

# New Marston Behaviour Policy 2019-2020

This policy will be reviewed in September 2020

## Introduction

New Marston Primary School believes that all staff and pupils should be aware of the very high standards of behaviour and inclusivity that are expected of them, and take responsibility for promoting these high standards. We intend that by continuing to encourage excellent behaviour we will maintain excellent relationships throughout the school built on genuine 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 and care for each other.

## **School Rules**

The aims of this policy will be met by everyone observing our 3 agreed rules. These are;

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

## **Classroom Expectations**

Each class teacher involves the children in drawing up a set of classroom rules at the start of each year, which promote positive behaviour and excellent attitudes to learning. These are displayed and understood by the children and should have close links to the 3 school rules.

## Standards of Behaviour

### **Adults**

All adults working or helping in school have a duty to ensure the highest standards of behaviour through their relationships with and expectations of all children and by acting as a great 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 by following the schools behaviour systems
- (e) responding rapidly to serious incidents including violence, bullying, homophobia, peer abuse, sexism or racism (these breaches are recorded)
- (f) working towards raising the self-esteem of all children
- (g) providing opportunities for children to discuss behaviour and express opinions as to what is and what is not acceptable
- (h) demonstrating tidiness and encouraging children to take a pride in their school building and school resources
- (i) encouraging children to appreciate the work of everyone employed in the school
- (j) recognising that each child is an individual with individual needs

## **Children**

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

## **Recognising Good Behaviour**

**High standards of behaviour are expected at New Marston School, therefore we do not reward for good behaviour.**

## **Rewards**

In addition to praise, the reward system at New Marston is based predominantly on House Points and the Recognition Board (see below).

## **House Points**

The purposes of the house points system are;

- to provide all staff with a quick and easy method of rewarding excellent attitudes and work
- reward children who are consistently reading age appropriate texts

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

- 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
- an adult signing to say that they have read at home
- challenging themselves with a trickier text

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 Monday Values Assemblies. Examples of which include; being a good partner, showing excellent manners 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.

## Dealing with Negative Behaviour

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

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

	<b>Steps</b>
<b>1</b>	Positive reinforcement of other children around them
<b>2</b>	A private conversation with the child
<b>3</b>	Another private conversation followed by a choice and a consequence
<b>4</b>	Time out in a neighbouring/parallel class (or on the edge of the playground during break)
<b>5</b>	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 and a record will be made. Serious incidents, including any racist or homophobic incidents, are not tolerated and 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 and our Exclusion Policy. 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.

The Headteacher 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.

### **Positive Handling and 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 Team Teach training to use positive handling, 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 positive handling 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.*

#### **Positive handling includes;**

Acceptable forms of intervention in this school include all stipulated on the TEAM TEACH foundation course. (Friendly hold, single elbow, double elbow, figure of four, the wrap, the shield etc) which allow; • leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back; • holding a pupil who has lost control until they are calm and safe; • physically moving between and separating two pupils; • blocking a pupil's path; • where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone; • using more restrictive holds in extreme circumstances.

### **Complaints**

If a parent is not satisfied with the manner in which their child has been sanctioned, 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 1

# House Point Sheet



# Appendix 2

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

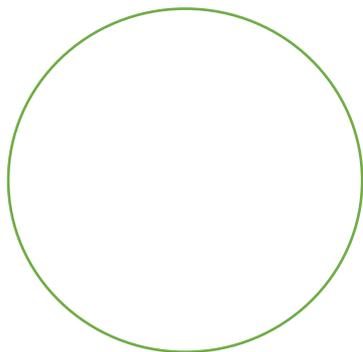
What did you do?

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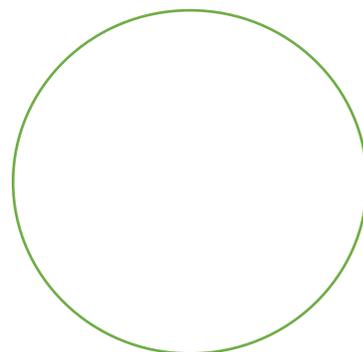
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How are you feeling?



How are others feeling?



How will you behave next time? \_\_\_\_\_

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## 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?

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How are you feeling? \_\_\_\_\_

Why? \_\_\_\_\_

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How are others feeling? \_\_\_\_\_

Why? \_\_\_\_\_

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How will you behave next time? \_\_\_\_\_

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