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# MARUS BRIDGE PRIMARY SCHOOL

## Behaviour Policy

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**Signature of Chair:** J.Carroll

**Headteacher:** R. Aldridge

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## **Our Ethos**

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

## **Our aims**

- Create an atmosphere of **kindness and respect, trust, responsibility, friendship and determination** where every member of the school community feels valued and is treated fairly and equally.
- Provide an ethos and environment where everyone feels safe and which enables all pupils to learn effectively.
- Promote a consistently positive school ethos through positive behaviour strategies and celebrations of success.
- Raise standards of attainment, behaviour and attendance for all pupils.
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions by developing social and citizenship skills through a variety of school contexts ensuring each child receives the necessary behavioural support according to their specific needs.

## **Our objectives**

- Build strong relationships with all our pupils based on kindness and respect.
- Provide clear expectations of behaviour for children in all situations when representing the school.
- Have clear strategies for regulating conduct and promoting good behaviour, self-regulation and respect.
- Reinforce good behaviour so that children feel good about themselves.
- Use de-escalation and preventative strategies.
- Be proactive to prevent all forms of bullying.

## **Our expectations**

- All members of the school community should be aware of the school's expectations and the relevant policies and agree to them as fair and reasonable.
- All members of the school community must think carefully about their own behaviour example being set and the behaviour we should expect of children in different situations: working together as a whole class, in a group or as an individual; at playtime and lunchtime; in assemblies; on trips or at competitive events and with visitors in school.
- School staff will lead by example and model conduct in line with the school's standards, as well as explicitly teaching the school's expectations.
- Our school community will encourage, praise and reward good behaviour.
- School staff will support all individuals in a calm, caring and understanding manner.

## **Roles & Responsibilities**

To achieve our aims and objectives, we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

### **Student**

- To treat all persons within our school community with respect and courtesy.
- Discuss the school code and class rules within their class.
- Understand the school rules and show acceptable behaviour both in school and in the wider community.
- Understand the consequences of breaking the school rules.
- Vote for members of their class to represent them on our School Council.
- Represent the school in a positive manner both inside and outside school in the wider community, particularly when dressed in school uniform.

### **Senior Leadership Team (SLT)**

- The Head and Deputy are responsible for overall leadership, direction, organisation and accountability of the school in all areas including behaviour.
- Support staff with CPD, modelling and coaching the best practice.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Ensure all adults working with children are aware of this policy and the expectations regarding behaviour as well as the strategies used to teach and reinforce that expected behaviour. Ensure this is implemented daily.
- Ensure this policy is communication to the whole school community.
- Report to the Governing Body on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **SENDCo and Pastoral team**

- Provide guidance, counselling, mentoring and pastoral support for parents, teachers and students.
- Liaise with outside agencies when appropriate.
- Promote and uphold strong relationships with pupils and parents.
- Determine the strategic development of Behaviour policies and additional provisions, where needed to support pupils with SEND and other additional needs.
- Support teachers in delivering specific behavioural plans for individual children where necessary.

## Teachers/HLTAs

- Ensure classroom rules and routines are in place - agree a classroom code of behaviour with each new class that will allow the teacher/HLTA to teach and the learners to learn that will ensure a safe environment for all. (See Appendix for effective classroom management strategies)
- Create a 'Classroom Charter' at the beginning of the academic year that reflects positive behaviour strategies.
- Organise the classroom in a way that it encourages successful learning by giving attention to:
  - Space for working and movement
  - Seating arrangements
  - Access to materials and equipment
  - Noise levels
  - Routines
- Ensure the school values and code of conduct is understood and enforced in the classroom and that their class behaves in a responsible manner during lesson time.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever the prior attainment.
- Treat each child fairly and with respect.
- Be consistent and fair with rewards and relevant and proportionate when imposing sanctions (See appendix A for definitions)
- Display reward chart and enforce the rules consistently ensuring all children are noticed.
- Know the children as individuals, recognize their characters, identifying their learning styles and taking this into account when planning lessons.
- Report any concerns with the behaviour of an individual student to the appropriate Key Stage Leader/SENDCo.
- Being aware of the signs of behaviour difficulties.
- Planning and reviewing support for their pupils with behaviour difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behaviour difficulties will be able to study the full national curriculum.
- Being aware of the needs, outcomes sought, and support provided to any pupils with behaviour difficulties.
- Ensure all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENDCO/Head teacher/subject leader.

- If a child has a specific behaviour management plan ensure all adults are aware of this and ensure such information is passed on to the next class teacher during transition.
- Work collaboratively with parents, building a supportive dialogue between school and parents, so children receive consistent messages about how to behave.

