

**Positive Behaviour Management Policy**

MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

**POLICY NAME: Positive Behaviour Management Policy**

**Policy Prepared by: Primary Leadership Team Members**

Document date	Filename	Meeting submitted	Summary of changes required
27-04-13	MAP2 Positive Behaviour Management Policy	Primary and Nursery Committee November 2013	New policy
29-01-16	Positive Behaviour Management Policy	Primary and Nursery Committee March 2016	Additions and amendments to current practices Change in staff names
19-12-17	Positive Behaviour Management Policy	FGB Meeting January 2017	Update of sanctions and rewards Addition of extra information

## Positive Behaviour Management Policy

The nature of good behaviour at Marine Academy Primary:

We believe that good behaviour means that everyone in our school is:

- ★ careful and kind
- ★ polite and friendly
- ★ helpful and considerate
- ★ quiet and hardworking

We believe that the benefits of good behaviour are that:

### **Children:**

- ★ learn what good behaviour means
- ★ learn to care for others
- ★ feel happy and safe
- ★ learn to be good friends
- ★ develop self-confidence
- ★ do as well as possible in their work

### **Staff:**

- ★ teach effectively without disruptions
- ★ meet the needs of all children
- ★ work positively with Parents/Carers

### **Parents/Carers:**

- ★ feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn:

- ★ to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- ★ to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- ★ to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

### The Academy works to achieve these aims by:

- ★ planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- ★ structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- ★ providing clearly-defined and consistent boundaries which are carefully explained to the children;
- ★ acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- ★ providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

### In the Classroom

Careful classroom organisation encourages positive and appropriate behaviour.

The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Marine Academy Primary we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom SMSC and Curriculum learning and also at times when inappropriate behaviour has occurred.

The children will be expected to:

- ★ ask permission to go to the toilet;
- ★ stay in their seats during learning time;
- ★ follow the five Academy Rules;
- ★ when sitting on the carpet, sit in straight lines, not leaning against walls or tables;
- ★ engage in discussions with their talk partner.

### In the Academy

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the Academy.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the Academy quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the

school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

Movement around the Academy – suggested procedures for large groups:

- ★ Teacher should stand at the front of the line and Teaching Assistant at the back;
- ★ Call the group together using a familiar phrase: e.g. 'Look this way please';
- ★ Give out any instructions and set expectations;
- ★ Make sure all children are settled, jumpers on (or in trays) and shirts tucked in before setting off;
- ★ Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.;
- ★ Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond "you're welcome");
- ★ Walk to the left hand side of the stairs;
- ★ Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this);
- ★ Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- ★ Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- ★ On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- ★ During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff (Playworkers) to behave in a quiet and controlled manner and to remain seated while eating.

### In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and Teaching Assistants on playground duty at breaktime to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or Unit Leader may be informed if any behaviour has caused particular concern.

During the lunchtime, the Playworkers assume responsibility for the children with the teacher who is on duty (or other Senior Leaders). During wet weather, the children remain in the classrooms. During wet lunch breaks, the Playworkers, with support from their Line Manager, arrange appropriate supervision of, and activities for, the children.

As part of the Positive Behaviour Management Policy, a sanction for breaking the Academy Rules can include loss of break and/or lunchtime. In this instance, the child will

remain with the teacher on duty. Children who are brought in from lunch for not following the Academy Rules, will also be based with the teacher on duty.

Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or Unit Leader to discuss ways of supporting the Academy. Parents/Carers may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

Our overall aim is to create a positive learning experience for every child.

The Academy's Policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

- ★ using the positive language of the Academy Rules;
- ★ providing a well-organised and stimulating classroom and curriculum;
- ★ sharing successes verbally with other children and adults;
- ★ sharing successes during class and whole-school assemblies;
- ★ giving Class Dojos, certificates and Headteacher Prizes to celebrate specific successes;
- ★ arranging special activity times to reward children for behaving well;
- ★ focusing on and praising appropriate behaviour;
- ★ defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"
- ★ making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds co-operation difficult;
- ★ speaking to children quietly and calmly;
- ★ speaking to children courteously, without the use of sarcasm;
- ★ smiling.

