



MARAZION SCHOOL

POLICY FOR BEHAVIOUR, DISCIPLINE AND RAISING SELF ESTEEM

Reviewed September 2021 by staff
Reviewed October 2021 by Headteacher, Chair of Governors and Link Governor for Behaviour

Approved October 2021 by FGB

APPENDIX:

- Appendix 2, Charlie Taylors' Checklists for Behaviour
- Appendix 3, Marazion Manners

1 Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and **respect for all**. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of the behaviour policy is to promote good relationships, through making appropriate choices, so that people can work together with the common purpose of helping everyone to learn, be kind and be happy. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to encourage children to choose appropriate rather than anti-social behaviour.
- 1.7 Pupils and staff have written 'Marazion Manners' (see Appendix 3) together to make clear the high expectations for behaviour in Marazion School.
- 1.8 The standard and behaviour expected of pupils is included in Marazion School's home-school agreement which parents sign following their child's admission to school.

- 1.9 Behaviour is monitored regularly by The Link Governors for behaviour who are **Jim Allen and Tanya Tredinnick**.

2 Learning and Behaviour, including Rewards

- 2.1 **Support and strategies to promote and encourage consistent good behaviour:**
- There are 6 vertical (children from YR to Y6 working together) **TREE groups - Oak, Chestnut; Yew; Beech; Pine and Ash**. Working together in these groups promotes resilience, independence and creativity and develops positive relationships, showing love, tolerance and respect.
 - During Forest Fridays, children in Reception and KS1 have Woodland or Beach School every morning and KS2 children learn outside of the classroom in the afternoon.
 - On Woodland Wednesdays, children work in small nurture groups with a focus on emotional wellbeing and pastoral care. These sessions also promote resilience and independence, supporting children to reveal confidence and self-esteem
 - Children work together in other ways:
 - Year 6 are *Class Angels* for children in Reception
 - Children have *Buddy Readers* in other classes
 - Some children are *peer mentors* to younger children
 - Older children in school act as *lunchtime buddies*, making sure that children are cared for and are happy during breaks
 - Promotion of *social responsibility*: building teamwork as a whole class in order for children to see how their hard work and action can impact others.
- 2.2 **Rewards:**
- **Marvellous Merit** system:
 - Pupils earn **merit charts** with 20 spaces on each chart. Merits are awarded for great behaviour, manners, kindness, respect. Once a pupil has scored 20 merits they are presented with a certificate during “Celebration Assembly.”
 - When a pupil has been awarded 40 (and then @ 80 and 120) merits, they can choose a prize from the **Pirate Merit Treasure Chest**.
 - There is a termly **Marvellous Merit Raffle** with a prize
 - There is a termly **100% Work Raffle** (for pupils who have earned 100% work) with a prize
 - There is a termly **Kind and Caring Jar Raffle** (for pupils who have been nominated for the kind and caring jar) with a prize of £10, which pupils donate to their chosen charity
 - The **Jago Cup** is awarded annually to the pupil who has the most kind and caring nominations over the school year
 - **Special Achievement Stars** celebrate achievement outside of school – these are displayed in the hall/HT’s office
 - **Star of the Week** from each class is announced in ‘Celebration Assembly’ and recorded in the school newsletter. Pupils receive a ‘Star of the Week’ certificate
 - **Sporting Stars of the week** from YR/KS1 and KS2 are announced in ‘Celebration Assembly’ and recorded in the school newsletter
 - **Music Stars of the week** from YR/KS1 and KS2 are announced in ‘Celebration Assembly’ and recorded in the school newsletter
 - **Star of the Term** from each class, for outstanding achievement (eg in writing, in behaviour, in being caring, in progress in reading, in using good manners) over the

term is announced in 'Celebration Assembly.' The reward for 'Star of the Term' is a £5 book voucher

- **Suns** are displayed in all classrooms – pupils are able to see their name remain on the sun all week as a clear prompt that they have been working hard and behaving well
- **Supernovas / rainbows / planets/ marshmallow land** offer a way for pupils to show consistent 'super effort' displayed in all classrooms.

2.2

Also:

- **Good Manners noticed during lunchtimes and Breakfast Club** is celebrated during our PSHE assembly (Monday morning) and in the school newsletter
- **Awards of Merit Certificates; Good Manners and Birthday Greetings** are updated and included each week in the school newsletter
- **Active Lunchtimes:**
 - a range of equipment is available during lunchtime to encourage pupils to be active. This is managed by Sports Leaders (see below)
 - Team Training takes place at lunchtime too. This is general fitness training for Marazion School squads
- **Marvellous Monitors** are appointed in Year 6 every September to take on roles in the school eg Office Monitor; ICT Monitor
- **Sports Leaders** are pupils who are trained to support PE and sport in school, including at break times; lunchtimes and during after school clubs.
- Year 6 pupils are expected to be **role models**, setting a wonderful example for younger children and showing outstanding behaviour.

