



**Marston Moreteyne VC School**  
**Positive Behaviour Policy**  
**September 2025**





## Positive Behaviour Policy

Updated September 2025

Please see also the Home/School Agreement and the Behaviour Policy Guide for Parents

### Rationale

Positive behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of successful education. At Marston Moreteyne VC School, we believe that creating an environment and atmosphere where all children feel safe, secure and valued is essential if our pupils are to become caring members of our school community so each child can flourish. It is essential that all staff strive to achieve the highest possible standards in every aspect of schooling; including the area pupil behaviour expectation. We do not accept the concept of 'zero tolerance' but recognise the value of a differentiated approach to managing behaviour expectations.

#### **THE TEACHER**

*I have come to the frightening conclusion; I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.*

*Ginott 1972*

## **Principles of the Policy**

Our whole approach to behaviour can be defined as:

### **'Clear but Kind'**

All staff will have this in mind and know that the rules, routines and expectations needed to be displayed and lived by the children. Staff know that it is their job to teach the children how to live their lives and make good choices. All staff must do this in a clear and kind way, built upon strong relationships.

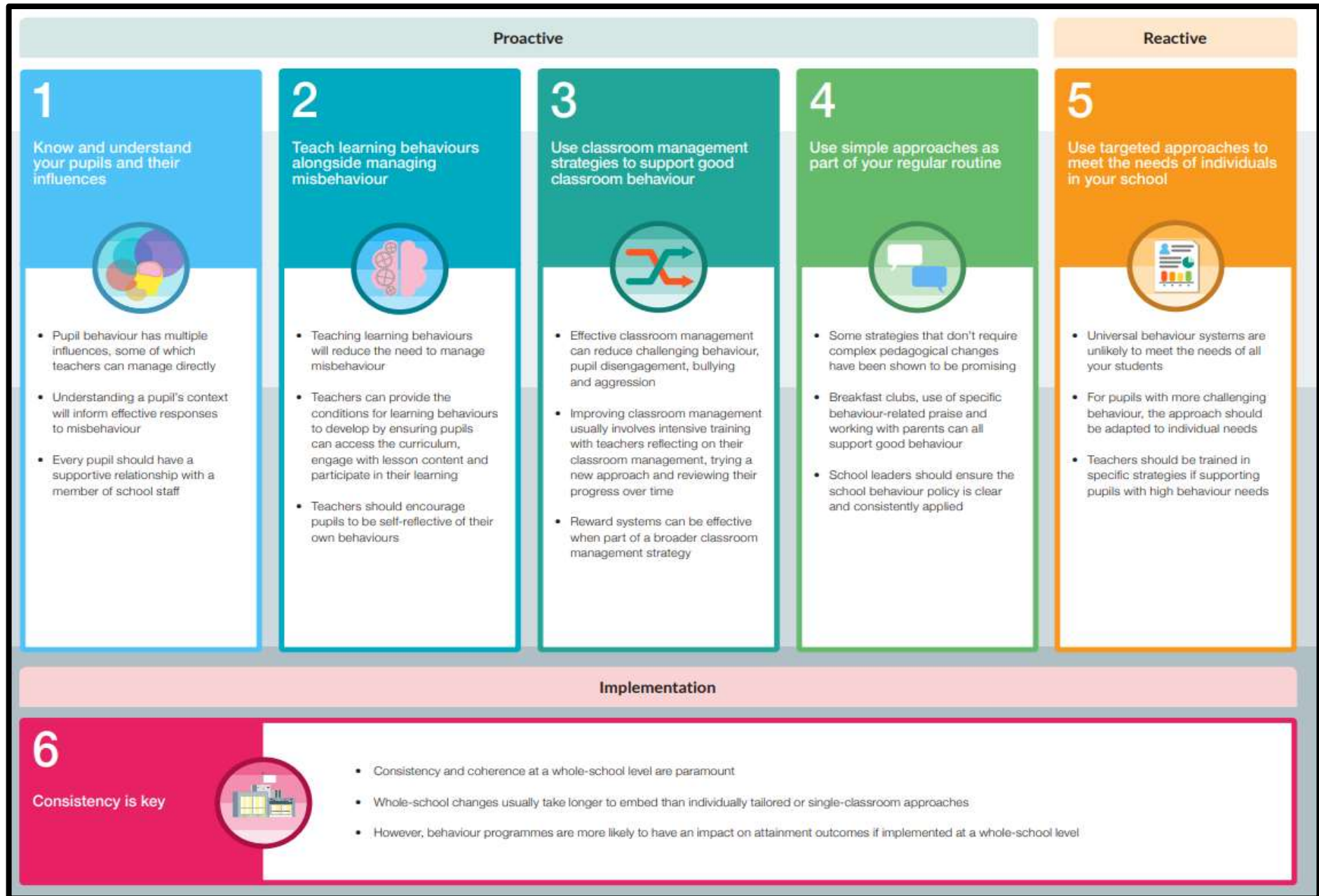
We aim to achieve an ethos of respect by using communication that promotes positive behaviour, having high expectations, using targeted praise, affirmative language and by fairly and consistently applying rewards and consequences.

### **Purpose**

To promote an ethos where:

1. Agreed expectations are established and acted upon fairly and consistently,
2. Positive behaviour and effort are encouraged, praised, recognised and used as a model for others to follow,
3. Property is respected and pride in the school and each other is nurtured,
4. Negative attitudes and behaviour are dealt with in a flexible manner according to the needs of the child,
5. Parents are involved in the process of promoting high standards of behaviour,
6. Children understand that they have a responsibility for their own actions.

This table illustrates the principles of our policy and the steps used to effectively deal with behavioural issues in school. EEF 2019



Aspiration, Kindness and Hope for the Future

## **Aims and Outcomes**

At Marston Moreteyne VC School we have due regard for our duties under the Equality Act 2010. Through the delivery of this policy, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations, self-esteem and high aspirations for all.

As a school, we fundamentally disagree with the concept of punishing children. No staff member will carry out any action that humiliates a child or lowers their self-esteem. Consequences will be used as part of teaching and reinforcing the behaviours expected but they will be carried out in a dignified way that are short, timely and always followed up with discussions and next steps.

Children will make mistakes and at times, not abide by the school values and expectations; however, as a staff we will focus on listening and using this as a learning opportunity while always caring for the child and showing them that they are better than the poor choice they have just made.

We will ensure that our school is safe and that the children are educated using our Christian values and routines.

## **Implementation**

All members of the school community have a professional responsibility to follow the guidelines in this document. Every member of staff is a role model and needs to demonstrate the values we expect by the way we behave towards the children and each other.

Kindness, listening and high aspirations for all must be at the heart of everything we do. We must follow the principles above and teach the behaviours we expect. We must also remember that the actions we walk past are the actions we accept, and they will quickly become the norm. For this policy to be successful, all staff must deliver it within their remit of their roles.

## Marston Moreteyne's Behaviour Expectations

We have a core set of behaviour expectations that form the basis of our code of conduct and are to be respected and followed by all stakeholders.

