

*Every Pupil Matters
Every Moment Counts*



BEHAVIOUR AND RELATIONSHIP POLICY

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Policy prepared by (name and delegation)	Lucy Rehbohm - Headteacher
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AIMS AND VALUES

Our school places great value on mutual trust and respect for all. The Relationship & Behaviour Policy is designed to support all members of the school community working together in a collaborative way. In turn, the school aims to provide an environment for learning in which everyone feels safe, secure and happy. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the school community and in turn become increasingly responsible and independent members of the wider community outside the school.

The motto that underpins the ethos of our school is:

***Every pupil matters,
Every moment counts.***

WHOLE SCHOOL VALUES

From ideas suggested by children, parents and staff our whole school values were formulated. It embodies the ethos and culture, which makes our school a safe and happy environment for everyone. All members of the school community are familiar with the values and use them as a benchmark to promote positive behaviour.

Our Values

**Be kind
Be respectful
Be honest
Be resilient
Be hardworking
Be the best you can be!**

Our values are displayed in all classrooms. This supports all children in the school knowing the standard of behaviour that is expected and, where there are incidents of inappropriate behaviour, the school values and sanctions can be referred to.

Our Rules

There are three behaviour principles or rules in school. These are to

- be **ready**
- be **respectful**
- be **safe**

Our children are taught the following examples of these three principles;

Be Ready	Be Respectful	Be Safe
Sitting still 'Fantastic Listening' Giving the teacher 100% of your attention Working hard on tasks given Being in the right place at the right time	Say please and thank you Hold doors open for adults Talk kindly to other pupils Say good morning/ afternoon to adults	Tell someone if you are unhappy, being picked on or bullied. Move around school in a safe manner-'Fantastic walking' Stay safe online and make safe choices in our community.

Children should:

Know that if you respect someone, you have a good opinion of their character or ideas.

Know that being safe means being able to be trusted to do the right things that are expected of you without supervision.

Know that pupils who do not follow the school rules will have a consequence for this.

MOVING AROUND SCHOOL MATTERS

We walk around school using **Fantastic Walking**

Children know that Fantastic Walking means -

- Facing forwards,
- walking at a steady pace,
- in a straight line,
- with hands behind your back,
- without talking.

We use Fantastic Walking to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.

CLASSROOM ROUTINES MATTER

Children know that we use **Fantastic Listening** in class.

This means that we -

- **F**ace forwards, hands together
- **A**lways sit up straight
- **N**ever interrupt
- **T**rack the speaker

We all use Fantastic Listening to ensure we are **ready** to learn and that everybody is able to learn without distractions.

SENIOR LEADERSHIP TEAM

It is the responsibility of the Senior Leadership Team to ensure that the School Behaviour Policy is implemented consistently throughout the school by all staff. They are to support staff in implementing the policy and provide advice and support in managing more challenging pupils, where appropriate.

PROMOTING GOOD BEHAVIOUR

- It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times.
- The class teacher should ensure that the school rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.
- Where behaviour in class is unacceptable, the teachers and teaching assistants are responsible for keeping accurate records on the class behaviour chart.
- Class teachers will liaise with the Head Teacher, Pastoral Lead and external agencies as necessary, to support and guide the progress of pupils' behaviour.

All staff should:

- **Meet and greet** children and families at the door.
- Refer to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use Class Dojo as a visible recognition mechanism throughout every lesson.
- **Be calm** and give clear reminders & warnings going through the behavioural steps. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in restorative conversations with children.
- **Never ignore** or walk past children who are behaving badly

CONSISTENCY MATTERS

In implementing this Relationship and Behaviour policy, Marton Manor Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring "certainty" at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning

- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent environment code of conduct evident of our values

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

Getting the Basics Right Matters– Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom. Put belongings away and start early morning activity.
Playtimes/end of lunchtime	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go calmly into class.
Transitions	Children are expected to walk calmly and silently around school using ‘Fantastic Walking’.
Lunchtime	Children eat calmly and without raising their voices. Sensible walking around the dining hall. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Once the children have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to children and ensure they are a visible presence for parents/carers. Children attending after school club remain with an adult until they are collected by BASC staff.

