

Marlpool Federation of Schools

Promoting Positive

Behaviour and Rewards

September 2026



Rationale

The rationale of our federation policy is that all positive behaviour is recognised and rewarded through the fair, consistent and systematic application of our strategies and policy.

This policy outlines the strategies we use throughout the federation. Its purpose is to create a safe, caring and ordered environment in and around the school, as well as developing a shared respect between children and adults.

We aim to encourage children to develop the self-discipline which will enable them to play a full part in school life and become responsible citizens in the future.

Positive behaviour is any behaviour that encourages and maintains the good order and conduct of the school, such as contributing to class discussions and actively engaging in all activities and working to the best of their ability.

Positive behaviour ensures that children feel safe, secure and valued as a member of the school community and the wider community. Positive behaviour is a choice. Throughout our work in school, we aim to help children to self-regulate their feelings and emotions so that they are able to make positive choices.

Our Motto:

'Working together to REACH our full potential'

Our Federation motto is displayed around our schools and classrooms, and serves as the foundation for all that we try to be both in school and in the wider community.

R **Respectful: Respect yourself, other people, their ideas, opinions and property**

E **Enthusiastic: Be enthusiastic about your learning, your life and your future**

A **Active: Be physically and mentally active, and actively engage in your learning**

C **Caring: Care for yourself, for others and for the environment**

H **Happy: Be happy, share happiness and look for the positives**

All school staff will:

- Establish positive relationships and promote a happy, constructive working environment.
- Apply the school behaviour policy consistently and fairly with all children.
- Take responsibility for the behaviour of all children in the school at all times of the day.
- Build up a good rapport with all parents from the start of the year, touching base about daily positive events from the outset.
- Involve parents at the earliest stages of behaviour issues with a child.
- Identify possible causes for changes in behaviour and seek support accordingly, demonstrating an understanding of behaviour as a means of communication.
- Be aware of specific medical or behavioural and emotional needs that specific children have.
- Work with senior staff and external agencies to implement any strategies suggested and document actions accordingly.
- Stay calm and listen.
- Avoid confrontation.



Children will:

- Follow class rules and strive to demonstrate our REACH values.
- Listen to each other and the adults.
- Take pride in themselves and the school.
- Be polite and talk respectfully to staff and others.
- Reflect on their actions, exploring their feelings and the feelings of others.
- Identify positive alternative strategies to use next time.

Parents/carers will:

- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy and in making children aware of appropriate behaviour in all situations.
- Be aware of the school rules and expectations.

At Marlpool Federation, not only do we promote and teach positive behaviour and attitudes with our children, we also value and reward them. As already stated, we believe our children learn best when they feel safe and valued as individuals and are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise.



Rewards may include:

- ✓ Verbal praise and smiling at children
- ✓ Verbal or written praise to parents about their child
- ✓ A simple word of thanks
- ✓ Stickers, badges or stamps
- ✓ Certificates
- ✓ Informing another teacher, Deputy Head or Headteacher for additional recognition.

REACH awards:

Our ethos assembly on Monday explores one aspect of REACH in details. Each week, the class teacher will choose one or two members of the class who in their opinion have made a significant contribution in that area.

REACH Superhero (YR-2):

Every week, each teacher will choose a member of their class to be their 'REACH Superhero'. The class teacher will choose a member of the class who in their opinion has made a significant contribution in a chosen area.

REACH Rainbows:

Year R-2

A REACH rainbow is displayed in each class. When children are identified as having demonstrated an element of REACH they can be rewarded with a coloured sticker corresponding to the REACH value they have demonstrated, and can add their name to the REACH rainbow. Any child earning all 5 stickers in one day would receive special recognition with a postcard home and their photo is added to the REACH celebration board in the main entrance.

Year 3-6

When children are identified as having demonstrated an element of REACH they can be rewarded with a corresponding letter on their REACH Rainbow. Each stripe on the rainbow corresponds to a different REACH characteristic. If children complete all sections of their rainbow within the half-term, then a cloud with their name on it will be placed on the REACH rainbow in the hall. Children who have placed a cloud on two or more sections of the rainbow by the end of the year will receive an award in a special end of year assembly.

100 Square – Class Reward System (Y3-6)

Each class has their own 100 Square where individuals, groups of children gain rewards for the whole class. At staged intervals, the class will earn rewards for their team work and for supporting one another. Classes will decide upon their class rewards and these will be awarded once they have reached, 25, 50, 75 and 100 squares. Rewards are focused around time-related activities, and increase gradually as the number of squares earned increases.



