

# **MARUS BRIDGE PRIMARY SCHOOL**



## **BEHAVIOUR POLICY**

**REVIEWED AT THE**

**MEETING OF THE  
STAFFING & CURRICULUM  
COMMITTEE**

**HELD 23RD JANUARY 2017**

**CHAIR OF COMMITTEE: Jason Taylor**

**HEADTEACHER: Mr. Gaskill**

To be reviewed every two years.

## **Our Ethos**

To have impeccable conduct and outstanding learning behaviour so that all pupils can 'Learn, Enjoy, Achieve.'

## **Our Expectations**

Excellent behaviour is secured by working with our pupils to ensure inappropriate behaviour does not take place. This is achieved by high levels of supervision, the development of appropriate respectful adult/pupil relationships, excellent communication amongst all adults and consistent use of this policy.

Good behaviour will be noticed and rewarded.

When a pupil breaks a school rule the issue will be dealt with calmly and quietly.

Good behaviour must be taught explicitly.

School rules and expectations for work and presentation need to be taught and understood and class at the beginning of each school year.

These expectations will be printed in the pupils' books and shared with parents at the initial meet the teacher meeting in September.

## **When conduct and behaviour does not meet our expectations:**

Keep calm and be consistent.

Follow the policy.

Avoid humiliation, negativity, anger, blanket punishments, sarcasm.

## **Rules**

Rules will apply right across school.

- We listen carefully and follow instructions.
- We treat other people how we would like to be treated.
- We work quietly without disturbing our classmates.
- We walk around school quietly.
- We always tell the truth.
- We always do our best.

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff and members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

### **Daily routines and excellent communication will support impeccable behaviour**

All children enter the classroom quietly every time. They are greeted by the teacher and begin a start of the day or independent task during each registration.

Seating plans should be carefully considered to ensure pupils work productively together at all times.

Pupils are supervised by the teacher onto the playground at the end of each session.

Classes make journeys around the school without talking.

Excellent manners are noticed and rewarded.

When a child is going to be taught by another teacher in the next lesson the teacher *must personally inform* the receiving teacher of any warnings in place. These should not be lost or forgotten and must be recorded in the class teacher's behaviour book.

Further strategies to improve the behaviour of pupils in school are as follows:

- Learning Mentor
- Targeted support from TA's
- Support from BST – staff training including lunchtime, PSP writing
- Classroom behaviour charts
- PSHE&C
- Praise postcards
- SLT/support staff helping to supervise lunchtimes
- School council/pupil voice
- Achievement assemblies
- Collective Worship themes
- Positive learning behaviour addressed throughout all areas of the curriculum.
- Play leaders
- Headteacher involvement
- DHTs walkthrough school awarding stickers for good behaviour.

### **Rewards and sanctions**

Praise and reward should have emphasis. Discipline should be consistent, fair, positive and based on mutual respect and understanding. All classrooms display a behaviour chart that is age appropriately designed, however they all follow the same procedures.

Each day the children start on 'Ready to learn' they then can either progress up the chart to show excellent attitudes to learning or if their behaviour and attitude to learning deteriorates they move down through our sanctions. This is clearly visible

for all the children to see in the class and in KS2 they move themselves as directed by the teacher in the class.

A Bridge Builder citizen award is given termly for completing extra-curricular activities that make a difference within our community.

## **MBPS rewards**

### **KS1**

- Freddie the Friendship bear, given on Friday to be taken home for the weekend. Awarded for being kind and caring.
- Magic sand in the jar is given as a class when all the children are seen to be displaying positive behaviours and attitudes to learning, each other and the whole school community. When it is full a whole class reward is given like DVD afternoon, baking etc.
- **Behaviour award** is given weekly to a child who has shown impeccable behaviour. This award is given during celebration assembly.
- Stepping stone achievement reward chart 1-20. Each stepping stone is awarded for excellent work, manners and/or behaviour. Once the child reaches the final stepping stone, they receive a prize from the teacher's prize box and they start again to accumulate their steps.

