

# MARLBOROUGH ROAD ACADEMY

## BEHAVIOUR POLICY

### AIMS

At Marlborough Road, we aim to create an environment that our community - staff, pupils, parents and visitors - can be proud of; we want to create a sense of identity and belonging within our walls. We strive to create a culture of positivity, where children are actively taught the behaviours that we want to see and rewarded for the things they do right. We want to develop children's characters – their resilience, mental health and motivations – by being consistent and fair and supporting them to make restorative steps when things go wrong. We aspire to develop strong relationships between pupils and staff and we endeavour to reduce bullying and perfectionism and we want the rules to apply to everyone.

### RULES AND VALUES

We teach and follow these rules:

- Be safe
- Choose kind
- Work hard

We teach and follow these values:

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

### EXPECTATIONS OF TEACHING STAFF

- Nurture positive **relationships** with children
- **Notice** positive behaviour at every opportunity
- **Organise** their day effectively
- **Manage** behaviour as much as possible within classrooms
- **Repair** relationships when they are broken
- **Support** each other and share good practice
- **Follow** the 5 step sanction process (see below)

Marlborough Road Academy is a communication friendly school and as such all teacher's follow the ELKLAN scheme of interaction with children. Consequently, questions are phrased, and appropriate time is given, to allow all children, regardless of their speaking and listening ability, the confidence and the opportunity to answer questions. This has a close interrelationship with our communication policy.

### EXPECTATIONS OF VISITORS

It is our expectation that all visitors to Marlborough Road adhere to our school routines and uphold our rules and values.

## **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.

## **ROUTINES**

- All adults shake hands with pupils on their arrival to school and as much as possible at the end of the day
- Each class will have five minutes at the start of the day and after lunch for class together time – a chance to discuss any issues that have arisen or any concerns children have. This is a chance for classes to build relationships and a sense of togetherness
- We start each week with an assembly that sets a target to focus on, based on our rules and values
- In assembly, classes sit together, we celebrate achievement and we are quiet
- Staff use the hand up stop sign to gain the attention of pupils and **everyone** is expected to have their hands free, to look at the adult and have their lips closed
- Red – stop, green – go in EYFS
- When moving around school, we walk on the left, using a banister where possible, in single file, quietly

## **REWARDS**

- Each week there is a celebration assembly in which each teacher rewards a pupil from their class with a certificate. The head teacher also gives out a certificate to one child in each year group and one member of staff (decided by the children)
- Each week a special Marlborough Road Academy postcard will be sent home to a pupil in each class that recognizes their achievements
- All adults will have stickers to reward positive behaviours noticed throughout the day
- Each teacher will give out a small certificate each day to a child in their class
- Each year group will have a recognition board outside their classroom which will change in focus depending on the assembly from that week. When a child is seen to embody the value or follow a rule, they are placed on the board
- Weekly afternoon tea with a member of SLT for children (and adult) who receive a HT award

## **STEPPED SANCTIONS**

Learners are held responsible for their behaviour. Staff deal with behaviour without delegating. There are no steps for serious misconduct in lessons and around the site. These include: violence, dangerous conduct, threats to other learners and staff. In the event of such an incident, the Principal or Vice Principal is called for and, if necessary the other children are removed from the space.

Racism, homophobia, sexism and any discriminatory remarks are reported to the Vice Principals/Principal in a timely fashion but not as a call out, unless they result in behaviour that is unsafe.

Before proceeding down the stepped sanction road, it is expected that teachers will use every tool at their disposal to ensure that the learning of all pupils is not interrupted. Foremost among these are 'drive bys'.

Drive By: E.g. hand placed on the table near the child to focus, standing next to child, instruction to do something e.g. open window, reminder of something they did well etc.

