



Behaviour Policy

Marown Primary School

Rationale

At Marown School we believe that all members of our school community have a right to a safe and challenging learning environment. We expect behaviour to be of a high standard and this is modelled by staff, parents and all other stakeholders. Marown School promotes positive relationships that are free from discrimination and based on mutual trust and respect.

Aims

- To promote positive behaviour.
- For the behaviour of all members of the school community to reflect the Marown Core Values.
- To educate children that behaviour may vary depending on the situation or audience.
- To raise awareness amongst children of the need to regulate their own emotions and reactions.
- For learners to learn and teachers to teach without the adverse impact from negative behaviour.
- To support children whose behaviour within the school environment is challenging.

Practice

The school Behaviour Policy should also be read in conjunction with the school's Health and Safety Policy, Child Protection Policy, Anti-Bullying policy, Safeguarding Policy and Equal Opportunities Policy - all of which are available via the school website www.marown.sch.im.

In school we expect all members of the school community to demonstrate the four Marown Core Values which include:

- Resilience - just like the trees and plants, we flex but never break.
- Kindness - begin each day with kindness, kindness begins with you.
- Integrity - just like the sunset, we glow bright - by doing what is right.
- Aspire - reach for the moon, aim for the stars.

In accordance with the Equality Act 2017, this policy will support Marown School aims to:

- a. Eliminate discrimination
- b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c. Foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics (as listed in Equality Act 2017):

- Sex
- Race (colour, nationality, ethnic or national origins)

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- Disability (broader than DDA definition)
- Religion or belief (religious or philosophical belief or lack of same)
- Sexual orientation
- Gender reassignment (undergoing, undergone or is proposing to undergo process of reassigning their sex)
- Pregnancy or maternity
- Marriage or civil partnership
- Age

At Marown School we place high value on positive behaviour and encourage this amongst all of our community members. Praise and rewards are used to reinforce behaviour that meets or exceeds expectations.

Some examples of praise and rewards might include, but are not limited to:

- Verbal praise - between staff, pupils, peers and parents
- The use of stickers - to be used by staff at their discretion
- Certificates - Marown Core Values and Marown Mindset
- Signatures - to be collected in the Marown Magic Mark cards
- Class treats - to be awarded by class teachers at their discretion
- Note home - in recognition of ongoing smaller achievements

When behaviour falls below expectations staff will make use of deescalation strategies, where possible. This may involve supportive reminders of expectations or a change of face or space where necessary. If behaviour is not rectified, staff are able to implement the use of sanctions to support with this.

Some examples of sanctions might include, but are not limited to:

- Loss of some of break time.
- Loss of Golden Time.
- Working in a alternative class.
- Missing out on a class treat or trip.
- Writing a letter of apology.
- Communication with parents.

Pupils have the right to expect fair and consistently applied sanctions that take into account:

- The age and stage of the pupil
- Any mitigating circumstances that could impact behaviour
- The intent or implied intent of actions
- The impact on others physically, mentally, emotionally or in terms of learning
- Pupils who may be at risk of disaffection or exclusion

On occasion, pupils may demonstrate behaviour that would be considered serious misconduct. This would require intervention from a member of staff from the Senior Leadership Team. Examples of behaviour that would require this response might include:

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- Using violent and/or aggressive behaviour towards others
- Verbal or physical abuse of a adult/child
- Leaving premises without permission
- Bring dangerous implements to school
- Theft
- Bullying over a prolonged period of time
- Serious damage to property
- Inappropriate sexualised behaviour

Incidents of a serious nature would always be reported to the parents/carers of the child. An appropriate sanction would be enforced and the pupil would be encouraged to reflect on their actions. Staff will make use of de-escalation strategies and interventions acquired through Team Teach training, where appropriate and necessary.

In some cases it would be inappropriate or unsafe for others, if the pupil were to remain in the school environment. At this stage the Headteacher (or Deputy Headteacher, in their absence) would follow the Department of Education, Sport and Culture guidance on suspension.

Incidents that are considered 'significant' within the context of Marown School, or require physical restraint, are to be recorded in the Bound and Numbered Book and will be carried out in accordance with DESC policy on Physical Contact, Control or Force on Pupils. A record of other incidents can be kept in the Incident Log Book where appropriate. Both documents can be found in the Headteacher's office.

Parental Responsibility

In order to effectively work towards implementing the aims of the policy, it is important that parents ensure pertinent information sharing with the school whilst supporting the school ethos.

This might include, but is not limited to:

- Support the Marown School values and ethos through reminders of expectations.
- Informing school of emotional or behavioural difficulties a child might be experiencing at home.
- Informing school of any changes to home-life which might have a direct impact on behaviour at school.
- Meet and work in unison with the school to implement behaviour management procedures.
- Ensure children understand they are responsible for their choices and actions.
- Encourage child(ren) to share with an adult on site if they are upset, on the same day as any incident.

Monitoring

As an agreed, whole school policy, all staff are expected to apply this consistently within their practice. The policy will undergo review on an annual basis and be adapted accordingly.

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The governing body will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with safeguarding issues.

Signed: