

Positive Conduct Policy

Marden Primary Academy



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Overview

This policy sets out the expectations of behaviour at Marden Primary Academy, where we believe that an environment underpinned by mutual respect and high expectations is essential for academic success and personal development. As part of the IB PYP community, we aim to create an environment which encourages (and reinforces) good behaviour, fosters positive attitudes towards learning but also develops reflective individuals through a focus on positive conduct. We do this by developing social skills through the approaches to learning. Our policy is also designed to uphold the values of the IB and every interaction is an opportunity to demonstrate the IB Learner Profile.

We have consistently high expectations of behaviour throughout the school and ensure pupils are able to accept responsibility, manage conflict, cooperate with (and respect) others, all whilst recognising the individuality of every pupil, to create a calm and safe environment. To do this, pupils must be taught what 'good behaviour' looks like and so clear expectations are maintained, fostered through our positive values of 'ready, respectful, safe'. This is consistently reinforced through our behaviour curriculum.

All members of staff will hold the highest expectations modelling the behaviour we expect from the pupils, with school leaders visibility and consistently supporting staff. Positive and productive relationships with pupils are central to outstanding behaviour management, with all steps of our behavioural approach designed to be supportive and constructive, never punitive.

The policy has been created in conjunction with the [behaviour in school guidance](#).

Aims of this Policy

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour through self-reflection in a supportive environment.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To encourage a coherent partnership between home and school in order for pupils to achieve their maximum potential socially, emotionally and academically.

Marden Primary Academy Conduct Policy

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

1. Ready

2. Respectful

3. Safe

Ready

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

Respectful

- 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. This approach may include a restorative meeting to allow pupils to understand the impact of their behaviour. They are considerate of, and adaptive to, a child's personal circumstances and understanding to ensure inclusivity. Reasonable adjustments are made for pupils with SEND where appropriate in discussion with the SENCO.

The questions used in a restorative meeting include:

Restorative Approach:



- 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?**

Stages for low-level disruption:

Every effort must be made to ensure that pupils are ready to learn, are respectful and are safe in class. Pupils will be treated with empathy and will not be subject to ridicule or infamy. However, where disruptive behaviour takes place (defined as any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level), pupils will have to deal with the consequences of their actions in a restorative manner.

1. Positive praise

e.g. Thank you for showing me you are ready. Pupils, for consistent application of the values, may be awarded house points which come with personal and collective reward.

2. Verbal rule reminder

e.g. That is not showing me you are ready, this is your reminder.

3. 5-10 minute buddy class

to reflect on rule reminders in a supportive environment. Restorative meeting held between child and adult on return. This should be recorded on Bromcom and parents notified e.g. phone call.

If there are consistent behavioural occurrences, a formal meeting will be held with the class teacher, behaviour lead and parents to discuss supportive next steps. Any outcomes and agreements are then recorded on Bromcom.

Behaviour contract and check in card:

When a child has had three buddy class incidents, a meeting will be held with the child, parents, class teacher and phase lead.

During the meeting, the child will sign a behaviour contract of up to three things they will be focusing on to improve their behaviour. This will also be signed by the parents to show their support.

The child will then have a 'check-in card' for a minimum of two weeks linked to the behaviour contract, where they will check in with a member of SLT every day to track their behaviour.

If there has been an improvement in behaviour, the child will come off the check-in card after the two week period. However, if behaviours have continued, another meeting will be held with parents and SLT to share a behaviour plan to monitor, and support, the child's behaviour further.

Physical Aggression:

Each incident of physical aggression will be dealt with on an individual basis. Any incident is initially dealt with by the member of staff who has witnessed the action. If appropriate, a restorative meeting is held with all involved, including a member of senior leadership depending on the level of physicality. Any action, including internal or external exclusion, will be determined by the Principal. This should be recorded on Bromcom. A reintegration meeting will be held with the parents and child prior to returning to class.

Bullying and racism:

