

## 1. What - The School's Ethos and the Aim of this Policy

Respectful and responsible behaviour establishes and upholds Marlborough School's positive, friendly and caring, happy and supportive, healthy and safe learning environment. The aim of this policy is to provide a structure throughout the school that helps children to manage their feelings; to feel safe; to be and to keep motivated; to empathise; to be self-aware; to develop social skills for living and learning together both at school and in their future lives.

## 2. Why – Relationships

We believe that good manners under-pin positive relationships; respectful and empathetic attitudes ensure that we care for each other and that we all feel valued and safe; personal responsibility enables us to follow instructions, thinking about the consequences of actions and caring that our behaviour contributes to the school's ethos and environment. Strong relationships throughout our school are recognised and valued as essential elements in its success.

## 3. How

### Expectations and our Core Rules

Our expectations of pupils' behaviour and the school's code of conduct are clearly expressed in positive terms:

- 1 Show Good Manners all the time
- 2 Care for Everyone and Everything
- 3 Follow all Instructions with attention and thought

### Staff Roles

Teachers and Support Staff set high expectations, demonstrate the school values and model good manners and behaviour by the way we speak with and treat each other and visitors, speak and listen to pupils giving advice and instructions and reasoning with sensitivity and courtesy. Our manners and the language we use are calm and quiet, clear and positive.

### Marlborough Manners

Our school rules place an emphasis on good manners, respect and co-operation and we need to actively teach these principles and attitudes. We celebrate *Marlborough Manners*, using and building upon *R time* (Relationships to Improve Education) activities to help build relationships and develop positive behaviour. We endeavour to apply this learning in all aspects of school life as we make our school values explicit in all areas of teaching and learning.

### Instructions

We recognise that different activities and areas require different codes of practice or specific instructions for healthy and safe use: this is the same throughout all aspects of life. Children need to understand this and develop the ability to temper and control behaviour appropriately for different circumstances:

- **Moving inside the school** – walk, keeping to the left, hold doors open and enter rooms quietly
- **Classrooms** - codes support the whole school culture, set by teachers and agreed with the class
- **Assembly** - listen carefully, and allow others to listen, participate or sit silently as appropriate
- **Lunch-break, Playtime and Public Places** – use the zoned areas according to their identified use (the courtyard is for younger infants only, the lower school-yard is for ball

games and the upper playground reserved for other activities; the cygnet's nest is set aside for quiet junior use

- **Off site** – specific rules determined by risk assessment, considerate and safe expectations

## **Pupils**

In class, around school, in assemblies, at play and in all our daily social interactions, every child is encouraged to develop a respectful, polite and caring attitude to each other and to adults in the school and to take personal responsibility for their behaviour.

Generally, children follow instructions and guidance well, and good conduct should be recognised and frequently congratulated. On any occasion when a child breaches instructions, a verbal reminder should suffice (and usually does). However, if a child does continue to break clear codes, a firmer word might be required, and is the most natural form of discipline in this situation.

## **School-Home Partnership**

In support of our behaviour structure, good communication with each child's home is the key to establishing and maintaining positive relationships: acknowledgement of good efforts should precede and at least balance news of negative behaviour. Parents are encouraged to come in to the school to discuss their child's progress and well-being. Organised open afternoons and parent consultation meetings help in presenting how we work with and relate to their children.

## **Rewards and Sanctions**

We believe it is important to acknowledge attitude as much as aptitude, achievement as much as attainment, and that positive reinforcement of good behaviour serves both as a reward for the child concerned and as a reminder to others. Recognition aims to raise self-esteem and self-discipline and to develop pupils' awareness of their responsibility to others. It is important that pupils know that good behaviour is valued and what will happen if behaviour falls short of expectations: appropriate rewards and sanctions are agreed by the class and teacher and their progression is clearly shown on a *Reward Board* displayed in each classroom.