## **Teaching Assistants**

- Treat each child fairly and with respect.
- Set high expectations for every pupil and aim to support them in learning the full curriculum, whatever the prior attainment.
- Positively encourage, reassure, re-focus and reaffirm tasks set for children.
- Encouraging respectful attitudes towards others, the environment, property and equipment
- Be aware of relevant and accepted expectations and reinforcing them
- Be consistent and fair with rewards and sanctions (See appendix A for definitions)
- Know the children as individuals, recognise their characters and take this into account when working with them.
- Be aware of procedures for giving directions about tasks and reinforcing them
- Teach children about behaviour skills and self-regulation
- Fulfilling roles identified within EHC plans for children
- Support children with SEMH using agreed strategies
- Observe children and inform class teachers and/or the Headteacher/Deputy Headteacher about specific incidents, trends or changes in behaviour

## **Lunchtime staff**

- Be friendly and approachable and help create an enjoyable and calm lunchtime environment, where children can enjoy eating with their friends in a sociable environment.
- Ensure all children feel safe and valued.
- Encouraging respectful attitudes towards others, the environment, property and equipment.
- Encourage the children to eat healthily, use table manners and tidy up after themselves.
- Have high expectations of children, observing children and informing class teachers and/or the Headteacher/Deputy Headteacher about specific incidents or trends in behaviour.
- Know the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- Be aware of relevant and accepted expectations and reinforcing them
- Be consistent and fair when giving rewards or imposing agreed sanctions (See appendix for sanctions)
- Support children's development of behaviour skills and self-regulation.

- Support children with SEMH, using shared agreed strategies.

## **Governors**

- Responsible for setting down these general guidelines on standards of discipline and behaviour, and support the Head Teacher in the monitoring and implementation of this policy and behaviour procedures.
- Be involved in the development of the policy in accordance with the stated aims of the school.
- Monitor and evaluate the effectiveness of the policy in bringing about its stated aims and objectives.
- Report on the effectiveness of the policy to parents.
- Provide opportunities for dialogue with children, staff and parents and the wider community.
- Handle complaints regarding this policy as outlined in the school's Compliments and Complaints procedures.

## **Parents/Carers**

- The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school must use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If their concern remains, they should contact the Chair of Governors
- Inform the school of any medical or social circumstance that might affect the behaviour of their child
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's teacher, both formally and informally, so that their child's interests can be discussed whenever necessary
- Support and co-operate with the school in implementing the Behaviour Policy
- Respect the staff of the school and value their professional opinions
- Promote positive attitudes towards school and staff
- Provide a good example of behaviour

## **Whole school strategies**

Our school ethos that all our pupils will enjoy the best teaching in a nurturing environment so that every child can **'Learn, Enjoy, Achieve!'** will be achieved by ensuring the following key principles:

- Showing respect, care and understanding between everyone in our community
- Ensuring consistency and fairness of rewards and sanctions that is positive and based on mutual respect and understanding.
- Established routines and well-modelled expectations with positive behaviours being taught, modelled and practised throughout the curriculum.

## **Routines and rules**

Daily routines and excellent communication will support impeccable behaviour. The school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

Our behaviour rules for children across school include:

- We listen carefully and follow instructions.
- We treat other people with kindness and respect.
- We work quietly without disturbing our classmates.
- We walk around school quietly and calmly.
- We always tell the truth.
- We always do our best

## **Classroom rules and routines**

Classroom routines should be established at the beginning of the academic year in conjunction with children. These should be modelled by adults in the classroom, regularly implemented and enforced. Teachers should ensure that the routine remains consistent and is practised throughout the year to create a productive and enjoyable environment.

Each classroom should collectively write a 'Classroom Charter' stating what children believe their classroom ought to be like in order to support them with their work and behaviour throughout the year. It should be displayed in the classroom. This charter will be a positive document

reiterating our core values and how these can be shown in the classroom ensuring rules are clear, comprehensive and enforceable.

## **Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Rewards should be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

## **Whole school reward system**

Our school acknowledges all the efforts and achievements of children, both in and out of school. Teachers share news and the children discuss their achievements. In celebration assembly on a Friday, these children explain to the school what they have done and show certificates, medals and trophies etc.

Teachers may implement different types rewards within their classroom as they see fit with approval from the Headteacher; however, as a general rule, the following rewards are used:

- Star of the Week
- Assemblies celebrate success
- Stickers
- Raffle tickets for regular reading
- Certificates
- Reward afternoon



- Positions of responsibility, e.g. classroom book monitors etc
- Class celebrations
- Seesaw message home
- Extra break time
- Children's work and achievements displayed
- HT/DHT visits classes daily to award stickers
- Praise and encouragement
- Awards assemblies
- Pasta in the pot

### **The House System:**

Each child is a member of a 'House'. Reward points will be given for showing excellent behaviour, a positive attitude and good work. Reward points are collated on Thursday afternoon and winners announced in Friday's celebration assembly with the winning team earning a reward. 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.