Lunchtimes:

At lunchtimes and break times, children are still expected to follow our REACH values. Any behaviour that does not match our REACH values should be addressed by the supervising adults, with a small time-out (standing with the adult) if needed. Persistent incidents should be referred to class teachers/SLT.

Lunchtime rewards:

Top table (YR-2):

Four children who have shown exemplary lunchtime behaviour will be selected to have their dinner on the top table each week. This will be announced in celebration assembly.

Golden Tickets Year 3-6):

Golden tickets are awarded by the lunch time supervisors for a range of reasons, including good table manners, kindness towards others and sportsmanship. These are kept in class and a winning ticket is picked during Friday Celebration Assembly and a small reward is given.





By teaching and modelling the behaviours we want to see, we promote strong relationships so that people can work together with the common purpose of helping everyone to learn.

Positive Adult Behaviour:

- Each day, we meet and greet our children with a smile or a small gesture that shows them we care.
- We use a calm voice when addressing children, at eye level where possible.
- When a child is present we only talk about their positive behaviour: "If you want children to be successful, let them overhear the good things you say about them."
- We take a restorative approach, using questioning effectively to enable our children to reflect and talk about their feelings.
- We listen to our children.
- We do not make judgements.
- We believe that positive behaviour is about making the right choices.

Sometimes children make the wrong choices. When this happens, we give them the opportunity to modify their behaviour. These steps are designed to allow thinking time and restorative conversations:

1. What happened?
2. What were you thinking at the time?
3. How are you feeling now?
4. Who was affected?
5. What are you going to do next time?

"Children are not born with an understanding of the rules of acceptable behaviour - they have to learn them, and need adults help to do this"

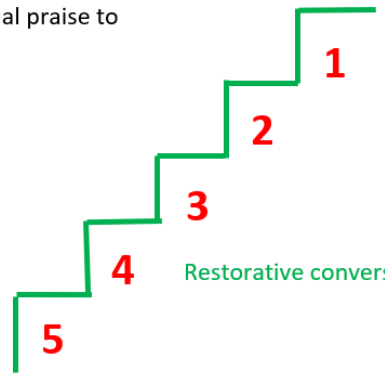
Reminder: Non-verbal prompt, or proximal praise to those nearby making the right choice

Quiet word with the individual

Warning

Time out/loss of break as appropriate

Class teacher speaks to parents



Restorative conversation with class teacher

Incidents above that which are deemed to be low level require the completion of a 'My Concern' log as soon as possible afterwards. These should be completed by the adult who has witnessed the incident in order to ensure an accurate and factual account.

These will be monitored and further actions taken by the Class Teacher, Deputy Head or Headteacher, as appropriate.

Support for Pupils

Each child is different, so it is important that the cause of any unacceptable behaviour is investigated. Pupils may be experiencing challenging circumstances in their personal lives which can adversely affect their behaviour. All behaviour should be seen as a form of communication and school staff should always consider 'what the pupil is trying to say through the behaviour'.

Some children with Special Educational Needs and Disabilities (SEND) may have particular behaviour traits that they need to be supported to manage. These will need to be taken into consideration when dealing with individual children.

Further Action and Intervention:

Although we try to achieve our expectations of each other in a positive way, at times there will be the need for further action or intervention.

In rare circumstances, a disruptive pupil might be placed in an area away from other pupils for a limited period. This is with the intention to protect and ensure the safety and wellbeing of the child and others they may be in contact with. The sole purpose is to enable the child to calm their behaviours, to be supported by adults and to be able to return to their learning as soon as reasonably possible. This procedure would be internally managed and adequate staff supervision would be in place at all times. Where a child is in need of frequent seclusion then a behaviour plan and risk assessment will be developed with parental involvement. All available services and support should contribute to ensuring that the appropriate provision is made available to that child.

If the appropriate measures have already been applied and there is no improvement in behaviour, referrals to external agencies may be made. Fixed term or permanent suspension may also be applied according to the severity of the behaviour.

In exceptional circumstances the rules applying to the use of the behaviour system may be changed to meet the needs of an individual child.



Confiscation of inappropriate items

The general power to discipline enables a member of school staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). Items confiscated by school staff will be passed on to the Headteacher for 'safe keeping'. The Headteacher will then communicate with the child's parents/carers to arrange return. Weapons and knives and extreme/ child pornography must always be handed over to the police.

School staff have the power to search for the following 'prohibited items' without consent:

- knives and weapons
- alcohol
- drugs
- stolen items
- vapes and cigarettes
- fireworks
- pornographic images
- any article that has been or may be used to commit an offence, cause personal injury or damage to property
- any item banned by the school.