These expectations are at the heart of what we want to achieve at MMVCS. These values underpin our vision of every child reaching their potential.

### Marston Moreteyne VC School



Curiosity



Achievement

We CARE



Respect



Empathy

### Our Shared Approach

Every action that we take to develop the positive learning behaviour of our children is founded in these principles. We hold ourselves and each other to account for this commitment.

At Marston Moreteyne VC School all adults will record any behaviours (Arbor or CPOMS) that we feel are a concern. This concern could arise because the behaviour goes against the culture for learning that we have established, or because it is a change in behaviours for an individual or group. The Year Group Leaders, Senior Leadership Team and SEND Team review this information and take proactive steps. These include but are not limited to:


- Teaching Teams having a meeting to talk about what they will do consistently to support the child/ren
- Arranging meetings with groups of children to guide and support Arranging meetings between the school and families to gather a more holistic view
- Using the available emotional wellbeing services to support (Motional Practitioners, Access & Inclusion Team, Jigsaw, Educational Wellbeing Services, CAHMS)

Safeguarding is a cornerstone of our school's practices. We are aware that sometimes the behaviours seen could be indicative of a safeguarding concern. If there is any concern that the behaviours or conversations with a pupil could be linked to a safeguarding concern, then staff will follow out schools safeguarding and reporting procedures.

## Principle 1 – Know and understand your Pupils and their influences

# 1

### Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

At MMVCS:

1. We will foster and build good relationships and understanding the children and their families
2. We will understand what may cause poor behaviour choices and deescalate this accordingly
3. We will be curious and understand that behaviour is a form of communication and that every action is for a reason and we must do all we can to address and support the child with this
4. We will understand the trauma a child has gone through and find support for these children with ACEs
5. We will identify friendship issues and understand that the dynamic between children can cause behaviour concerns

### How will we achieve this at MMVCS?

- We have new parent meetings and home visits for those children and families entering Hollymount in Nursery and Reception with a separate induction process for those entering KS1 and 2.
- We have an induction system that enables new families to make connections with key adults who will support their child's settling and educational progress.
- We have a carefully planned transition process which involves teacher meetings, visiting the new class and spending time with the new teacher, whole class parent meetings, direct contact being made to certain families on the SEND register, transition documents for those who need it.
- We have parent consultation evenings three times per year.
- We arrange meetings with parents to discuss any worries or concerns that they might have related to their child.
- We have Inclusion support meetings between teachers and the families of those on the SEND register.
- Parent workshops for phonics and maths.
- We have weekly parents' coffee mornings to support with a range of topics.
- Monitoring behaviour patterns on Arbor or CPOMS.
- Pupil Learning Plans to enable us to understand pupils better.
- Emails and letters to parents about whole school events and ones relating to their child's class.
- Continual CPD around inclusion, wellbeing, trauma informed approaches, learning pedagogy etc.
- Whole school worship linked to our values.
-

## Principle 2 - Teach learning behaviours alongside managing misbehaviour

# 2

### Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

At MMVCS:

1. We understand that the absence of misbehaviour is not good behaviour.
2. We specifically teach good behaviour. We model, praise, and showcase this good behaviour in action. These behaviours are found within appendix 1
3. We have specific examples of good behaviour and what this looks like for each phase of development. We use this to guide families and teach children to what good behaviour looks like and what is expected of each child
4. We use a range of strategies to promote and teach good behaviour. We share these expectations of good behaviour with parents and use it as a guide to provide feedback as to how their child is doing.
5. We understand the importance of supporting children to self-regulate and in helping them find strategies to do so. (Appendix 8)

### How will we achieve this at MMVCS?

- We have expectations linked to the age and development of the 4 key phases at school. Children are explicitly taught these expectations and what they look like in practice.
- If children are finding it hard to follow a certain expectation it will be revisited and looked at in more depth.
- Expectations are made clear and explicit. Children are asked to look at them in a variety of ways such as acting them out, freeze frame, draw it, discuss a scenario etc.
- Expectations are broken down and made explicitly clear.
- Children are encouraged to develop their emotional literacy through PSHE sessions, a range of books, learning about the Zones of Regulation etc.
- There are calm spaces in the classroom and around the school that children can access.
- All members of staff follow emotion coaching and restorative practice when supporting children with their behaviour.
- There are visual supports for those children who are finding it hard to verbalise a situation.
- Positive behaviour is reinforced through praise and appreciation (Time to Celebrate, classroom recognition).
- Parent workshops.
- Celebration Worship where children receive Values stickers from teachers and for displaying the values.

## Principle 3 - Use classroom management strategies to support good classroom behaviour

# 3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

At MMVCS:

1. We support each other, at all stages of our careers and within all job roles to deliver, to improve and develop behaviour management strategies.
2. We implement classroom-based behaviour management strategies that create a positive climate for learning.
3. We start with the basics in every classroom, and we ensure that every child and staff member know the routines, limits and rules set out for learning.
4. We positively teach the routines and expectations of good behaviour and refer to the phase expectation posters in each classroom.
5. We use the model outlined below in appendix 3 to help structure our approaches to classroom behaviour management.
6. We use consequences in different ways with the aim of ensuring the classroom is managed well and children learn what is expected. This is alongside appendix 3 and the examples set out in appendix 4


### How will we achieve this at MMVCS?

- At the start of the year, and then again at the beginning of each half term, classroom expectations are explicitly taught.
- Classroom routines are established and consistent to reinforce expected behaviour.
- We are proactive in noticing and praising desired behaviours.
- We build a classroom community through shared activities.
- Regular emotional check-ins between staff and pupils.
- Explicitly teaching emotions literacy in PSHE and literacy lessons.
- We have calm areas to reflect and reset.
- Adults in each phase are consistent in their approach and their messaging.
- When consequences are given, they are logical and appropriate for the age and development of the child/ren involved.
- We celebrate children who consistently display the school's values and phase expectations.
- We have end of term whole school celebrations.

