

# Martley CE Primary School



## Behaviour Policy



## Behaviour Policy

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**Reviewed: May 2011**, incorporating : Positive Behaviour intervention Policy and reference to Anti-Bullying policy.

**Reviewed November 2012**, incorporating: Reviewed Home-School Agreement

**Reviewed September 2014**, incorporating: 'Essentials-8 secrets to success' and regard to **Behaviour and discipline in schools: Advice for headteachers and school staff February 2014 DFE**. Ref: DFE-00023-2014

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**This behaviour policy acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).**

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### 1. Our school vision

Martley C of E Primary School provides a stable and caring environment, within which children develop their own unique gifts. We foster responsible, happy and healthy young people, who will go on to make a positive contribution to society. Throughout school life we work together in a respectful and cooperative partnership.

Through high quality teaching and learning, we embrace challenge and perseverance; whilst encouraging creativity and curiosity. Our children are equipped with life skills, which will prepare them for an ever changing world.

Our school's core values are underpinned by our Christian ethos. The whole school community work cohesively to achieve the best for each and every child.

#### Our school values

Respect	Responsibility
Creativity	Perseverance
Honesty	Caring
Cooperation	Peace
Fairness	

#### Principles

Good behaviour is an essential condition for effective teaching and learning to occur. At Martley Primary School we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning



and positive relationships. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement rather than focussing on shortcomings and failure. Through the example of the adults who care for them at school and well planned, stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share this vision with the school in helping their children to behave well.

***Staff, pupil and parent/carer rights and responsibilities are summarised in Appendix 6 and demonstrated through our 'Home School Agreement'.***

## **2. Aims and Objectives**

- To ensure the safety and well being of all children, members of staff, helpers and visitors.
- To direct children from inappropriate to appropriate behaviour.
- To develop self-control in children and to help them to take responsibility and be accountable for their actions.
- To develop the children's understanding that actions and choices have consequences.
- To allow children to develop and demonstrate positive abilities and attitudes.
- To protect the environment and resources.
- To encourage caring interaction between all members of the school community.
- To develop positive role models.
- To develop understanding of the need for rules to make for successful situations.
- To contribute to high self-esteem for everyone at Martley.

## **3. School Rules**

All children and adults at Martley CE Primary School are expected to comply with the Home-school agreement and School values documents.

The school has a number of school rules which are designed to enable the school community to work together, promote good behaviour and keep pupils and staff safe. Our rules:-

1. Treat others with kindness and respect.
2. Make it easy for everyone to learn by listening carefully and following instructions.
3. Move quietly and calmly around the school.
4. Speak politely and kindly to each other.
5. Look after our school-we all share it.
6. Impress others with our good behaviour during off site activities.
7. Be neat and tidy in your dress and appearance.
8. Stay within the school boundary during the school day.
9. Wait in the hall if you have not been collected at home time.



## 4. Essentials for personal development

As from September 2014, at Martley CE Primary we have adopted the Chris Quigley 'Essentials Curriculum model'. We believe that the following 8 essential characteristics underpin exceptional personal development:

1. Try new things
2. Work hard
3. Concentrate
4. Push yourself
5. Imagine
6. Improve
7. Understand others
8. Not give up

We believe that these characteristics need to be constantly practised and kept in balance. We have adopted a progression of 'bronze', 'silver' and 'gold' to help to reinforce and support an individual's journey through each of these characteristics. They help to contribute to being not only a 'good learner' but also a 'good person'. They are an essential part of our school behaviour policy. **They are known to the children as 'the 8 secrets to success'.**

## 5. Class Rules

At the beginning of each academic year each class sets its own "class rules". These are positive and displayed prominently in every classroom. These may be modified each term if the Class Teacher feels it is appropriate.

## 6. Acceptable Behaviour

Acceptable behaviour is outlined within our values, aim of the policy, school and class rules.

## 7. Unacceptable Behaviour

At Martley C of E Primary School the following behaviour is unacceptable:

- Behaviour which disrupts a group or class activity and prevents others from getting on with their work
- Physical or verbal bullying
- Use of rude or abusive language



- Anti-social or aggressive behaviour directed at others
- Anti-social or aggressive behaviour directed at others particularly on the grounds of race, culture, gender or ability
- The playing of rough or dangerous games.

## **8. Positive Physical Intervention**

The school has adopted the LA guidance based on DCSF “The Use of Force to control or restrain pupils April 2010” in September 2010. The majority of staff (as of February 2011) have completed positive physical training with the LA Team Teach advisers. An up to date record of staff trained is kept in the Head’s office. The school policy on the use of positive physical intervention guides practice across the school. In line with DCSF advice and guidance 2010, positive physical interventions are used as a ‘last resort’ option and in the most extreme cases, other strategies will always have been attempted first. For more details regarding the use and guidance of positive physical interventions and their use in the context of behaviour management the school ‘Policy On The Use Of Positive Physical Intervention’ should be read.

## **9. Anti-Bullying Policy**

Martley Church of England Primary adopts the guidance associated with Worcestershire Local Authority and the guidance given on the Local Authority website

<http://www.worcestershire.gov.uk/cms/education-and-learning/stay-safe/vulnerable-children/next-steps/anti-bullying-policy.aspx>.

Our Anti-Bullying Policy should be read in conjunction with the policies outlined in this document.

## **10. Breaktime/lunchtime –encouraging positive behaviour choices, sanctions and recording incidents**

Children are encouraged to play positively and safely. Zones, rotas and additional play equipment are provided to help promote positive play and interaction. If disagreements or poor behaviour choices occur then the children are encouraged to review their own choices for themselves, usually with the support of an adult on duty. Supervising adults are encouraged to use their professional discretion when dealing with incidents and treat children with fairness and respect. The supervising member of staff will need to make a judgement call as to whether their verbal intervention is adequate to resolve the issue, (usually perfectly adequate for the majority of incidents), or as to whether more decisions and actions are required. An apology and/or an agreement between the individuals involved of what happened and the next steps should result for each incident. The supervising adult should inform the class teacher of the children involved in the incident if they feel that it is



serious or could affect adversely learning and relationships in the subsequent lesson. If a 'time out' is required then the supervising staff should make the judgement call that 'cooling off' time would be appropriate before dealing with the incident. This may take the form of instructing the children to stand in different parts of the playground or to remain with the supervising adult as deemed appropriate, to enable time to settle before dealing with the incident. This may sometimes need to be referred to the class teacher to deal with on return to the class, or a senior teacher, such as The Deputy of Head Teacher. If the incident is deemed to be 'serious' then a record should be completed and recorded in the 'Behaviour Incidents' folder in the Head Teacher's office. The responsibility for completing this record should be agreed between the adults involved in the incident, and parents contacted when necessary. If an incident is so serious that physical intervention is required then the 'Positive Physical Intervention' policy should be followed.

**Lunchtime supervisors** should follow the behaviour management guidance given in the **Lunchtime Supervisor Policy**, updated September 2014. If in any doubt, advice should be sought from a senior teacher for clarification.

## 11. Our Rewards System

All staff will encourage and reward good behaviour. Pupils who demonstrate good behaviour, both in terms of being a 'good learner' and being a 'good person', will be recognised through verbal praise, privileges and rewards. Rewards will be, where possible, linked to the school's '8 essential characteristics that underpin exceptional personal development', also known as the '**8 secrets of success**'.

The rewards include:

### **Rainbow Charts**

Rainbow stickers will be awarded for academic achievement, including demonstrating excellent examples of the '8 secrets to success'. Children who have gained ten stickers within each coloured band will be awarded the relevant coloured badge in Praise Assembly each week.

### **Zone Boards**

Zone Boards should be used in all KS1 and KS2 classes to promote good behaviour. This could include demonstrating some of the '8 secrets to success'. Each day all the children should start in the green zone. Good behaviour could result in a child being moved to the silver and then gold zone, thus earning raffle tickets. Children on orange or red may move back up the zone board if they resume acceptable behaviour. This is to be encouraged.

- Zone Boards should be divided into 5 colours and have the following sentences attached to them.



