



Marshfield CE VC Primary School

'Learning Together, Inspiring Each Other, Achieving Our Best'

Behaviour Management Policy

Ratified by Governing Body on	Date: 17/05/2023
Due for review	Date: May 2024

Behaviour Management Policy



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Marshfield CE VC Primary School is committed to creating a culture and community where **exemplary behaviour** creates the foundation for **effective teaching and learning** and the development of children's personal, social and emotional character ensures all pupils and adults feel **safe** in order to promote **high self-esteem** and a **self-disciplined** approach to all aspects of school and **future life**. Everyone is expected to maintain the highest standards of **personal conduct**, to accept **responsibility** for their behaviour and encourage others to do the same. Our Christian values run throughout with a strong emphasis on **respectful, kind behaviour**.

The school expects:

- All school members will show respect and courtesy towards each other;
- Parents will encourage their children to show respect and support the school's behaviour policy;
- All staff and adults in school will consistently follow our policy, use our shared values and develop a culture of best behaviour.

The school's behaviour management policy is characterised by:

- Clearly communicated expectations (Be Respectful, Be Ready and Be Kind);
- A consistent approach by all members of the team;
- Expectation that children will behave in line with the three rules and shared Christian values;
- The presence of positive role models;
- Positive reinforcement of good behaviour (first attention to best behaviour);
- Use of stepped sanctions where necessary;
- A shared commitment to school vision and values and understanding of Zones of Regulation;
- Strong parent partnerships;
- Effective liaison with external agencies, where required;
- Recognition of individual needs.

In practice:

- Whole school expectations are communicated to the children regularly throughout the year, beginning on day one: excellent behaviour is the minimum expectation for all;
- Teachers will share what these expectations look like in practice through discussion and modelling, teaching children how we behave at Marshfield school;
- Praise and encouragement is given to pupils to reinforce good behaviour – all adults in school seek opportunities to positively reinforce good behaviour;
- Going above and beyond expectations is celebrated with recognition (praise from adult/child, sharing with parents, visiting the headteacher, postcard home from the headteacher);
- Pupils are encouraged to recognise and promote good behaviour in-line with the school values by nominating members of the school community for the weekly Citizenship Cup;
- If a child's behaviour is not in line with expectations, all adults will follow agreed stepped sanctions;
- Restorative conversations will take place at the right time to promote empathy, community cohesion and improved relationships;
- Where there are continued concerns regarding a child's behaviour, additional and appropriate support will be sought in partnership with parents. This may result in individual provision and all professional recommendations will be considered, trialled and reviewed at regular intervals;
- School expectations are shared with parents through the home-school agreement, newsletters and parent-teacher meetings;
- Regular opportunity for teachers to discuss behaviour, share best practice and improve through CPD will take place.

Visible Consistencies in Our School

Our three rules:

1. Be Respectful
2. Be Ready
3. Be Kind

All staff will:

1. Praise in public
2. Rebuke in private
3. Be their professional best (calm and consistent)

Every day:

1. Meet and greet children
2. Refer to Respectful, Ready and Kind
3. Show an interest and build positive relationships

Ways to recognise (over and above):

1. Verbal praise and stickers
2. Call home / talk to parent after school
3. Postcard home from the headteacher

Stepped Sanction (consistently applied by all community members)

Steps	Action
1) Redirection	Praise the behaviour you are looking for <i>"Thank you XXX for showing me you are ready to learn"</i> <i>"Thank you XXX for putting your hand up"</i> <i>"Well done XXX for XXX"</i> Be specific
2) Non-verbal cues	Change your position Stand by the side or behind a child Gently place your hand on a shoulder Catch eyes Shake head Quietly pick up / remove item
3) Reminder	Whole group – <i>We are ready / respectful / kind</i> Individual – privately/ quietly <i>show me you are ready to learn by.....</i>
4) Caution	Clear verbal instruction – privately where possible <i>"XXX I've noticed.... Our expectations are (ready, respectful and kind), you know how to..... If you don't you will have to move place. Do you remember (use emotional currency). Thank you"</i> <i>"XXX I can see that you are in the yellow zone. Think about how you might get back to the green zone."</i> Allow take-up time (2 minutes) Check in non-verbally Calm, professional best
5) Move place	In class – another table or appropriate space Outside – defined area (e.g. away from ball area, not on the agility, out of the woods) <i>"XXX Can you hear me? I've noticed that You need to move place and this will help you..... I will check back in 2 minutes and I know you will have..... (emotional currency/ fogging as needed: partial agreement, expectation, take-up)"</i> Be specific, check in, remind child of previous occasion where they have made the right choice

	Allow take-up time (2 minutes) Check in non-verbally (positive where possible- catch them doing it) Calm, professional best
6) Move space Time out	In class – move to workspace, if being used, to another class (not with a sibling) Outside – defined small area only (benches by Sea Turtles, sitting in the amphitheatre) <i>“You have chosen not to I am moving you to....thank you”</i>
7) Call home	Class teacher to call home (privately) and share behaviour and consequences.
8) Head teacher	Child to go to Headteacher
9) Formal meeting	With class teacher, parents and Headteacher/SENCo to discuss concerns, strategies used so far, next steps and support. A review meeting will be scheduled.

In exceptional circumstances, when all other measures have been tried, or when a child assaults another child, or puts the safety of other children and staff at risk, then a fixed term, or ultimately a permanent exclusion, may be applied. Exclusion is a last resort and the school will, in all instances, seek advice from outside agencies and follow The School Discipline (Pupil Exclusions and reviews) (England) Regulations 2012 (<http://www.legislation.gov.uk/ukxi/2012/1033/made>).

We recognise that, rarely, it may be necessary to remove a child from class / a situation without them wanting to be. Where reasonable force is required, the following guidance will be used:

Use of Reasonable Force – Advice for Head teachers, staff and Governing Bodies July 2013 (Reference DFE-00295-2013)

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

Monitoring

Behaviour, character and attitudes are regularly monitored in line with the schools monitoring, evaluation and self-assessment schedule. This policy is reviewed annually and available on the school website.

This policy should be read in conjunction with the school's Inclusion, Anti-Bullying, Equalities and Child Protection policies and Home School Partnership.