Step	Actions	Script
Step 1	<p><b>Gentle Reminder</b> Softly landed sanction , delivered privately and to the side of the child with minimal interruption to flow of lesson Adult refers to the 3 rules as a reminder to make the learner aware of their behaviour. Praise nearest child exhibiting the desired behaviour The learner has a choice to do the right thing.</p>	<p>I notice that you are....( identify behaviour) Let me just remind you at MRA we .... ( express desired behaviour) Let's think about our 3 rules- remember that they are: be safe, chose kind and work hard. Well done .... I know that you know how we do it at MRA. Thank you</p>
Step 2  You have had a reminder. This is now a caution.	<p><b>Caution</b> Adult refers to the 3 rules and which is being broken, keep this impersonal and include a reminder of what is expected and when you saw the child exhibiting desired behaviour. Stay with the singular point and don't let the child distract/fog with other issues. Don't chase secondary behaviours ( make a private note of any secondary behaviours and come back to them later) Deliver the message privately then walk away</p>	<p>Let's think about our 3 rules. Which rule is this behaviour breaking? Let me just remind you at MRA we .... ( express desired behaviour) I know you can do this because I can remember when..... You have listened really well, thank you.</p>
Step 3  You have had a caution. This is now your last chance	<p><b>Last Chance</b> 30 second intervention  This is a final opportunity for the child to correct their behaviour and refers to lost learning</p> <ol style="list-style-type: none"> <li>1. At eye level or lower, side on</li> <li>2. State the behaviour and the rule it breaks</li> <li>3. Tell the learner what the consequence will be. Refer to previous example of desired behaviour</li> <li>4. Walk away</li> </ol> <p>The child is informed that time wasted will be taken back. This message is delivered privately.</p>	<p>Let me remind you again that at MRA we .... This is your last chance to show me that you can do things the way that we do them here. I know that you can. If you chose not to, then the learning you miss will have to be made up at lost learning time – this is part of your lunch/break time. At MRA we resist endless discussions around behaviour and spend our energy returning learners to their learning.</p>
Step 4  Restorative conversation	<p><b>Time Out</b></p> <ol style="list-style-type: none"> <li>1. The learner is asked to be spoken to away from other learners</li> <li>2. Boundaries are reset</li> <li>3. Learner asked to reflect on their next step</li> <li>4. Final opportunity to re-engage</li> </ol> <p>The child goes to the classroom of an agreed colleague (SLT member) and takes his/her work with them for a short, time limited period of 10 mins. If the child refuses to go or continues to cause disruption on their return, then send for VP or</p>	<p>Take some time out in class..... Take your work with you. Use this opportunity to re-focus and when you come back I am sure you will be able to join us again the way we do things at MRA. I know you can do this.</p> <p>Send to either CB, SN, 6CW, NM, JD, LH. Before sending the child for time out, send a child</p>

	Principal using the red card – there is no need to verbalise this to the child. Parents must be informed if the child has to be escorted from the classroom.	who can be relied on with a coloured card to call for an available adult. The available adult then accompanies the child having time out to the member of SLT.
Stage 5  This takes place in the open area where a member of SLT will be on duty to assist if required	<b>Repair</b> This is a mixture of coaching to build empathy and modelling how to apologise. It is not about demanding the learner apologise to the adult. It is about establishing a calm atmosphere and getting the learner into a reflective state. The voice of the learner should be the dominant one in the conversation.  Close down and re convene the meeting, if the right level of dignity is not there yet.  Restorative conversation completed and recorded on record of conversation sheet Sheet passed to VP to be recorded onto Arbor	Use the 5 question approach and resilience doughnut scaling  What happened? Who was affected How have they been affected? What can we do to make things right? What could you do differently next time?  Put the event onto a scale of 1-10, where 1 is everything is terrible and 10 is everything is as I would like it to be Why is it a ...and not a 0? What are you going to do to make your ... into a ...? What would a 10 look like?

### KEY WORKERS

Each year group has a key worker assigned to it. Their role is to support children with social/emotional needs and act as a first port of call for children who are having difficulties both inside and outside of the classroom. This may involve removing a child from a challenging situation and going to one of the quiet rooms or supporting them in class. This is part of the provision we provide as we aim to achieve 'Emotion Friendly Schools' status, for more information please see our SEN policy.

### QUIET ROOMS

Quiet rooms are available for children to use at their own choice during break and lunchtimes if they are struggling to cope, at which time they are always staffed by a member of SLT. During lessons a key worker may bring a child to a quiet room to calm down or reflect, however any lost learning must be completed under the supervision of their teacher at the next available opportunity.

### LUNCHTIME CHOICE

Children have a variety of activities to participate in during lunchtime. At Marlborough Road we encourage children to make choices which suits their interests or needs at that time and can vary from day to day. We aim for pupils to be able to make choices that allow them to follow our rules and values.

### SEN PROVISION

This policy has been designed to be inclusive and apply to all pupils and staff, regardless of ability or needs. For further information please see the SEN policy.

## RESTRAINT

Adults in school have had specific training in positive handling of pupils. All staff are aware of the need to keep pupils safe and also how to keep themselves safe in a situation where a pupil needs 1:1 support or positive handling.

## EXCLUSIONS

Exclusion is a sanction used by the Academy only in cases deemed as serious breaches of the behaviour policy.

A pupil may be at risk of exclusion from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils' learning;
- Extreme misbehavior which is deemed outside the remit of the normal range of sanctions.

A fixed term exclusion from the Academy can only be authorized by the Principal or one of the Vice Principals acting on their behalf. If none are available to authorize the exclusion, a decision will be deferred until the opportunity for authorization is available.

In the case of a permanent exclusion, this can only be authorized by the Principal and will only be done in consultation with the executive Principal, CEO, and, where appropriate, following the advice of the local authority inclusion officer; although the final decision rests with the Principal.

The Academy seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the Academy.

The Academy regularly monitors the number of fixed term exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

## REVIEW AND RATIFICATION

The application of this Policy is reviewed by members of staff half-termly to ensure that it always meets the needs of our pupils and staff.

Please see the following documents 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](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)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)

## DOCUMENT STATUS

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
2	January 2016	Amended (AC)		
3	August 2017	Rewritten (JD)		
4	January 2018	Updated (JD)		

*This Policy has been impact assessed to ensure that it does not have an adverse effect on age; religion or belief; sexual orientation; race; gender or disability equality*

Be safe

Choose kind

Work hard