



MARSH SCHOOL BEHAVIOUR POLICY

Fulfilling
Uplifting
Nurturing

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1. Aims And Philosophy

1. To ensure that we achieve our mission, it is essential that everybody involved in the school follows the same rules so that the school is a peaceful place to learn where all can feel comfortable.
2. All members of the school community have a right to work in a calm, secure and safe environment where they are not hindered from learning or working.
3. Our overall aim is to assist children to develop self-discipline, and therefore formal rules are kept to the minimum and are worded in such a way that children can understand them. These rules are consistently reinforced by all members of the school community to ensure a coherent approach that the children understand and feel comfortable with.
4. We seek to foster a climate where members of the school community put others first where everyone recognised the rights and responsibilities of others. We always try to work from the positive rather than the negative. We aim to address the behaviour that we do not like rather than the child. We understand that children are learning and will make mistakes. We help the children to learn from their mistakes and to think of the effect of their behaviour on others. We expect that all adults in the school, parents and carers to be good role models for the children in modelling good behaviour.
5. All children are dealt with in the same way in line with the equal opportunities policy. No child should be made to stand out from the others.
6. Although children are responsible for their behaviour, it is important to remember that children behave best when they have clear rules and expectations. They like calm and consistency. They need to be spoken to in a positive way. They need to be given work that is the right level for them. They need work that is challenging and stimulating so they are learning. They need to know that adults in their charge are aware of their needs and can cater for them.
7. These are the Marsh School rules. They are displayed around the school in prominent places.
 - We are gentle. We don't hurt others.
 - We are kind and helpful. We don't hurt anybody's feelings.
 - We look after property. We don't damage or spoil anything.
 - We listen. We don't interrupt.
 - We are honest. We don't cover up the truth.
 - We work hard. We don't waste other people's time
8. Classes should devise their own Golden Rules in line with the school rules. There should be a display of the class Golden Rule rules in the classroom that should be referred to regularly.

9. It is important to remember that our children are very young and will be learning and making mistakes. Some of the behaviour is developmental. Talk and modelling is essential especially in the Nursery and Reception.
10. Attention and maintaining behaviour in a positive way in a class that is becoming loud or not paying attention is a vital skill. At Marsh School, we try as hard as we can not to shout, use loud voices except in very extreme circumstances and we should never be sarcastic. This is a list of ways of gaining the attention of the children that we use. It is important also for us to recognise that we need to look after our voices as adults working in schools.
 - Singing a rhyme and getting the children to copy
 - Putting hands in the air and counting to five
 - Modelling different actions that the children have to copy
 - Using a musical instrument (e.g. a bell, chime bar or rain stick)
 - Clapping a rhythm that the children have to copy
 - Singing 1,2,3, who can I see, standing/sitting on the carpet looking at me?
 - It is important that all of the children are quiet and not fiddling with anything when the teacher or other adult is talking. Repeat the attention seeking action if necessary and get the children to carry out the instruction again. It is important to establish this routine at the beginning of the year.

2. Rewards That The Children Receive

- Team points
- Stickers
- Golden Time (choosing time)
- Receiving the class mascot
- Being put in the school's Golden Book
- Receiving the school mascot
- Having their name in the school newsletter

3. Sanctions That The Children May Receive For Unacceptable Behaviour

- Unacceptable behaviour is dealt with firmly but with kindness through a staged approach. Without being sentimental, it is important to remember that we are punishing the children for their behaviour. We deal with behavioural issues confidentially and do not talk about children who have difficulties in front of other children or adults. Each day is a new day with a new start. It is essential to stay positive and for children not to get labelled.

- Parents will be informed if children display any unacceptable behaviour if the Head Teacher feels this is appropriate. Equally if teachers, parents or carers have a concern they should contact the Head Teacher at any time.

4. The Staged Approach

If there is a problem we will aim to resolve it by working together by using a staged approach.

1. The child will have a warning by the teacher.
2. If the behaviour continues, their name would be put on the board.
3. They might have to move to a different time out table/thinking carpet for a set period.
4. They might lose minutes of golden (choosing) time on a Friday.
5. They may be sent to the Key Stage Co-ordinator's class.
6. They may have to miss part or all of their break time depending upon the behaviour.
7. They might have to spend time in the Head Teacher's room.
8. In severe cases, children may be excluded but this is extremely rare and we aim for this not to happen.
 - At stage one to five, the child must always have the opportunity to show that they are sorry and can e.g. have their name removed from the board or earn minutes of Golden Time back.
 - Most children respond well to this staged approach and our behaviour is generally very good.
 - Saying sorry is an essential part of the process. Children may apologise to each other or to the adult concerned, they may make a sorry card or write a letter. Younger children may find it hard to say sorry or not have the language skills to make themselves clear. This will develop and we do not make too much fuss about this. If this is the case, modelling saying sorry is essential.

5. Children who do not respond to the early stages of the behavioural policy

These behaviours are unacceptable and would mean that the child would immediately go to stage five, six, seven or eight.

- Swearing
- Aggressive Physical contact (hurting adults or children especially if it has left a mark)- biting, kicking, punching
- Throwing objects at others and not handling them with care so that other may get hurt
- Spitting

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- Bullying
- Racist comments
- Hiding from adults (e.g. locking themselves in the toilet)

Children may be placed on the special needs register if their behaviour is consistently challenging and not improved by everyday strategies. They would then have an IEP that would have behaviour targets on it. They would have a behaviour contract, detailed records would be kept of both positive and negative situations. Constant communication is carried out with parents so they are fully involved at every stage. We may seek advice from Woodlands Pupil Referral Unit, our E.P. or special needs.