### **Behaviour Management**

#### **Behaviour System**

The children must be aware of the rewards system that is in place and the consequences, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in the Academy. The Unacceptable Behaviour Chart, Positive Behaviour Time (Reception, KS1 and KS2), Academy Rules and MAP Manners should be clearly displayed in each classroom.

#### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways:

- ★ Staff congratulate and praise children;

- ★ Staff award 'Class Dojos' to children for answering questions that 'prove learning' or excellent attitudes towards learning, super choices and fantastic behavior, all in line with the Academy Rules;
- ★ Each week we nominate a child from each class to receive the 'Starfish of the Week';
- ★ Headteacher's Prizes for good learning/behaviour/attitudes;
- ★ Each term a child is nominated from each class to receive the 'Super Starfish of the Term' certificate.

The Academy employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

### Approaches for Positive Behaviour;

1. We begin by giving the child 'The Look';
2. Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child, e.g. by adding children's initials to the Super Choices card;
3. Identify the child displaying the negative behaviour and add a reminder of the expectations/Academy Rules;
4. Identify the child and put their initials on the board as a visual reminder to them next to the 'Warning' card;
5. Identify and move the child within the class;
6. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Last Chance' card;
7. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Poor Choices' card;
8. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Unacceptable Behaviour' card;
9. Send to the relevant Unit Leader or another SLT member (at the next available break in learning) to complete the Unacceptable Behaviour Chart and Reflection Sheet.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by the Playworkers or Teaching Assistants; this is then passed on to teaching staff and may lead to an entry on the Unacceptable Behaviour Chart but this is down to the discretion of the class teacher and other Senior Leaders.

At the start of the academic year, the Academy Rules are described, set out and displayed in each class. In this way, every child in the Academy knows the standard of behaviour that we expect in our Academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

**The Academy Rules**

All our rules are made with safety and consideration for others in mind. All Academy rules are discussed and agreed with the children then displayed in classrooms.

The Academy Rules are:

Academy Rules	Learners will...	Which enables...	Which prevents...
<b>Listen carefully and follow instructions.</b>	Show Whole Body Listening Be responsive Show positive body language	Children to understand where they are supposed to be at any given time and what they should be doing.	Talking when someone else is and disrupting their own and others' learning.
<b>Keep hands, feet and objects to yourself.</b>	Take responsibility for own actions Have kind hands	Children to be focused and make the right choices throughout the Academy day.	Unkind behaviours including physically hurting others.
<b>Care for each other, our Academy and environment.</b>	Be helpful Show empathy Walk around the Academy Recognise when they have hurt someone's feelings	Children to be responsible, take pride in themselves and the Academy and be excellent role models.	Upsetting others, swearing and damaging equipment.
<b>Be calm and respectful to others.</b>	Use MAP Manners Be collaborative Be honest Be pleasant to each other	Children to be polite, contribute to a positive and safe environment and be good citizens of the future.	Spoiling others' enjoyment of coming to the Academy and saying unkind things.
<b>Be ready to learn.</b>	Be focused Be self-disciplined Try their best Dress smartly in the correct uniform	Children to have a positive Growth Mindset and be in the right place at the right time with the right attitude.	Disrupting others in class and progress being slowed.

