



**Marlborough** Primary School  
Achievement for All

# BEHAVIOUR AND DISCIPLINE POLICY

Reviewed: June 2016

# Behaviour and Discipline Policy

## 1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. The school policy is designed to support the way in which all members of the school live, learn and work together in a considerate and effective way. The school aims to promote an environment where everyone feels happy, secure and safe and can 'be the best they can be'.

This policy reflects the core values of the school:

- ❖ Equality in diversity (*we are all equal*)
- ❖ Inclusive and enabling (*we include everyone*)
- ❖ Creative and curious (*we ask questions, we are creative*)
- ❖ Resilient life-long learners (*we are learners*)

### **Expectations of behaviour at Marlborough**

- ❖ The school has very high expectations for learning, behaviour and attitudes towards each other
- ❖ All of the school staff work together and encourage the children to make this school a positive learning environment
- ❖ All members of staff are expected to treat children fairly and apply this behaviour policy in a consistent way
- ❖ Children are praised for good behaviour, which encourages and reinforces that behaviour

This policy aims to help children learn and develop in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

All staff share responsibility for promoting good behaviour and for responding to incidents wherever and whenever they occur. Staff are encouraged to pre-empt any problems that might arise before they occur, to deal fairly with everyone involved if there is a problem and ensure everyone has a right to speak. Staff are expected to investigate any problem very carefully and sensitively before reaching a conclusion about what occurred. Staff are expected to deal firmly, but fairly, with children whose actions cause upset and distress to others and use a restorative justice style approach, providing everyone who is a victim of poor behaviour to be supported to confront the person who has mis-treated them.

Children are taught the difference between right and wrong during Personal, Health and Social Education lessons and in assemblies. Children are taught strategies for dealing with conflict and disagreements and how to manage emotions such as anger or frustration. We teach children to use phrases such as 'Stop it, I don't like it!' and to know when and who to go to for support and help.

All school staff are aware of special considerations in respect of pupils with special educational needs (SEN), under the Equality Act 2010.

This policy outlines the focus on positive intervention and the proactive approach taken to improving behaviour at Marlborough School.

## **Rights and responsibilities**

All members of Marlborough Primary School have a right to expect:

- ❖ To feel safe and secure at all times
- ❖ To be treated with kindness and respect by others
- ❖ To be listened to if a problem arises
- ❖ To be given time to explain their actions
- ❖ To be able to learn without being disturbed by others

All members of Marlborough Primary school have a responsibility to ensure that they:

- ❖ Uphold the rights of others
- ❖ Treat other people the way they would like to be treated themselves
- ❖ Inform an adult if they feel that someone is making them upset or unhappy and they can't sort it out themselves
- ❖ Respect the right of others to learn

## **Our simple behaviour rules**

- ❖ Be the best you can be
- ❖ Treat everyone the way you would like to be treated yourself – with kindness and respect
- ❖ Be polite and respectful to everyone at all times – use kind words
- ❖ Keep your hands and feet to yourself – always use kind hands and feet
- ❖ Say 'Stop if I don't like it!' if someone is upsetting you or making you feel unhappy
- ❖ Play fighting and rough play are not allowed
- ❖ Ask for help
- ❖ Accept responsibility for your actions

## **2. Consequences (Incentives and Sanctions)**

Each week class teachers and other members of staff can nominate pupils for a Special Mention in whole school assembly. Each of these pupils is presented with a sticker by the Headteacher.

School prefects give out 'prefect slips' for pupils lining up and moving around the school sensibly. Each Friday a prefect selects a slip and the child chosen takes a prize.

Polite slips are given to children who have been noticed using good manners. One child per class chosen for a prize during Friday morning assembly.

Each month one child from each class is chosen as the 'Always Child'. This means they have for that month always followed the school rules, always been polite, always done the right thing and not had any letters home for bad behaviour. These children have a healthy tea with Ms Finer and are named in the newsletter, have their photo on display in the hall and also have their photo and name recorded in the 'Always Child' book.

All school staff can distribute Marlborough Primary School Post Cards as a means of praise for exceptional behaviour each day.