## Principle 4 - Use simple approaches as part of your regular routine

# 4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

At MMVCS:

1. We know how important it is to do the simple things right and to build routines that are clear and consistent; promoting a crisp and accurate set of daily tasks.
2. We focus on ensuring every child knows what is expected of them when in the classroom or around the school. Being explicitly clear on how the day is set out and what they can and cannot do in the classroom matters.
3. We do not underestimate the importance of being explicit with our instruction and talk regularly about what we expect as teachers and what we do not.
4. When we identify that a child is struggling with the behaviour expectations we are teaching and expecting, we engage with parents in a positive way to ensure a joint approach towards developing the child's behaviours.
5. We celebrate when behaviour is positive and do so at a whole school level. This includes celebration worship

### How will we achieve this at MMVCS?

- We talk about what behaviours we want to see in school both for academic learning and social development.
- We practise expected behaviour as a class.
- We have consistent expectations and routines.
- We use visuals to support children with understanding the rules, routines and expectations all around the school. We use these visuals in the classroom, in the main hall for assemblies and in the MUGA to support with lunchtime sports.
- We use our teacher judgements and assessments data to inform us of gaps and enable us to close gaps in learning and put appropriate interventions in place.
- We have initial concerns meetings with parents to discuss concerns raised both by ourselves and parents.
- We have a 'soft start' to the day to enable staff to check in with the children each day
- Parents evenings.
- Inclusion meetings with parents.
- Values and celebrations assemblies

## Principle 5 - Use targeted approaches to meet the needs of individuals in your school

# 5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

At MMVCS:

1. We understand that to help the small percentage of children whose social responses and learning are outside our first four principles is incredibly challenging and requires more from staff. The staff working with our most challenging children need the most support, empathy and resources allocated to them.
2. We recognise that children who fall into this category often need personalised and individual approaches to support them. This will often include key elements and consistencies from the first four principles, but if their learning and behaviour needs fit outside of the norm it is right to adapt the methods used to help the child learn what is expected.
3. We provide personalised approaches for the children who need more intensive support for their behaviour and wellbeing.
4. We create individualised plans and intervention is put in place for children who are disruptive and in need of additional support. This is done without lowering expectations of others.
5. We create daily report plans, communication books with parents or tick lists for children to follow and learn from if they are struggling with their behaviour.

**How will we achieve this at MMVCS?**

- Personalised behaviour support plans and reward charts
- Parent communication books
- Personal risk assessments
- 1:1 intervention
- Small Group learning
- Children are encouraged to journal
- Regular meetings (Team around the Family, Team around the Child)
- Individual timetables
- Agreed and shared consistency across all adults working with that child
- Consistent and clear communication between staff and parents to ensure that we have the best holistic understanding of the child
- We gain support from external agencies who are able to provide additional personalised guidance and support.

## Staff must ensure that in dealing with crisis management situations:

- They act as role models
- There is consistency in behavioural expectations
- There is emphasis on positive behaviour management using an appropriate balance of choices
- opportunities to celebrate and strategies to support
- Sanctions are clearly expressed as consequences of the behaviour and not as threats
- They use a **'PACE'** approach

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step-by-step process.

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

## Why use this model?

The PACE model is particularly relevant in trauma-informed education because it:

- **Builds trust and safety** so students can learn and process information.
- **Fosters Emotional Regulation:** this is important as children cannot learn when they are dysregulated and it provides educators with tools to support with emotional regulation.
- **Promotes Connection and Attachment:** It is important to build nurturing and trusting relationships with students so that they develop healthy attachments.
- **Supports Resilience and Growth:** Helps the children to develop resilience and thrive academically.
- It provides a **valuable framework for staff** who work with students who have experienced trauma/ have unmet attachment needs. By understanding PACE staff can support the healing and growth of children and young people in the classroom.



**Playfulness** - Playfulness is used as a way of connecting by creating a fun, light and playful atmosphere when communicating with the child. It's about infusing interactions with fun, creativity, and spontaneity and fostering a sense of joy in young people and situations.

Playfulness can be helpful in diffusing tense situations and as a means to avoid triggering defensiveness and shame.

A key aspect of being 'playful' in nature is using a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone.

Being playful isn't about being funny all the time! It's about helping children be more open to and experience the positives in their lives.

It's important to recognise that playfulness may not be appropriate at the time of risky behaviours, but when applied to low-level behaviours, playfulness can help keep it all in perspective.

**Application:**

- Incorporate games, art, and playful activities into daily routines.
- Use humour to build rapport and reduce anxiety.
- Make a game of getting organised; practice socialising using a fun role-play or give a young person a fun job during transition times.

**Acceptance** - Acceptance means validating a child's feelings without judgment - accepting that whatever the young person (or you) are feeling right now is your truth and that is ok.

You are accepting their thoughts, feelings and perceptions without judgement. We may not agree with their interpretation, but we are not trying to change this when being accepting, even if this is tempting.

The main aim of using acceptance is to show young people that it's ok to feel the way they do and communicate to the child that you accept what is underneath the behaviour. Acceptance does not mean you have to accept the behaviour.

A key point to take away is that acceptance is most clearly conveyed through non-verbal communication.

**Application:**

- Embrace each student's unique experiences and emotions.
- Avoid criticism or punitive reactions.
- Cultivate a non-judgmental attitude.

**Curious** - Curiosity involves demonstrating genuine interest in understanding a child's experiences - it is an attitude of not knowing but a desire to understand.

A key element of curiosity within the PACE approach is wondering out loud, rather than interpreting or assuming why. We can make guesses, but we are happy to reject them too!

Children and young people often know that their behaviour is inappropriate. However, they often do not know why they did it or are reluctant to tell adults why.

Therefore, being curious is not about fact-finding, it is about helping the child to be curious about themselves and make sense of their experiences. A key part of this is that curiosity is non-threatening.

**Application:**

- Ask open-ended questions to explore their perspectives.
- Try to understand behaviour through curiosity rather than assumptions.
- Show genuine interest in their strengths and challenges

**Empathy** - Empathy is about showing compassion and understanding towards a child's emotions - essentially, it's about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling.

The ability to feel with someone is essential in helping them to feel understood. A key point here is that being empathetic, is not offering reassurance, or fixing the feelings, but being with them in the moment.

Show the young person that whatever emotion they experience, we are sharing it, and we will stay with them providing comfort. We won't abandon them when they need us the most.

**Application:**

- Practice active listening.
- Acknowledge their feelings without trying to fix everything.
- Model empathy in everyday interactions.

<https://meadowpsychologyservice.co.uk/implementing-pace-in-schools/>

**Monitoring Behaviour**

Behaviour that is extreme, becomes persistent or after discussion with SLT or SENDCo, should be recorded on Arbor. Behaviour may also be monitored using frequency charts, internal behaviour records or school/home communication books when appropriate.

**Serious Incidents**

Some behaviour is totally unacceptable in our school. Serious Incidents will be referred immediately to the Headteacher and in their absence the Assistant Headteacher. The following behaviours are regarded as Serious Incidents and are recorded on CPOMS / Arbor.

- Repeated refusal to do as instructed by a member of staff
- Verbal abuse or physical intimidation including being derogatory, racist, homophobic or transphobic or related to disability
- Any "bullying behaviour"
- Child-on-child abuse such as sexual harassment - see separate policy
- Stealing
- Deliberately damaging school or other children's property
- Bringing onto the premises offensive, dangerous or illegal substances or items - see Searching Screening and Confiscation Advice for Schools, July 2022 for a list of Prohibited Items
- Other behaviours which constitute a serious health and safety risk to children and/or adults in the school

The Headteacher and in their absence, Assistant Headteacher inform Parents/Carers. The Headteacher/ Assistant Headteacher will talk through with Parent/Carers the incident via the telephone or face to face.

In the very serious of circumstances, the Headteacher will instruct the pupil to spend a limited time out of the classroom e.g. Headteacher's Office, Haven /Oasis

This use of removal allows for continuation of the pupil's education. Parent/Carers will be informed on the same day if they are removed from the classroom.

In the most serious circumstances, or in response to persistent poor behaviour which has not improved following in-school consequences and interventions, the Headteacher will issue a suspension or, permanent exclusion - see Suspension & Exclusion Policy.

Parents are informed when an incident is sufficiently serious or if a pattern of poor behaviour is apparent. The school may seek the support of Jigsaw, the LA Inclusion Officer in exceptional circumstances and when there is risk of a child being permanently excluded.

## **Suspensions and Exclusions**

A suspension or permanent exclusion is when a Headteacher decides that a child is not allowed to attend school. It may result from a series of incidents or from one very serious incident.

There are three types:

- Lunchtime suspension - used when a child's playground behaviour is considered unacceptable. Parents/carers have to take responsibility for their child during lunchtimes and return them to school at the start of the afternoon session
- Suspension for a specified number of days. Suspensions can be used for a maximum of 45 days in any school year
- Permanent exclusion - used only in the most serious cases when it is allowing the child to remain in school would harm the education or welfare of the child or others in the school

If a child is suspended from school they may not:

- go onto the school premises at any time during the period of suspension, including breaks and lunchtimes and after school use school transport

### Informing the parent/guardian

A parent/carer will be informed as soon as possible, usually by phone, if a child is suspended. The Headteacher must confirm by letter what sort of suspension it is, how long it is for, and the reasons for it. The letter should inform a parent/carer that they have the right to make representations to the Discipline Committee of the school's Governing Body about the decision to suspend their child.

The Headteacher can suspend a child on the day an incident occurred.

Informal suspensions are illegal and should not be used. A Headteacher or in their absence a member of the Senior Leadership Team may, however, send a child home to remedy a breach in the school's rules on uniform or appearance.

For the first 5 days of any suspension or permanent exclusion, Marston Moreteyne VC School will take reasonable steps to set and mark work for the child. If the suspension is for more than 5 days, the school must provide full-time, off-site education from the sixth day of the suspension. If a permanent exclusion is issued, the local authority will provide suitable full-time provision from the sixth day.

### **Managed Move**

In exceptional circumstances, a managed move will be used to initiate a process which leads to the transfer of a pupil to another school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 36 to 47 of the Suspension and Permanent Exclusion guidance, September, 2023) should be used. Managed moves will only occur when it is in the pupil's best interests.

### **Behaviour and Implications for Children with Special Educational Need or Disability**

When a pattern of poor behaviour, disruption, anti-social behaviour around school or in the playground develops and a potential SEND is identified, a **graduated approach** will be taken to determine what the next steps will be. Four types of action will be put into place: '**Assess, Plan, Do and Review**' as described below.

## **Assess**

This may include teacher assessment, parental views, the child's views, formal testing and consideration of any previous strategies and interventions.

## **Plan**

Parents or carers will be notified that a plan is needed to support the child. The teacher, SENCo, parents and child will discuss and agree the interventions and support to be put in place, including the expected impact on the child's progress, development and behaviour. Behaviour plans or pastoral support plans may be implemented at this stage.

## **Do**

The plan is written with clear targets and a date for the review is set. The class teacher will remain responsible for working with the child on a daily basis and will still retain responsibility when interventions involve being away from whole class.

## **Review**

The effectiveness of the support and the impact on the child's progress will be considered, including the child's views.

## **Making Reasonable Adjustments**

Like all children, SEND children, or children experiencing current or past trauma, can display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their disability, condition or trauma or as a consequence of a **lack of reasonable adjustments** made to accommodate their context. Whatever the case, if a child is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them - this duty is anticipatory.

The fact that a child has a condition or disability, or has experienced significant childhood trauma, does not mean they should never be disciplined, but rather the behaviour and discipline policies should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers these children are currently facing.

If a child's disruptive behaviour arises because of disability and reasonable adjustments having not been made, the school could be found guilty of disability discrimination if the disabled child is unnecessarily punished or excluded.

<https://publications.parliament.uk/pa/cm201011/cmselect/cmeduc/writev/behaviour/we55.htm>

## **Education Health Care Plan**

In very rare instances, if the plans in place are not successful, it may be necessary to request the local authority to undertake Statutory Assessment. If it is agreed that the child requires meets the criteria, then an Education, Health Care Plan (EHCP) will be produced. The school, parents and

all other professionals involved in supporting the child will work together to produce and monitor the success of the plan.

### **Restrictive Physical Intervention**

All appropriate staff (Senior Leaders and Year Group Leaders) at Marston Moreteyne VC School are trained in 'Team Teach'.

<http://www.teamteach.co.uk/about-team-teach>

Team Teach is centred around de-escalation, with 95% of its practices focusing on risk reduction and helping young people move away from the crisis points that may require the use of physical intervention.

The 'Use of Physical Intervention' policy remains unchanged and very much operational, should there be an occasion where a pupil requires the use of Restrictive Physical intervention to keep them, and others, safe.

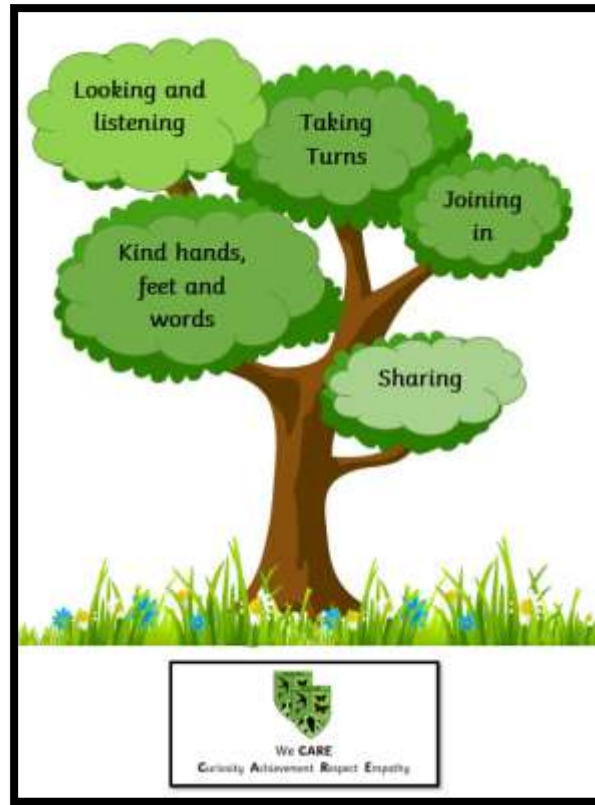
Staff will continue to be authorised to use physical intervention should the circumstances require it. Where possible, there will always be two members of staff present in this circumstance. Assistance should be requested immediately that it becomes apparent that positive handling is likely to be required.

If there is an incident in school where a pupil requires the use of 'Restrictive Physical Intervention', this will be discussed with SLT and Team leaders. The antecedents and behaviours will be reviewed and the risk assessment for the pupils will be updated.

