

Marsh Green Primary School

Positive Behaviour Policy

2026 - 2027



Introduction

Rationale

Marsh Green Primary School Staff believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- encouraging children to develop a responsible, self-motivated and co-operative attitude towards their work and also towards their contribution to school life as a whole;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

The **Governing Body** will establish, in consultation with the head teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The **head teacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head teacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The **Governing Body, head teacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Our Vision

We have some underlying principles that are central to our views on the management of behaviour as a whole school issue:

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning
- Creating the correct ethos is essential to learning. Building relationships founded on trust and co-operation is extremely important and an integral part of school life
- That all members of Marsh Green develop the behaviours needed to uphold our values and thrive as they progress through Marsh Green and beyond. These values are: engagement, aspiration, resilience, creativity, care, pride and responsibility.

Rights

Rights are what we believe we want. We believe that all adults and children have rights. One person's rights are another person's responsibility. It is not acceptable for anyone to disrupt learning.

These rights are shared by both pupils and adults:

1. The right to feel safe and secure.
2. The right to learn and work in a positive environment.
3. The right to respect (fair treatment and conflict resolution, hearing each side of the dispute)

We all take responsibility for ensuring that these rights are met.

This is demonstrated through the shared code of conduct made explicit in our school rules.

Therefore, our rights form the basis for developing our rules, for example, the right to be safe means that we walk/do not wear earrings/etc.

Creating a Positive Atmosphere

As a staff, we can make the school a positive place to both learn and work by adopting certain strategies to make the children feel valued and cared for. A major aspect for the whole of Marsh Green is the use of the 7 values (engagement, aspiration, resilience, creativity, care, pride and responsibility)

Effective behaviour management does not simply just happen - it needs to be worked at. We need to:

- set high standards
- apply rules consistently and fairly – according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:-

- using please and thank you, and emphasising the need for good manners
- greeting children when moving around the building and respond when greeted
- speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed

To create a positive atmosphere, examples of good behaviour should be highlighted: -

- praise should be used often, but at appropriate times and in context
- good behaviour should be rewarded
- good role models should be commended

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- be calm
- listen carefully to the things that the child is telling you
- establish the facts
- make a judgement only when you are certain of events
- avoid confrontation whenever possible
- choose appropriate consequences depending on the incident

As a staff, we believe that by following these guidelines we can help the school environment to be a pleasant place to be, where children and staff establish a feeling of co-operation and understanding. Staff will be positive role models in everything they do by promoting respect of each other's rights.

Our Values

Engagement 	As a Marsh Green learner, I can work independently and in partnership with others. I am an active listener and I am well engaged with my learning. I notice and learn from what others do well. I fulfil my role within a team or group to the best of my ability and demonstrate commitment.
Aspiration 	As a Marsh Green learner, I aim to go beyond my current successes. I enjoy and make the most of the opportunities presented to me, both inside and outside of the classroom. I am ambitious and I know that being a successful learner will help me fly towards my dreams.
Resilience 	As a Marsh Green learner, I am determined when facing adversity. I will understand and learn from my mistakes and those of others. I do not give up and will always persevere.
Creativity 	As a Marsh Green learner, I combine my existing knowledge and skills with curiosity and imagination to successfully plan and achieve things in unfamiliar situations, of which I am proud.
Care 	As a Marsh Green learner, I demonstrate care for myself, my friends and my school community. I am always kind and respectful and I value my own wellbeing, as well as that of others. I value my school environment and I look after the resources I am given.
Pride 	As a Marsh Green learner, I am proud of who I am. I celebrate my own uniqueness and culture, and that of my school community. I take a pride in all that I do.
Reflection 	As a Marsh Green learner, I recognise and celebrate my achievements and those of others. I look back at the progress I have made and take on feedback so that I can improve my targets for my future development.

Our Expectations

At the beginning of each school year, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year.

Curriculum and Teaching Initiatives

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and effective curriculum that is differentiated to stimulate and engage all children.

Children behave and learn successfully when they feel responsible for their learning and success. The children are encouraged with guidance from staff to set and organise clear goals for themselves, reflect on their progress and work co-operatively with each other.

