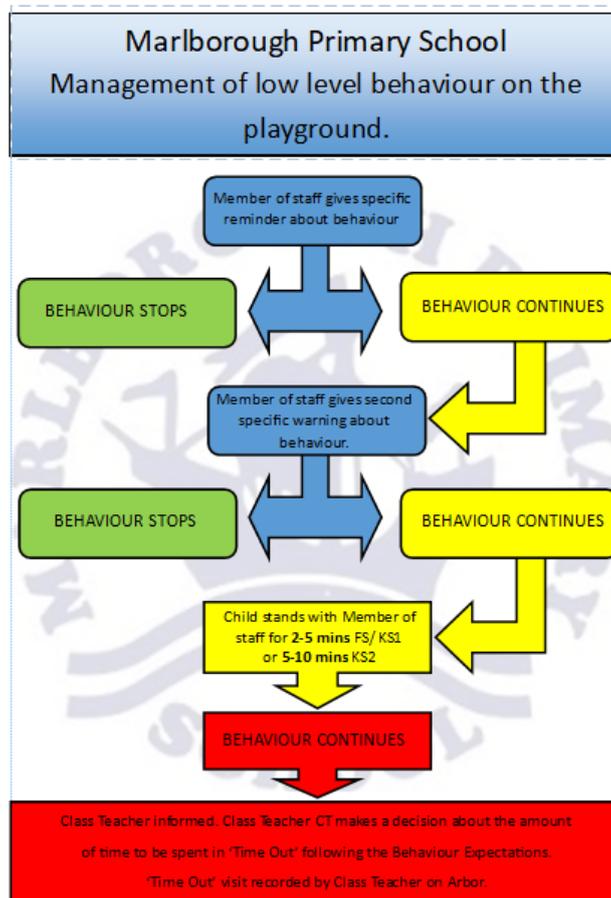
- Do as you are asked by an adult.
- Keep your hands, feet and other objects to yourself
- Line up quietly and sensibly as soon as the whistle is blown.
- Look after school equipment.
- Look after each other and our school - be kind and thoughtful.

During lunch and breaktimes staff patrol around talking to children and engaging them in a range of activities that are available.

Playground Sanctions:

If a pupil is behaving inappropriately during break or lunchtimes, teaching staff or Meal Time Assistants will:

- Give a verbal warning
- Ask the child to stand with them for 5 minutes
- If inappropriate behaviour continues, the pupil will be supported by a member of the SLT
- The flow chart below identifies the process for all staff to follow.



Suspensions and Permanent Exclusions

It should be recognised that some behaviour warrants the pupil's suspension, but this is only for exceptional and rare cases. The school, as part of Reach South Multi Academy Trust, follows the Trust behaviour policy with regard to any suspensions or permanent exclusions. Please see the separate Trust policy.

Malicious or unfounded accusations:

Children who make malicious and unfounded accusations against school staff will be entered onto the expectations system at an appropriate point.

IT/Cyber Incidents:

Children who misuse ICT and/or the internet to cause offence or to attack another person's reputation will be entered onto the consequences system at an appropriate point. [See the E-safety policy and anti-bullying policy for more details.]

Alternatives to Suspension or Permanent Exclusion

Internal seclusion:

- A pupil will be asked to complete work, set by his/her class teacher which is completed away from his/her usual classroom for a set number of lessons (e.g. a whole teaching day).
- They will have break and lunch times away from their peers.
- They will be supervised by a designated staff member

Alternative Provision:

- If inappropriate behaviour continues, despite the support from the school and/or other agencies, it is likely that a placement at an alternative provision will be sought.
- This is where a pupil will be educated in a partner provision for a fixed period of time.
- This will all be discussed and agreed with the parents.

Bullying:

Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

- We use the acronym of STOP (Several Times on Purpose), to identify bullying.
- The school does not tolerate bullying of any kind
- If discovered we act immediately to stop any further occurrences of such behaviour.
- Please see the Anti-Bullying policy for further information and guidance.

Racist Incidents

Any form of racist abuse is not tolerated at this school.

- Any incidents of a racist nature will be reported to the Headteacher who will investigate and record the nature of the incident and the resulting actions on CPoms.
- This may lead to the instigation of child protection procedures.
- Quarterly racist incident reports are submitted to the Local Authority and the Trust.

Positive Handling:

Staff will only intervene physically to:

- Restrain children to prevent injury to another child
- If a child is in danger of hurting him/herself
- May cause significant damage to the school
- The actions we will take are in line with government guidelines on the restraint of children and should be undertaken by MAPA trained staff - please see the Positive Handling Policy)

Drug, alcohol and offensive weapons:

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the medicine policy should be followed. The school will take very seriously misuse of any such incident which may result in a suspension.

- Any children who deliberately brings an offensive weapon/knife into school will be sanctioned as per our guidance and the Police will be informed.
- The weapon will be confiscated and handed into the Police.

Where pupils are involved in persistent incidents outside of school then the school will seek involvement of the Safer Schools Team and sanctions within the school may apply.

Monitoring arrangements

We will review this policy as guidance from the Trust or Department for Education is updated, and/or annually.

Policies which link to this policy:

- Behaviour Management Policy (Reach South Multi-Academy Trust)
- Counter Cyber-Bullying Policy
- Anti-Bullying Policy
- E-Safety Policy
- Positive Handling Policy
- SEND Policy