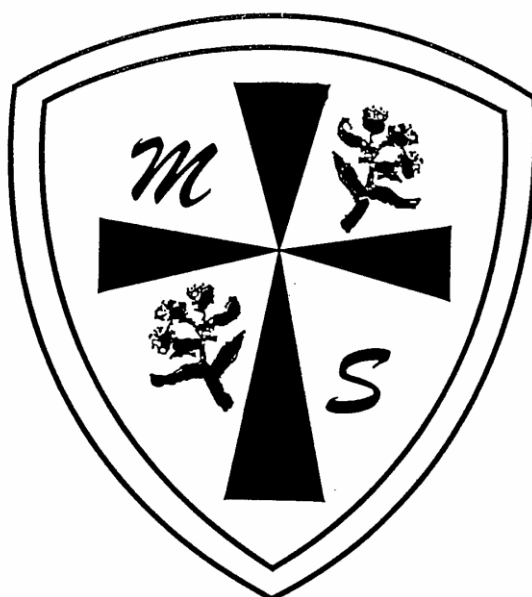




"Living and Learning with Faith, Community and Hope"

Marcham CE Primary School



Behaviour policy

Date Agreed with Governing Body: 24th February 2026

Date of next review: February 2028

Signed..... Chair of Committee/ Governors

Signed..... Headteacher



Marcham CE Primary School Behaviour policy

At Marcham CE Primary School, our aim and purpose are summed up in our mission statement: "to achieve excellence in education in a safe, caring, collaborative community where Christian values are integral and learning is fun". As a church school we are committed to the spiritual, moral, social and cultural development of the whole child. Our ambition is to nurture values to enable our pupils to flourish as individuals and to ensure that they relate sensitively to the beliefs, feelings, and sensibilities of others, so that they can flourish too. This policy outlines our commitment to these aims.

Purpose and Principles

The purpose of this behaviour policy is to ensure:

- All members of the school community feel safe, valued and respected — where everyone belongs and matters.
- A whole school approach to behaviour which demonstrates respect for people and property.
- A positive and orderly environment in which children feel secure and where purposeful and effective teaching and learning can take place.
- A Christian and moral framework within which responsibilities and sound relationships can flourish.

We believe that pupils and staff have the right to learn, or teach, and be in school without threat, fear or significant disruption or interruption to learning. We also recognise that both pupils and staff have a responsibility to act with respect towards each other and know that good behaviour across the school community is fundamental to raising standards of educational achievement and increasing social inclusion.

At Marcham CE Primary School we are committed to inclusion and aim to create a positive climate here all thrive. We manage behaviour by addressing four fundamental aspects:

1. preventing and minimising the development of inappropriate behaviour in the first place (including child-on-child abuse);
2. encouraging positive and responsible behaviour;
3. employing appropriate responses;
4. repairing and rebuilding after an incident.

In all aspects of our behaviour management and modification, the safety and dignity of all concerned should be an important consideration.

Behaviour Expectations

Positive and respectful relationships that reflect the core Christian values of the school are expected. Our school values of Friendship (and Community), Respect, Compassion, Responsibility, Perseverance and Courage underpin our relationships with each other and our expectations for behaviour. We have three whole school rules:

- Be ready
- Be respectful
- Be safe.

Our children, therefore, will be expected to:

- Speak politely to each other and interact with each other in a friendly and safe manner
- Demonstrate good manners
- Walk around the school quietly and calmly
- Respect property belonging to others, including school property and the building



- Listen to and follow instructions
- Take action if another person is upset or sad

For all the adults in our school, we have to be the model for these behaviours and there are five principles of conduct that underpin practice for staff:

- Consistent, calm, adult behaviour
- First attention for best conduct
- Relentless routines
- The use of scripts for difficult interventions and conversations
- Restorative follow-up

These expectations make it possible for excellent behaviour across our whole school community.

It is important to note that this policy is shaped around the 95% of learners who arrive every day keen to learn and eager to please. The 5% of learners who find this most difficult need a different approach. A separate and personalised behaviour plan is written for each of these children and these shared among all staff so that there is a consistent approach for them. If a child has a personalised behaviour plan, parents will be informed and asked to support the work of the school.

Procedures

Preventing and minimising the development of inappropriate behaviour

We recognise that having a clear school ethos and culture which values the individual and affirms our commitment to each other as a community can minimise the incidences of inappropriate behaviour. It is evident in our school values and ‘community’ is our focus at the very beginning of the school year. Structures and strategies are in place across the school which help to prevent negative practices. Other strategies may be expressed through our intentional curriculum, our whole school principles (Ready, Respectful, Safe), class expectations and routines, and the sensitive handling of issues to inhibit their further development.