They will be displayed in classrooms like this:



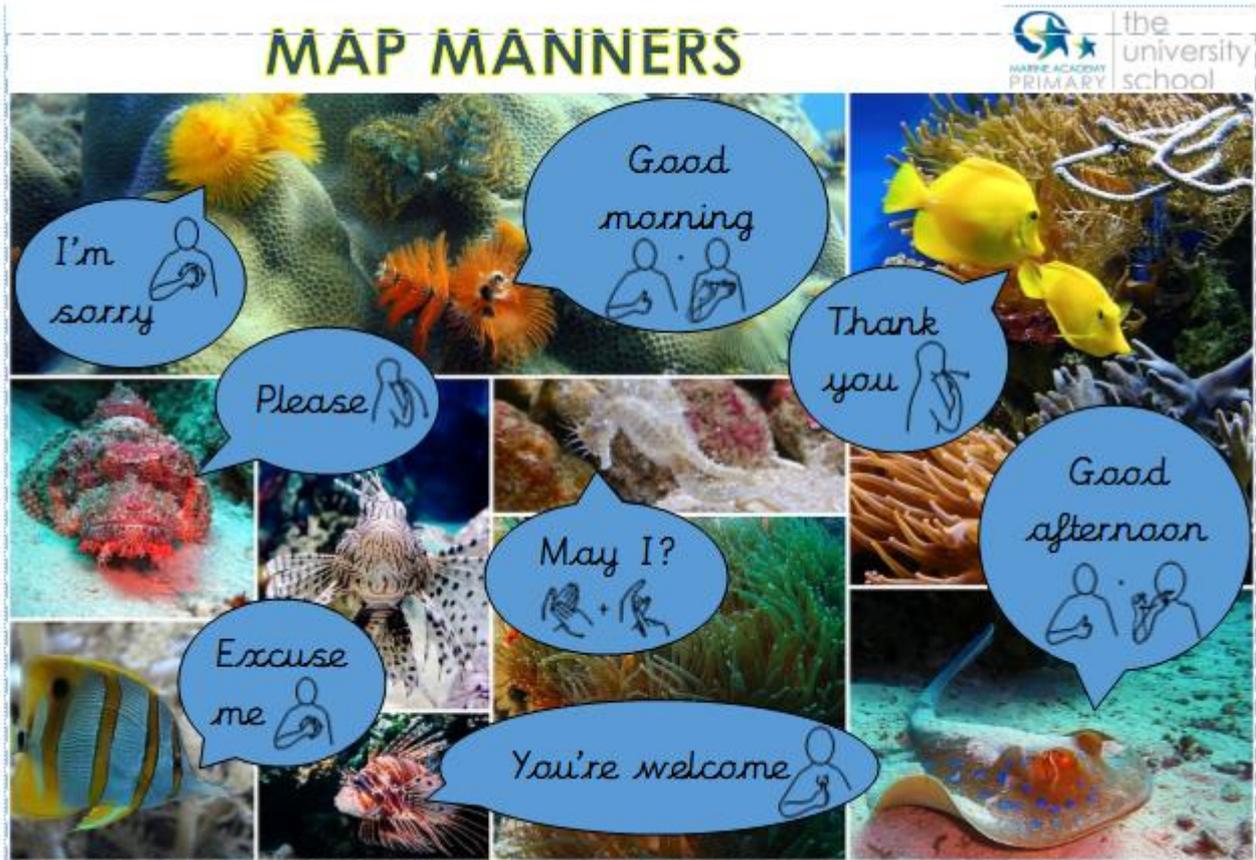


What the children can expect from staff:

- Fairness with clear expectations
- An understanding of each child's individual needs
- Positive role models
- Be approachable
- Consistency
- Exciting and engaging learning to support all children
- To care
- Confidentiality when appropriate

The use of 'MAP Manners' is crucial to the children developing into well rounded individuals and will be encouraged at all times. Members of staff will also use MAP Manners when they are communicating with each other and the children, ensuring that they are excellent role models for the learners of the Academy. MAP Manners are accompanied by Makaton actions as this further aids communication for all learners. MAP Manners will be displayed in each classroom, communal areas and in the corridors around the Academy as a reminder.

**MAP Manners:**



As a reward for following the Academy Rules, including the use of MAP Manners, children have 30 minutes 'Positive Behaviour Time' each week.

