



Behaviours and Relationships Policy

Governors' Committee Responsible	CFC committee
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Marshgate Primary School

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Introduction

At Marshgate, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of the highest expectations for learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.

We recognise that each child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we achieve an environment where children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Marshgate. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It results from consultation with pupils, parents, governors and staff and reflects current and developing practices within the school. The equitable and consistent implementation of our Behaviour and Relationships Policy is everyone's responsibility.

Our Core Beliefs

- It is the adults' behaviour which has the greatest impact on a school
- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing positive behaviour helps children feel good about themselves.
- An effective recognition system and celebration of success help increase children's self-esteem, enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the most equitable way possible for that child, at that moment.

Aims

Through this policy, we aim to:

- ensure a clear, consistent and equitable approach to managing behaviour and building positive relationships;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow up on any issues personally;
- promote the use of proportionate consequences and restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of recognition and praising effort in both learning and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;

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- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-regulation;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as school clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- enable children to recognise, understand and respond to a range of feelings;
- ensure children know the consequences of their words and actions towards themselves and others.

It is the everyday habits of adults that provoke a change in pupils' behaviour.

The Marshgate Way



We recognise that clear structures of predictable outcomes best impact behaviour. Our school's principles for behaviour set out the rules, routines and consistencies that all children and adults follow. It is informed by the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and negative behaviours are addressed in private. Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe',

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generated through discussions with staff, pupils and parents and which apply to various situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that following our behaviour expectations is beyond their current developmental stage for some children. In this case, these children can access an Individual Behaviour Plan (IBP), which may include carefully targeted rewards and consequences to reinforce positive behaviour.

Be Ready, Be Respectful and Be Safe

These Marshgate values of Ready, Respectful and Safe embody the school's approach to behaviour expectations. They are used consistently and by everybody. They strike a balance between values and rules at school. These three words are visible in classrooms and shared spaces and are referred to daily. To aid clarity and consistency for pupils, there is uniformity in the design and presentation of the RRS poster. They are promoted in assemblies and acts of collective worship. They are shared publicly within and beyond our community. Adults promote and embed these expectations through their own behaviours.

Ready

- Ready to learn, and to learn from mistakes
- Ready to engage, reason, question and challenge
- Ready to support and be supported
- Ready to grow as learners and citizens
- Ready to move to the next stage in education
- Ready to support others

Respectful

- Respectful towards others and oneself
- Respectful of effort as well as achievement
- Respectful of the school community and the environment

Safe

- Staying safe by maintaining consistent routines
- Safe use of equipment and resources
- Promoting safety by considering actions and consequences

At Marshgate, adults apply the following principles with pupils:

IDENTIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour choices

NOTICE expected behaviour

CREATE conditions for excellent behaviour

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Developing excellent behaviours

1. We openly celebrate excellent behaviour which leads to excellent choices. Unacceptable behaviour is dealt with privately, never across the classroom or playground.
2. We discuss the consequence of choices rather than the weight of punishment.
3. Consequences of action are as immediate as is practicable. We teach children they have control over many choices, but not all. Children can control their choices but not the consequences of their actions. Consequences have to be consistent and appropriate.
4. Our therapeutic approach gives opportunities for understanding, change and development. We identify and address the key behaviour choice, rather than secondary issues.
5. Adults do not undermine their authority by passing on responsibility to others but seek necessary support to maintain it.
6. At all times we seek to model and thus embed the behaviours and attitudes we expect from children
7. Collective punishment is neither effective nor fair and is not the Marshgate approach. An alternative will always be sought.
8. No names or images of children will be used in class to publically illustrate not meeting the behaviour expectation (e.g. a sad face chart/dark clouds/names on boards).

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave.

We know that terms such as 'meltdown' or 'kicking off' are unhelpful. Adults will remain calm and professional when managing behaviour and use the appropriate language to support successful outcomes. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Marshgate Consistencies

- These are the visible and audible behaviours exhibited by Marshgate staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.
- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and LSP. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff meet and greet children and parents at the gate or in other areas of the school.
- Staff are calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school do not shout at children or become emotionally charged. They model self-control through their calm approach and will deal with individuals fairly.
- Staff will pay first attention to the expected behaviours and will endeavour to catch children 'doing the right thing' in order to praise and recognise expected behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- Attention will be focused on addressing the primary behaviour choice. Secondary behaviours will be tactically ignored and addressed later in a reparative conversation.
- Adults do not describe the child's behaviour to other adults in front of the child/children
- Recognition and Celebration of Excellent Behaviours

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- Pupils will be recognised for their excellent behaviour.
- Excellent behaviour is recognised sincerely through a class **Recognition Board**. Pupils' names will be moved onto Recognition Boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board. In order to create the feeling of a team effort, the target chosen to reflect a behaviour which the class need to practise. A child's name is not removed from the board once it is on. Each class Recognition Board will be clearly visible within the classroom and consideration will be given to its presentation to reflect the importance of excellent behaviours at Marshgate. Marshgate adults have autonomy in design and management of their classroom Recognition Board.
- Certificates, good news postcards and other positive messages may be sent home by class teachers and members of SLT to inform parents of excellent behaviour. Marshgate's Celebration Assembly will recognise above and beyond behaviours and attitudes.
- Each class will use Class Dojo to promote excellent behaviour
- Stickers may be given by adults to acknowledge excellent behaviours, progress or achievement.
- Rewards such as Dojo points or stickers are never taken away/back once given.
- Zones of Regulations will be visible in all classrooms. All adults will be trained to use the Zones of Regulation to support pupils to express and manage their emotions.

Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Sanctions should always:

- make it clear that unacceptable behaviour affects others and negatively impacts our school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- be in proportion to the behaviour.
- It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Loss of a P.E. lesson or any other National Curriculum session should never be a sanction.

Reparative Conversations

Following incidents of unacceptable behaviour, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a reparative conversation with the

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pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and developmental stage of the pupil.

Our Behaviour Pathway

1) Reminder

2) Final warning

3) Space and time for pupil to reflect/become calm within the immediate environment

4) Sanction (if appropriate)

Loss of up to 5 minutes of next playtime [If the behaviour deteriorates, advice/support may be sought from a member of the SLT (SENDCo/AH/DH/Head) via the RRS Blue Card system]

5) Follow up / Reparative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the pupil is taken to a member of the Senior Leadership Team (SLT), AHT/DH/Head

In the case of persistent breach of rules and for more extreme behaviours, the following stepped approach may be used;

Parents contacted

Parents meet with AHT/DH/Head and teacher

Internal Exclusion

Short Fixed Term Suspension (1-2 days)

Longer Fixed Term Suspension (3-5 days)

Permanent Exclusion (Always the very last resort)

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Examples of language used

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away.

1. REMINDER

Reinforce 3 rules, privately if possible.

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and do not respond.)

Example – "I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening."

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me before going to play.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)?

That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and do not respond.)

Example – "I have noticed you are not ready to do your learning. You are breaking the school rule of being ready. You have now chosen to catch up with your learning at playtime if you do not choose to be ready. Do you remember that yesterday you started your learning straight away and got it finished? That is what I need to see today. Thank you for listening."

3. IN CLASSROOM/LEARNING SPACE

I noticed you chose to ... (state the noticed behaviour).

You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area). I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

4. Sanction (if appropriate):

Up to 5 minutes of next playtime lost.

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5. FOLLOW UP, REPAIR AND RESTORE

Use the reparative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for Reception/KS1 children)

How have they been affected?

What should we do to put things right?

How can you do things differently in the future?

The number of questions to be used must depend on the age/stage of the child. Those in bold should be used with the youngest children.

Online Behaviour

Marshgate has the highest expectations for positive pupil behaviours online. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will apply sanctions to pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

More Serious Behaviours

Some children exhibit particular behaviours as a result of lived experiences or an underlying need. As a school, we recognise that their behaviour is their way of communicating their emotions and needs. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children may have bespoke Individual Behavior Plans, additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Suspensions may occur following extreme incidents at the discretion of the Headteacher. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

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If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Senior Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened.

More serious behaviours may include:

Physical aggression (i.e. physical contact made with the intention to harm)

Persistent taunting, teasing or bullying behavior

Actions or words relating negatively to the protected characteristics.

Stealing

Spitting

Swearing

Defiance / rudeness towards an adult

Physical damage to the school environment

Any incident of serious behavior will be logged by the class teacher on CPOMS and directed to the Headship Team.

Persistent low level behaviours impacting the educational experience of others may also be recorded on CPOMS by a teacher in order to identify appropriate actions and emerging patterns and to make senior leaders aware of a possible need for support.

Physical Acts of Aggression On Adults

At Marshgate, we take incidents of physical aggression toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Headteacher and the Governing Board, as long as their actions are in line with our policy and they do not use excessive force.

Only staff who have been trained in physical intervention should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents resulting in physical intervention directly to a member of the Headship team and it should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst situations of physical aggression towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and

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learn from situations. Children who attack adults may do this for several reasons, but as adults, we still need to show compassion and care for the child. Suspension/Exclusion will only happen once we have explored all other options and have created a plan around a child.

The role of the parent/carer

At Marshgate, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the learning ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and scope of this policy

This Behaviour and Relationships Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the Lunch Hall, at play and lunch times or when off site, but the same principles of promoting excellent behaviour will always apply.

Monitoring & Evaluation

The school's Senior Leadership Team will monitor the effectiveness of the policy. It is a living and breathing policy and may be reviewed and amended to meet the current needs of the school community. The Senior Leadership Team will also monitor the consistencies around the school and the use of language and personal follow-up. Records may be kept by SLT in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

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Appendix A

Rights and responsibilities

Pupils' Rights	Pupils' Responsibilities
To be able to learn without limits. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly. To challenge any inconsistencies in the application of our Behaviour and Relationships Policy	To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed. To learn from mistakes
Staff Rights	Staff Responsibilities
To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe. To challenge any inconsistencies in the application of our Behaviours and Relationships Policy	To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other. To learn from mistakes
Parent/Carer Rights	Parent/Carer Responsibilities
To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties. To challenge any inconsistencies in the application of our Behaviour and Relationships Policy	Work with the school to promote excellent behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others. Inform the school of any concerns that may affect the behaviour of their child.