Although we use a whole school approach there may be some pupils who do not recognise house points as a reward and need a more tangible approach.

Possible strategies which might be used are as follows:

- Each child has their own weekly star/sticker chart
- Each day, an adult working with the child chooses 5 things that they would like the child to achieve (this could be linked to behaviour or their EHCP/IEP learning targets). The child can put their own stickers on the chart to help to build intrinsic reward and a sense of pride.
- If the child achieves all 5 stickers throughout the day, they get their 'tangible reward', eg: 10 minutes additional iPad time before home time
- At the end of the week, the child gets to take the chart home to show their care giver

## **School Behaviour System**

Children will be encouraged by all staff to have excellent behaviour through the teaching of our curriculum, modelling, praise and via lessons that are planned and adapted to meet their needs and abilities.

### **Support**

Other ways that children will be supported to promote the highest standards of behaviour:

- Pastoral Support Programme (PSP)
- Year 6 buddies at lunchtime
- Behaviour modification programmes, including charts monitored by a named member of the SLT and supported by SENDCo and the Pastoral team.
- Individual behaviour plan

## **Sanctions**

We will apply the same sanctions with the children from Reception to Year 6 and they will be applied when a child breaks a school rule. Every child will start each day with their name displayed on 'Ready to Learn' on the classroom behaviour chart. They will move up to 'Great Day' and 'Role Model' for showing outstanding behaviour.

Should they not show levels of expected behaviour, sanctions will be applied as follows:

1. Verbal warning
2. Second warning
3. Five minutes' break time missed
4. All break time missed. (logged on CPOMS)
5. Isolation within class. (logged on CPOMS)
6. Intervention by a member of SLT and parents are informed. (logged on CPOMS)
7. Intervention by Headteacher/Deputy Headteacher. (Logged on CPOMS)
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 and invited in to discuss ways to resolve concerns with the class teacher. Parents will be 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. (Logged on CPOMS)
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, consideration of suspension may be required Appendix. (Logged on CPOMS)

All classrooms have a Behaviour Book and any sanctions given should be recorded with the name of the child and what the sanction was given for.

For 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 use inappropriate

language (e.g. swearing) they would be sent straight to a member of the SLT and parents would be informed. Where a child racially abuses another child, is violent towards staff or completely refuses to comply with instructions they would be sent to the pastoral lead and the head teacher would arrange a meeting with the parents immediately.

### **Support for children with additional needs**

We recognise the need and legal duty set out in 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 for individual needs of specified children.

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour–consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff can identify when the behaviour is likely to occur, and be proactive in the support that is required. This is recorded on CPOMS.

Our SENDCo will help evaluate a pupil's 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. Information will be transferred to all relevant staff working with specified pupils and discussed on an individual level during transition when moving year groups. Close liaison will be in place between parents, Teachers, SENDCo and the pastoral team to ensure the right support is in place. This will also be the case for children joining Marus Bridge from another school working closely with the previous schools setting to provide a smooth and positive transition for all.

Our support programme includes:

- Pastoral Support Programme
- Individual behaviour plan/modifications programmes

- EHC plan/review
- Support from outside agencies
- Reduced Timetable
- Suspension
- Three Towers alternative provision, intervention and support
- Permanent exclusion

## **Use of Time out Area**

Time out may also be issued as part of our sanctions and in conjunction with individual behaviour plans. This is an agreed place where the child can go before returning to the class without causing disruption. This will be checked daily to ensure cleanliness and be regularly maintained to ensure appropriateness.

## **SEMH**

SEMH difficulties is a broad term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have limited social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive, or disturbing behaviour.

At Marus Bridge Primary School, we experience a range of mental health needs. These could manifest as lack of self-control, conduct, self-harming, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism and anxiety disorder.

Challenging behaviours can be interpreted as a symptom or communication of an underlying need. It is crucial to identify and then address/support the factors that impact on children and young people such as Speech, Language and Communication difficulties, attachment difficulties, unhelpful thought processes or learning needs. Through proactively promoting and supporting positive social, emotional and mental health well-being, we aim to avoid or significantly reduce challenging behaviours.