**Positive Behaviour Time**

This is free time when the children are able to enjoy constructive activities of their choice. It is lost for breaking the Academy Rules, generally, in blocks of 5 minutes.

**Parental Involvement**

The development of positive behaviour patterns and self-discipline is seen to be a gradual process, which begins at home. The Academy welcomes the interest and close involvement of Parents/Carers and we hope that Parents/Carers will support the Academy's Positive Behaviour Management Policy. Parents/Carers, and children, are encouraged to sign the Home/Academy Agreement when joining the Academy, which is their agreement to support such policies.

Marine Academy Primary has a structured programme, which ensures that Parents/Carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. This is through Early Morning Learning every day of the week and formal Parents/Carers Meetings, which take place three times per year.

Informal contact with parents, before and after school, is encouraged but Parents/Carers are invited to discuss more specific concerns with class teachers, or the Unit Leader by appointment, if at all possible.

If a child's behaviour gives particular cause for concern, Parents/Carers will be involved as soon as possible. Parents/Carers are invited to work with the Academy in order to support the child to develop appropriate behaviour. Parents/Carers will also be invited to a meeting with the class teacher following their child receiving an 'Unacceptable Behaviour' card. A second 'Unacceptable Behaviour' card will lead to a meeting with a Senior Leader.

Children who persistently have difficulties with their behaviour and have diagnosed additional needs, will have a personal behaviour plan, agreed with the Parents/Carers, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

The use of physical intervention:

The use of force to control or restrain pupils is a last resort – **by a fully trained staff member** (MAPA/Team Teach) - and can only be used to prevent a pupil from:

- ★ committing a criminal offence;
- ★ injuring themselves or others;
- ★ causing damage to property, including their own;
- ★ engaging in behaviour at school or on school activities/visits which is seriously prejudicial to the welfare of other pupils or staff.

All incidents of physical intervention must be reported to the Headteacher immediately and logged on CPOMS in accordance with the Academy's Policy.

## Rewards and Sanctions Summary

### Rewards

Reward	When Awarded	Awarded For
Class Dojo Points	All day, every day!	For showing fantastic behaviour, using their MAP Manners, answering questions that 'prove learning' and excellent

		<p>attitudes towards learning.</p> <p>Children are given Dojo Points by an adult selecting their name on the Class Dojo screen (which is displayed on the Interactive Whiteboard) or alternatively, they can select their own names.</p> <p>Every Friday the top scoring Boy and Girl will receive a Headteacher's Prize from the Prize box and their photos will be displayed in the classroom.</p> <p>Dojo postcards will be sent home on a Tuesday when a child has been rewarded for 50, 100, 250, 500, 750, 1000 and 1500 Dojo Points. This will be reset with the start of each full term. When a child receives their postcard their name can be moved by the child on the Class Dojo Tracker.</p>
Super Choices	All day, every day!	<p>For being a fantastic learner, kind, caring and showing excellent behaviour.</p> <p>When children have their initials and five ticks next to the Super Choices card they automatically receive a Headteacher's Prize!</p>
Positive Behaviour Time*	Weekly (30 minute session: Friday 2.30pm-3.00pm)	For keeping the Academy Rules
Starfish of the Week/Super Starfish of the Term	Weekly/Termly in Celebration Assembly (9:00-9:30am)	Outstanding attitude/learning/behaviour
Headteacher's Prizes	When Teachers/Teaching Assistants send children to the HT & by the HT at anytime	Any positive behaviour/manners and brilliant learning (also when a child has five ticks on the Super Choices card) and they receive a Headteacher's Prize.