The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum opportunities including RE/collective worship and PSHE. All staff will use all learning situations to foster positive behaviour and help children develop a sense of values and mutual respect.

In the Phases, all staff will promote and encourage the use of circle times to develop positive behaviour. They use a range of activities including co-operative games, circle games, drama strategies, talking and listening exercises, puppet and mask activities, according to the ages and needs of a particular group.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere.

All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc. These issues will have to be dealt with on a one-to-one basis in partnership with parents and carers.

Self-Esteem

We believe at Marsh Green, children must be encouraged to have a high self-esteem, as this is a major factor to influence positive behaviour.

All staff will be expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:-

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised
- Be proud of their achievements

We have a range of strategies to promote self-esteem:

- Encourage children to support their peers' self-esteem
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges
- By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum areas

All staff will be expected to be role models and to encourage self-esteem amongst the children, providing appropriate care and support to all.

Encouraging the behaviour we want to see:

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

Playground rules

Playground rules have been developed from the recognition of the right to be safe and the right to respect.

Safety – movement, awareness of others, no bullying
Respect - fair treatment, conflict resolution, communication

The playground rules are:

1. We are gentle when we play.
2. We are kind and helpful towards others.
3. We respect everyone's games.
4. We look after the playground and return equipment we have used.
5. We listen to and keep the playground safety rules.
6. We are honest with everyone.
7. We ask permission to leave the playground and we walk to the toilet with a friend.

Effective supervision involves:

- Moving around the playground.
- Visually scanning the areas to anticipate any potential difficulty.
- Initiating play activities with the children as necessary.
- If a problem is suspected, investigate immediately (quietly and calmly).
- If a child asks permission to leave the playground for any reason, they go with a friend.
- Ensuring that the main gate is closed.

Dining Hall rules

The dining hall rules have been developed from the recognition of the right to be safe and the right to respect.

Safety – movement, awareness of others, no bullying
Respect - fair treatment, conflict resolution, communication

The dining hall rules are:

1. We line up calmly
2. We walk carefully through the hall
3. We speak quietly to the those around us
4. We keep our table clean
5. We are polite to everyone
6. We use good table manners
7. We put our hand up when we need help
8. We leave the dining hall with a responsible person

Acceptable Behaviour

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.

Rewards

The Staff at Marsh Green continually notice and reward good work, behaviour and homework. The most common reward is verbal praise.

We recognise that if the consequence of a particular behaviour is rewarding, then the behaviour is more likely to occur again.

We aim to strike a healthy balance between rewards and sanctions, with much more emphasis on the positive achievements.

We accept that children's behaviour is personal to each individual, and that some children will require more support with behaviour management than others.

All adults use a variety of rewards including:

- Praise
- Non-verbal response (smile, approving nod, etc.)
- Written approval - comments in books
- Achievement assemblies
- Stickers and charts
- Certificates
- Parents - telephone call, notes, letters
- Select a task - computer/helping younger children/sand etc.
- Responsibility – monitor, leader of line etc.
- Show work to own/other teacher, Head Teacher, senior leader, subject leader etc.
- Lunch time raffle tickets
- Golden dinner table invite
- Whole class reward
- Values stamps

Rewards for the younger and more disruptive pupils are generally given immediately and frequently. As children gain more control, rewards are given less frequently and with more time delay.

Values Stamp Collection

Pupils will collect a **Value Stamp** in their diary when their behaviour exemplifies a value. Pupils will work to gain 5 stamps under each value. Once this has been achieved, they will earn a special Values badge to wear with pride on their uniform. Children will have the opportunity to earn bronze, silver and gold Values badges during their time in each year group. If a child achieves all three values badges in one year they may then earn a Values Ambassador badge.

Names:

Bronze



Engagement	Aspiration	Resilience	Creativity	Care	Pride	Reflection

Year 1 Bronze Values Award

Year 1 Silver Values Award

Year 1 Gold Values Award

Names:

Silver



Engagement	Aspiration	Resilience	Creativity	Care	Pride	Reflection

VALUES AMBASSADOR

Names:

Gold



Engagement	Aspiration	Resilience	Creativity	Care	Pride	Reflection

Teachers can only award one value stamp at a time.