Encouraging positive and responsible behaviour

PSHE lessons, following the Jigsaw programme, are used to teach children how to value themselves and each other, respect differences and express any difficulties they may be experiencing. Collective worship, both whole school and in class, is used to promote positive behaviour and includes times of reflection and moments for consideration. Again, in line with our school values, pupils are also taught about their responsibilities within school, the school grounds and outside school, including community and environmental issues. We show them that it is important because it matters to our school community and to the wider world.

As well as encouraging positive behaviour and relationships, we are also committed to promoting excellent learning behaviours in our children. Being learners who see that they have an active role to play in their learning journey is a key part of our approach (see our Learning and Teaching policy).

We aim to find frequent opportunities to endorse positive behaviour. This may be celebrated through a range of systems, including praise from staff and peers, good work being shown to the whole school, parents’ and celebration assemblies, children being given responsibilities, reference to our school values in all our newsletters and additional activities based on the school’s House system. Individual classes may also have their own positive reward system. Through these commendations, individual and group rewards can contribute to developing a sense of community.



Part of our role as educators is to help pupils resolve everyday conflicts effectively and deal with these situations constructively. Children are taught to be assertive. They know that if they find themselves in an unpleasant situation or one of conflict, they should:

- Tell the perpetrator to stop the behaviour which is causing conflict or offence;
- Walk away from the incident;
- Tell an adult in charge and ask them for help.

A visual reminder of these expectations for the classroom and at playtimes can be found in classrooms and on external doors to the playground.

Using appropriate responses

We know that children will sometimes test boundaries and make poor choices – it is part of the learning process - and these may be in varying degrees of significance. Following the five principles of conduct, staff will use scripted conversations to help them guide pupils to think about their behaviour (see Appendix 1). All staff are trained in using these, so that there does not have to be an escalation to senior leaders: all staff are saying the same thing.

If the poor behaviour continues, then the health and safety of the other pupils have to be the primary concern and any of the following sanctions may be applied:

- Time out – either in their classroom or, where appropriate, another area. This offers the pupil the opportunity to reflect, to calm down and the physical space in which to do so. This may also be an opportunity for a Reflection form to be completed (see Repairing and Rebuilding)
- Further 1-to-1 discussion;
- Removal from a group;
- Withdrawal of break/ lunchtime/ extra-curricular privileges;
- Temporary confiscation of items;

If the above actions do not lead to a modification of behaviour or for behaviour of a more serious nature, pupils will be sent to a member of SLT to explore their choice of action, and they will deal with the matter as deemed appropriate.

At whatever stage a child might find themselves, **all** staff will be using the scripts to structure their conversation. So, in situations where staff will feel it necessary for senior staff to be involved, the child will be hearing the same message as they did from the teaching assistant. It tells the children that we are united in our approach and that expectations are the same from everyone.

Parents may also be asked to be part of the strategy for developing positive behaviour. We believe that the partnership between parents and school is crucial. Parents have an important role to play in securing the appropriate behaviour of their child at school and expectations are laid out in the Home-School agreement. Parents are notified of any significant issues with their child's behaviour in school and it is expected that parents and school staff will work together to create effective solutions. If a child has been significantly impacted by the behaviour of another child, parents will also be contacted. We do ask parents to notify class teachers or the Headteacher of any circumstances at home or at school that they feel may affect their child's behaviour.

There is a separate policy for dealing with incidents of bullying (see the school's Anti-bullying policy). However, in the unlikely event of the scope of these documents being exceeded, incidents of a very serious, persistent, violent or bullying nature may result in a fixed term or a permanent suspension. At Marcham School, these are rare. In these cases, however, County guidelines and procedures for the suspension of pupils are adhered to (see the Suspensions policy).



We avoid physical intervention unless absolutely necessary. Should intervention be needed, a ‘Team Teach’ trained member of staff will be involved (see the Positive Handling policy).

Repairing and rebuilding

Following an incident, at an appropriate time, children will be expected to reflect on their actions and consider how best to rectify any damage or injustice caused. We are committed to the concept of Restorative Justice, which explores what needs to happen to make things better for the parties involved. It’s about taking responsibility, putting things right and encourages honesty and empathy.

Once an incident has occurred, if relevant or required, a reflection form is filled in – with the assistance of an adult if necessary - as a part of the restorative justice process (see Appendix 2).

We consider this procedure to be an important aspect of Pupil Voice for all parties and provides an opportunity for repair and moving on. All staff are trained to use these questions as a part of the process for behaviour management in the school.

Social, Emotional and Mental Health concerns

Where there are concerns about a child’s social, emotional or mental health, they are assessed against the criteria in the Oxfordshire SEN Identification guidance. Where a pupil has recognised SEN, measures are drawn up in line with the requirements of the Code of Practice. which may include an Individual Behaviour Plan which will be supported by the Inclusion Manager or the Head or Deputy Headteacher. (See the school’s Special Educational Needs policy for further information.)

