



Behaviour Policy

Last reviewed: September 2021

Aims

- To create an environment which encourages and reinforces good behaviour and choices;
- To encourage consistency of response to both positive and negative behaviour and choices;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

At Markeaton it is our aim to continue to encourage pupils to be the best they can be in all areas of school life.

We work towards standards of behaviour based on the basic principles of rights, responsibilities and respect. Pupils are encouraged to contribute to a positive learning environment by recognising the need for an enthusiastic and proactive approach to learning. Lessons are designed to be engaging and inclusive to promote good behaviour and attitudes in the classroom.

1. Rights and Responsibilities:

The school has a set of rights and responsibilities that the children and staff are expected to adhere to, they are (in yellow):



These are visible in every classroom and are regularly referred to when positive and negative behaviour are referred to.

2. Rewards:

Our emphasis is on praise and rewards to reinforce positive behaviour that sit within these rights and responsibilities. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued.

The most common reward is praise; both informal and formal, public and private, to individuals and groups. It is earned by the maintenance of high standards as well as by particularly noteworthy achievements.

Rates of praise for behaviour should be as high as for work. As recognition of good behaviour, the following rewards are used; some are presented publicly during assembly:

- Verbal praise, smiles, thumbs up etc;
- Dojo points;
- Certificates;
- Stickers;
- Notes home to parents (or messages using MS Teams);
- Good to be Green chart;
- Individual 'prizes';
- Class 'Golden Time';
- Displaying work and achievements;
- Headteacher's Tea Party and Lunchtime Golden Table (see Section 10).

Teachers timetable a period of 30 minutes of Golden Time each week. (No longer chosen ahead of time)

3. Sanctions:

Although praise and rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register the disapproval of negative/unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval/disappointment, is a powerful deterrent.

The use of sanctions are characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required;
- There should be a clear distinction between minor and major offences;
- It is important that the sanction is not out of proportion to the offence;
- It should be the behaviour rather than the person that is disapproved of;
- Account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

4. Sanctions used:

- Expressions of disapproval;
- Use of Good to be Green chart (see section 9);
- Withdrawal of privileges;
- Reflection time (see below) 3x in a term = meeting with parents/carers;
- Consequence booklets and social stories (see Section 6)
- Referral to the Headteacher/Assistant Headteacher(s);
- Letters to parents;
- Fixed/permanent exclusion (see Section 19).

5. Reflection Area:

The Reflection Area (which takes place at first break time) is an opportunity for the children to reflect on their behaviour and discuss how and why they have not followed the Golden Rules. It is a very open discussion but requires the children to be honest and really consider the impact of their behaviour. As with any aspect of school life, the children are reminded how important it is to learn from your mistakes. Please see appendix one for the Reflection Sheet they are asked to complete

(which is also available on the [website](#)). **If a child has three reflection area meetings in a term then a meeting is scheduled with their parents/carers.**

6. Consequence Booklets:

For some children (e.g. those with EHCPs or a diagnosis of Autism) a 'Team Around the Child' will be put in place. If there is need of a sanction, the child is helped to work through the incident in a supportive environment. In these cases, consequence booklets or social stories may be appropriate to help the pupil to understand the impact of their behaviour and how to move on and learn from mistakes. (Examples can be found in Appendix Three)

7. Behaviour support:

Additional support is provided for children when the rewards and sanctions described above are not successful and these may be discussed with parents/carers.

For example:

- Positive behaviour charts;
- One-to-one support from a Learning Mentor/Teaching Assistant;
- Regular meetings with parents/carers;
- Referral to Derby City Council behaviour support team;

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

8. Classroom Management:

Classroom management, an appropriately structured curriculum and effective learning contribute to good behaviour:

- classrooms are organised to develop independence and personal initiative;
- furniture is arranged to provide an environment conducive to 'on-task' behaviour;
- materials and resources are arranged to aid accessibility and reduce uncertainty and disruption;
- displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment;
- teaching methods encourage enthusiasm and active participation for all;
- lessons have clear objectives understood by the children;
- lessons meet the needs of children of different abilities.

9. Good to be Green:

This is a nationally recognised positive behaviour management system which we have now adopted at Markeaton in all classrooms. It is a very visual and highly effective system. See Appendix Two for the behaviour flowchart associated with this:

- All children start each day on a green card;
- If a verbal warning is given, then a child's card may be changed to amber;
- A continuation of this behaviour, following repeated warnings, may result in the child's card being changed to red;
- A red card means that the child is asked to attend Reflection Time with Mr Johnson (see section 5);
- If a child remains on green all week then they are awarded five class dojos, if a child remains on amber then they miss two minutes of Golden Time and if they remain on a red card then they miss five minutes of golden time.



Example of Good to be Green chart from their website

10. Headteacher's Tea Party

Every Friday at 2:20pm the Headteacher hosts a Tea Party for any children who have demonstrated the following behaviours in that week:

- Consistent smart and tidy uniform;
- A notable Act of Kindness;
- Politeness and good manners.

They have a hot chocolate and some biscuits (or equivalent if a child has allergies) and discuss whatever they want to discuss!



11. Lunchtime Management:

Lunchtime supervision is carried out by a dedicated team of Midday Supervisors who work closely with the class teachers, senior team and Headteacher. The Midday Supervisors uphold the school ethos and have shared expectations for children's behaviour.

What else helps to make lunchtimes work?

- Rotas for when the children have their lunch;
- 'Golden Table' (rewards children who demonstrate positive behaviour);
- Activities and clubs run regularly at lunch for children to participate in;
- Play resources are available for the children to use and enjoy;
- Midday Supervisors are friendly and approachable;
- Wherever possible, members of staff are available.

In the event of negative behaviour, the Senior Midday Supervisor is notified. Members of staff are informed at the end of lunch, or for more serious problems that have occurred, immediately.

12. Golden Table:

Each week, the Midday Supervisors pick a selection of children who have shown excellent table manners and exemplary behaviour at lunch time. These children are invited to sit at the 'Golden table' on Friday, which has a table waiting service, napkins, tablecloths etc. Each child chosen is allowed to invite a friend to sit with them.

There is also a lining up competition at the end of every lunchtime for Y3 to Y6. The best class are awarded extra Golden Time on a Friday. The scores are kept by the Midday Supervisors.

13. Communication and Parental Partnership:

We give high priority to a positive partnership with parents/carers since this is crucial to promoting and maintaining high standards of positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early concerns should be communicated to the parents, and then the Headteacher/Assistant Headteacher, so that strategies can be discussed and agreed before more formal steps are required. Where applicable, the school will communicate policy and expectations to parents. Parental support

will be sought in devising a plan of action within this policy and further actions will be discussed with the parents.

14. Parents/Carers conduct in school:

In school, parents/carers are expected to show teachers, adults and other parents and pupils respect and conduct themselves in a responsible and dignified manner. Parents/carers are expected to collaborate and cooperate with staff to promote the child's welfare and learning. If parents/carers have concerns or cause for complaint they should follow the procedure set out in the complaints policy that can be obtained from the school [website](#). Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. The Local Authority and governing body have legal powers to prohibit access to schools. If a person threatens or assaults a member of staff, this will be reported to the police.

15. Use of reasonable force or to make other physical contact:

All members of school staff may use reasonable force to control and restrain pupils to prevent pupils from hurting themselves or others, damaging property or from causing disorder. The question of whether or not to intervene is a matter of judgement for the member of staff. Force necessarily involves a degree of physical contact and must be reasonable in the circumstances. Staff will always try to avoid causing injury but in extreme cases it may not be possible. Staff are under a duty to make reasonable adjustments for disabled children and children with special educational needs.

16. Screening and searching pupils:

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- 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 or to cause personal injury to, or damage to the property of, any person (including the pupil)

17. Power to discipline beyond the school gate:

A pupil may be subject to sanctions for negative behaviour off the school premises witnessed by a member of staff or reported to the school.

If the behaviour is a criminal offence or poses a serious threat to a member of the public, the police will always be informed.

18. Cyber Bullying (please read alongside the E-Safety Policy):

Even if an incident of Cyber Bullying takes place at home and/or outside of school, Markeaton Primary School and the Governing Board retain the right to act in accordance with the School's Behaviour Policy as the effects of Cyber Bullying are often magnified in school. This may include Reflection Area, Meetings with Parents and possibly exclusions (see section 3 about sanctions).

However, it is with the support from Parents/Carers and an awareness of Cyber Bullying that we can successfully support the children and work together to find a solution.

19. Exclusions:

Should the school wish to escalate proceedings to an exclusion then there are three types which can be opted for:

- Fixed Term Internal Exclusion – this is where the pupil is invited to work in a different classroom for a fixed period of time e.g. one full day or a morning/afternoon session. Work which is appropriate will be set by the classroom teacher and parents/carers are informed in writing.
- Fixed Term External Exclusion – this is where the pupil is asked not to attend school for a fixed period of time. Please click on this link to learn more about external exclusions:
<https://www.derby.gov.uk/education-and-learning/schools-and-colleges/exclusion-of-pupils/>

In the case of external exclusions, parent/carers are invited to attend reintegration meetings when the child returns. These are an opportunity to discuss next steps and how best to work together in order to avoid further exclusions.

- Permanent Exclusion – this is where the pupil is permanently excluded from school. In order to prevent a permanent exclusion a 'Managed Move' may be explored.

20. The Role of Governors:

Governors must ensure that this policy is pursued at school.

From time to time they may provide the Headteacher with a written statement of general principles to guide the Headteacher in deciding measures to promote good behaviour and discipline amongst pupils.

In carrying out their functions the Governing Board will have a duty to safeguard and promote the welfare of children and a general duty to eliminate discrimination under section 149 of the Equality Act 2010.

This policy should also be read in conjunction with the school's Anti-Bullying' Policy.

Appendix One

First **A**ttempt **I**n **L**earning

Name:

Class:

Date:

- Why have you been sent to the reflection area today?

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- What happened before your behaviour let you down today?

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- How do you think your teacher felt about this and why?

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- List two things you will do to behave better and more calmly next time.

1.).....

2.).....

Appendix Two

