

MARLBOROUGH ROAD ACADEMY

POLICY ON BEHAVIOUR

BACKGROUND

At Marlborough Road Academy, we aim to provide an outstanding and inclusive education. We believe that each child should be able to understand and develop their strengths and develop the skills that will support them in a successful future. Good behaviour is an essential part of a child's preparation for life and for a successful and happy time in school.

At Marlborough Road, we expect children to behave in a way that allows themselves and others to learn and allows teachers to deliver the best possible lessons. We expect everyone in our community to aim for outstanding behaviour and for everyone to support children to learn how to behave in an outstanding manner.

We teach and follow these values:

- Friendship
- Responsibility
- Aspiration
- Pride
- Knowing Yourself
- Trying your Best
- Making Good Choices
- Caring
- Thankfulness.

We aim for all children at Marlborough Road to have the skills necessary to contribute positively to society both now and in the future by having:

- Good basic skills in Speaking and Listening, English and Mathematics
- Good social skills that enable each child to understand and apply our values
- An opportunity to understand the world around them through trips, visits and visitors.
- A love of learning and appreciating opportunities.

WHAT DO WE EXPECT?

At Marlborough Road we expect everyone to behave in a calm and respectful manner in lessons and learn how to control their own behaviour in and around school. We expect all children to be able to learn without disruption. We expect everyone in our community to be working towards meeting our values. Bullying, discrimination and anti-social behaviour will not be tolerated.

At Marlborough Road we have consistent approach to behaviour management. All staff and children understand that there are consequences for inappropriate behaviour and we expect everyone to take responsibility for their own actions. Staff and children are aware that behaviour concerns are reported to the Principal and Vice Principal and that the Principal and Vice Principal will meet with children causing concern on a weekly basis and with parents and other agencies where appropriate. Appropriate information will be shared with schools at points of transition. At all times, we are working towards developing positive attitudes within the children. Where sanctions are applied, they will proportionate and appropriate for the age, ability, maturity and circumstances of the child. The academy recognises its duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Sanctions will be applied by paid members of staff. In any case where a paid member of staff needs advice or support in any behaviour matter they will refer to their line manager, Vice Principal or Principal.

At all times of the school day, children are taught and encouraged to regulate their own behaviour. We are keen to reward children for making good choices and these are recognised by staff in the

classroom and in assemblies where children receive appropriate recognition for their efforts. Staff are ELKLAN trained and able to discuss appropriate and inappropriate behaviour with pupils effectively, including with those who are new to English and those with language related SEND.

Behaviour Outside School

If a child is found to be behaving badly outside of school, contact will be made with parents and concerns discussed. Appropriate sanctions may apply.

All staff are expected to:

- Keep calm & defuse situations before they escalate
- Listen to children
- Be positive
- Criticise the behaviour, not the child
- Build good relationships to enhance positive learning
- Be firm, fair and kind
- Be consistent and treat all children equally fairly
- Reflect on issues to improve your own professional performance
- Give every child a fresh start
- Follow up any problems to their conclusion
- Only say what you can professionally follow through
- Always apply the school rules
- Seek guidance from senior managers, if you are not able to resolve a situation yourself.
- Never use any form of force as a punishment
- Understand each child and what they need and discuss issues with colleagues if you are unsure about individual needs
- Use age appropriate language and tone that children understand that does not humiliate, demean or upset them and reflects their ability to use and understand English or to process information (BLANK LEVEL QUESTIONING)

Children are expected to follow the school traffic light system:

- 1 All classrooms have a large set of traffic lights on which to record children's progress through the system.
- 2 All children start with their name on the green light.
- 3 Unwanted behaviour has been grouped into 3 types – low, medium and high level behaviours.
- 4 If a child displays a low level behaviour this is discussed with them and their name is moved to the amber light, as a warning.
- 5 If this child continues with such behaviour, he/she is moved to the red traffic light.
- 6 At this stage a child will miss 1,3 or 5 minutes from their playtime.
- 7 The red traffic light is split into 4 sections. Each represents an amount of time that the child will miss from their playtime.
- 8 Each time the child continues with the behaviour they move on one unit of time i.e. from 1 to 3 to 5 minutes
- 9 Medium level behaviour results in a child moving directly to the red light. If a child is at this stage, they will miss 5 or 10 minutes from their playtime. If a child's name is in the 10 min zone, they need to have a short amount of time out in a partner class. Each class has a designated first and second partner class, in case the first class is unavailable due to trips/PPA etc. The child should be sent with work and accompanied to the partner class by another child.