Class teachers operate their own systems for positive recognition or incentives which currently include:

- 'Shining Examples'
- 'Stars of the Day'
- Group Behaviour charts
- 'Teddis in a Jar' token system
- Stickers and Certificates

School staff encourage pupils to follow the guidelines for behaviour established at the beginning of the year with their class and sent home to parents.

It may be necessary at times to employ sanctions in order to ensure a safe and positive learning environment and these will be appropriate to each individual situation. Every class has a behaviour weather chart with children's names on. Names move up and down or across the chart depending on behaviour.

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<b>Level 1 Intervention</b>	<b>Use fairly indirect means of influence e.g. give visual cue, redirect them on their learning, question them what they should be doing.</b>
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**A warning that their name will be moved down the weather chart next time**

<b>Behaviour</b>	E.g. talking out of turn, calling out, fidgeting/fiddling, distracting others.
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<b>Level 2 Intervention</b>	Use more direct means of influence e.g. verbal reminder, give choices and state consequences.
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**Move name down the weather chart**

<b>Behaviour</b>	E.g. continuation of behaviour following Level 1 intervention
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<b>Level 3 Intervention</b>	Classify the situation through direct communication and carrying out consequences within the classroom. E.g. discuss incident, change seating, 'Time Out' in own class.
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**Move name down the weather chart once more.**

<b>Behaviour</b>	E.g. interfering with other pupil's work, damaging property, rudeness to peers, continuation of behaviour following level 2 behaviour.
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<b>Level 4 Intervention</b>	Carry out more serious consequences e.g. speak to Deputy/Assistant or Head teacher and 'Time Out' in partner class for 5/10 minutes depending on severity of behaviour. Complete an orange 'Time Out' slip kept in a plastic wallet by the door. The pupil is sent to a partner class accompanied by another pupil/adult with their learning. Leave 'Time Out' slip for class teacher to see on return.
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**Move name down the weather chart once more.**

<b>Behaviour</b>	E.g. Non-compliance, physical contact with peers, continuation of behaviour following Level 3 intervention.
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<b>Level 5 Intervention</b>	Behaviour at this level constitutes a serious incident. Involvement of Head or Deputy/Assistant Head teacher immediately.
<b>Behaviour</b>	E.g. fighting, swearing or speaking aggressively to staff, physical contact to staff, injuring another pupil, deliberately damaging school property, stealing, swearing, making racist or abusive comments.
<b>Level 6 Intervention</b>	Formalised involvement of the Deputy/Assistant Headteachers or Headteacher Frequent involvement of parents / carers
<b>Behaviour</b>	e.g. Behaviour at this level includes repeated incidents following Level 5 Intervention. It does not include exclusions.

School and Class consequences are explained to Supply Teachers in every class supply folder.

Marlborough Primary School does not tolerate bullying of any kind. All witnessed or reported incidents are acted upon in line with the school Anti-bullying policy.

#### 4 The Role of the Teacher

It is the responsibility of the teacher to ensure that good behaviour is promoted in their class and that their class behaves in a responsible manner during lesson time.

It is the responsibility of the teacher to discuss behaviour expectations with their class and consolidate this in the form of a classroom behaviour plan which is shared with parents at the beginning of the school year. This should be displayed in the classroom and revisited regularly. Teachers also discuss the unwritten rules with their classes at the start of each academic year and regularly through the year as required. In this way every child, member of staff and supply teacher is aware of the expectations regarding behaviour.

Teachers may use whole class 'Circle Time' to discuss any issues or concerns regarding behaviour and use any problems that do arise as an opportunity for learning.

Teachers will note any changes in behaviour of individual pupils and record information about particular incidents. If the behaviour continues to give cause for concern the teacher seeks advice from the Pastoral Support Officer or Deputy/Assistant Headteachers. The teacher may develop a behaviour plan appropriate to the child with the support of the Pastoral Support Officer and a member of the SLT.

The teacher liaises with the Pastoral Support Officer or Deputy/Assistant Headteachers on any behaviour (individual, group or whole class) causing concern in their class.

The teacher liaises with external agencies as necessary to support the progress of each child.

The teacher reports to parents/carers about the progress of each child in their class, in line with the whole school policy. The teacher may also contact a parent if there are concerns about the behaviour of their child.