Unacceptable Behaviour

The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

Behaviour is perceived to be disruptive when it breaks the flow of the educational process. It will be classified as such owing to its

1. frequency
2. severity
3. timing
4. inappropriateness

It may be an individual, group or whole class response.

Behavioural difficulties are seen as a special need, as they usually arise from an emotional, social or learning difficulty.

Misbehaviour may indicate "needing" attention, poor concentration, inappropriate work tasks, unclear expectations of behaviour, lack of self-discipline, bullying, ill-health, tiredness, family disruption, coping with large groups, mental health issues etc.

Consequences of Misbehaviour

Each child needs to know that they are responsible for their own behaviour and where appropriate, should be given the opportunity to redress their actions. The consequence of misbehaviour should be related to the right which is infringed and therefore gives the pupil the chance to model the behaviour we wish to see.

Consequences may include:

Right	Action	Consequence
movement	running	go back and walk
respect for property	damage to display	put it back - make it right
communication	talking noisily	speaking quietly or moving away from friends
safety	throwing equipment	return item
treatment	hurting another (kicking/name calling)	explain that action was hurtful - suggest one or two kindnesses to make amends

Additional Consequences of Misbehaviour may include:

All consequences must be predictable, explicit and be carried out.

- Tactical ignoring (provided behaviour is not dangerous)
- The three step system:
 1. Focus the child's attention: e.g. "What should you be doing?"
 2. Give a warning and a choice, e.g., "Either you work quietly with your partner or I will need to move you."
 3. If the behaviour occurs again, within a short period of time, always carry out the consequence quoted.

Ensure you follow these three steps before carrying out the consequence.

Examples of consequences:

- Time to cool off on a 'thinking chair'
- Keeping in for some of playtime (short time only)
- Loss of a privilege.
- Separating the pupil within the class. Time apart is time away or out from the group - an isolation process which allows the pupil to reflect on his/her behaviour. (Children want to belong to the group) This is used when a pupil disrupts another pupil/adult's right to learn, safety, respect, or significantly disrupts the teacher's right to teach and to manage the group. Children should be seated on a chair.
- Privately talking with the pupil.
- Letters or phone calls to parents.

Diversion Tactics

If a child is presenting with attention seeking needs and is being particularly demanding "diversion tactics" may allow the child and teacher some respite.

This may include: -

- Use of a message, which is sent to any class teacher with a pupil for a "delayed" visit.
- Re-direct child's attention – e.g. could you help me/or somebody to.....

Low Level Disruption - Penalty Points

Low level misbehaviour is relatively minor and usually repetitive but could take up valuable teacher time. In order to reduce its occurrence, penalty points are given using the agreed code to identify the misbehaviour. This will record pupil's names and code the behaviour. For example: CO = calling out, OS = out of seat, NH = no homework and F = fiddling.

Other possible low-key responses managed by the class teacher to stop low-level disruptions:

- Praise of other children
- Eye contact (stern stare, raised eye brow)
- Assertive body language (crossed arms, frowns etc)
- Name/pause technique
- Being close and whispering a firm reminder
- Reminder of the rules
- A quiet word
- Direct to seat
- Quiet unobtrusive 'what should you be doing?' or 'Are you okay?'
- Not allowing them to sit with friends
- Have a lining up order for assemblies/playtimes
- Move to the end of row if in assembly
- Thinking chair

When a child receives 15 penalty points a letter must be sent home to the parents/carers to inform them (Appendix 1). If the child reaches 25 penalty points, then the parents are invited to school to meet with the class teacher and a record of the meeting is recorded. (Appendix 2). A behaviour contract will also be completed with the child and parent. (Appendix 3) A sticker chart maybe required. (Appendix 6)

Each term the penalty point chart is handed to the Assistant Headteacher/DSL. The class are given a fresh start each term with a new chart.

