



Mareham Le Fen CE Primary School

Conduct Behaviour Policy

Date policy last reviewed: July 2025

1. Aims

1.1. It is a primary aim at Mareham Le Fen School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live, learn and work together in a supportive way. It aims to work in parallel with the Learning behaviour policy to promote a learning environment where everyone feels happy, safe and secure.

1.2. The school values that we follow are written in our Prospectus:

- **Friendship:** We care, share and encourage each other in all we do
- **Perseverance:** We never give up on our goals
- **Respect:** We treat others how we want to be treated
- **Responsibility:** We take responsibility for our footprints on the world
- **Forgiveness:** We always forgive and forget

1.3. This policy is designed to promote good conduct behaviour. This policy clearly states what constitutes good behaviour as well as what we consider to be unacceptable behaviours. It will be applied consistently across school. It is vital for our children to understand that acceptable classroom behaviour is essential in order to achieve the highest standards of learning.

1.4. The school expects every member of the school community to behave in a considerate way towards others, paying regard to protected characteristics of gender, race, disability, sexual orientation and religious beliefs.

2. Implementation

2.1. Promoting Good Conduct Behaviour

Good conduct behaviour can be achieved when everyone is clear about, and remembers to do what is expected of them:

- 2.1.1. Staff remind children clearly, explaining the reasons, of our high expectations to enable children to remember what is expected of them.
- 2.1.2. Sanctions are used fairly and consistently, ensuring that children are aware of how the inappropriate choices they made do not meet the high expectations we have in school.
- 2.1.3. Throughout our curriculum, children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- 2.1.4. Whilst everyone is subject to working within the school-wide structure laid out in the traffic light system, the way that individuals are taught and encouraged to conform with the high expectations must be tailored to their specific needs in the same way that lessons are tailored.

2.2. Expectations

We expect everyone in our school to have high expectations of behaviour and children will be met by consistency around school. All staff have the following expectations:

- 2.2.1. Good manners are essential in our society and thus will be expected to be modelled and used in school eg. We will answer the register with '*good morning*' and '*good afternoon*'.

- 2.2.2. When speaking to a member of staff, we will give eye contact, wherever possible, as a sign that we are listening.
- 2.2.3. We will always say please and thank you to all staff and children - this is because we are respectful citizens and we treat everyone as we wish to be treated ourselves.
- 2.2.4. We will wear the correct uniform each day ensuring we take pride in being part of the school community.
- 2.2.5. We will walk silently and calmly around school, stopping to allow any adults to pass.
- 2.2.6. We always tell the truth and own up to our mistakes - this is because we want a culture of honesty where everyone tells the truth and accepts the consequences of our actions.
- 2.2.7. We are kind and humble - We look after one another and treat each other as a member of our family. We do not brag or show off in respect of the feelings of others.
- 2.2.8. We all contribute to create a happy and safe environment - This is because we wish to be in a school where we are safe and feel we can make mistakes and are happy to do so.
- 2.2.9. We always do our best, have high expectations of ourselves and others and aspire to be an ambassador for the school because we want to become valuable members of a caring society.
- 2.2.10. We have ownership of our own learning, aspiring to become independent, lifelong learners.

2.2.11. We treat others, their belongings and the environment with respect, showing consideration and empathy for others, regardless of background, culture or faith, believing in and promoting our British values and protected characteristics.

2.2.12. We refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

2.3. Staff Responsibilities

2.3.1. Adhere consistently to the application of the high expectations specified in the traffic light system and routines for behaviour across the school; taking responsibility for modelling and, in return, expecting good and courteous behaviour, both in classrooms and around the school.

2.3.2. Be a good role model of the high expectations we demand from the pupils at all times.

2.3.3. Help ALL children to develop, aiming to exceed expectations - trying to allow every child to experience success often so that the resulting sensation becomes the norm.

2.3.4. Create a safe environment both physically and emotionally by modelling calm and controlled behaviour in quiet classrooms.

2.3.5. Form and maintain positive relationships with children by getting to know their interests as well as with parents.

2.3.6. Offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's Behaviour Policy and values.

2.3.7. Liaise with the SENCO, who in turn may seek advice from external agencies, to support and guide the progress of those children with behaviour issues.

2.4. The role of the headteacher

2.4.1. It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the

effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

2.4.2. The headteacher supports the staff by implementing the policy, by setting high expectations of standards of behaviour, and by supporting staff in the implementation of the policy.

2.4.3. The headteacher ensures that records are kept of all reported serious incidents of misbehaviour as well as records of low-level behaviour.

2.4.4. The headteacher has the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Before excluding a child, advice will be sought from the Local Authority and the Chair of Governors will be informed.

2.5. Parents' Responsibilities

The role of parents is crucial to implementing an effective behaviour policy.

2.5.1. Be aware of the behaviour policy and reinforce the ethos of the high expectations at home.

2.5.2. Make children aware of appropriate behaviour.

2.5.3. Encourage independence and self-discipline.

2.5.4. Show an interest in all that their child does in school.

2.5.5. Support the school in implementing this policy.

- Listening
- Respecting equipment
- Extending work independently
- Helping
- Working hard
- Respectful
- Kind to others
- Lining up on time
- Politeness
- Demonstrating our church school values

All children start each morning and afternoon session on green.

Staff should consistently refer to and reinforce the fact that the *behaviours* listed are expected consistently and manage them with positive praise.

- Talking at an inappropriate time
- Shouting out
- Inappropriate noises (verbal or tapping equipment)
- Not listening
- Wasting time/Not having correct equipment for lesson
- Delaying start of work
- Not following class management rules
- Ignoring adults' reasonable requests
- Disrespectful to peers or adults
- Lying
- Damaging property inadvertently
- Sitting unsafely
- Running in class/corridors
- Not trying their best

Children will receive a yellow warning if they demonstrate any of the behaviours listed here.

If this behaviour continues, they will be given a second warning. If the yellow behaviour continues after that, the child will be moved to the yellow traffic light.

Children can turn their behaviour around to what is expected and return to green on the chart.

Children on yellow by morning playtime, should have a time to reflect on their choices at break/lunch.

Repeated incidents of yellow behaviour

- Bullying
- Physical violence eg spitting, kicking, punching or scratching
- Swearing
- Significant rudeness to other children
- Significant rudeness to adults
- Deliberate damage to school or personal property and resources
- Witnessed racist incidents.
- Inappropriate language (sexual or racial, etc)

If a child is on yellow on the chart, and this behaviour continues, they shall be moved to red.

A child may also be moved directly to red for any of the more serious unacceptable behaviours listed and, as these are higher level behaviours, a CPOMS entry must be made.

Any child on red must undergo a more formal and lengthier meeting at the next break or lunch with the class teacher and be asked to reflect on their choices and to offer suggestions of how they can prevent this situation happening again. It is imperative that the child is helped to recognise that they have chosen this course of action and take responsibility for it.

If children continue to show unacceptable red behaviours then parents will be asked to attend a meeting with the class teacher to discuss these issues. In extreme cases, parents may be informed that their child is at risk of exclusion, and what this entails.

Parents/carers will also be invited into school to assist in drawing up a behaviour agreement between the school, the pupil and parents/carers.

2.6. Monitoring

2.6.1. The Headteacher ensures that the effectiveness of this policy is monitored on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

2.6.2. The school keeps a variety of records for behaviour which are monitored regularly by the Headteacher and acted upon where appropriate.

2.6.3. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

2.6.4. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.