### **KS2**

- **Pasta in the pot** (whole class reward), when its full children get to choose 20/30 minutes golden time. Every class will ensure they reach golden time a minimum of once per half term. This is to be recorded.
- **Reward point stickers** will be given for good work and / attitude. Once a child accumulates 20 points they can either exchange these for a small prize and start again or continue to collect to gain bigger prizes. The maximum prize that a child can receive is for 100 reward points. Prizes can be redeemed at 20,40,60,80,100.
- **Behaviour award** is given weekly to a child who has shown impeccable behaviour. This award is given during celebration assembly.
- **The House System** promotes excellent behaviour. Reward points are collated by the UKS2 Team Leader on Thursday afternoon. The winning house is awarded a trophy which is presented to the elected House Captains in Friday assembly. All members of the winning house will gain a double afternoon playtime on the Friday. A running total of points will be kept and displayed in the hall. Houses can gain additional points for their performance or conduct in events such as quizzes and house matches.

### **Star of the week**

Once a week, each class teacher chooses a child with outstanding behaviour/attitude to be the 'Star of the Week' and these children get a badge and certificate from the class teacher and a trophy for the week.

Our school acknowledges all the efforts and achievements of children, both in and out of school. Classrooms display news in KS2 and KS1 and do news time when the children discuss these achievements. In celebration assembly on a Friday, these children explain to the school what they have done and show certificates, medals and trophies etc.

### **Sanctions:**

We will apply the same sanctions with the children from Reception to Y6 and they will be applied when a child breaks a school rule:

1. Verbal warning.
2. Name written in teacher's behaviour log.
3. 5 minutes' break time missed.
4. All break time missed.
5. Isolation within class.
6. Sent to a Senior teacher and the Headteacher and parents are informed.
7. Sent to Headteacher.
8. If behaviour/quality of work does not improve following Stage 7, during the term the school will contact the parents via a letter or telephone call to discuss ways to resolve concerns. Parents will be invited to a meeting and asked to partake in behaviour monitoring, this could be report cards or Home/School Behaviour Book, with behaviour/work closely monitored by school and home.
9. If behaviour/quality of work does not improve following Stage 8 a further letter will be sent to parents requesting their attendance at a meeting with the class teacher and Headteacher, where an appropriate action plan will be put into place, which considers the use of external agencies. Parents will be informed that if a child reaches that stage again, they may be moved to Stage 10 of the policy-see Exclusion Policy.

For really serious misbehaviour, children will be dealt with at a higher level on the sanctions list rather than starting at the beginning. If a child were to hit or kick another child or swear openly in class they would be sent straight to the Senior Teacher and parents would be informed. Were a child to racially abuse another child, be violent towards staff or completely refuse to comply with instructions they would be sent to me and the head teacher would arrange an interview with the parents immediately.

In exceptional circumstances, if behaviour is severe it may be necessary to move to the exclusion policy at an accelerated rate-see exclusion policy.

## **Pupils with additional needs**

Marus Bridge support programmes include

- Pastoral Support Programme (PSP)
- Individual behaviour plan
- Behaviour modification programmes, including charts monitored by a named member of the SLT.
- EHC plan
- Support from outside agencies
- Three Towers intervention

## **Behaviour at lunchtime**

Midday supervisors should reward excellent behaviour, manners and co-operation. They may use reward points, giving the child a reward point sticker to show their teacher. Good news should be fed back verbally to the teacher daily, allowing the teacher to reinforce and support impeccable behaviour at lunchtime.

Other lunchtime rewards are given in the form of a mini praise postcard, which will be stuck in the planners so that parents can see what the award has been given for. This is an instant reward so the child is recognised immediately for their positive behaviours.

Lunchtime supervisors also follow the sanctions and also have a system of Yellow Cards. Please note that children who retaliate would be issued with a card too. As a school we cannot condone any aggressive behaviour at all.

. Yellow cards must be issued for:

- Spitting
- Swearing openly (overheard by adult or verified by a group of children-caution needed on issuing cards based on hearsay)
- Repeated refusal to comply with a reasonable request
- Hitting or kicking another child
- Fighting
- Deliberately damaging property

Yellow cards follow this structure:

1. The first yellow card is issued, completed by the Lead Midday Supervisor and signed by the HT or DHT. The class teacher contacts the parent who signs and returns the card to school.
2. When the second yellow card is issued, the class teacher invites the parent in for a meeting regarding the child's behaviour. A dinner time report card is put into operation to be signed daily by a SLT member and parents.

3. If a third yellow card is issued in the same half term the parent will be required to see the HT or DHT along with the class teacher. A dinnertime exclusion will be required.