REWARDS

The children within the school are rewarded for positive behaviour whenever possible. These may include:

- Staff verbally congratulating/praising children.
- Children being given Dojo points. The top dojo point scorer in each class receives a Head Teacher’s Award certificate.
- Children receiving stickers and certificates for good behaviour.
- Reading awarded by class teacher
- Times tables certificates.
- Positions of responsibility (Head boy/girl, prefects, buddies etc.)
- Sharing good news with parents via Class Dojo, phone calls, email

OUR BEHAVIOUR SYSTEM/ SANCTIONS

Most children in our school behave in a consistently appropriate manner, but all communities need procedures to deal with situations when this is not the case.

- In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the school. All staff must apply the procedures in the same way.
- Lunchtime supervisors **support** Teaching Assistants with behaviour management on the playground.
- Children are expected to show the same level of respect towards other adults in school e.g. lunchtime supervisors, kitchen staff, volunteers, supply staff etc.

Our school employs a **five-step system**, which is followed by all staff when children choose not to follow our school rules and fail to promote our value system.

This is a progressive behaviour system where sanctions can be applied across both indoor and outdoor areas .

Indoor	Outdoor
Remind the child that they are not following a school rule. This is a subtle behaviour management technique and is a quiet and low-key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience.	
First Warning. If the behaviour continues, calmly remind – again, personally, with the consequences made clear.	First Warning. If the behaviour continues, calmly remind – again, personally, with the consequences made clear
Second (Final) Warning Inform children that this is their final warning. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. • <i>Boundaries are reset</i> • <i>Learner is asked to reflect on their next step.</i> <i>Again they are reminded of their previous conduct/ attitude/ learning.</i> • <i>Learner is given a final opportunity to reengage with the learning / follow instructions</i>	Second (Final) Warning Inform children that this is their final warning. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour
FROM NOW ON, NO MORE WARNINGS. ACTION IS TAKEN AND BEHAVIOUR IS RECORDED ON WEEKLY BEHAVIOUR RECORD SHEET	
Time out A-Reflection • Child is sent to a designated area of the classroom • Child spends 10 minutes sitting alone in order to reflect, calm down without causing disturbance • Child's behaviour is recorded on class behaviour record sheet For a regular offender at Time Out A (Regular = more than three times in one week) – class teacher to speak to SLT to identify triggers/offer support	Time out A-Refection • Child is sent to a designated area of the playground • Child spends 10 minutes sitting or standing alone in order to reflect, calm down without causing disturbance • Child's behaviour is recorded on class behaviour record sheet For a regular offender at Time Out A (Regular = more than three times in one week) class teacher to speak to SLT to identify triggers/offer support

Time Out B-supported reflection • Child is escorted to a designated colleague that is agreed in advance. • Up to 1 hour working alone without causing disturbance-work provided by class teacher • Child's behaviour is recorded on class behaviour record sheet • Parent/carer informed by class teacher & incident recorded on CPOMS For a regular offender at Time Out B (Regular = two or more incidents over a week) - Discussion with SLT - Involvement of SENCo - Begin behaviour monitoring to identify triggers. If behaviour continues despite SLT support a meeting with parent/carer should be called-a member of SLT to be present at this meeting	Time Out C -supported reflection • Child is escorted to a Senior Leader (HT or DHT – if not teaching) • Takes place in HT or pastoral office • Child's behaviour is recorded on class behavior record sheet • Parent/carer informed by class teacher & incident recorded on CPOMS Parent/Carer should be phoned and informed
Time Out C -supported reflection • Child is escorted to a Senior Leader (HT or DHT – if not teaching) • One session or half a day working alone without causing disturbance • Takes place in HT or pastoral office • Child's behaviour is recorded on class behaviour record sheet • Parent/carer informed by class teacher and incident recorded on CPOMS	Playground Exclusion These are decided by the HT or in her absence by a member of SLT. They are given for serious incidents including those of physical aggression towards another child. Parents must always be phoned to be made aware of a playground exclusion and the issue needs to be recorded on CPOMS.

