



BEHAVIOUR POLICY

2024/25

HEADTEACHER: ALEX BRAMLEY

Marsh Lane Primary School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. 'Ready' 'Respectful' 'Safe' are the foundations of our community and we work hard to provide an environment where pupils feel both valued and included in every aspect of school life and comfortable to voice their opinions. We have a whole school moto of #ItsTheRightThingToDo with the belief that children behave in a certain way because morally it is the correct decision and not because they have been asked to do so, seek a reward or are being watched by a member of staff.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

School Rules



Aims

Marsh Lane Primary School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Standards of behaviour

School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND needs as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies and are well-informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. We strongly believe that school and parents should work in harmony together. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, at lunch times, and at the beginning and end of the school day, to check that pupils are using the school grounds respectfully and behaving appropriately as well as an opportunity to build relationships with each child, which we feel is imperative.

We recognise that where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support- this may be in the form of ELSA or Lego Therapy for example.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive through a restorative conversation with an adult. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their teacher who will work with them to draw up a support plan. The school asks that pupils carefully read and then sign a home-school agreement (appendix 1) to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour. This will in turn prepare the child for both secondary school and working life.

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension, depending on the circumstances. For more information on suspensions, see our **Suspensions Policy**.

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **Home-School Agreement** to indicate that they will respect and support the school's Behaviour Policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

School rules that apply at all times to all members of the school community

- Always be on time.
- Keep your appearance smart and tidy, and wear regulatory school uniform at all times to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers. Do not run through corridors, do not shout out during lessons.
- Be polite and respectful at all times. This applies to staff, pupils, visitors and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with.
- Disobeying staff is not tolerated.

The following items are not allowed in school under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile phones (these should be handed to the school office- please see Mobile Phones Policy)

Rewards policy

Marsh Lane Primary School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

We praise and reward both our children and staff for good behaviour in a variety of ways:

Teachers and non-teaching staff congratulate children;

Children are awarded stickers;

Postcards are sent home to children on a weekly basis to those children who have 'gone above and beyond'

Class Twitter pages and School Twitter and Facebook pages will be used to showcase good work and behaviour

Staff behaviour and work will also be shared on socials to promote and model expectations

each week we nominate a child from each class for our Gold Award Assembly

each representative receives a certificate and trophy in assembly.

Gold Award Winners will have 'hot chocolate with the head' on Friday afternoons

We have a 'Hall of Fame' display in school along with our 'Proud Page' on Social Media.

Those who read 3 times a week will be entered into a weekly book raffle

Headteacher monitors and acknowledges good behaviour, acts of kindness and acts of politeness in school

Team Points are awarded weekly and collated for Gold Award Assemblies where the winners are celebrated

The school acknowledges all the efforts and achievements of children and staff, both in and out of school.

Children share information regarding pupil achievement out of school, for example, music or swimming certificates.

Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. Marsh Lane Primary school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The classroom behaviour plan (5 step plan) –

- 1. Reminder: A reminder of the three simple rules (ready, respectful and safe). Delivered privately, where ever possible, give time for pupil to absorb what has been said.**
- 2. Caution: A clear verbal caution given verbally where ever possible, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues. Use the phrase, think carefully about your next step as there will be consequences.**
- 3. Last chance: Deliver the micro-script privately to give a final opportunity to engage.**
- 4. Time out: Deliver the micro-script which will involve the child spending a maximum of 2 minutes outside the classroom. This is a time for the child to calm down, breath, look at the situation from a different perspective and compose themselves.**
- 5. Repair: This might be a quick chat at break time in the yard, or a more formal setting.**

Restore, Redraw, Repair

Following an incident that requires (step 5), a repair then a restorative conversation will take place, with the adult and child concerned. This could range from a quick chat to a more formal conversation.