- Gold-I am choosing to behave brilliantly.
- Silver-I am continuing to behave really well.
- Green-I am choosing to behave myself as I should.
- Orange-I am not behaving myself as I should.
- Red-I am still misbehaving.

The zone board will be reviewed by the teacher at the end of each day.

- Gold at the end of the day = 2 raffle tickets
- Silver at the end of the day = 1 raffle ticket.

There may be additional rewards used by individual class teachers i.e. (Golden time on Friday afternoons).

### **Raffle Tickets**

Raffle tickets will be drawn for a prize on Fridays.

At Foundation Stage, this is at the discretion of the class teacher.

### **Magic Maker**

Once a week, a 'Magic Maker' trophy is awarded on rotation for each of the 5 classes. This acknowledges an outstanding pupil making a positive contribution to school life (to their class/to the school). They will have demonstrated some of the '8 secrets to success'.

### **End of year 'prize giving' awards**

## **12. Sanctions**

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour, and not the child that is unacceptable.

In the event of a child being involved in an incident that the school deems as serious, the child would automatically move to a higher, more appropriate stage on the sanctions grid.

The majority of basic sanctions (Level 1) can be applied by all paid staff and those adults who have been given the power to discipline, e.g. adult volunteers on school trips. Other sanctions (Level 2) can be applied by teachers or other staff in consultation with a teacher or Senior teacher as appropriate.



Level	Consequences		Involvement
1.	Verbal warning, reminder of expectation. If behaviour is repeated then move to orange on the zone board.		
2.	If no improvement, then move to red. There will be a loss of playtime for 10 mins.	Time out-in different forms including sending to another class-staff have identified 'timeout zones' to give time to calm down and get over anger. This can be used at the teacher's discretion.	
3.	On the third occasion of being in red in a week the pupil will be sent to a member of the SLT and an appropriate sanction will be selected. (see Appendix 1)		Parents will be contacted by the class teacher if there are persistent incidents over a period of time. (3 Red Zones during one week).
4.	In the event of more serious or prolonged disruptive behaviour parents/carers should be contacted and be invited into school to discuss the way in which home and school can work together to help the child. <i>This may include a fixed or permanent exclusion if the incident is serious (see Level 6 onwards)</i>		Parents notified.
5.	Additionally a report card will be given if the behaviour continues. (A record of	(Examples of report cards are included in Appendix 5-others may be used).	SENCO
6.	Internal exclusion/isolation (or an agreed period of time)		Outside agencies, including discussion with SENCO-Is Behaviour Support referral required?).
7.	Fixed term exclusion		Governors
8.	Permanent exclusion		Governors and Local Authority.



### 13. Level 2 sanctions: (see APPENDIX 2 for blank proforma)

Following on from an incident where a child has been moved to 'red' on the zone board a child should at an appropriate time write or make a verbal statement/ acknowledgement of the fact that they have moved to 'the red zone' -this should be overseen by the teacher moving the child to the 'red zone' where possible.

The note/verbal statement by the child should include:

What I did.

Why it was wrong.

How I feel.

What can I do to improve my behaviour in the future?

It may also be appropriate to write a letter of apology.

**14. Level 3 onwards-** to be completed by SLT. Copy to be retained in file, 'Behaviour Incidents' in Head Teacher's office. (see APPENDIX 3 for blank proforma)

Name \_\_\_\_\_ Class \_\_\_\_\_ SEN \_\_\_\_\_

Date	Level	Behaviour	Sanction given



## 15. Level 5: Report card/behaviour monitoring systems (See Appendix 4 and 5 for blank proformas).

Sometimes it may be appropriate to introduce a short term behaviour monitoring system for an individual to help monitor behaviour over the course of a day and/or a week. This will help to build up a picture of where positive behaviour choices are being made as well as helping to pin point areas for development and/or 'triggers' for certain unacceptable behaviour choices. Parents and the children must be involved in this process and a record kept of the behaviour monitoring charts, signed by the parent and the teacher on a daily basis. Conversations before, during and immediately after the agreed monitoring period should be had between the teacher, child and parent/carer. A senior teacher, possibly the Head, Deputy or SENCO, should be involved, at least being informed and updated on the progress of the meetings, but preferably in person. A record of these meetings should also be kept by the class teacher to evidence the process and the outcomes. An example proforma is included below (see Appendix 4);