Teachers can discipline pupils for misbehaviour outside school and can confiscate pupils' property.

Teachers (and authorised staff) have power to search without consent for weapons, knives, alcohol, illegal drugs, tobacco, fireworks, stolen items and any article that could cause personal injury or damage to property. Children should not bring anything to school other than what is needed or asked for by their teacher such as their book bag, home learning and water bottle. Children are not allowed to bring pencil cases, electronic devices or money. Mobile phones may be brought in by Year 5 and 6 children if they go home on their own, but must be left in the office and collected at the end of the day. Any mobile phones brought in are not the responsibility of the school.

## **5 The Role of the Headteacher**

It is the responsibility of the Headteacher to establish and maintain school policies on inclusion and behaviour and ensure that these are understood by all members of the school community and are applied consistently and to report to governors on the effectiveness of the policy when requested.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

## **6. The Role of Parents**

The school works in partnership with parents and requests that if any problems arise that parents alert issues to school staff quickly, remain calm and objective about what has happened and adopt a collaborative approach to solving the problem. Parents are asked not to approach other children as this can often escalate a problem and it is not appropriate. Any issue that is brought to the attention of school staff will always be followed up as soon as possible and parents informed of the outcome of any investigation.

Parents/carers are given the 'Sanctions and Rewards' document that outlines the behaviour expectations at Marlborough when their child starts at the school.

Parents/carers are informed by letter if their child has behaved in such a way as to require an immediate level 4 intervention and above. There may be other instances when the SLT believe a letter home is required and this judgement is made case by case. Parents are asked to speak to their child about their behaviour and support the school. A reply slip should be signed and returned to school the next day.

Parents/carers are expected to attend meetings e.g. those set up by the class teacher or the or if requested to do so by a senior leader.

If a pupil has been excluded, parents/carers are expected to meet with the Head teacher before the pupil rejoins his/her class.

The school works collaboratively with parents and carers. We try to build a supportive dialogue between the home and the school and will inform the parents / carers if we have concerns about their child's welfare or behaviour.

## **7. The Role of the Governors**

The Governing body has the responsibility of providing guidance for the Headteacher in drawing up the schools behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children as well as taking full account of law and guidance on behaviour matters. The Governors are responsible for setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. Staff should be confident that they have the support of Governors when following guidance on behaviour and discipline.

## **8. Exclusion**

For any type of exclusion the school follows the statutory guidance as set out by the DFE document Exclusion from maintained school in England 2012.

An exclusion can only be given by the Head teacher or the Acting Head teacher in her absence and this must be on disciplinary grounds. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year or permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Pupils may be excluded from the school premises during the lunchtime period if their behaviour at lunchtime is disruptive. These exclusions are counted as half a school day.

The behaviour of pupils outside school can be considered as grounds for exclusion. Any exclusion must be lawful, rational, reasonable, fair and proportionate.

The Head teacher informs the parent immediately of the length and type of exclusion and the reason for this action. The head teacher also informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Head teacher makes it clear to the parents that they can, if they wish, appeal to the governing body against the decision and will inform them how to make such an appeal. If the Governors' Appeals Panel decides that a pupil should be reinstated, the head teacher must comply.

Following an exclusion, if it is not already in place, a Pastoral Support Programme will be drawn up by the SENCO, Class teacher and Lead Behaviour Professional, parents/carers and other outside agencies involved.

The school will set and mark work for pupils during the first 5 days of an exclusion. Exclusions of less than 5 days may take place within Marlborough school or in another local school, in these instances the Pastoral Support Officer or a senior teacher would supervise the child during the exclusion.

For a fixed Term Exclusion of more than 5 days the governing body must arrange suitable full time education for the pupil which must begin no later than the sixth day of the exclusion.

The school will always seek to use internal exclusions prior to formal external exclusions wherever possible.

If a child is excluded from school they are not permitted to attend any after school activity or play centre.

## **Permanent exclusions**

If the decision is taken to permanently exclude a child from the school the school will follow the statutory guidance from the DFE document Exclusion from Maintained Schools in England 2012.