**This policy was reviewed in September 2025**

Appendix 1- The specific behaviour we teach and in turn expect at each stage of learning

Early Years



Key Stage 1



Key Stage 2



## Appendix 2 - Lunchtime and Assembly and playground expectations

Objective: A guide to staff as to how to end playtime or lunchtime in a calm and successful manner

### Early Years

<b>Pre playtime / lunch set up and preparation</b>
<ul style="list-style-type: none"><li>The playground should be set up as per the planning</li></ul>
<b>Start of lunch</b>
<ul style="list-style-type: none"><li>Reception staff walk children to the hall for lunch</li><li>Children are dismissed to the classroom when they have finished eating</li></ul>
<b>End of outside play and lunch routine</b>
<ul style="list-style-type: none"><li>Adult rings the bell to tidy up</li><li>Adults line children up at the classroom door and get them quiet before coming back inside</li></ul>

### Key Stage 1

<b>Pre - playtime / lunch set up and preparation</b>
<ul style="list-style-type: none"><li>Resources are set up in the Year 1 area to include a range of toys and activities.</li></ul>
<b>Start of playtime / lunch</b>
<ul style="list-style-type: none"><li>Children do not enter the playground until staff are on duty.</li><li>Staff on duty check the rota and ensure equipment is available for playtime.</li></ul>
<b>End of playtime and lunch routines</b>
<ul style="list-style-type: none"><li>The teacher on duty will ring the bell. When the bell rings the children should stop and listen</li><li>The teacher on duty will ask year 1 to begin tidying 5 minutes before the bell</li><li>The teacher will then call-in classes to walk to their classrooms calmly and quietly</li><li>Teachers or TAs will greet their classes at the door to ensure a calm transition from the playground to the classroom</li></ul>

### Key Stage 2

<b>Pre - playtime / lunch set up and preparation</b>
<ul style="list-style-type: none"><li>Equipment is taken from the shed and made available on the playground (check daily rota).</li><li>Books and games are made available to use in the gazebo or tables as a quiet space.</li></ul>
<b>Start of playtime / lunch</b>
<ul style="list-style-type: none"><li>Children do not enter the playground until staff are on duty</li><li>Staff on duty check the rota and ensure equipment is available for playtime</li><li>One member of staff will be positioned close to the MUGA (FE) and climbing frame</li></ul>
<b>End of playtime and lunch routines</b>
<ul style="list-style-type: none"><li>The teacher on duty will ring the bell. When the bell rings the children should stop and listen.</li><li>The teacher will then call in Beech to tidy the Year 1 area.</li><li>The teacher will then call-in classes to walk to their classrooms calmly and quietly.</li><li>Teachers or TAs will greet their classes at the door to ensure a calm transition from the playground to the classroom.</li></ul>

## Worship Routines

Objectives: A guide to inform all staff of assembly routines and expectations so that assembly runs smoothly for the children and those running assemblies.

### Entering the Hall

- Year 4 hall monitors are sent down 5 minutes BEFORE the start of assembly to reduce noise disruption.
- Teachers will have an assembly seating plan that considers children's needs and relationships with peers.
- Staff ensure their classes are calm and quiet coming down the corridor to assembly and aim to be in the hall for the allocated assembly time.
- Staff correct children who are not walking calmly and quietly to assembly.
- Teachers find their class allocation space
- Teachers seat the children in rows.
- Teachers conduct themselves the same way they expect their children to come into the hall.
- If staff need to talk to their class/ children they do so quietly so that it doesn't disrupt the flow of a calm and orderly start.

### Expectations in the Hall

- Staff member leading the worship will, where possible, be ready 5 minutes before the assembly and will be present in the hall to receive the children.
- Staff member leading the worship will have the expectations slide up so children constantly get the message of the way we behave in assembly.
- Rules are:
  - We walk in quietly
  - We sit still facing forward
  - We Keep our hands and feet to ourselves
  - We sit quietly
  - We listen and be respectful to whoever is speaking
    - Children are reminded whenever appropriate, about how we behave in assembly.
    - Staff will support where necessary in the hall to supervise and ensure children are behaving respectfully.

### Leaving the Hall

- Staff leading the worship will release the year groups who are sitting calmly and silently and staff leading worship aim to release EYFS first if they are present in the hall.
- Year 4 bench and chair monitors only pack chairs/benches away when all children have left the hall.
- Children are expected to leave the hall 1 row at a time and are encouraged to do so quietly and in an orderly fashion.
- Staff will correct any classes who do not leave the hall appropriately.