Pupils with Special Educational Needs

At Marsh Green Primary School we understand that some pupils with special educational needs require the same proactive behaviour management as all other pupils, and that pupils with ADHD and ASD thrive on having clear and precise boundaries. Pupils with special educational needs relating to behaviour are given individualised targets to support them in making progress in this area. They may also have their own reward and sanction system which has been determined by the class teacher and SENco, with the involvement of the pupil and parents. All staff working with these children should be fully aware of individualised targets and expectations and have shared responsibility for ensuring these are consistently followed and encourage positive behaviour.

What to do if a child runs out of school

If a child runs out of school the Head Teacher, or senior member of staff, must be informed IMMEDIATELY, via the school office.

- Make a quick initial check of the school premises.
- Walk around the immediate vicinity of the school. Do not run after a child as they will run further away.
- The member of SLT will phone the child's home or parents and ring the police if the child has not been found and brought back to school.

LUNCHTIME BEHAVIOUR MANAGEMENT

LUNCHTIME RULES

The Playground Rules	The Dining Hall Rules
We are gentle when we play. We are kind and helpful towards others. We respect everyone's games. We look after the playground and return equipment we have used. We listen to and keep the playground safety rules. We are honest with everyone. We ask permission to leave the playground and we walk to the toilet with a friend.	We line up calmly We walk carefully through the hall We speak quietly to the those around us We keep our table clean We are polite to everyone We use good table manners We put our hand up when we need help

PROMOTING GOOD BEHAVIOUR

At Marsh Green we issue raffle tickets and sometimes stickers for children who are behaving well, making an improvement or who do something extra special. Teachers convert raffle tickets into House Points and charts are displayed in the classroom. Raffle tickets are also put into a weekly draw and 2 children from each key stage are given a prize and an invitation for them and a friend to sit at the Golden Table.

DEALING WITH MISBEHAVIOUR

Minor misbehaviour:

1st time = Focus the child's attention: e.g. "What should you be doing?" "Remember we"

2nd time = Give a warning and a choice, e.g.

"Either you eat quietly or I will need to move you to another table."

"Either line up sensibly or I will need to move you to the end of the line."

"Either play nicely or you will have to play somewhere else."

"Either speak kindly to your friend or you will have to play with someone else."

****Consequences should be linked to the problem and not simple timeout or penalty points****

3rd time = Carry out the consequence quoted and write it in the observation book.

The phase leader may issue penalty points if appropriate.

When dealing with a situation please ensure you do not raise your voice or express an overly angry tone. Calmly explain why you have stopped them, listen to what the pupil has to say and discuss what should happen if this situation arises again.

Persistent misbehaviour:

4th time = take the child/children involved to one of the Senior Leaders. **(If unavailable then please see a Phase Leader) Penalty points may then be issued.**

Serious misbehaviour:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ▪ Fighting/violence ▪ Swearing ▪ Stealing ▪ Being rude to an adult ▪ Racism (All incidents must be logged) ▪ Homophobia ▪ Sexualised comments | → | <p>Take child/children to a Senior Leader.
<i>Penalty points may then be issued</i></p> |
|---|---|---|

SEN pupils

Children who struggle to understand, need to be treated slightly differently – please be aware of their needs and their individualised targets. Speak to the teacher or the SENco.

Incident Forms

All instances of very serious misbehaviour which involve injury or abuse to other pupils or adults or out of control behaviour should be recorded on **My Concern**. The DSL / Safeguarding Team will respond appropriately to the report.

Parents should be informed of persistent problems or serious incidents.

Very Serious Misbehaviour - EXCLUSIONS

Internal Exclusion

When a pupil accumulates 70 penalty points (Stage 4 of Concern) or receives a red card for a serious incident, an internal exclusion may be imposed. This may result in the pupil being excluded from his/her class for a whole day, or, parts of days e.g. 2 afternoons.

For Junior aged pupils, the pupil will be expected to work in another class not have playtime or lunchtime with the other children and will have lunch in isolation.

For Foundation Stage and Key Stage One pupils who demonstrate the same challenging behaviour listed above, an exclusion from class will be applied for a shorter length of time and may include playtime/lunchtime as appropriate.