## **Discipline beyond the school gates**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school-organised or school-related activity, wearing school uniform or in some way identifiable as a pupil of the school) that is witnessed by a member of staff or reported to the school, the school may enforce its right to apply a consequence to a pupil in school imposing the same sanctions as would be imposed had the same behaviour been conducted on school's premises. Parents will be informed of all incidents. If the behaviour is seen as criminal or poses a serious threat to a member of the public, the SLT, in conjunction with the Headteacher, will notify the police. Should the behaviour be linked to any child suffering or likely to suffer significant harm the school's Safeguarding procedures would be followed.

Examples of poor pupil behaviour beyond the school gate may include:

- Continued bullying of a pupil outside of school – to be dealt with in accordance with the school's Anti-Bullying Policy.
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

### **Malicious accusations**

At Marus Bridge, we want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist language.

All allegations of abuse must be taken seriously and 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 suspension 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 Head teacher 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.

### **Right to search**

All members of staff can use their power to search with the pupils' consent unless there is concern/reasonable grounds for suspecting the child has in their possession one of the following prohibited items:

- 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)
- any item banned by the school rules.

At all times the child's privacy should be maintained and where possible two members of staff be present during the search with one acting as witness. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

School staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police. Parents will also be informed.

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

### **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, 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.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme. Where we deem necessary, members of staff are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force (Positive Handling) Policy.

### **Suspension and Permanent Exclusion (See Suspension and Permanent Exclusion Policy 2023 for additional information)**

Suspension (where a pupil is temporarily removed from school) or permanent exclusion (where a pupil is no longer allowed to attend a school) of a pupil 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.. In a maintained school, 'head teacher' includes an acting head teacher by virtue of section 579(1) of the Education Act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher. This will not necessarily be the deputy head teacher: it will depend who is appointed to the role of acting head teacher. In an academy, 'principal' includes acting principal by virtue of regulation 21 of the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

They may suspend 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.

If the Head teacher suspends or excludes a child they inform the parents/guardians immediately, giving reasons for the suspension/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 Head teacher must put the details of the suspension in writing within 24hours.

The Head teacher informs the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

### **Staff CPD**

The school recognises that early intervention can prevent poor behaviour. Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this is reviewed annually. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. Staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force (Positive Handling) Policy. Teachers and support staff will receive regular and ongoing training as part of their development.

### **Monitoring and review**

This policy will be reviewed by the behaviour lead, mental health leads and pastoral team on a bi-annual basis, who will make any necessary changes and communicate these to all

The next scheduled review date for this policy is July 2023.



## **Appendix**

### **Definitions**

#### ***Misbehaviour is defined as:***

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Lateness
- Low level disruption in class/ Failure to complete classwork
- Being rude to an adult
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones on school grounds
- Graffiti
- Incorrect uniform

#### ***Serious misbehaviour / challenging behaviour is defined as:***

- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Any behaviour that threatens safety or presents a serious danger to others
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Repeated breaches of the school rules
- Vandalism and Theft
- Fighting
- Racist, sexist, homophobic or discriminatory abuse/language/behaviour

## **Continued**

### **Effective classroom management**

At Marus Bridge we have well-managed classrooms that:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Ensure clarity on set sanctions and school rules
- Establish clear responses for handling behaviour problems.
- Encourage respect and development of positive relationships.
- Have well-planned lessons and activities that keep pupils stimulated – adjusted accordingly.
- Subject to reasonable adjustments and follows the principles of quality first teaching
- Follow the class rules.
- Promotes pupils to be polite and helpful, and look after the school and its equipment.
- Promote our school core values.

## Lunchtime

As above. We follow the same rules, encouraging inclusivity and positivity at lunchtimes.

Lunchtime staff use house points as a form of praise, as well as stickers and healthy hero cards for healthy choices at lunch times.

<u>Behaviour</u>	<u>Consequences and next steps</u>	
School rules not followed	Warning	Positive reinforcement of rules and expectations
School rules not followed	2 <sup>nd</sup> Warning	Reflection time 5 mins with lunchtime staff/pastoral team.
If rules broken consistently duty SLT will be called to enact next stage of sanctions.		
Fighting, spitting, swearing, deliberately hurting someone (hitting or kicking), repeated refusal to comply with a reasonable request, deliberately damaging property, consistently/repeatedly ignoring school rules at lunchtime	1 <sup>st</sup> Yellow Card	SLT required Pupil misses following lunchtime Pastoral team & Class teacher to be informed and recorded Cpoms
	2 <sup>nd</sup> Yellow Card in the same term	SLT required Pupil misses following lunchtime Meeting with Pastoral Team, Class Teacher and Parent to discuss plans for behaviour and recorded Cpoms
	Red Card (follows two yellow cards)	HT or DHT and member of Pastoral Pupil misses following lunchtime Meeting with parents to agree on next steps recorded Cpoms Lunchtime Suspension considered.