Play Safe



We CARE

Curiosity Achievement Respect Empathy



Sharing toys



School Balls only

# Playground Rules

IF RULES ARE CHOSEN NOT TO BE FOLLOWED, THEN THE SUPERVISING ADULT MAY ISSUE CONSEQUENCES



Use the buddy bench to find a friend



Play by the rules



Kind Hand, kind feet, kind words



Listening to the adults and each other



Play Safe



We CARE

Curiosity Achievement Respect Empathy



Fair Teams



School Balls only

# MUGA Rules



One team wears bibs



Play by the rules



Kind Hand, kind feet, kind words



Listening to the adults and each other



We walk in quietly



*Aspiration Kindness Hope*

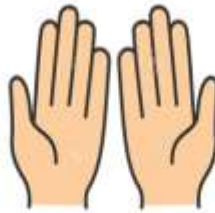


We are quiet

# Worship



We sit still and face forwards

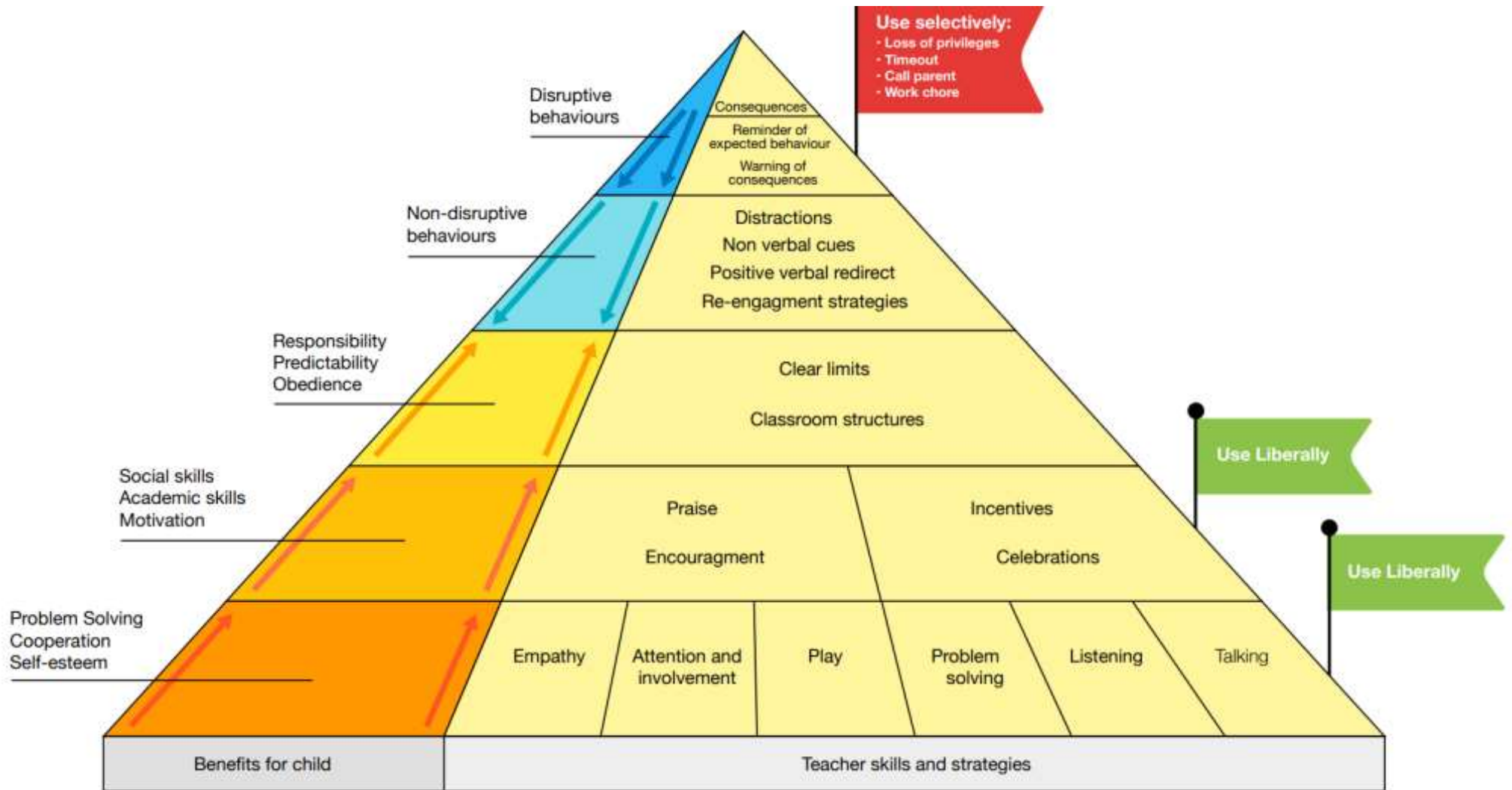


We keep our hands and feet to ourselves



We listen and are respectful

### Appendix 3 - A model that demonstrates behaviour management approaches and the range of strategies



Aspiration, Kindness and Hope for the Future

## **Appendix 3 - Consequences and examples of what can be done and why**

Consequences are different from punishment. Punishment is designed to cause some sort of discomfort, suffering or inconvenience. Punishment can be counterproductive as it often triggers feelings of anger and resentment, as well as leaving the pupil feeling disempowered.

Identify whether there is a suitable logical consequence with the initial behaviour in mind, identify whether there is a logical consequence that could be implemented. There is no need to implement a logical consequence for every unwanted behaviour; this would be completely impractical, if not impossible to achieve. To be classed as a logical consequence, your action should meet four key criteria:

### **1. It should be related**

The consequence should be related to the behaviour. There should be a clear link between the initial behaviour and the response, and the child should understand this. For example, if a pupil is distracting their friends when doing an activity, it may be appropriate to make them work on their own for a short period or rest of the session (supported by an explanation that this is happening because the rest of the group have a right to get on with their work uninterrupted). To keep the pupil behind for an after-school detention would not be a logical consequence as it is a sanction that is not related to the initial incident.

### **2. It should be respectful**

The consequence should not humiliate, offend or hurt the pupil. It should be delivered kindly and respectfully. This builds relationships and is less likely to result in defiant or argumentative behaviour.

### **3. It should be reasonable**

The consequence should be proportionate and appear reasonable to all parties. For example, if a child has carelessly dropped a piece of litter on the floor, it might be appropriate to ask them to spend a few minutes of their breaktime collecting litter and putting it in the bin. To expect them to spend every lunchtime for a week doing this would be disproportionate.

### **4. It should be helpful.**

The consequence should be as helpful as possible; it will make the pupil understand how to behave and may have a restorative element. For example, if a pupil has drawn on their desk, an appropriate consequence may be to ask them to stay behind for a few minutes after the lesson to clean it off. This helps them to recognise that having to clean up graffiti is inconvenient, and it also restores the desk to its original state.

## Examples of consequences

**Our approach is quick, timely and personal** - Children are spoken to individually and reminded of the expectations/values. The adult who is speaking to them will always do this in a calm and considerate way while focusing on the initial behaviour only. Timely consequences work the best and a fresh start that focuses on positive aspects of the child's behaviour should be used.

**Loss of playtime/lunchtime** - As a consequence children may be kept in for a certain amount of time during lunch or play (they will never miss the whole of the playtime). This time could be used to complete a reflection sheet or a time to complete work missed during the lesson itself. The teacher who issued the consequence will be the teacher to supervise the child and talk to them about changes needed.

**Reflection time** - Reflection time out of class (an allocated space in the classrooms) can be used well if it is timely. It is vital that the teacher/adult who issues this clearly explains to the child why they are having it, doesn't engage with them during the time out and then re sets the expectations.

*If a child is sent to another adult as part of the time out, then it is vital that the adult who sent the child speaks with the child and the adult that they were sent to together. This is to show unity and to not undermine the teacher who sent them out. If this isn't followed through, the child will just lose respect for the teacher who has to get another adult to 'deal with behaviour'.*

**Behaviour plans** - Some children will have individualised behaviour plans that are designed by the inclusion leads, class teachers and parents.

**Moving places** - If children are unable to resist the temptation to talk or behave in a way that is not desired when in the classroom or in assemblies, they may be asked to move places to help them resist temptation.

**Front of the line** - If children are not able to resist the temptation to talk or misbehave with those who they are next to in a line they may be asked to move to the front of the line to be closer to the teacher.

**Parents informed** - If a child presents with persistent unwanted behaviours we may email or call parents to inform them. Equally we may find it useful to invite parents in to have a meeting to discuss what we can do as a team to address their child's behaviour needs.

**Additional adult or leadership involvement** - When strategies have not worked a teacher might call on their Year Group Leader or SEND Team. If needed, this can be escalated to support from a member of the Senior Leadership Team

**What doesn't happen** - Children's names are not written on boards, traffic lights systems or such like are not used, children are also not made to stand up in assembly or face a wall at any time. These forms of public shaming are proven not to work in addressing children who are going against the values.

**When a child isn't following the school values or classroom expectations the adult dealing with the situation will remain calm and in control of their emotions.**

## Appendix 4 - Use of Rewards

We aim to promote positive behaviour in school through our Values Education Programme, which permeates the school day and routine. We will endorse the behaviour of children who behave well and give them a high profile in school. Positive behaviour and effort is encouraged and acknowledged, publicised and used as a model for others to follow. Examples of good behaviour are highlighted and recognised by a system of rewards, such as commendation in our weekly 'Celebrations'.

