MARLCLIFFE PRIMARY SCHOOL

Behaviour Policy

Last Reviewed	September 2026	Next Review	September 2027
		Ratified by Governors	

Vision Statement

Supporting children on a life-long learning adventure!

Ethos

We want Marlcliffe Primary to be a place where everyone feels safe, respected and valued. The school is committed to promoting a culture of praise and encouragement in which all children can achieve.

Staff are expected to:

- Establish clear and consistent expectations and boundaries
- Promote desired behaviour and set expect high standards
- Use a shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Develop positive relationships based on mutual respect
- Promote self-esteem and self-discipline
- Ensure equality and fair treatment for all
- Praise and reward good behaviour
- Celebrate children's efforts and achievements
- Value children's views and opinions
- Provide a calm, safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Be good role models
- Discuss children's behaviour choices and explain the desired response; ensuring children have a clear understanding of consequences
- Encourage positive relationships with parents

Children are expected to:

- Show respect to staff, each other and their learning environment
- Promote the good reputation of the school in the community. Children must understand that the school's expectations apply to and from school; this means within the community when wearing the school uniform or if they are in some way identifiable as a pupil of the school. This also includes all activities that take place off site (e.g., events, competitions, trips, residentials etc.). Children and Parents should be aware of the fact that schools have the power to discipline children for misbehaviour outside of the school premises
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member
- Be self-reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome their emotions e.g., anger, distress, conflict etc.
- Adhere to certain procedures set out in relevant policies that ensure their health and safety (e.g., wearing jewellery) or safeguarding (e.g., Mobile Phone Policy)

Parents/Carers are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school
- Support the use of consequences (when behaviour support is deemed appropriate by school staff)
- Show respect to staff, children and other parents
- Support the school's Anti Bullying approach
- Make time to read communications from school and to seek further clarification (if needed)
- Keep the school informed about any issues that arise that might affect their child's learning or behaviour
- Request support from school with their child's behaviour or well-being (if necessary)

The behaviour policy at Marlcliffe is applicable to all who are involved with the school. It recognises the need to teach children lifelong behaviours which help them to be the best version of themselves. Our **core values** encompass four main themes:









The children in FS and KS1 are not taught about the themes in as much detail (they have less statements than in KS2).

However, all children are explicitly taught how to achieve the **core values** through our curriculum design e.g., during lessons, assemblies and at playtimes.

All strands of behaviour management at Marlcliffe school work together to establish the school's ethos. We hope that by having character-based school values, we can prepare the children for the demands of an ever-evolving world.

We also have a set of **school rules**, which form the overarching principles of our behaviour policy:



All members of staff refer to the **core values** and **school rules** during interactions with the children; staff also model these behaviours throughout the school day.

Whole School Behaviour Strategies

Whole School Rewards

For following our core values and school rules, children can receive a number of rewards:

- Verbal praise
- Stickers
- Positive messages home (via verbal interactions with parents or phone calls)
- Photos on class blog
- Showing their work to a member of the Senior Leadership Team (SLT)
- Photos on SLT's Celebration Blog
- Shine certificates
- Marlcliffe All Stars

Classroom behaviour strategies

Positive behaviour is recognised and rewarded, both individually and as a class. Children across school collect Dojo points. Each child's Dojo points are added up weekly and recorded. At the end of half term, individual children are rewarded for the number of Dojo points they have accumulated; children who score more than 30 Dojos receive either a Bronze, Silver or Gold certificate. Due to school terms having a different number of weeks, the certificate boundaries reflect the length of each half term e.g., in a 6-week half term, the boundaries are: 30-50 Dojo points = Bronze/51-70 Dojo points = Silver/71+ = Gold.

Classroom strategies vary between teachers. This is acknowledging that a change of strategy can be a good incentive and new motivation for children. The strategy may be for individual children or as a peer group initiative; chosen strategies will reinforce the school's values and core rules. Teachers are able to decide on their own system (e.g., raffle tickets, sticker charts etc.). These systems lead to either a personal reward (e.g., prize from the teacher's box) or a class reward (e.g., an additional 10-minute playtime).

Hot Chocolate with the Headteacher

- Children are selected to have hot chocolate with the Headteacher because they are excellent role models to others; they also work hard to always be the best version of themselves. They receive a personal invitation from the Headteacher.

Marlcliffe All Star

- One child from each class is selected weekly. These children make good behaviour choices and display our school rules consistently – these are our 'All Star Children'. They receive a lanyard to wear all week so that other children in school are aware of their achievement. At the end of that week, they are given a badge as a permanent reminder that they have been recognised as an 'All Star Child'. Throughout the academic year, a child may be chosen more than once; this reward recognises those children that consistently follow the school rules.