- 10 High level behaviour means that a child needs to be removed from the class. This will be done by the Headteacher or Deputy Headteacher or senior member of staff. Other agencies may become involved
- 11 Repeating medium level behaviour counts as high level behaviour
- 12 High level or repeated medium level behaviour means that a child misses 15 minutes of their lunchtime (detention). Detention at either playtime or lunchtime is staffed on a rota basis.
- 13 For every lunchtime detention, a child loses 20 minutes of his/her half termly Golden Time. All other children receive full Golden Time. Children losing Golden Time and attending detentions have their names recorded in a book, which is monitored by the SENCO. Regular attendees are involved in sessions with the SENCO to consider the impact of their behaviour and parents/carers may be involved. Letters are sent to parents of children serving 3 or more lunchtime detentions per half term. Parents receiving letters are invited to meet with the child's teacher and phase leader. If the situation re-occurs, the parents are required to meet with the Vice Principal or the Principal.
- 14 At the start of each session, all names go back onto green, but any necessary sanctions are counted for a day (at K.S 2 this runs from 10.30am-10.30am)
- 15 This system is also operated by supply teachers and during PPA cover
- 16 Each child has a termly behaviour and attitude target that is set in consultation with the class teacher and parents.

Classes at K.S 1 operate a daily reward scheme rather than half termly Golden Time.

Sanctions at K.S 1 are completed within that school day and do not carry over to the next day. This is due to the inclusion of afternoon playtime. Incidents of poor behaviour are recorded in the 10 minute book and this is monitored by the SENCO and Phase Leader. Parents of pupils who repeatedly appear in the 10 minute book are required to meet with their child's class teacher and the Phase Leader and, where necessary, the Vice Principal or Principal.

Translation is provided at meetings where necessary.

REWARDS

- 1 Certificates are awarded for behaviour and learning in a weekly 'Sunshine' assembly.
- 2 Raffle tickets are awarded to pupils for good behaviour and each class holds a weekly draw.
- 3 'It's Good To Be Green' badges are awarded half termly to all children who have remained on the green traffic light for the duration of the half term. These children take part in an afternoon of Golden time once every half term.
- 4 Pupils are praised regularly for appropriate behaviour
- 5 Stickers are awarded for appropriate behaviour at lunchtime
- 6 Individual reward programmes are in place for children with IBPs, where this is appropriate.

RESTRAINT/PHYSICAL INTERVENTION

There are occasions where there may be physical contact between staff and pupils other than when adults are physically intervening to prevent serious misbehaviour.

Staff and adults are made aware of sensitivities in relation to any form of physical contact with children/pupils. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a small child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- A gentle touch on the arm to re-focus attention
- Guiding (without force) a pupil/child away from a situation or location.

Physical contact is managed in order to make sure that it is appropriate and leaves neither party vulnerable to allegations of abuse. Factors to consider include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Marlborough Road Academy views planned physical intervention as positive, because it is committed to keeping children and adults safe.

If a child is distressed in school, they may be taken to a quiet room where they will be able to calm down, privately with an adult in attendance for support. If a child is unable to calm down in a time that is appropriate for their age and needs, parents may be asked to attend school to support their child until they have settled.

Physical Intervention

Nominated staff have been trained in physical restraint and will restrain pupils as appropriate, using reasonable force if necessary to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Corporal punishment is illegal.

Please refer to the following document for the latest guidance from the DfE:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

DOCUMENT STATUS

Version	Date	Action	Approved by Governing Body	
			Signature	Date
1	September 2012	First Issued		
2	July 2015	Reviewed (CM)		
3	January 2016	Amended (AC)		