3 Sanctions

3.1 Teacher or Teaching Assistant responses will be made both in non-verbal and verbal form.

3.2 A verbal warning by the Teacher or Teaching Assistant

3.3 Sun, Cloud and Storm Cloud system in each class:

- The aim is for the pupil to remain on, or rise above, the Sun each day (see 2.1)
- Pupil can earn their way back from the Cloud to the Sun within a session through appropriate behaviour
- There may be time out for subsequent pupil inappropriate behaviour, if a pupil remains on the Cloud
- Time out, usually during lunchtime, if pupil appears on the Storm Cloud

3.4 Time in a 'Buddy Class' may be used – Buddy Classes are arranged as needed. Individual pupils may have agreed time out/time for calming strategies using the 'Cosy Cottage' (see below)

3.5 School-based chores during lunchtimes such as tidying a classroom / sharpening pencils.

3.6 Loss of privileges, for example suspension of marvellous monitor / sports leader duties; attendance at an after-school club; **not being able to play football at break/lunch times.**

3.7 For pupils displaying very challenging behaviour, time out in the Cosy Cottage. Time out is only used in this way when it is necessary and occurs for the least amount of time. The purpose of time out is to contain severely disturbed behaviour, which is likely to cause harm to the child or others. Time out only occurs in exceptional circumstances. Episodes of time out are recorded in the Cosy Cottage Log. Time out is a behaviour management tool providing short term management for the target behaviour. It is used

to address immediate high risk presented by a child when it is in the best interests of the child and other pupils and adults. The Cosy Cottage provides a safe space for a pupil to become calm and stay safe and ensures the health and safety of pupils and adults. There are usually 2 members of staff in or outside the Cosy Cottage supporting a pupil displaying very challenging behaviour. This time is monitored with a timer so that both adults and pupil are aware of the appropriate time limit in the room. Pupils are in the Cosy Cottage for no longer than is necessary.

Pupils can also choose to use the Cosy Cottage for quiet time. Pupils are given an amount of time (measured with a timer) in this room before returning to class. In these circumstances, there is usually one adult supervising the pupil. The adult may not be in the room but will have sight of the pupil at all times.

- 3.8 Pupil to see Headteacher
- 3.9 Telephone conversation between Headteacher and/or Class Teacher and parents
- 3.10 Meeting with Headteacher and/or Chair of Governors, Class Teacher with pupil and parents
- 3.11 Exclusion in line with the LA Policy.

For behaviour that is considered to be extremely inappropriate, the first sanction may start at 3.8 or 3.11.

The above sanctions (from 3.8) are taken against pupils who are found to have made malicious accusations against school staff.

4 Pupils' conduct outside the school gate

4.1 Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable, when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- or misbehaviour at any time that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

4.2 In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Parents of the pupil/pupils will be notified of the misbehaviour out of school.

5 Power to search without consent

5.1 School staff are able to confiscate items from pupils including:

- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school eg mobile phones; i-Pods

5.2 It is for the teacher to decide if and when to return a confiscated item.

6 Power to use reasonable force

Members of staff have the power to use reasonable force (see 7 below) to prevent pupils injuring themselves and others, or damaging property, and to maintain good order and discipline in the classroom.

7 'Positive Handling' of pupils

Members of staff are trained in 'team teach' techniques (see Positive Handling Policy) in order that they can remove a disruptive pupil around school safely, again preventing pupils injuring themselves and others, or damaging property, and to maintain good order and discipline in the classroom.

8 Bound and Numbered Book

Any pupil who has to be positively handled, using Team Teach techniques, will have details of the incident recorded in the 'Bound and Numbered' book. These details are shared with parents/carers on the day of the incident. Parents and staff sign the book.

9 Near Miss Book

The Head Teacher or Senior Teacher on site will record any incidents from which there are lessons to be learnt in the 'Near Miss Book'. The outcomes, actions and responsibilities are then shared with staff.

10 Incident Book

An Incident Book records incidents involving poor behaviour. This book is monitored in order to analyse behaviour over time, identifying rates and patterns of behaviour and any further actions required.

11 Classrooms

Classroom rules/ethos are negotiated/built with pupils, in September, and appropriately displayed relating to the appropriate FS/KS.