## **9. Use of reasonable force**

The school follows the advice from the DFE document 'Use of Reasonable Force' July 2013. All members of school staff have a legal power to use reasonable force. It can also apply to people who the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Force is usually used either to control or restrain and can range from guiding a pupil to safety by the arm through to extreme circumstances such as where a pupil needs to be restrained to prevent violence or injury. Control means either passive physical contact such as standing between pupils or active physical contact such as leading a pupil by the arm. Restraint means to hold back physically or to bring a pupil under control.

Reasonable force may be used:

- ❖ To prevent pupils from hurting themselves or others, from damaging property or from causing disorder
- ❖ To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- ❖ To prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ❖ To prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground
- ❖ To restrain a pupil at risk of hurting themselves through physical outburst.

The school will always inform parents/carers about serious incidents involving force and record these. Teachers will use their professional judgement when deciding what is a serious incident, taking into consideration the pupils behaviour and level of risk presented at the time, the degree of force used, the effect on the pupil or member of staff and the child age.

## **10. Discipline beyond the school gate**

This covers the school's lawful 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 and could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or adversely affect the reputation of the school.

The Headteacher will follow up any complaint made about a child or group of children behaving in an unacceptable way outside the school either during the school day or outside school hours. Parents will be informed if this is deemed necessary.

The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority 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. In addition school staff will consider whether the misbehaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff must follow the School Safeguarding policy.



## 11. Malicious accusations against staff

The school does not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing body instructs the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## 12. Monitoring

Children who receive a Special mention or are invited to Always tea have this award logged against their name on SIMS

Children who receive a letter home or have a Time Out also have this sanction logged against their name on SIMS.

**Time Outs** (see appendix 1) The number of, and reasons for, Time Outs are recorded per pupil each week. These figures are collated termly into number and percentage of Time outs by age group and by gender.

The number of Time Out slips given to each class in total and by individual pupil is given to individual class teachers to assist them in monitoring pupil progress. Parents are informed of the number of Time Outs their child has been given each term.

Any playground incident is recorded in a log book by staff on duty. The log book is monitored by the Pastoral Support Officer each day. Any persistent concerns are followed up.

If a serious incident occurs during playtime, a member of staff brings the pupil/s concerned into the building and informs the Head or member of the Senior Management Team. All incidents are logged on SIMS.

## 11. Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

This policy will be reviewed annually by the Headteacher, Deputy Head teachers and Pastoral Support Officer.

This policy is reviewed in respect to the DFE Publication: *Behaviour and Discipline in Schools, A guide to head teachers and school staff.* (2012)

September 2014

**Legislation this Policy Refers to:**

Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents>

Equalities Act 2010

## APPENDIX 1 TIME OUT PROCEDURES

### WHAT

Time out is a serious consequence and should be viewed as such by pupils and parents/carers as it is in effect an exclusion from the classroom.

### WHEN

Time out is used when children reach the Time Out level on the classroom behaviour chart. This will mean that the child has already had 3 reminders about their behaviour or has shown behaviour explained in Level 4 or 5 intervention.

### WHO

Each teacher has a partner class where children go for time out. For some individuals there may be named adults they go to for Time Out .

Pupils should be accompanied to the Time Out class by an adult or child.

The class teacher retains the Time Out slip for collection by the Learning Mentor.

The child goes for a Time Out with their learning.

When the pupil returns to the classroom the teacher should ask the pupils how she/he intends to repair the situation – how will the teacher know things are different/ what will the teacher and the other pupils see him/her doing?

If a pupil has more than one time out in a week, they have to see their Phase Leader on a Monday morning at playtime.

If a pupil has more than two time outs in a day, the 2<sup>nd</sup> time out is spent with a Phase Leader. The Phase Leader will decide if the pupil is ready to return to the classroom. On the 3<sup>rd</sup> time out in a day the pupil is excluded from the classroom with a Senior teacher and a phone call is made to parent. On return to the classroom from Time Out, the child's name is moved back onto the sun and cloud weather symbol.

The Phase Leader will discuss concerns over the pupil's behaviour, how they are trying to improve their behaviour and talk about any pieces of good learning they have done. The LT teacher will monitor how the pupil is doing by speaking to the class teacher, letting the child bring good learning to them, speaking to the pupil at playtime.

