



Marden Primary Academy

Positive Conduct Policy

Document title:	Positive Conduct Policy
Version number:	1.1
Policy Status	Published
Date of Issue	September 2023
Date to be revised	September 2024
Approved by	Governing Body

Date	Version No	Brief detail of change
01/09/21	1.0	Policy written
02/09/23	1.1	Policy reviewed and updated

Marden Primary Academy Conduct Policy

At Marden Primary Academy, we take pride in the following simple values to foster positive conduct:

1. Ready

2. Respect

3. Safe

Ready

- We are ready to learn
- We are in the correct uniform
- We are on time for school

Respect

- We are respectful of all members of the Marden community
- We respect others' rights
- Every child has the right to be free of discrimination whatever their gender, ethnicity, religion, language, background, ability or any other status
- We have self-respect
- We respect the child's right to express their views, feelings and wishes
- Every child has the right to privacy
- Every child has the right to protection from violence and abuse
- Every child has the right to play
- Every child has the right to an education

Safe

- We conduct ourselves safely at all times
- We conduct ourselves in a manner that doesn't negatively affect the safety of others

Contravention of our values

If there is a contravention of any of our values, we seek to understand, empathise and rectify the situation using a restorative approach.

Stages for low-level disruption:

Every effort must be made to ensure that children are ready to learn, are respectful and are safe in class. Children who contravene these values should not be allowed to have centre stage. Children will be treated with empathy and will not be subject to ridicule or infamy. However, they will have to deal with the repercussions of their actions.

1. Positive praise e.g. Thank you for showing me you are ready. Children may be awarded house points for consistent application of the values.
2. Verbal rule reminder e.g. That is not showing me you are ready, this is your reminder.
3. 5-minute timeout to reflect on rule reminder e.g. That is twice you have not shown me you are ready, take a timeout to reflect. Restorative meeting held between child and adult.
4. 15-minute buddy class to reflect on rule reminders. Restorative meeting held between child and adult on return. This should be recorded on the behaviour log and parents notified e.g. phone call.
5. If there are consistent occurrences, a formal meeting is held with the class teacher/leader and parents. Outcomes and agreements recorded on the behaviour log.

Serious contravention of values:

1. On the first contravention within a term, a restorative meeting led by the class teacher will be held with all people involved. This should be recorded on the behaviour log and parents must be notified.
2. On the second contravention within a term, parents will be asked to attend a restorative meeting with the class teacher and the child. This should be recorded on the behaviour log.
3. Upon the third contravention within a term, internal/external exclusion will be determined by the Principal. This should be recorded on the behaviour log and parents must be notified. A reintegration meeting will be held with the parents and child prior to returning to class.

Physical Violence:

Restorative meeting with all involved, including a member of senior leadership. Any action, including internal or external exclusion, will be determined by the Principal. This should be recorded on the behaviour log. A reintegration meeting will be held with the parents and child prior to returning to class.

Example actions:

a) A child disrupts a lesson and is given a 5 minute timeout.



A restorative meeting is held and the incident is recorded on the behaviour log.

b) A child continues to be deliberately disruptive in lessons, despite timeouts and restorative meetings.



If it has been consistent within a week.



Review behaviour log recordings and invite parents in for a formal meeting with the child. Record outcome as a behaviour log update.

If it has been consistent across two weeks or more.



Parents invited in for a formal meeting with teacher and a member of SLT. Record outcome as a behaviour log update.



Any internal or external exclusion to be determined by the Principal. Outcome recorded on the behaviour log.

c) A child is involved in a physical altercation.



A member of SLT is informed immediately. Initial actions recorded on the behaviour log by the member of staff initially involved.



Parents are invited in for a formal meeting with SLT member. Any internal or external exclusion is determined by the Principal. Outcomes recorded on the behaviour log.

Restorative Approach:

The purpose of primary education is to provide an opportunity to learn both academically and holistically. We owe it to our children to educate them on why certain behaviours are not right rather than simply applying punitive punishment. Restorative approaches are built on values that separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. We believe we can teach positive learning behaviour to all of our children.

A restorative approach may include having a 'restorative meeting'. These conversations happen during the school day and practitioners will use restorative language and questions to allow children to understand the impact of their behaviour. They are considerate of, and adaptive to, a child's personal circumstances and understanding to ensure inclusivity.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. The questions used in a formal meeting include:

- 1. What happened?**
- 2. What were your thoughts at the time?**
- 3. Who has been affected by what happened?**
- 4. How have they been affected?**
- 5. How do we resolve the problem?**

Visible Consistency:

Visible kindness and respect will create a culture of pride at Marden Primary Academy. Behaviour is highly emotive for all concerned. It is imperative that as professionals, we separate the actions from the individual and are a consistent visible presence for our children.

To support this, we should:

1. Publicise positive behaviour.
2. Not publicise unwanted behaviours (this has an adverse effect).
3. Discuss the immediacy of consequence rather than the weight of punishment (we do not threaten punishments).
4. Not act emotionally concerning children's unwanted behaviours.
5. Not undermine our authority by passing on responsibility. If leaders are involved, they will be involved with the teacher
6. Deal with primary behaviours once the child is ready to take responsibility for the actions.
7. Greet our children personally every day.
8. Wish them well at the end of the day.
9. Apply consistent strategies when we want children to be ready e.g. "Ready in 5,4,3,2,1".
10. Remind children about how they should be lining up: we say "Are we ready, respectful, safe?". The expectation is to be silent whilst in the line and that children walk with their heads held high, are silent when in transition and walk with pride.
11. Ensure all unwanted behaviours are addressed by all staff members using micro scripts.
12. Ensure we do not congregate as adults when on duty. We circulate and support children with activities to manage behaviours.
13. Conduct ourselves in the same manner as we wish the children to act.

Micro Scripts:

1. Are we ready?

2. Are we being respectful?
3. Are we being safe?
4. Thank you to ___ who is choosing to be ready/respectful/safe by ___
5. Remember when you ___ this tells me that you know how to be ready/respectful/safe
6. You are choosing to not be ready/respectful/safe by _____, this is a verbal rule reminder
7. You are continuing not to be ready/respectful/safe by _____, please take a 5-minute timeout to reflect on your rule reminder
8. Unfortunately, you are still not being ready/respectful/safe, please go to your buddy class (do not get into a debate)
9. If there is defiance to go on timeout or buddy class simply state: 'I understand why you are upset/angry and we will discuss in a restorative meeting once you have been to buddy class. We both need time to reflect first'
10. For when children reintegrate into the lesson or change their behaviour: 'Thank you for making good choices'