In some circumstances, with some children, tangible rewards can help to identify positive aspects of each child's behaviour and make them aware of their attributes and qualities and so build self-esteem. This should be the exception to, rather than the normal approach to routine behaviour management. Ultimately, we are aiming to develop intrinsic motivation which is built upon of a sense of responsibility.

MMVCS will promote, celebrate and motivate children to live the behaviour expectations and values set out to them.

- Staff may choose to reward children with table points. When this is done, the staff team can hand out table points. These points are collected and displayed in the classroom. Keeping a total running on which table is leading the total. Children may then choose from a rewards menu.
- Staff may call home in recognition and celebration of a great achievement or exemplary behaviour.
- Each Friday there will be an opportunity to celebrate in worship good work and school values.

Edible rewards **are not** given to promote good behaviour.

**Appendix 5 - Checklist for high level points for Senior Leaders, Teachers and Teaching Assistants regarding behaviour basics**

For Senior Leadership Team	
<b>Policy</b>	<p>Ensure absolute clarity about the expected standard of pupils' behaviour</p> <p>Ensure the behaviour policy is clearly understood by all staff, parents and pupils</p> <p>Display school rules clearly in classes and around the building; staff and children should know what they are</p> <p>Have a system in place ensuring children do not miss out on consequences or rewards</p>
<b>Leadership</b>	<p>Model the behaviour and responses you want from your staff</p>
<b>Building</b>	<p>Visit the hall and playground, be visible and the beginning and end of the school day</p> <p>Ensure that other Senior Leadership Team members are a visible presence around school</p> <p>Check that pupils come in from the playground and move around school in an orderly manner</p> <p>Ensure the building is safe, clean and well maintained</p>
<b>Staff</b>	<p>Know the names of all staff</p> <p>Praise the good performance of colleagues</p> <p>Take action to challenge and support poor teaching or failure to follow school policy</p>
<b>Children</b>	<p>Recognise and praise good behaviour</p> <p>Celebrate successes</p> <p>Build relationships</p>
<b>Teaching</b>	<p>Monitor praise, rewards and consequences given by staff</p> <p>Ensure staff praise good behaviour and work</p> <p>Ensure that staff know and understand the Special Needs of children</p>
<b>Individual Children</b>	<p>Have clear plans for children likely to display challenging behaviour and that staff know their plans</p> <p>Provide suitable support for children that have SEND or become dysregulated</p> <p>Build positive relationships with parents</p>

For Teachers and Teaching Assistants	
<b>Classroom</b>	<p>Know the names and roles of any adults in your classroom / team</p> <p>Meet and greet children when they enter the classroom</p> <p>Display expectations in the class and ensure children and staff know what they are</p> <p>Have a system in place to follow through with consequences</p> <p>Be clear about your rewards and follow through with all rewards</p> <p>Have a visual timetable on your wall</p> <p>Follow the school behaviour policy</p>
<b>Children</b>	<p>Know the names of children</p> <p>Plan for children's behaviour</p> <p>Ensure that other adults in the class know SEND and behaviour plans</p> <p>Know and understand children's special needs</p>
<b>Teaching</b>	<p>Ensure all resources are prepared in advance</p> <p>Praise the behaviour you want to see more of</p> <p>Praise children doing the right thing "catch them being good". Use parallel praise</p> <p>Use adaptive teaching</p> <p>Remain calm</p> <p>Have clear routines for transitions and for stopping the class</p> <p>Teach and practise class and school routines</p>
<b>Parents</b>	<p>Build relationships with parents</p> <p>Give feedback about their child's behaviour - let them know about the good days too!</p>

## Appendix 6 - Incidents that requires immediate intervention and parental involvement

These actions will be acted on by a member of the leadership team at the moment the incident occurs. These actions focus on addressing any child that swears, uses abusive language, is violent or shows any racist/homophobic or misogynous behaviour.

All members of staff will be aware of this procedure and identify the action, note it and inform a member or the leadership team immediately. These actions will be logged on Arbor.

At Marston Moreteyne VC School, we trust our teachers' relationships with the pupils in their classes and understand that they might have insight that can help the wider team understand the root causes of these incidents.

<p><b>Language deemed not to be in line with our values</b></p>	<p>Any language that is not with our values will be addressed by staff witnessing the incident immediately and the class teacher will inform parents or carers.</p> <p>Children's language needs to be kind and caring at all points. Any swearing/abusive language or any language deemed to cause offense, insult or come across as aggressive will result a conversation with a member of the Senior Leadership Team and consideration given to an appropriate consequence.</p> <p>If this continues to a second occasion, then time out of class in the Haven/Oasis or with a member of the senior leadership team will take place. Parents / carers will be informed by a member of SLT or SEND Team.</p>
<p><b>Physical Contact (hitting, kicking, biting etc)</b></p>	<p>Staff have the judgement call to make depending on the age of the child. Physical incidents in EY/KS1 vs KS2 are very different and we will address this in an age-appropriate way.</p> <p>Staff (playground and in class) will make a judgement that if any physical contact is intended to cause hurt to someone else it will result in the child being removed from the playground or classroom. A member of the SEND team or SLT will be informed and the child will be taken to the Haven or Oasis.</p> <p>Parents/Carers will be informed via telephone call or Face-to-face conversation.</p>
<p><b>Racism, sexism, homophobia and any other derogatory comments</b></p>	<p>Any intentional racism/sexism/homophobia will be investigated by a member of SLT and if the child who has been racist/sexist/homophobic understood what they were saying and it was intentional, parents will be called in for a meeting and appropriate next step will be decided as a group.</p> <p>Records are kept and logged on CPOMS as Child-on-Child Abuse.</p>

## Appendix 7 - Support in how to use Emotion

Emotion Coaching is a technique in which adults support children in understanding their emotions and behavioural responses. It is a technique which improves a child's self-awareness, self-management, social awareness, relationship skills and responsible decision making. It is a process which is focusses on empathy and guidance.

<b>Become Aware if the Emotion</b>
<ul style="list-style-type: none"> <li>You will use your relationship and knowledge of the child to inform your understanding of them</li> <li>Teamwork</li> <li>•Take a moment before you act - if possible</li> </ul>
<b>Connect</b>
<p><b>Connect and start a conversation. Sometimes this is all you need to do;</b></p> <ul style="list-style-type: none"> <li>I've noticed .....</li> <li>Are you okay?</li> <li>Wow, that sounds really hard</li> <li>You seem a bit down today</li> <li>I have noticed that you have been late a few times this week. I'm not upset, I just want to check in</li> </ul>
<b>Accept</b>
<p><b>Communicate understanding and that it is okay to feel that way</b></p> <ul style="list-style-type: none"> <li>I wonder if ...</li> <li>Are you saying that ....</li> </ul>
<b>Reflect</b>
<p><b>Use words to describe feelings</b></p> <ul style="list-style-type: none"> <li>It is okay to feel ...</li> <li>I would feel .... if that happened to me</li> </ul>
<b>Resolve</b>
<p><b>End stage - help them to problem solve, suggest helpful behaviours, what would we do next time and repair damaged connections.</b></p> <ul style="list-style-type: none"> <li>When I feel ... I like to ...</li> <li>It's okay to feel ... but it's not okay to ...</li> <li>What would be helpful right now?</li> <li>What do you think that I might suggest we do now?</li> <li>How can we repair the damage?</li> <li>What needs to happen to enable us to move forward?</li> </ul>

## **Appendix 8 - Support in delivering Restorative Justice rooted in Restorative Practice**

These are the 4 steps to follow when there has been peer conflict. These are the steps to take when all parties are regulated. Ideally you would conduct the conversation in by either sitting side by side with the adult in the middle or whilst walking.