Staff training

The behaviour of our staff to deal with difficult situations builds our positive restorative behaviour policy. We shape it to reach a level of consistency and create a platform for change based around the one behaviour we can control absolutely ...our own. Therefore, we believe all adults must be fully engaged in managing and modifying behaviour. As a result, everybody is trained to a high standard so around the school, as a result, nobody walks past. This also leads to a shift in classroom practice from all adults which raises expectations, eradicates low level disruption and refocuses everyone on the learning.

This policy should be read in conjunction with these documents:

- Special Educational Needs policy
- Suspensions policy
- Anti-bullying policy
- Equality policy
- Safeguarding Pupils policy
- Learning and teaching policy
- Positive Handling policy

Appendix 1 – Scripted conversations – sentence starters

Appendix 2 – Restorative conversation template

Appendix 3 – Template for a Behaviour Support Plan



Appendix 1

Scripted conversations

When children dig their heels in and won't follow routines or reasonable requests it can be easy to manage behaviour in a way that results in chaos rather than calm, confrontation rather than compliance and exclusion rather than inclusion. When someone is hostile to us, it is natural for us to be hostile back. But as adults we have to model the choices of our behaviour, so that the children learn how to deal with each other.

Of course, it's not just what you say but the way you say it. The pace, inflection and volume of what you say can determine the interpretation, and children can read body language and the physical space that you give to them.

Using scripts can help to navigate those inclinations as your behaviour management skills, values, emotional resilience and even your humanity is challenged. This basic script doesn't last long because it shows that the poor behaviour doesn't deserve your time and it doesn't give time for protests or emotional acceleration. The message is delivered, the child's behaviour is anchored with an example of their previous good behaviour and everyone's dignity is intact.

A basic 30 second script

- **I noticed that you are...** (wandering around the classroom and talking to children while they are trying to work/having difficulty lining up with the other children in the class).
- **It was the rule about...** (being ready/ being respectful) that you broke.
- **You have chosen to...** (catch up with your work at lunchtime/practice lining up at lunchtime). [Is that so?]
- **Do you remember last week when you...** (settled down quickly and started working straight away)?
- **That is who I need to see today...**
- **Thank you...** (for listening/ showing me you can do that).
- **WALK AWAY.** *Give child time to make their choice.*

Then go and address someone who is doing the right thing, modelling the right behaviour, making the right choice, so they can see where your attention goes...

There is every likelihood that the situation may need to be returned to once everyone is calm and time given for follow-up. It also shows the other children that things will be dealt with – maybe not instantly – but they will be dealt with.

Other examples of scripts that can be incorporated into the basic script – extending the basic script if necessary or part of a further/later conversation)

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you chose not to do the work, the this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Maria I need to see today: that is the Maria you can be all the time.
3. I don't like the way you are behaving. Your behaviour is disruptive/ damaging/ dangerous. I don't like your behaviour but I think you could be successful and could turn it around.



4. I am going to be here because I care about what happens. You are going to be brilliant.
5. What do you think were the poor choices that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Maria, it's not like you to...

Additional sentence stems -perhaps as part of a further/later conversation)

1. You need to... (speak to me at the back of the classroom).
2. I need to see you... (follow the routine that we have in this class).
3. I expect ... (to see your table tidy in the next two minutes).
4. I know you will ... (be able to pick up the things that are on the floor).
5. Thank you for... (letting go of Maria. Let's have a walk and talk).
6. I have heard what you said, now you must... (follow the class routine/expectation and ...)
7. We will... (have a better afternoon)!



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Appendix 2



Marcham School's self-reflection form

Name:

Class:

Date:

Tell me what happened. Tell me what happened before (if appropriate)

What were you thinking or feeling when this happened?

Who has been impacted and how has this affected them?

How do you feel about the incident now?

What needs to happen next?

What will you do next time?

School's response to the behaviour (staff response)



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Appendix 3:



Marcham CE Primary School Behaviour Support Plan

Name:

Year Group:

Date:

Phases of Behaviour	Regulated and Engaged <i>What do things look like on a good day?</i>	Early Warning Signs <i>Spotting the triggers, anxiety, diversion, support & reassurance</i>	Escalation <i>Diversion, reassurance, clear limits, boundaries & choices</i>	During an Emotional Crisis	Recovery <i>Observation, support & monitoring</i>	Repairing the Relationship <i>Listening & learning</i>
What we notice...						
What we do...						
What we say...						



Child's Voice:

What do you enjoy about school?

What do you not enjoy?

How can the adults at school help you to make positive behaviour choices?

Parent Voice:

What do you notice about your child's behaviour outside of the school setting?

How can school best support your child to make positive behaviour choices?

How you can support your child at home:

Signed (Parent): _____

Date: _____

Signed (Teacher): _____

Date: _____