Fixed Term Exclusion

In very persistent serious cases of misbehaviour fixed term exclusion will result. This is likely to be used when a pupil accumulates over 70 penalty points without showing any improvement or the pupil displays serious breaches of the policy such as dangerous behaviour. The pupil and parents will have attended stages of concern meetings for similar misbehaviour and internal exclusions will probably have been imposed. It is unlikely that a fixed term exclusion will result from one incident unless very serious circumstances are involved. Fixed term exclusions are limited to 45 days per year and are always confirmed in writing immediately.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is poor and who are on Stages of Concern may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion and is equivalent to one half day exclusion. Arrangements must be made for pupils entitled to free school meals and this may mean providing a packed lunch.

Permanent Exclusion

Where previous contracts have failed and former internal and external fixed term exclusions have been exercised and serious disruption or dangerous behaviour continues, a permanent exclusion will be made in consultation with the relevant staff, the LEA, parents and Governing Body. Permanent exclusions are made only when a range of other strategies has been exhausted.

Reintegration

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the school prior to a pupil returning from a period of exclusion and in the case of any pupils who have been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil.

Setting work

The head teacher will provide an individual education plan for all pupils on roll who are excluded for a period of 15 consecutive school days and which will set out:

- how the pupil's education will continue during the period of exclusion;
- how the time might be used to address the pupil's problems; and
- (together with the LA), what educational arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LA.

In the case of a permanently excluded pupil, the head teacher will plan for the pupil's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll.

Out of Control Children

A child should never be ignored when behaving in a way likely to endanger themselves or others. Restraining a child should only be done as the very last resort by a trained member of staff.

Always have a witness present if possible.

When a pupil is clearly out of control (e.g. refusing to stop fighting, assaulting, racing around the room, persistent abuse etc.) a red card should be sent immediately to the Head Teacher or the Assistant Head.

The Head or Assistant Head will respond straight away by going to the class and asking the pupil to leave.

The child should be taken away from the other children to prevent disruption and anxiety, to an area where there is little danger of him/her destroying furniture, running away, etc.

If the child will sit quietly, he/she should be ignored until he/she is ready to return and behave appropriately. The child should not be given any other activity or be engaged in dialogue other than being asked if he/she is ready to re-join the class.

Once the child is back with the group give as little attention as possible to her/him. An incident form should be completed. A behaviour management system should be put in place to ensure that rewards are given when the child manages a session/comes into school etc. without a tantrum.

Referrals

Children who experience behaviour difficulties will be identified as having special needs.

The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.

The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.

The school has established a database of the main points of referral outside the school (including access and attendance officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).

The school maintains appropriate records on the use of referrals, using the relevant referral forms.

The school ensures that the class teacher is informed, in full, of the outcome of any referral.

Resources

The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

- (i) Staffing issues:
 - staffing levels
 - staff training and development
 - workload
 - health and safety
- (ii) Record keeping
 - provision of administrative and record keeping systems (including use of ICT)
 - monitoring arrangements (including use of ICT)
- (iii) Curriculum review and alternative provision
 - alternative education provision for pupils, including the use of off-site provisions (i.e. The Acorns)
 - review of curriculum appropriateness
 - use of curriculum flexibility, including disapplication (where appropriate)
 - on-site facilities wherever possible and appropriate (e.g. “time out” room, access to learning support, mentoring).

Circle time

This is the developmental foundation on which we build structures for pupil councils. Circle time begins with the youngest infant children in Early Years and develops as the children progress through the primary school. It is held weekly.

Through circle time, children learn to:

- Speak in turn
- Listen to others
- Respect other people’s opinions which are different from their own
- Express their own views

Circle time also provides a safe setting where children can talk about personal issues and express feelings about themselves and towards each other in appropriate ways. As this is developed, children can address difficult issues, such as bullying, and learn mediation skills.

Monitoring and Evaluation

The school monitors all behaviour incidents in order to identify issues and trends.

Staff and pupils receive individual and collective feedback on behaviour management issues, trends and the outcome of referrals.

The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special needs, disabilities, ethnic origins, gender and children in public care. The school ensures appropriate levels of confidentiality.