**Rewards** may include:

1. packet points, stickers and certificates
2. commendation to headteacher
3. personal or class privileges

**Sanctions** may include:

1. time out
2. report to headteacher
3. in-school seclusion

Reward Boards are thus consistent in application and use but specific and appropriate to the age group and character of the class. Additional recognition of exemplary behaviour is made alongside learning awards in weekly celebration assemblies by presenting certificates for good manners, respect and responsibility.

Reminders and warnings may be verbal or visual, as appropriate to the class group and activity, but they are also unobtrusive and easily maintained. Any sanctions are only imposed following these and the opportunity to consider behaviour through taking 'time out' within the classroom, away from the other pupils. Usually, following this period, children return to the activity suitably. Where poor behaviour continues or is of an extent or nature that warrants more decisive action the child is sent, with work, to another classroom.

Occasionally, through continued disobedience or because of dangerous or aggressive behaviour it will be necessary for children to report to the headteacher. Incidents are recorded so that at all stages, where problems with behaviour cause concern, contact is made with home to maintain a positive partnership. Parents are kept informed and their support consistently sought. Richard continues the structure of reminders and warnings and may use a formal seclusion sanction where necessary. This is regarded as the ultimate in-school sanction and can range from a day to a full week in which a child has to work and take breaks in isolation. Parents are fully involved at this stage: they and the child are made aware that the next stage is a formal one and is

reported. Exclusion whether temporary or permanent, and in line with national guidelines (see Cornwall LA Exclusion Guidance) is only ever used as a last resort.

### **Playground Sanctions**

Consistent with classroom approaches, children receive reminders and warnings before any sanction is imposed:

- 1 time out – in a specified area of the school hall
- 2 the hall Midday Supervisor sends children back out to report outside and resume play
- 3 if poor behaviour continues, children should be sent in again for the rest of play
- 4 only sent to Richard for repeated bad, very dangerous or aggressive behaviour
- 5 exclusion – following national and county guidance

### **Support**

Some children may need the extra support of a behaviour plan, negotiated with the teacher, as part of his or her Individual Support Plan – this is discussed with parents. (see SEN policy).

## **4. Bullying**

Bullying differs from other types of inappropriate behaviour in that it is:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for the victims to defend themselves

Whilst we accept that bullying may take place in all schools, the whole community at Marlborough School is committed to challenging any occurrence rigorously. The ideal is to prevent bullying from happening in the first place so through R time, PSHE, the Packet Ship organisation, peer mentoring, discussion and assemblies, we hope to promote the idea of all our pupils looking after each other, to help them manage their relationships with others and to raise awareness of bullying, but not to accept it as an inevitable part of school life. The welfare of all our children is our primary objective, and any bullying or teasing is seen as a breach of the school rules ('care for everyone...'). Where incidents do arise, offences are researched thoroughly and handled appropriately and personally: discussing further and reasoning; listening carefully to promote honesty and trust so that victims of bullying feel able to speak out; using the standard school sanctions so that everyone knows where they stand; providing support, for both victim and bully as appropriate, through the class teacher's pastoral role and peer partners. Because of the nature of bullying, all staff should be alert to the possibility of all such problems and incidences should be logged with the headteacher (see bullying annex).

## **5. What if**

Marlborough Manners and respectful relationships and attitudes ensure that children:

Responsible	are actively well-mannered and caring, recognising the consequences of actions and following instructions with thought
Ready	strive together to achieve the best for each other and themselves
Resourceful	co-operate willingly with each other, forming positive partnerships that explore and celebrate individual qualities
Resilient	are free from bullying, threatening or careless behaviour
Remember	
Respectful	form positive and supportive relationships that recognise and value all aspects of true friendship

## **6. Governors**

The schools' culture (its aims and ethos) are monitored by the Governors who keep aware of all "Serious Incidents" and a sub-committee is in place to oversee, in confidence, any exclusion order or other significant disciplinary matters reported by the headteacher. There is also a separate sub-committee for managing any appeals.