The restorative conversation:

- 1. What happened?**
- 2. What were you thinking at the time?**
- 3. What have you thought since?**
- 4. How did this make people feel?**
- 5. Who has been affected?**
- 6. How have they been affected?**
- 7. What should we do to put things right?**
- 8. How can we do things differently in the future?**

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. Children may have playtimes or privileges withdrawn because of poor behaviour but children will not be told to miss out on future lessons unless there is a health and safety issue.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Class Teachers record any behavioural issues they identify as serious onto CPOMS. This will then build up a chronology of events and allow us to identify certain patterns to the behaviour. At Marsh Lane we believe there is a reason behind every behaviour. This will allow us to support the child further and use external agencies such as Behaviour Support where needed.

The headteacher will then report these serious behavioural issues under categories to the Governing Body in their termly meeting.

Bullying

Marsh Lane Primary School wants to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated.

Bullying can be verbal or physical, offline or online, and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our Anti-Bullying Policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. We take part in the Anti-bullying Alliance Anti-bullying week each year and follow the acronym S.T.O.P. (Several Times on Purpose).

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident on CPOMS
- depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either

physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.

Use of Outside Agencies

The school may call upon the services of the following to help address a child's behaviour difficulties:

- Educational Psychologist
- School Nurse / Doctor
- CAMHs
- Behaviour support service

Child on Child Abuse

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse and we will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and / or online.

Keeping Children Safe in Education defines child-on-child abuse as most likely to include but not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

There is a whole school approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment. The school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education, online safety, and other curriculum opportunities.

We always work with the understanding that 'it could happen here' and have processes in place for if this happens. All staff have training on how to deal with child-on-child abuse and will never make the victim (child who has disclosed the abuse) feel like they are in the wrong for telling us. We will ensure that they feel supported and provide any extra interventions that they may need. We will also ensure that the alleged perpetrator (child who has been reported for carrying out the abuse) is also supported as there may be reasons that they have behaved in this way or it may not be discovered that the abuse is not true.

While we are investigating child-on-child abuse, we may decide that the children involved need separating while investigations take place but this will be carried out in a way that both children will still feel supported.

We will include parents/carers of both children throughout this process and risk assessments will be used if needed. If we feel that it is required, we may include support from the police or Social Services.

At all times, confidentiality will be maintained and only trained staff (Designated Safeguard Leads) will carry out the investigations

Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes or e-cigarettes confiscated in school will be destroyed.

Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Marsh Lane Primary School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned and record onto CPOMS and StaffShare. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Attendance

Regular attendance at school is required by law, and Marsh Lane Primary School takes attendance very seriously. There is a register taken twice daily, first thing in the morning and after lunch in the afternoon in accordance with the Attendance Policy and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **Attendance Policy**.

Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons.


The school uniform should be worn by all pupils. Please refer to the School Uniform Policy for further information.

Regulating student's offsite conduct

Pupils who are known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school and parents contacted. This may include preventing the pupil from taking part in future activities. This also applies to pupils who break school conduct during school trips, or extended school activities such as sports events, after-school clubs or any event where poor behaviour might jeopardise the chances of future pupils participating.

Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**. For information on complaints relating to suspensions, see the **school suspensions policy**.



Our Behaviour Policy

Praise in Public, Correct in Private

RESTORATIVE CONVERSATION

Following an incident that requires (step 5), a repair then a restorative conversation will take place, with the adult and child concerned. This could range from a quick chat to a more formal conversation.

Restore, Redraw, Repair

Micro-script

1. What happened?

2. What were you thinking at the time?

3. What have you thought since?


4. How did this make people feel?

5. Who has been affected?

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in the future?



Our Behaviour Policy

Praise in Public, Correct in Private

5 STEP PLAN

1. Reminder: A reminder of the three simple rules (ready, respectful and safe).

2. Caution: A clear verbal caution given verbally where ever possible, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues.

3. Last chance: give a final opportunity to engage.

4. Time out: Deliver the micro-script which will involve the child spending a maximum of 2 minutes outside the classroom. This is a time for the child to calm down, breath, look at the situation from a different perspective and compose themselves.

5. Repair: This might be a quick chat at break time in the yard, or a more formal setting.

Praise

Team Points

Gold Award

Recognition Board

Postcard Home

Positive Phone Call to Parents

Hall of Fame

Date approved by the Governing Body October 2024

Minute No:

Date to be reviewed by the Governing Body : October 2025

Signed:

Chair of the Governing Body