If a pupil has had to see a Phase Leader more than twice in a half term then the pupil has to see the Head teacher.

The Headteacher will inform the child's parents/carers if she has had to meet with a child more than once in a term.

# **REWARDS & SANCTIONS**

## **At**

### **Marlborough Primary School**

#### **Be the best you can be!**

At Marlborough we have high expectations of children. We aim for all children to feel safe, to enjoy and achieve, to show respect for everyone as well as being aware of their rights and responsibilities to others. At Marlborough we celebrate achievement in many different ways:

#### **Rewards**

##### **Polite slips**

Children are given slips if they are noticed being polite, respectful or helpful towards others. These slips go into a class box and each Friday one child is chosen in the Special Mentions assembly. This child receives a small prize and public congratulation.

##### **In class rewards**

Adults may give out special postcards to children at the end of the day if a child has done something that is worthy of praise. There are a range of different cards to collect and parents/carers are asked to discuss with their child why they were given a postcard. Class teachers may operate other systems as well for positive recognition or incentives such as:

'Shining Examples'                      Group Behaviour charts  
'Stars of the Day'                        'Teddies in a Jar' token system  
Stickers and Certificates

##### **Prefect awards**

School prefects give out 'prefect slips' for pupils lining up and moving around the school sensibly. Each Friday a prefect selects a slip and the child chosen takes a prize.

##### **Dinner hall stickers**

Lunchtime supervisors give out stickers to children for good behaviour in the dining hall and for eating all their lunch.

##### **Class awards for attendance and punctuality**

Each week the class with 100% attendance and 100% punctuality is awarded a trophy announced in assembly on a Monday morning. Children with 100% attendance and punctuality for the previous week get a gold sticker, children with 100% attendance or 100% punctuality get a special sticker, these are given on a Monday. Children are given a certificate at the end of each month for 100% attendance. The school gives out awards at the end of each term for children with 100% attendance in the previous term. Children who manage 100% attendance throughout the school year receive medals and a book token on the last day of the school year.

##### **Headteacher award**

Each week one child from each class is nominated for a headteacher Special Mention in the Friday assembly. This nomination could be for significant progress in learning, fantastic behaviour or positive social interactions. All children receive a special sticker and public congratulation.

## **Always Children**

At the end of each month one child from each class is chosen as an Always child, that is, a child who for that month has always done the right thing and been a role model to others. Always children receive a headteacher sticker, a public congratulation, have their name in the monthly newsletter and get to have a special healthy fruit tea party with Ms Finer.

## **Participation Certificates**

Children receive certificates for participation various aspects of school life for example taking part in sports events and for being a member of School Council.

## **Sanctions**

Sometimes we need to use sanctions when children may have not behaved appropriately in class or in the playground.

### **Low level sanctions**

This might include missing some or all of playtime. This is managed at classroom teacher level or if in the playground by a Teaching Assistant.

### **Incident letters**

If your child has shown certain inappropriate behaviour e.g. has spoken rudely or inappropriately to others (adults and children) or been involved in inappropriate physical behaviour in the playground, you will receive a standard letter home stating what your child said or did. Children do not like letters being sent home and we ask that you support the school by helping your child understand why their behaviour is not acceptable.

### **Time Out**

If a child is distracting others in class and interfering with the flow of the learning they may be asked, after three warnings, to take between 5 and 15 minutes in another classroom where they continue with their learning. This is recorded on a special sheet which is logged by the Pastoral Support Officer. Children with more than one Time Out in a week have to see a Phase Leader on Monday morning at playtime. Children who have to see a Phase Leader more than once in half a term have to see the headteacher. The Headteacher will inform the child's parents/carers if she has had to meet with a child more than once in a term.

### **Internal exclusion from the classroom**

In exceptional and rare instances a child may need to spend usually between half a day to a day doing their learning out of the classroom and without contact with other children.

### **External formal exclusion from school**

There are times when a child may not be allowed to attend school for a period time. These exclusions are not used lightly and great consideration is given before any decision to exclude is made. It is the Headteacher's decision which is delegated to the Deputy Headteacher in her absence.

## **June 2016**