There is a 'Clean slate' at the start of each half term

Lunchtime supervisors also follow the sanctions as mentioned earlier in the policy. Lunchtime staff record any incidents on post it notes and speak to the class teachers at the end of the lunchtime session. The class teacher is then in charge of appropriately moving the child to the relevant stage on the behaviour system.

### **Discipline beyond the school gates**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, will be dealt with as deemed necessary by the school and its SLT. This also includes bad behaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

As a result of any of these behaviours, a member of the SLT will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the SLT in conjunction with the Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

### **Malicious allegations against staff**

Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority. We will not automatically lead staff suspension on receipt of an allegation. A member of staff will only be suspended if there is no reasonable alternative.

Any allegations that are found to have been malicious will be removed from personnel records of the member of staff and any that are not substantiated, unfounded or malicious will not be referred to in employer references.

Any pupils that are found to have made malicious allegations will have an appropriate sanction applied, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have

been committed). An appropriate sanction will be set in conjunction with parent's dependent of the level of seriousness of the allegation.

The procedure for reporting allegations is to report this to the Headteacher in the first instance. If he is unavailable report to the DHT (who is also safeguarding lead) or Chair of Governors. If appropriate, the local authority designated officer (LADO) may be informed and is responsible for providing advice and monitoring cases.

### **Use of Isolation area**

Disruptive students and/or students on return from a fixed term exclusion can be placed in isolation away from other students for a limited period. This is usually outside the Headteachers office. Any child who is placed in isolation is under constant observation by an appropriately qualified person and if assistance is required someone, usually the Headteacher or a member of SLT is available.

Time out may also be issued as part of our sanctions, this is an agreed place where the child can go to calm down or have a minute before returning to the class without causing disruption.

### **Detention**

Detention is not confined to outside school hours, as a school, depending on the behaviour displayed by a child, it may be necessary deduct minutes from a child's lunch or playtimes as a sanction. This will be used in line with the sanctions listed earlier in the policy.

This policy will be reviewed every two years.  
All new members of staff must read, sign and be given the opportunity to discuss this policy as part of their induction.

The application of the policy will be monitored by the Local Governing Body.

Policy reviewed by all staff and written by Alison Atkinson and Michael Gaskill

Signed: \_\_\_\_\_ Head teacher; Date:  
\_\_\_\_\_

Signed: \_\_\_\_\_ Chair of Governors;  
Date: \_\_\_\_\_

## **Appendix**

### **Right to search**

School staff can search a pupil for any item if the pupil agrees.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in this policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as refusing to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Headteachers and authorised staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older. Search should be carried out in the presence of a witness especially if the search is on a child of the opposite sex.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
  
- pornographic images
  
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
  
- any item to cause personal injury to, or damage to the property of, any person (including the pupil).

The ability to give consent may be influenced by the child's age or other factors, in this case you must speak to a member of the child's family before proceeding.

## **Confiscation**

School staff can seize any prohibited item found as a result of a search.

## **For further information – refer to the DFE Searching, screening and confiscation policy**

### **Drugs**

No child should bring any drug including medication, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping and a medication application request form MUST be completed before any medicines will be administered. School will only administer medications prescribed by a GP. If your child throughout the day needs Calpol or other non-prescribed medication, a phone call to parents or guardians will be made first and a decision made jointly as to whether the parents come to administer or school staff are allowed to administer this. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult in school who has been on the administering medication training. The school will take very seriously misuse of any medication and/or substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished in line with the school sanctions. If illegal drugs or substances are found on a child, the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs.

### **Appropriate handling**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

This is a last resort; however, it is now lawful for staff to handle a pupil whose behaviour is threatening the safety of others or him/herself. Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting themselves or others, or causing damage to the property of any person. The actions of staff will always be in the best interest of the child. Under no circumstances will physical force or restraint be used as a form of punishment. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School will only use force to control pupils and to restrain them when necessary. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under

control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Our school staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **Exclusion**

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. There are two types of exclusion-fixed term, which is temporary exclusion, and permanent exclusion.

Only the head teacher or DHTs have the power to exclude a child from school. They may exclude a child for one or more fixed period days and up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a child they inform the parents/guardians immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher must put the details of the exclusion in writing within 24hours.

The Headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

Other policies that support the behaviour policy are:

- Anti-Bullying
- Equal Opportunities
- SEND
- Equality and Diversity
- British Values
- Safeguarding & Child Protection
- Teaching & Learning
- Attendance