Power to use reasonable force

School staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Staff will consider the risks carefully and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. If a child is being directed to an area of learning e.g. being led by their hand or underneath their arms to a certain area of the classroom or playground, this will not need to be recorded. However, if reasonable force has been used as a result of a child being dysregulated, this must be recorded on My Concern and the Designated Safeguarding Lead must be informed in the form of a conversation.

Post incident support for pupil & staff

Pupils should be given the time and space to calm down after an incident and when ready, reintegrated back into their normal timetable / school day as possible. Staff should be offered a short break out of the classroom where possible after an incident – it is important to ensure that staff and pupils are given the emotional support and basic first aid that may be required. Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.

All injuries should be reported and recorded on the accident form. Following an incident of Child-on-child Abuse, there needs to be a full risk assessment in place to protect the victim. The perpetrator also needs to have a plan in place to support and protect.

Bullying

An open definition of bullying is:

"The wilful, conscious desire to hurt, threaten or frighten someone else either mentally, physically or verbally, repeatedly and over time."

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content generated by artificial intelligence (AI)

Dealing with bullying:

Appropriate sanctions might include:

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Racism

The McPherson definition of racism is:

"A racist incident is any incident which is perceived to be racist by the victim or any other person." (Please note: Initially, it is not necessarily a proven racist incident but is an accusation of racism and must be investigated.)

What does Racist Behaviour look like?

Racist behaviour may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or 'insignia'
- Bringing racist material such as leaflets, magazines or computer software onto the premises

Dealing with Racist Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. When dealing with an incident of racist behaviour, staff should make it explicit to all involved that any racist behaviour is unacceptable and contravenes the school's culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the Headteacher. The action taken will depend on whether the perpetrator is known and whether he/she is a pupil, a member of staff or an outside perpetrator. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Reporting Racist Incidents

All incidents of racist behaviour should be reported to the Headteacher. The following criteria should be used in the reporting and decision-making process:

- The victim believes the behaviour was motivated by racism

- The victim has been subjected to the behaviour on more than one occasion

- There was more than 1 perpetrator

- The perpetrator has been spoken to previously about similar behaviours

- Recognised derogatory terms were used by the perpetrator[s]

- The racist behaviour appears to have been planned in advance

- The perpetrator appears to have racist intentions by the behaviour

Reporting forms will be collated by the Headteacher and reported to governors at Full Governing Board. Our scheme of work for personal, social, health emotion education [PSHE] details the curriculum input for pupils. My Concern, our electronic safeguarding report system, should be updated to report all incidents after verbally notifying the Headteacher. The headteacher may also complete an incident report form. By acting upon every comment or incident, we will demonstrate our zero-tolerance approach.

Appropriate sanctions for Bullying/Racism might include:

• A verbal warning with consequences explained if further incidents occur

• Loss of breaktimes/unsupervised times

• A meeting with parent

• A period of internal exclusion (length dependent on incident)

• Fixed-term (length dependent on incident) or permanent exclusion

• For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Sexualised Behaviour, Sexual Violence & Sexual Harassment

See 'Keeping children safe in education' (DfE 2026)

Staff across Marlpool Federation acknowledge that sexual violence and sexual harassment can occur between children of any age and sex. As set out in part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

We want everyone to feel included, respected and safe in our school and we recognise that Sexism can be and Sexual Harassment is a form of Child-on-Child Abuse. Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like to ensure that all pupils are taught this essential aspect of social interaction.

We will not tolerate verbal abuse, which includes name-calling and sexist comments or inappropriate behaviour which is sexual in its nature. Staff and pupils are encouraged to report all incidents that make them feel uncomfortable, no matter how 'small' they think the incident is. Sexist comments are those which discriminate based on sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. Sexual harassment means unwanted behaviour of a sexual nature and includes sexual comments, physical behaviour like interfering with clothes or online harassment. All staff and pupils are encouraged to report the above behaviours. By acting upon every comment or incident, we will demonstrate our zero-tolerance approach.

As a school, for low level incidents, we will:

- Ask the pupil to apologise to anyone the comment/behaviour was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call to parents if deemed necessary

More serious incidents will be dealt with according to the context of the situation with different levels of sanctions applied proportionately. The age and developmental stage of the perpetrator will be considered carefully.

Appropriate sanctions might include:

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Online misbehaviour

The school can issue consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Appropriate sanctions might include:

- A verbal warning with consequences explained if further incidents occur.
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

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What skills do I need to develop to be a 'good learner'?