### **Step 1 - What happened?**

- Focus on my truth, your truth, the truth

### **Step 2 - Who has been affected? How have they been affected?**

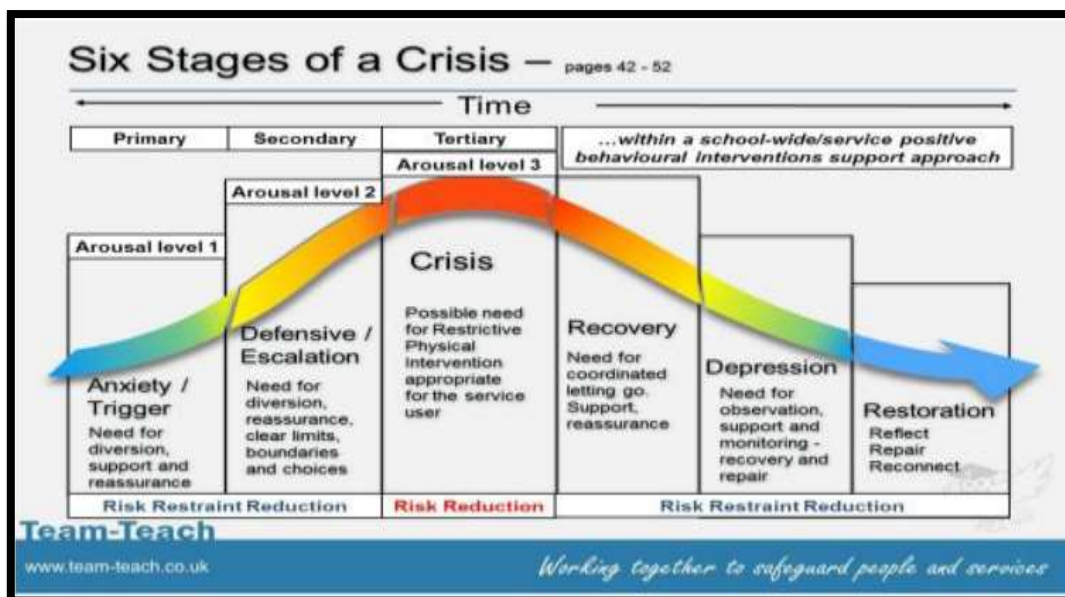
### **Step 3 - Examine and explore the impact that this has on individuals and relationships**

### **Step 4 - The needs questions**

- What needs are there?
- What needs to happen to repair damage?
- What needs to happen to enable us to move forward?

## Appendix 9 - Support for when behaviour is unregulated and feels unsafe

### Six Stages of Crisis



Level	Stage description	Need for...	Behaviours	Positive handling responses
1	Anxiety/Trigger	Diversion, support and reassurance.	<b>Low Level</b> Shows signs of anxiety, hiding face in hands, bent over/under table, pulling at collar or hat, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to cooperate, adopting defensive postures.	<b>Low Level</b> Read the body language and the behaviour, intervene early, communicate; 'talk, I'll listen', Use appropriate humour, display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic.
2	Defensive/ Escalation	Diversion, reassurance, clear limits, boundaries and choices.	<b>Medium Level</b> Displays higher tension, belligerent and abusive, making personal and offensive remarks, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'I will not...' 'you cannot make me.'	<b>Medium Level</b> Continue to use level one strategies + state desired behaviours clearly, set clear, enforceable limits, offer alternatives and options, offer clear choices, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide the elbows towards safety.
3	Crisis	Possibility, for positive handling intervention	<b>High Level</b> Shouting and screaming, crying, damaging property,	<b>High Level</b> Continue to use level 1 and 2 de-escalation responses + make the

		(Team Teach) appropriate for the child.	moving towards danger, fiddling with electrics, climbing trees, roofs, or out of windows, tapping or threatening to break glass, moving towards weapons, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	environment safer, moving furniture and removing weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use help protocol and save face by changing face.
4	Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours Can easily be confused with anxiety stage. People may sit quietly in a hunched position; the difference is they can revert to extreme violence without the build-up associated with the normal escalation in stage 2.	<b>Recovery positive handling responses</b> Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5	Depression	Observation, support and monitoring.	After a serious incident, people can become depressed, they may not want to interact.	<b>Depression positive handling responses</b> Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6	Restoration	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	<ul style="list-style-type: none"> <li>• Listen to views of client</li> <li>• What can be learned from this?</li> <li>• Keep appropriate record of incident and responses</li> <li>• Share reports as appropriate - client's file</li> <li>• Appropriate professionals meet to discuss plan/risk assessment/care and control plan.</li> </ul>

## Support for when behaviour is unregulated and feels unsafe

If a child has additional learning needs, social emotional mental health needs or is in fight or flight we need to be more measured in our responses.

When a child is increasingly dysregulated and is more challenging to support we can use 'ACT' to guide us. When following these steps, we need to:

- Think about our body language
- Not making a hard demand unless it is needed
- Distract and redirect
- Be aware of the individual and their lived experience
- Know that this behaviour is rarely about us

If a pupil is so unregulated that it does not feel safe, it can feel tricky to know how to respond appropriately. Here is a simple guide to support in these instances using the acronym **ACT**:

**A - Assess the risk and take action**

**C - Connect with yourself**

**T - Then co-regulate (and emotion coach)**

### Assess the risk

**Key question:** Is the child at risk to themselves or others safety?

**If yes take action:** Call for support, evacuate the classroom, physically intervene (please see Physical Intervention Policy for further guidance)

**If no:** Take a step back and give them space. If they are angry and have taken themselves to the playground for example, follow at a distance and give them some time.

### Connect with yourself

Take a moment to take a breath and think calmly about your next step/response. We need to check in with our emotional response to an event sometimes, before we respond. Think about the tone, words and body language that you might want to use.

### Then co-regulate

You cannot teach a child who is unregulated. Once the behaviours have de-escalated and calmed, they will be more able to re-join their peers and engage in learning. This might look like:

- Playing together / building / completing a puzzle
- Mindful colouring side by side
- Exercising together / movement break
- Getting out of the classroom