It is the collective responsibility of all staff to report behaviour incidents on CPOMs. It is the responsibility of the member of staff deals who deals with the incident to log it on CPOMs.

Repair/Restorative Conversation – to take place following any Time Out B incident.

It is the conversation about poor behaviour that changes it – not the punishment. Children need to know that if behaviour falls short of the standard expected by the school, that they will have to face it during a 'repair conversation'. This will be with the adult that imposed the time out and not during lesson time – it should be at a lunch or playtime. If the staff member requires cover for this – it should be prioritised. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence of it.

The fact that this conversation happened – and any key outcomes, should be recorded on CPOMS, if the adult deems it appropriate (e.g. a child not paying attention twice, which is out of character for the child and leads to a time out and conversation would not need to be recorded, but if an issue is becoming to be a pattern, or is leading to clear actions for the child or an intervention, it should be recorded).

In this meeting, it is vital that the adult ensures the child is made aware that their parent/carer will be informed.

The key 'Repair Conversation questions' are below, however 5 is enough, and less for young children (those in bold are most suitable for EY / KS1):

1. What happened?
2. What were you thinking at the time? (How XXX were you at the time, out of 10?)
3. What have you thought since?
4. How did that make people feel?
5. Who has been affected (hurt/ upset for KS1)?
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?

Repeat or Serious Behaviours Matter

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to Time out B or C as appropriate. Parent/Carer will be contacted by a member of SLT.

These incidents will be recorded on CPOMs.

Extreme Behaviours Matter

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened, and will follow the repair meeting approach.

Behaviours may include:

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

Repeat or Extreme defiance/ rudeness to any adult

Persistent taunting, teasing and bullying

Stealing

Repeated Spitting

Repeated Swearing

All such incidents and SLT repair meetings will be recorded on CPOMS.

Persistent Behaviour Matters

Some children may need to be put on an **Individual Behaviour Plan**

Parents will be informed by the Head Teacher if their child is given an Individual Behaviour Plan to support the child to make the correct choices, notify all parties of what different stages of behaviour looks like for that child and the necessary strategies to support the child to succeed; they will be invited in for a meeting & the plan will be devised in consultation with the parent/carers and the child. Children who have these plans will report to a member of the Senior Leadership team regularly throughout the week. This will be reviewed on a half-termly basis to ensure it is agreed, necessary and accurate for the child. All plans will be signed by school and home

Individual behaviour plans are matched to the age and needs of the child. They are used to target a particular behaviour. For younger children the day is broken down into manageable periods of time, again according to need.

Adaptation Matters

While this approach is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when applying the behaviour policy.

Early Years Matter

Within Nursery & Reception, when pupils do not follow behaviour expectations they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If a child does not respond to the reminder, they may be given 'Thinking Time'. This is carried out in a quiet space within the classroom with an adult nearby and lasts for 3-5 minutes (the approximate age of the child). A sand timer is used to support the child's understanding of the length of their 'Thinking Time'. If appropriate, after the 'Thinking Time', a child may be supported to apologise to another child or adult for their behaviour using signs and/or language. To repair in our Early Years setting, adults should choose two-three restorative questions when possible.

With younger children, focus on who else has been affected and what they can do to make things right. This time will be supported by an adult using restorative practice questions.

Tracking Behaviour Matters

Each week, each class has a new sheet to track behaviours. This is a quick way to review low level issues and trends for cohorts and sheet If it is recorded on CPOMs, it does not need recording twice. Simply indicate there is a CPOMs record linked to the event. SLT are able to review the tracking sheets to identify trends, CPD or individual children's behaviours which are beginning to cause a concern.

Exclusion Matters

Exclusions are rarely used and only the Head Teacher has the power to exclude a pupil from the school. The Head Teacher may exclude a pupil for one or more fixed periods for up to 45 days in one academic year. The Head Teacher may also exclude a pupil permanently if the circumstances warrant this.