<b>Report card/behaviour monitoring record</b>		
<b>Date:</b>		
<b>Child:</b>		
<b>Monitoring adult:</b>		
<b>Dates discussed with parents</b>		
<b>Initial discussion</b>	<b>On-going discussion dates</b>	<b>Review dates</b>
<b>Initial meeting agreed targets/desired outcomes:</b>		
<b>Review meeting comments + next steps</b>		
<b>Other</b>		
<b>Dates discussed with Senior Leadership team on:</b>		



## 16. Exclusions: Temporary and Permanent

Guidance produced by the LA with respect to the temporary and permanent exclusion of pupils will be followed as necessary, in consultation with the governing body.

## 17. Racist, Homophobic and Bullying incidents—these are dealt with in our ‘Anti-Bullying Policy’

## 18. Pupils’ conduct outside the school gates – teachers’ powers

### What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

At Martley CE Primary, the Head Teacher will act with his/her professional discretion in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. The Head Teacher should contact parents at the earliest opportunity to discuss the alleged incident and advise/agree upon a course of action and punishment in line with the school behaviour policy.

Staff may also discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- demonstrating misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## 19. Detention

### What the law allows:

Teachers have a power to issue detention to pupils (aged under 18). Parental consent is not required for detentions.



**Martley CE Primary School** believes that:

- detentions can be imposed by teachers and other staff in consultation with the class teacher.
- detentions can only be given at break or lunchtimes and not after school.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.
- With break and lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. If a lunchtime detention is given then it is the staff member's responsibility to ensure that the lunchtime staff are informed if it means a child will be late for their lunch, especially if it is a hot lunch and would require being served and maintained separately.
- A record of detentions should be maintained by the class teacher in the class 'red file'.

## **20. Confiscation of inappropriate items**

Martley CE Primary School follows the guidance given by the DFE, as referenced in 'Behaviour and discipline in schools: Advice for headteachers and school staff' February 2014 DFE.

Where appropriate, confiscated items (not 'prohibited items'), will be returned to pupils at the end of the school day.

'Prohibited items' will be dealt with in accordance with the appropriate legislation, as referenced in the guidance above.

## **21. Malicious accusations against school staff**

Any pupil found to have made malicious accusations against school staff will be dealt with in accordance with the disciplinary governor sub-committee.

## **22. Monitoring and Evaluating**

- The effectiveness of this policy will be regularly monitored by the Senior Leadership Team.
- The school keeps a variety of records of incidents of misbehaviour – Class 'red file', lunchtime supervisor log books, Head Teachers records, home/school link books etc.

## **23. Review:**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Date Approved by Full Governors: (draft) Autumn term 2014



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## APPENDIX 1: Sanctions Summary

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Sanctions could include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days), not representing the school e.g. a sports team, not participating in a school trip. Attendance on school trips is a privilege and not an automatic right. If a pupil’s behaviour before a trip is consistently unacceptable they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.
- Missing break time.
- Detention including during breaktime or lunchtime,
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including during breaktimes to a named adult; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.

*These sanctions should always be used with discretion and proportionately. Regular review of their use should be held within school between staff and governors.*



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## APPENDIX 2: Level 2 Sanctions

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Following on from an incident where a child has been moved to 'red' on the zone board. It may also be appropriate to write a letter of apology. A copy should be kept in the 'red file' in the class.

Name \_\_\_\_\_ Date \_\_\_\_\_ Dealt with by:- \_\_\_\_\_

**What I did.**

**Why was it wrong?**

**How I feel?**

**What can I do to improve my behaviour in the future?**



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### APPENDIX 3

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**For behaviour incidents Level 3 onwards-** to be completed by SLT. Copy to be retained in file, 'Behaviour Incidents' in Head Teacher's office.

Name \_\_\_\_\_ Class \_\_\_\_\_ SEN \_\_\_\_\_

Date	Level	Behaviour	Sanction given