All staff use a consistent approach for those children who are not following our school rules or who are struggling with their behaviour. This is the red box system:

1. Verbal reminder
2. Warning (outside red box)
3. Time Out (inside the red box). During one playtime, children have a restorative conversation with a member of the Senior Leadership Team; whereby, they are asked to reflect on their choices and discuss what they could do differently in future. A record of Time Out is kept in the Headteacher's Office

Sanctions

It is at staff's discretion to use sanctions; this is used for more serious/persistent inappropriate behaviour. It is also used when children are not being tolerant of differences e.g., using language intended to insult or discriminate. Sanctions takes place with a member of SLT during breaktimes/lunchtimes and the child initially participates in a restorative conversation. These conversations give the child chance to reflect on their actions and to work out what they could have done differently. They are asked to consider how their actions have affected other people and to think about a resolution. SLT also use these conversations as an opportunity to reinforce the school's high expectations. The child will then be asked to complete a task; this is relative to the reason that they were placed in sanctions e.g., writing a letter of apology/completing missed learning etc. The length of the time spent in Sanctions is determined by the severity of the incident or the child's current behaviour pattern. A record of children in Sanctions is kept; SLT monitor these records and put more support in place for children where necessary. If a child has been placed in Sanctions, class teachers will inform parents.

Behaviour Support

If a child is displaying low level but persistent behaviours that are not in line with the policy, a class teacher may employ some of the following strategies:

- Contact parents for an informal discussion about behaviour e.g., is there a reason why the child's behaviour has changed? Teachers will seek support from parents at home
- Create a positive behaviour plan – this plan is created with the child; it informs adults in school about strategies which help the child to achieve positive behaviour
- Use of a sticker chart – this splits the day into smaller time relevant chunks (e.g., each session), it is also personalised to the child's interests
- Build in reward time e.g., make every sticker on chart (mentioned in previous bullet point), worth 2 minutes. At the end of the day, the child could have earned up to 10 minutes reward time
- Pastoral Team in school may be asked for advice/strategies or support with individual children's behaviour
- The SEND Team (including the SENCo), will support staff to tailor behaviour strategies for those children with SEND
- SLT may be used to support with behaviour and rewards
- Support may be sought from external agencies

De-escalation

De-escalation strategies are used to diffuse situations and to promote positive behaviour. It allows children to reflect on the behaviour choices that have been made. Staff will calmly:



In addition, any consequences that are put in place are logical or natural e.g., if they made a mess then they are asked to clean it up.

Team Teach

Senior Leaders and some adults who work with more vulnerable children, have had positive handling training (Team Teach). They are able to use positive handling strategies, if it is deemed: reasonable, proportionate and necessary. Trained staff should be the only members of staff to use positive handling strategies. However, as set out in Section 93 of the Education and Inspections Act 2006. This Act recognises that all staff have a legal power to use reasonable force on/off school premises, where the member of staff is in charge of the child concerned.

Restraint could be used if a child was:

- Committing an offence
- Causing personal injury to any person (including themselves)
- Damaging property
- Prejudicing the maintenance of good order and discipline at the school

Positive handling techniques seek to avoid injury to the child but it is possible that bruising/scratches may occur accidently; these will not be seen as a failure of technique but as a regrettable, yet infrequent side effect, of ensuring that all children/staff remain safe. All incidents of reasonable force are recorded and parents are notified that the technique has had to be used.

Isolation

Isolation is used for more severe incidents of inappropriate behaviour. Children are removed from class and complete their work alongside a member of the SLT. The isolation period may be extended if this work is not completed appropriately. Parents/carers will be informed that their child has been in isolation that same day. The amount of time spent in isolation will depend on the severity of the incident and will therefore be at the SLT's discretion.

Suspension and Exclusion

DfE Guidance (September 2026) Page 11 states - *This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.*

Circumstances leading to a Suspension

The decision to suspend is made by the Headteacher or, in their absence, the Deputy Headteacher. At Marlcliffe, suspensions will only be given if an incident is deemed serious and as a last resort. Parents will be contacted to collect their child and they will receive a formal letter of suspension. The letter will confirm the reason for the child's suspension and will explain the process. A fixed term suspension can vary in length, depending on the severity of the incident.

A child may be suspended for up to 45 days in a single academic year. A suspension can also be for parts of the school day e.g., lunchtime (if this is when a child is being disruptive).

During the first five days of a suspension, a child will receive age-appropriate work. This may include accessing online learning e.g., Oak Academy lessons. If necessary, reasonable adjustments will be made to support children with SEN or disabilities. Whilst suspended, a child must not present in public places at any time during school hours.

Following a fixed term suspension, the Headteacher or Deputy Headteacher, will meet with the child (and parents), as part of a reintegration meeting. During this meeting, a discussion will take place about the school values and core rules; children will be told how they can adapt their behaviour in the future, to be in line with these.

Permanent Exclusion

DfE Guidance (September 2026) Page 13 states - *A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:*

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

The Headteacher and the Governing Body has the right to exclude permanently, if the circumstances are deemed sufficiently serious. This would be based on recommended criteria including; age and state of health, previous record, difficult external circumstances, parent/carer or peer pressure, degree, severity and frequency of behaviour, likelihood of behaviour recurring and safety.

Complaints Procedures

If a parent/carer needs to speak a teacher about an issue, they can be contacted via the school office. Please email enquiries@marlcliffe.sheffield.sch.uk or phone 0114 2344329. A message will be passed onto the class teacher and they will ensure a timely response (around their teaching commitments).

After speaking to teachers, parents/carers may request to meet with the Headteacher (Mrs Clare Hayes)/ Deputy Head (Mrs Fiona Turner) or an Assistant Head (Mrs Sarah Adams).

In the event of a solution not being found, parents/carers will be referred to the school complaints procedure which can be found on the school website.