



MARNER
PRIMARY SCHOOL
The Story of Us

Behaviour Policy

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Behaviour Policy for Marner School

**Behaviour is the way we act and respond to people and to situations we find ourselves in.
In any scenario, an individual always has a choice about how to behave.**

In February 2017, Ofsted stated:

Pupils behave well and show high levels of confidence. Relationships between staff and pupils are excellent. Staff are good role models and demonstrate the values of respect for others and the rule of law. Pupils trust adults to look after them and keep them safe.

Our School Vision: Respect, Happiness, Growth, Hope and Motivation

Together we work hard at creating a happy school, where every child is an individual who matters, where our curriculum engages and empowers children to want to learn and to make the right choices and where all adults involved in the lives of young people are committed to being positive and caring role models.

Aims:

Through the behaviour policy we aim to:

- ✓ Ensure a consistent approach throughout the school and in all areas of school life.
- ✓ Ensure that individual pupil's needs are taken into account.
- ✓ Provide clear perimeters for behaviour structured around the 'Golden Behaviours' and the 'Communication Code' which will be applied consistently in all areas of school life.
- ✓ Develop children's self-esteem and confidence through a clear system of rewards and reasonable and realistic sanctions.
- ✓ Develop a co-operative approach to behaviour.
- ✓ Give parents a clear understanding of what is expected from children and how they can support their child.
- ✓ Work in partnership with parents over any behaviour issues from the earliest appropriate time.
- ✓ Develop ownership of the policy by the whole school community.
- ✓ Develop a clear link between behaviour and educational development.

Rights and Responsibilities:

All members of Marner 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 Marner Primary School also have a responsibility to ensure that they:

- ✓ Uphold the rights of others.
- ✓ Treat other people the way they would like to be treated themselves.
- ✓ Talk things through if a problem arises and try hard to see things from the other person's point of view.
- ✓ Inform staff if they feel they are being mistreated by others.
- ✓ Try to sort out little misunderstandings or tiny problems without feeling a need to always inform a member of staff.
- ✓ Respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from pupils.

Our Communication Code:

At Marner, all members of the school community show respect for each other by:

- ✓ Speaking politely, not rudely
- ✓ Listening carefully to others without interrupting
- ✓ Remaining calm and not shouting
- ✓ Communicating honestly and truthfully
- ✓ Being sensitive to other people's points of view and feelings
- ✓ Looking after our school and everything in it.

It is important to highlight that we are a **'telling school'** and actively encourage all members of our school community to tell an adult if they are experiencing, or know of somebody who is experiencing, any bullying behaviours.

Responding to misbehaviour:

Sanctions are used in conjunction with good whole-school practice that promotes behaviour for learning and educates children to make positive changes in their behaviour. It is of vital importance that sanctions focus on behaviour and **do not** condemn the child.

At every stage, it is important to repair and rebuild teacher/pupil relationships when children are returned back to class or when they are back on task. Any effort to change behaviour to the positive, once children return to class, needs to be acknowledged: 'I really like the way...' etc. Positive body language and tone of voice are important to the re-establishment of the relationship.

It is also important to remember that our emphasis is on giving attention to children who are doing the right thing.

Behaviour Support Plans

Behaviour support plans are written in the case of children where there is a need for support and strategies beyond the whole class behaviour support strategies already in place.

The behaviour support plan is a working document that must be reviewed regularly.

- Pupil behaviour is monitored, recorded and analysed
- Clear development of and consideration given to de-escalation strategies and preventative measures that are appropriate for each individual pupil
- Parents must be included and involved at all stages of devising the behaviour support plan
- Feedback through ongoing dialogue between staff
- Information about effective learning supports in place to support the pupil e.g. task checklist
- The behaviour support plan is shared with all staff working with a child, including any senior managers who may be called upon to support in a crisis
- Parents should be supported to implement strategies at home if support is needed
- Plan needs to consider how any risk, restriction or physical intervention (PI) is reduced

Use of Physical Interventions (PIs) at Marner School

A PI is any use of force by a person or persons to control another person. Any PI used at Marner School must be an agreed and taught PI, one that is designed to ensure that the pupil and staff are safe, and the staff member is calm. A PI must only be used when it is absolutely necessary and the intervention used must be reasonable and proportionate to the challenging being observed. Any PI must be carried out by staff trained in Team Teach methods. A group of fifteen staff received training in January 2018, which included training on use of some restrictive physical interventions.

A planned physical intervention must be written in the pupil's behaviour support plan and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan. In the event of an unplanned physical intervention being used, the member of staff must complete a dynamic risk assessment to ensure it is the appropriate and necessary action to be taking. Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. The PI must be led by one person and language must be kept to a minimum if appropriate to the child's needs. Visuals should be used to support the pupil when calming down, if appropriate to the child's needs.

All physical interventions should be recorded by the staff member involved, on an incident form, and also recorded in a bound book. This bound book is centrally stored in the school office. Staff must report any incidents to class teachers and a senior manager at the school. Incidents of challenging behaviour will also be reported to parents where appropriate and relevant, taking into account any issues related to pupil well-being at home.

Physical interventions should only be used as a last resort when staff have **GOOD** grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others, causing serious damage to property or breaking the law. There are also occasions when the behaviour is unmanageable in the area or environment that the pupil is in and would be better managed in a quieter area.

Any P.I. should always be in the best interest of the pupil and NEVER for the convenience of the staff or because staff have become frustrated or short of time.

