



New Marston Behaviour Policy 2017-2018

This policy will be reviewed in July 2018

Introduction

New Marston Primary School believes that all staff and pupils should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness.

School Rules

The aims of this policy will be met by everyone observing a set of agreed rules. Our school rules are;

1. Be safe
2. Be kind and respectful
3. Be an active learner

Classroom Rules

Each class teacher should involve the children in drawing up a set of classroom rules at the start of the year which promote positive behaviour and learning environment. These should be displayed and understood by the children and should have close links to the school rules.

Standards of Behaviour

Adults

All adults working or helping in school have a duty to ensure the highest standards of behaviour by their management and supervision of all children and by acting as a role model. Good behaviour can be promoted by adults by:-

- (a) modelling the standard of behaviour that is expected from the children
- (b) ensuring that children are properly supervised at all times
- (c) dealing appropriately with breaches of the school rules from all children in all areas of the school
- (d) being consistent and fair in their management of behaviour and the awarding of rewards and sanctions by following the schools behaviour systems
- (e) responding rapidly to serious incidents including violence, bullying, homophobia or racism
- (f) working towards raising the self-esteem of all children
- (g) encouraging and recognising children's achievements in a variety of ways as described in the 'Recognising Positive Behaviour' section
- (h) providing opportunities for children to discuss behaviour and express opinions as to what is and what is not acceptable
- (i) demonstrating tidiness and encouraging children to take a pride in their school building and school resources
- (j) encouraging children to appreciate the work of everyone employed in the school
- (k) recognising that each child is an individual with individual needs

Children

Children should be aware of the standards expected of them and treat each other adults and their environment with respect. Through lessons, dialogue, displays and assemblies; children should be aware of the different methods of resolving and airing their views. They can also talk to the Inclusion Team or a leave a note in the 'Can I talk to you' box (talk to the 'Listening Bear' in EYFS).

Recognising Positive Behaviour

Rewards

The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. In addition to praise, the reward system at New Marston is based predominantly on House Points and the Recognition Board.

House Points

The purposes of the house points system are;

- to provide all staff with a quick and easy method of rewarding positive attitudes and behaviour
- for children to have access to constant positive reinforcement

All of the children in Years 1-6 are split into coloured houses (Red, Yellow, Green and Blue). House points can be awarded to a child, group of children or whole house and can be awarded by any adult in the school. They are recorded on the house points sheets (appendix i) on the wall in each classroom. During a Thursday lunchtime the points will be counted up by the class monitors to be shared in the Friday assembly. The points are totalled for each year group and 1-4 stickers are awarded for each house to put on the display outside the hall. Children's individual totals will also be collated and those with the most will have the opportunity to take part in an enrichment activity at the end of each term.

Children can receive house points for a variety of reasons that fall under the school rules. Examples include (and are not limited to);

- treating people or resources with respect
- high quality oral or written work in lessons
- exhibiting excellent learning behaviours
- going 'above and beyond' to help someone else
- modelling the positive behaviours expected at New Marston

Children will know they have received a house point by;

- a written acknowledgement by teachers in books
- being told verbally by a member of staff
- being given a house point slip by a member of staff

Recognition Board

Every classroom has a 'Recognition Board' that staff will use to reward a specific characteristic derived from the school rules that will change weekly. Examples of which include; being a good partner, showing respect to others and asking thoughtful questions. The expectation is that every child will be recognised throughout the week as achieving this in some way. The theme is introduced in the Monday assembly and recapped in the Friday assembly.

Sanctions

Although the emphasis should always be on encouraging positive behaviour, we have a formalised system for dealing with instances of disruptive and harmful behaviour.

Teachers can deal with disruptive behaviour by using the following sanctions.

	Sanctions
1	Positive reinforcement of other children around them
2	A private conversation with the child
3	Another private conversation followed by a choice and a consequence
4	Time out in a neighbouring/parallel class (against the wall in the playground)
5	Time out with a senior member of staff

Examples of the kind of behaviour that would lead to a child moving towards time out include:

- name calling or rudeness
- lack of effort
- refusal to co-operate with staff or fellow students
- leaving the classroom without permission
- not returning promptly after playtime and lunchtime
- preventing other children from working
- minor physical acts

Reflection sheets (appendix ii) are available from the class behaviour folder. These sheets should go back to the class behaviour file for monitoring purposes. Should a child require extra time to complete work then this should be organised within phases, with teachers supervising on a rota basis.

Serious Offences

Some serious offences may require a greater or quicker level of action e.g wilful damage to school property, racist/homophobic incidents and violence. On occasions such as this, a senior member of staff or a member of the Inclusion Team will be talked to as soon as possible, or summoned using another child if urgent. In these circumstances the parents will be informed.

Serious incidents, including any racist or homophobic incidents, will be recorded in the serious incidents file.

Exclusions:

For very serious offences, the head teacher will consider exclusion in line with the Oxfordshire County Council (OCC) exclusion guidelines. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting.

The Power to Discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the headteacher). If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

Searching Pupils

The headteacher and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff.

Head teacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect

- 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
 - Cause injury or damage
 - Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

The Application of Reasonable Force by Staff

New Marston School makes use of the DfE guidance: **Use of reasonable force in schools (2013)**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This document includes guidance on: Reducing the likelihood of a situation arising where force is required, deciding if force is appropriate and examples of where force or restraint may be appropriate, for example, breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. Any force used should always be the minimum needed to achieve the desired result. Staff at New Marston have had the appropriate training to use force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances.

All incidents which require the use of force or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept. Parents will be informed of any incident where force or restraint has been used on their child.

Complaints

If a parent is not satisfied with the manner in which their child has been disciplined then they should take the following action:-

1. Talk to the child's teacher.
2. Arrange an appointment with the Head of Phase.
3. Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.



Appendix i

House Point Sheet

Class:

Week Beginning:

Red Total:

Green Total:

Blue Total:

Yellow total:



Appendix ii

KS1/KS2

Reflection

Sheets

Reflection Sheet KS1

Name: _____ Class: _____

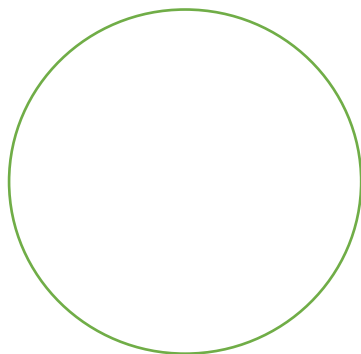
Date: _____ Time: _____

Which school rule(s) did you break?

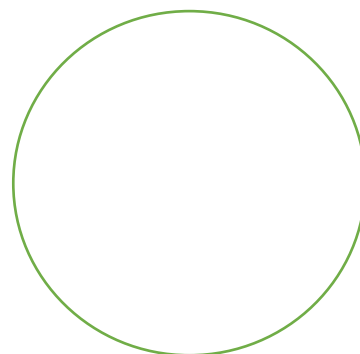
1. Be safe
2. Be kind and respectful
3. Be an active learner

What did you do?

How are you feeling?



How are others feeling?



How will you behave next time? _____



Reflection Sheet KS2

Name: _____ Class: _____

Date: _____ Time: _____

Which school rule(s) did you break?

1. Be safe
2. Be kind and respectful
3. Be an active learner

What did you do?

How are you feeling? _____

Why? _____

How are others feeling? _____

Why? _____

How will you behave next time? _____