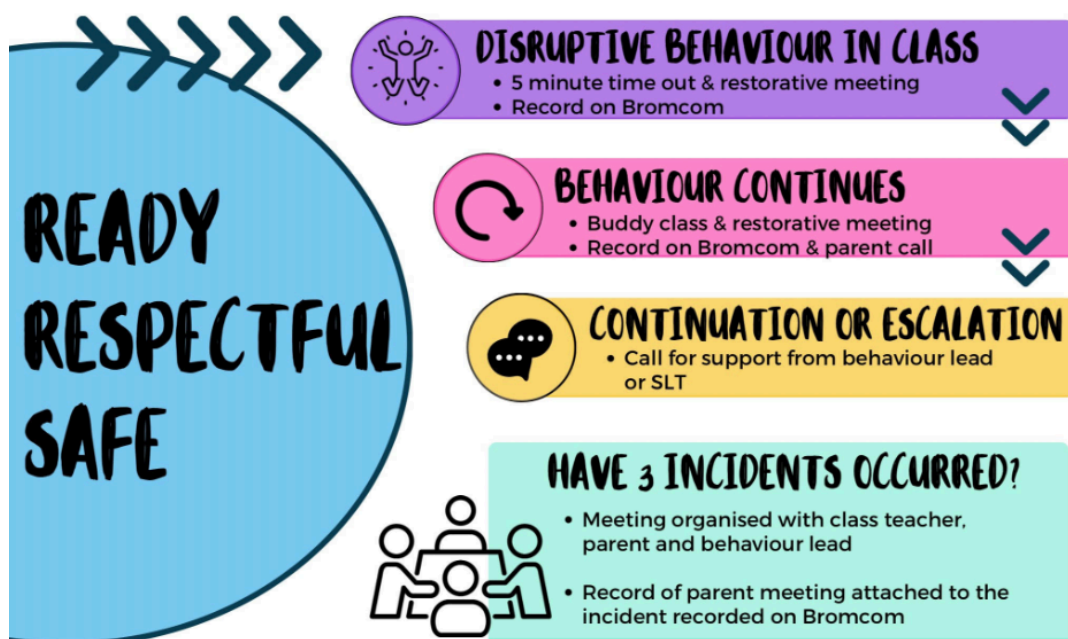
Marden Primary Academy community recognises that all forms of bullying and racism, especially if left unaddressed, can have a devastating effect on individuals. It can create a barrier to learning and have serious consequences for mental wellbeing. Therefore, any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

By effectively preventing and tackling bullying and forms of racism, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

All pupils are educated towards anti-bullying and anti-racism, and are taught to be global citizens, accepting of everyone no matter who they are.

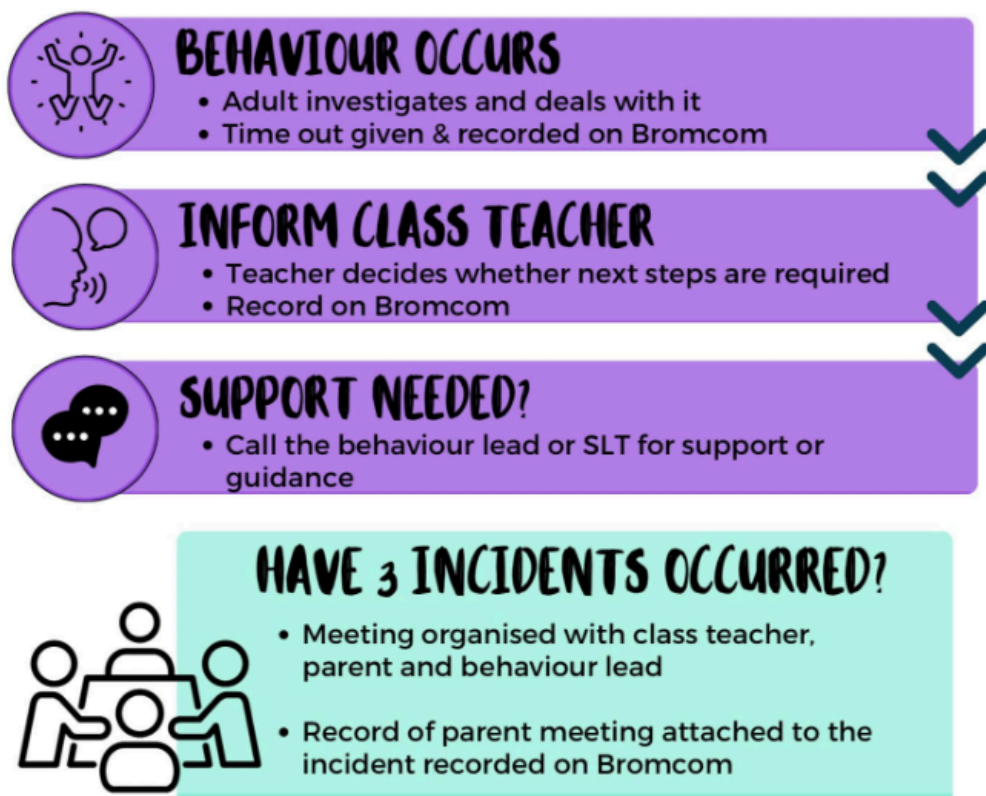
Where incidents of bullying or racism occur, they are dealt with immediately by the member of staff involved. A restorative meeting will be held with all involved,

including a member of senior leadership. Any action, including internal or external exclusion, will be determined by the Principal. This should be recorded on Bromcom.



READY RESPECTFUL SAFE

Break or Lunchtime Incident



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 pupils.

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 pupils' 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 pupils personally every day.
8. Wish them well at the end of the day.
9. Apply consistent strategies when we want pupils to be ready e.g. "Ready in 5,4,3,2,1".
10. Remind pupils 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 pupils 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 pupils with activities to manage behaviours.
13. Conduct ourselves in the same manner as we wish the pupils 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 pupils reintegrate into the lesson or change their behaviour: 'Thank you for making good choices'