

Marshland Behaviour Policy

Rationale

At Marshland Primary Academy, we strongly believe that effective and positive relationships with children and young people are fundamental in promoting high expectations for behaviour. It is vital that children feel safe, valued and equipped with the skills necessary to realise their full potential. We expect all of our children to be young ambassadors at our Academy and in the community. In order to do this there will be a consistent focus on praise and rewards.

Aims

Marshland Primary Academy aims to:

- Ensure everyone in our Academy feels safe.
- Provide a calm and safe environment in which all children can realise their full potential
- Respect, be kind and thoughtful towards one another
- Expect all pupils to follow the school behaviour policy
- Employ a consistent approach to behaviour throughout the school with parental co-operation and involvement
- Encourage independence, self-discipline and teach children to accept responsibility for their own behaviour
- Give the children the skills, attitudes and self-understanding to achieve and maintain positive behaviour

Responsibilities

Academy Staff

We believe it is everyone's responsibility to implement the Academy's Behaviour Policy. All staff will have consistently high expectations for behaviour and will model this behaviour in everything they do. We believe that all adults should treat pupils fairly, with respect and understanding.

The Academy's rewards, sanctions and routines will be embedded throughout the school through assemblies, PSHCE sessions, circle times and as part of daily life within the Academy. All members of staff are expected to promote this policy at all times.

Parents

The support of parents and home is an essential element in establishing and maintaining good behaviour. When home and school work in partnership to support individual pupils, it will create conditions in which the highest standards of learning and behaviour can flourish.

Parents will be regularly informed of their child's rewards and achievements through texts home, certificates, use of social media and through face to face and telephone conversations.

If the school has a concern about a child's behaviour, parents will be informed and it is expected that parents will work in partnership with the staff to support the child, enabling them to improve their behaviour.

If parents have any concerns about any incidents regarding their child's behaviour and how this has been managed, they should initially contact the class teacher.

A member of staff will only talk about a child's behaviour with their parents/ carers. It is not appropriate to discuss rewards and sanctions with someone who does not have any parental responsibility.

Putting Our Core Values into Practice

Our core values are:

- Independence
- Ambition
- Enthusiasm
- Kindness
- Confidence
- Respect

We will aim to promote these values in our everyday practice and these core values underpin the behaviour policy.

Policy into Practice

Classroom behaviour management

- In every classroom there will be a traffic light display to give children a clear indication of their behaviour at that time.
- All children will start the day on Green and it is expected that they remain there.
- Children will be placed in Gold when they demonstrate exemplary behaviour or produce an exemplary piece of work. The children who receive Gold status will be rewarded with a certificate, which they will take home that afternoon. Parents/carers will receive a text message informing them of their child's achievement.
- Children will receive a warning if their behaviour falls below the expected standard. Their name will be moved to Amber and if this behaviour continues, their name will be moved to Red. Parents/carers will be informed of all negative behaviour.
- If a child goes in to Red on multiple occasions, a meeting will be arranged, and the SENCO and Inclusion Manager will then offer support to the child, parents and staff.
- If a child goes in to red there will always be a consequence as a result of the child's behaviour, these consequences may differ dependent upon the pupils needs and the severity of the behaviour.

Restorative Approach

At Marshland Primary Academy, we follow a restorative approach when pupils will talk through any incidents with an adult. To be 'restorative' means to believe that conflicts are best resolved by those directly involved in them. This approach helps to revise the pupil's thinking. Conflict can provide opportunities to encourage children to reflect on their behaviour and the impact it can have on others, building better relationships.

Dojo Points

Children will be rewarded Dojo points for displaying the school values, good behaviour and producing quality work. The table in this policy displays how Dojos are rewarded. Children have access to a school Dojo shop, where they can 'spend' their Dojos points.

Area	Description	No of Dojos	Frequency awarded
Punctuality	I arrive on time for school in the morning (8.45).	+1	Per day
Reading Book	I have my reading book in school today.	+1	Per reading session
Reading	I have read to an adult a minimum of 3 times at home this week.	+5	Per week
Homework	I have handed my homework in on time and have completed it to a good standard.	+2	Per week
For being in 'Green' all day	I have stayed in green all day.	+1	Per day

Monitoring Behaviour

Each week all class teachers will complete a class behaviour tracker. This will be monitored by the Inclusion Manager to identify patterns and frequent repeated behaviours. This may lead to 1:1 discussions with individual pupils about their behaviour.

The Senior Leadership team and the Inclusion Manager will monitor CPOMS.

Any incidents of bullying, racism and prejudice will be followed up and recorded by a member of the Senior Leadership team and the governing body will be informed at their termly meeting.

Individual Pupil Support

Individual children may need extra support to manage their behaviour, in this instance a behaviour chart may be used to help the pupil and inform the staff and parents of potential triggers and behaviour successes. This process is intended to be used as a short-term intervention.

Hooks and Baits

In order to nurture a culture of positive behaviour staff will follow scripts in the form of hooks (telling the child what you expect) and baits (telling the child what they are doing well and why).

Hooks	Baits
I'm looking for...	...that's exactly what I'm looking for.
Show me how well you can...	Well done, you are...
Who is ready to...?	Thank you, you are...
Look how well...	Fantastic...because...
Who can show me...?	You're showing me you can...
I'm listening for...	Thank you for...
Amaze me by...	You have proved...
It would be wonderful if...	It is excellent to see...
I know you can....	You are a master at...
Let's see how well you can...	You have demonstrated...
I want to see...	I'm impressed with your...
By the time I... I want you to...	That's the best...
Wouldn't it be good if...	See, I told you, you could...
I need you to...	I knew you could...

Review:

This policy document will be reviewed annually after a thorough consultation process.