Any P.I. should be non-aversive, for the shortest amount of time possible and using the least amount of force necessary.

Exclusions Procedure:

An exclusion is not a sanction the school enters into lightly. It will be used as an absolute last resort. The final decision for exclusion lies exclusively with the Headteacher. The school will follow the latest guidance issued by the Department for Education as well as informing all necessary parties.

Monitoring:

Our aim is to ensure consistency throughout the school and to monitor the effectiveness of the policy on children's behaviour and attitudes. The Senior Leadership Team is responsible for sharing monitoring procedures in the following ways:

- By being visible - in the playground before and after school, at playtimes and in the dinner hall.
- By being available and supportive - to children, staff and parents.
- By following up, recording and reviewing incidents.
- By meeting with each other and the Headteacher to discuss individuals and school behaviour - individual education plan reviews to monitor the effectiveness of strategies put in place to moderate behaviour.

How we recognise, celebrate and thank our children for all they contribute to the values of our school, through the behaviour choices they make each day.

As a staff group we have had access to the training and pedagogy of Bill Rogers, who has provided us with sound foundations from which to shape our practice. We have also worked on bringing to life the principles of a growth mindset for life, through the research of Carol Dweck.

Collectively we feel that the values of our school and the principles for positive behaviour choices do not grow from behaviour modification systems. Rather, we seek to work on a process which values the fact that children have thoughts and feelings and we therefore need to work in ways which encourage our children to think in pro-social ways, through using their co-operation instead of forcing their compliance.

Co-operation, not compliance - we aim to bring about changes in behaviour because they stimulate intrinsic motivation from the children. Bringing about co-operative behaviour by creating the conditions that inspire children to want to be helpful to others; feelings of belonging and mutual respect. Yes, it takes longer and is more complicated, but is worthy of our time if it instils sound values.

Our simple behaviour expectations: 'Golden Behaviours' (Displayed throughout the school)

- **We are gentle and speak calmly** - we don't hurt others or shout at others
- **We are kind and helpful** - we don't hurt anybody's feelings
- **We listen carefully to others** - we don't interrupt
- **We are honest** - we don't cover up the truth
- **We work hard and learn from our mistakes**- we don't waste time or give up easily
- **We look after our school** - we don't waste or damage things

We all have thoughts and feelings so remember: (Displayed on classroom doors or walls)

- Laugh often
- Cry if you need to
- Enjoy yourself
- If it doesn't work or you get it wrong, try again
- Be inspirational and make a positive difference
- Have a great year and ask for help if you need it
- Enjoy the journey

The Five Skills for Circle Time: (Phase 1 and Phase 2)

- Looking
- Listening
- Thinking
- Concentrating
- Speaking

This leads into the core competencies for Philosophy for children in KS2.

Saying 'thank you' and celebrating in a consistent way:

- Saying '**thank you**' is the simplest and most effective way of noticing and celebrating - this is the key language we would like to hear being used by all in our school.
- Praising children for their decisions and describing what it is they have done to uphold our values. **Descriptive, process praise** helps to build intrinsic awareness and is motivating for all.
- In every classroom and around the school using the '**Golden Behaviours**' as a point of reference for choices made is encouraged as this helps to build common language and clarity about what is expected of each of us.
- Ensuring a welcome for every child in the morning as they enter the classroom helps to build the positive and caring environment that values each child as a member of the class, underpinning our values. Classroom doors to display a **Welcome Expectation**.
- Each class to establish the use of the **Class Dojo** system, linked to our school values and Golden Behaviours as a form of support, motivation and celebration.
- The Class Dojo system helps to build a picture of each child over time and recognise a wide range of attributes. Children can clearly see their good choice making, their mistakes and their ability to learn from and rectify their mistakes.
- The children are all entitled to **Golden Time** each Friday afternoon where the class celebrates their learning week in a fun way, through preselected activities (ideally chosen each Monday).
- As we are all human and mistakes happen, there may be some children needing to reflect on their choices made over the week and they may miss some of their Golden Time. **Each child over the week does have the opportunity to learn from their mistakes and earn them back.**
- For children who have made more serious behaviour choices, please refer to the Behaviour Policy for clear steps to be followed.
- The Class Dojo's can be used to **communicate with parents**. It is encouraged that at the Meet the Teacher meetings in September this is set up with parents and explained to them. This system is **used to celebrate and communicate with parents in a positive way. It does not replace the need for face to face conversations with parents regarding more serious or concerning matters.**

Whole School Celebrations:

- On Mondays celebration and thank you assemblies occur. There is a theme of the week introduced and staff can select children to come out and be recognised for something they have done the week before.
- Further assemblies occur over the week, which build on the school values and can also be used to acknowledge school success e.g. sports, music, art, trips or acts of kindness, leadership and care which may have occurred.
- At the end of each term assemblies occur where certificates are given out for a range of qualities and achievements and parents are invited to come along and watch.
- Over the school year each class is expected to hold a class assembly celebrating their learning and the parents of those children will be invited.
- The school will also hold a series of performance assemblies e.g. Talent Shows, Music Showcase and Religious Festivals sharing the wide range of talents and cultures within our school.

The school will release a calendar overview for staff and parents indicating key dates for celebrations and events which parents will be encouraged to attend. This will be shared on the school website and through weekly news letters.

As with any policy as the year unfolds new and exciting ways of celebrating will come to the fore. We will add to and update the policy to reflect the ideas of the children, staff and parents