Training and Professional Development for all Staff

The Leadership team provide relevant information and training on behaviour management matters to all groups of staff, including:

- ❑ lunchtime supervisors
- ❑ support staff (e.g. teaching assistants)
- ❑ other school staff (e.g. canteen staff, building/grounds maintenance)
- ❑ Early Career Teachers during their formal induction period
- ❑ students undertaking programmes of initial teacher training
- ❑ supply teachers
- ❑ class teachers
- ❑ management/leadership group

The Leadership team undertake annual reviews of the continuous professional development needs of all staff and staff are encouraged to be proactive in seeking help if they feel they require more support during the year.

Appendix 4 contains key principles gathered from Government research by Charlie Taylor (2011) for some simple start of the year advice for teachers.

Information Systems

The school ensures that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, home-school agreements, newsletters and the school website.

The school communicates the behaviour policy to all new and existing pupils through the school rules, school assemblies and within the curriculum wherever relevant.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The school will ensure that all staff are consulted regularly about the policy and its implementation.

The school has communicated the behaviour policy to all teaching staff by providing copies of the policy and through the staff training programme.

The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.

Other School Policies

Please refer to the anti-bullying policy, e-safety policy and acceptable use policy which can all be found on the school website.



Marsh Green Primary School

South Close

Dagenham

Essex

RM10 9NJ

020 8270 4984

Website: www.marshgreenprimary.com

Head Teacher: Mrs. N. Sanchez

Date:

Template on ParentMail – please send via ParentMail and copy SLT in.

Dear Parent or Carer of

I am writing to inform you that
term for misbehaviour.

has incurred 15 penalty points this

This means that s/he will be carefully monitored to prevent further problems. Should the misbehaviour continue, I will send a further letter inviting you in to school to meet with myself to discuss how we can work together to support your child's behaviour difficulties.

Yours sincerely

Class Teacher

cc Phase Leader
cc Senior Leadership Team (Central File)



PARENT APPOINTMENT WITH MEMBER OF STAFF

Who Attended:	Date:
Requested by:	
Pupil discussed:	
Behaviour/incidents discussed:	
Action to be taken and by whom:	
Signed: (Parent/guardian)	Date:
Signed: (Teacher)	Date:

- Please email a copy to the Senior Leadership Team

Behaviour Contract



Pupil:.....

Class:

I agree to:

-
-
-

Signature (child)

I agree to support my child by:

-
-
-

Signature (Parent)

School, we agree to support by:

-
-
-

Signature (School) Date:

Behaviour checklist for teachers

By Charlie Taylor - Government's Expert Adviser on Behaviour in Schools

Classroom

- Know the names and roles of any adults in the class
- Meet and greet pupils when they come into the classroom
- Display rules in the classroom - and ensure that the pupils and staff know what they are
- Display the tariff of sanctions in the classroom
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in the classroom
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy

Pupils

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Tips for Success

- Make sure all adults in the room know how to respond to sensitive pupils with special needs.
- Ensure children actually receive rewards every time they have earned them and receive a sanction every time they behave badly.
- Carefully follow each stage of the behaviour policy - don't over react to poor behaviour!
- Remember to stay calm
- Have clear plans for pupils likely to misbehave and ensure all staff are aware of them
- Build positive relationships with the parents of pupils with behaviour difficulties



Bronze/Silver/Gold

Engagement	Aspiration	Resilience	Creativity	Care	Pride	Reflection

Week Beginning:

Xxxxx's Good Behaviour Chart



	Up to Playtime			Up to Lunchtime			Up to Playtime			Up to Home Time		
Monday	1	2	3	1	2	3	1	2	3	1	2	3
Tuesday	1	2	3	1	2	3	1	2	3	1	2	3
Wednesday	1	2	3	1	2	3	1	2	3	1	2	3
Thursday	1	2	3	1	2	3	1	2	3	1	2	3
Friday	1	2	3	1	2	3	1	2	3	1	2	3

I will get a sticker when I:

My Reward is:

- 1.
- 2.
- 3.

+

0

1

2

3

4

5

6

7

8

9

10

1. What would you rate this/..... out of 10?
2. Why have you rated it there?
3. What would make it one better?
4. What else would make it one better?
5. What else?