Where a pupil is excluded, parents are informed immediately, giving reasons for the exclusion. It is also made clear to the parents that they may appeal against the decision if they wish. The class teacher will ensure that enough work is set for the length of the exclusion.

The Local Governing Body will be advised of the exclusion. Permanent exclusions are also reported to the Local Authority, who review all permanent exclusions.

If the child is to return to school, a reintegration meeting takes place on the morning that the child returns, with the Head Teacher and the child's parents.

When a child is excluded, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school. Importantly, however, a school must have procedures in place, by law, should the need or situation arrive. Our procedures are detailed within our Trust Exclusion Policy which is found here: <https://www.lingfieldeducationtrust.com/trust-policies>

Behaviour in Our Community Matters

Children who attend Marton Manor Primary School are its ambassadors beyond the school day. As

such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied.

Parents and Carers Matter

Parent and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support. Parents are informed of good behaviour through our rewards systems – as well as the through the relationships that staff build with our families – catching parents on the yard, telephoning, emailing or texting are all appropriate ways to spread good news. Equally if their child is behaving inappropriately at school, they must always be informed. It is preferable to inform the parent face to face about concerns, failing that a telephone call. In cases of challenging behaviour, parents will be invited to meet with staff. At this meeting a school behaviour plan will be completed, including agreed Positive handling approaches, if necessary, in line with the school Positive Handling Policy.

Induction Matters

Any new member of staff joining the school receives a copy and training of this policy.

Review Matters

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents and children have the opportunity to review the success of the school approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

PASTORAL LEAD

Mrs Blades is our Pastoral Lead in school. Children who are having ongoing behaviour issues, friendship issues or need emotional support for different reasons, check in with Mrs Blades on a regular basis.

SEARCHING PUPILS

The Head Teacher and Deputy Head Teacher can authorise the search of pupils and their possessions, without consent, if there are reasonable grounds to do so. Teachers can instruct pupils to empty their pockets and belongings.

Physical Intervention Matters

Children should not require Physical Intervention unless they are posing an immediate risk to themselves, or others.

Members of staff will always use de-escalation techniques to resolve a situation to prevent this course of action.

Key staff have had appropriate Team Teach training to use positive handling appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where-

- There is danger of them hurting themselves or others
- They are committing a criminal offence
- They are causing deliberate and significant damage to property
- They are causing serious disruption to others (e.g. whole class lessons unable to continue)

Where restraint has to be used to manage children, incidents are recorded on CPOMs. These actions, when taken, are in line with government guidelines on the restraint of children.

Where there is potential danger or risk to the personal safety of staff and/ or pupils, the Police will be called.

HATE CRIME

Verbal abuse (including through technology) or physical assault, due to a person's race, religion, sexual orientation, disability, or because they are transgender.

Any 'hate' incidents happening in school are taken seriously and reported to the Head Teacher. They are also recorded on CPoms.

Parents are contacted so that home and school can work together and move forwards to support the pupil(s). If any particular types of hate crime become an issue in school, the Senior Leadership Team will discuss these so that they can be addressed in school.

THE LOCAL GOVERNING BODY

The Head Teacher will report to the Local Governing Body on behaviour on a termly basis.

The Local Governing Body has responsibility to review guidelines set on behaviour and their effectiveness. They support SLT and school staff in carrying out the behaviour guidelines.

This policy was adopted following consultation with Pupils, Parents, Staff and Governors in September 2023. The policy will be reviewed annually.

Appendix - Examples of Scripts

THRIVE Script-WIN- I wonder/I imagine/ I notice

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

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

This is a reminder that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening

Warning:

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

This is the _____ time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside.

This will also mean you may miss some of your playtime.

(learner's name), 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.

Time Out/Reflection Time

I noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in five minutes.

If need-be – send a TA or responsible child to request support of pastoral leader / SLT.

Repair Conversation

1. What happened?

2. What were you thinking at the time? (How XXX were you at the time, out of 10?)

3. What have you thought since?

4. How did that make people feel?

5. Who has been affected (hurt/ upset for KS1)?

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?