(\* Positive Behaviour Time is taken away for breaking the Academy Rules but can be awarded back, please see below)

**Sanctions**

Sanction	When Used	Details
Loss of Positive Behaviour Time	When an Academy Rule has broken and a child is on the 'Warning' card	<p>If a child's name is next to the 'Warning' card at the end of the Academy day, they will lose five minutes of their Positive Behaviour Time. The child's name will be moved on the Positive Behaviour display as a visual reminder of the time lost for the children.</p> <p>Once on a 'Warning' card if children correct their behaviour during the same day, their initials will be removed and the Positive Behaviour Time will not be taken away.</p> <p>Any child with an 'Unacceptable Behaviour' card will lose 15 minutes Positive Behaviour Time for that week.</p> <p>Once Positive Behaviour Time has been lost, it cannot be earned back.</p>
Unacceptable Behaviour Chart	Once the Classroom Behaviour Policy has been 'gone through'	<p style="text-align: center;"><b><u>Classroom Behaviour Policy</u></b></p> <p>Approaches for Positive Behaviour;</p> <ol style="list-style-type: none"> <li>1. We begin by giving the child 'The Look';</li> <li>2. Staff will celebrate, acknowledge <b>and reward</b> good behaviour being displayed by other children around the child, e.g. by adding children's initials to the Super Choices card;</li> <li>3. Identify the child displaying the negative behaviour and add a reminder of the expectations/Academy Rules;</li> <li>4. Identify the child and put their initials on the board as a visual reminder to them next to the 'Warning' card;</li> <li>5. Identify and move the child within the class;</li> <li>6. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Last Chance' card;</li> <li>7. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Poor Choices' card;</li> <li>8. If the poor behaviour continues or subsequent Academy Rules are broken then add their initials to the 'Unacceptable Behaviour' card;</li> <li>9. Send to the relevant Unit Leader or another SLT member (at the next available break in learning) to</li> </ol>

		complete the Unacceptable Behaviour Management Chart and Reflection Sheet. <b><u>No children are to be standing outside classrooms please.</u></b>
Immediate 'Unacceptable Behaviour' card	Serious Misbehaviour	If a child does any of the following, an immediate 'Unacceptable Behaviour' card will be issued: <ul style="list-style-type: none"> <li>• Verbal or physical abuse (more than just being rude) of staff</li> <li>• Leaving the Academy building without supervision of an adult</li> <li>• Possession or bringing a weapon/dangerous item to the Academy</li> <li>• Malicious setting off of the fire alarm</li> <li>• Deliberate damage to or theft of property</li> <li>• Bullying or prejudicial language directed at another child or member of staff</li> </ul>
Detention	Once three Unacceptable Behaviour cards have been issued in one week (or four in a term)	If a child receives three Unacceptable Behaviour cards in one week, they will receive 30 minute detention with 24 hours notice. Following the detention, the Parents/Carers will meet with a Senior Leader.

A child moves on to the Unacceptable Behaviour Chart after discussion with a SLT member and having completed their Reflection Sheet. After this discussion the child shades (in grey pencil) the relevant section of their chart. The Unacceptable Behaviour Card is stapled to the child's copy of the Unacceptable Behaviour Chart so that a record of each incident is kept.

An Unacceptable Behaviour Chart only lasts for the new term in which it is started.

**New term (approximately every 6 weeks) = new Chart**

All Charts are kept in the 'Positive Behaviour Management Folder' which is stored in the Headteacher's office.

Letters sent to Parents/Carers following their child receiving an Unacceptable Behaviour card, are put in an envelope and the Admin Team will call the Parents/Carers to ask them to collect the letter at the end of the Academy day. This letter will request Parents/Carers to meet with their child's class teacher the following morning at 8:15am. If a child receives a second Unacceptable Behaviour card in a week (or four in a term), the meeting will be with a Senior Leader (the Unit Leader of the Key Stage that the child is in).

**Evaluation of Policy and Practice**

The effectiveness of this Policy in achieving the stated aims will be formally reviewed in accordance with the Academy Improvement Plan, annually.

Appendix 1

**Unacceptable Behaviour Chart**

