Behaviour Policy

Mornington Primary School

Promoting positive behaviour

Our philosophy actively encourages good behaviour, and we aim to *'accentuate the positive and eliminate the negatives.'* We aim for every member of our school community to feel valued and respected, and that each person is treated fairly and well,

At Mornington Primary School, we foster the strong relationships that exist within school, which lead to mutual respect and encourage good behaviour. It is important to teach children in an atmosphere of warmth and support, so that children can develop self- confidence and a love of learning, pride in themselves and each other, seek to improve and have fun. We want children to learn to behave appropriately in a variety of situations and understand that bullying and racism are seen as completely unacceptable.

At Mornington Primary, our vision is simple. We believe that 'every child has the chance to shine.'

Successful **H**ard-working **I**ndependent **N**ever give up **E**nthusiastic

Within this positive philosophy, we have a short list of clear and simple values, which all stakeholders share. These values are displayed around school and in every classroom. Through discussion and example, our values are shared with the children on a regular basis to ensure all children understand the behaviour expectations and can thrive within school.

Green Team Values

To help us achieve our aim we have 3 key values that are simple yet essential and are used by all members of the school community.

Ready
Respectful
Responsible

These values are displayed in every classroom and at prominent points in the school. Through discussions and through links to the British Values, the children understand what constitutes each of these, how they look in school life and we are encouraged to aspire to each of them.

Roles and responsibilities

As a school community, we believe we **all** have a responsibility to promote good behaviour and realise our school vision.

The role of adults in school

- Develop positive relationships based on mutual respect and understanding and high expectations
- Be a good role model to demonstrate and reinforce our behaviour expectations based on the 3rs
- Ensure school assemblies are used to promote children's social, emotional and behavioural skills
- Celebrate and reward good behaviour
- Ensure adults are consistent and positive role models
- Plan teaching activities that routinely incorporate tasks designed to promote children's social skills and emotional development as well as teaching the language of sharing and cooperation, choice and consequences
- Follow our clear systems for dealing with positive and negative behaviour to ensure consistency of action and language
- Take time to discuss actions with a child after the event
- Have opportunities to discuss and contribute to the development of school systems underpinning positive behaviour
- Follow the correct procedure for recording incidents and specific concerns
- Be aware of our systems, which can give additional support when a child experiences difficulties in developing or sustaining appropriate behaviour e.g. support plans, behaviour plans, AFA targets, involvement from outside agencies.

The Role of Children

- Understand our what is means to be Ready, Respectful and Responsible: how they translate into action in school during lessons, playtime and lunch time and demonstrate them at all times, including during educational visit and team events
- Care about and respect themselves and others showing that they have respect for race, religion and the cultures of others as well as protected characteristics
- Show they have respect for all adults and peers and their school environment
- Recognise their own success and be proud of their achievements
- Learn the value of friendship
- Know the importance of telling the truth and being able to share an issue straight away
- Be responsible for their own actions and part of the restorative process when incidents occur.

The Role of Parents

- Support the children in being Ready, Respectful, Responsible
- Celebrate their child's achievements and show an interest in school life
- Feel comfortable to come into school and work with the school on modelling and developing good behaviour
- Ensure children arrive at school at the correct time and are collected promptly wherever possible.
- Read school documentation and attend meetings.

Rewards

We promote positive behaviour by praising and rewarding. This begins with regular use of positive and encouraging language, both in lessons and around school, so that positive behaviour is instantly recognised and positively rewarded.

Rewards we use include:

- Verbal praise
- 'Shine' certificates on Friday assembly
- Use of messages, points and portfolio posts on Class Dojo
- Half termly 'Star 'certificates and achievement assembly, music certificates, sport certificates
- Attendance certificates
- End of Year Awards for Effort and Progress and the 'Mornington Star.'

Sanctions

For many of our pupils, the rewarding of positive behaviour helps them to achieve and maintain our high expectations. On occasion, it might be necessary to use alternative strategies to assist a child in understanding the rules and boundaries that we have in school using other strategies including progressive sanctions, which are known to everyone and are widely agreed.

These cumulative sanctions will be given in the order below. Children will make a new start every day.

1. A verbal reminder will be given

2. A negative point will be issued. This will be recorded on Dojo and Arbor.

3. A second negative point will be issued resulting in missing a portion of breaktime. This will be recorded on Dojo and Arbor.

4. If negative behaviour continues, a third negative point will be issued resulting in a time out (internal exclusion) within another classroom. This will be recorded on Class Dojo and Arbor. A structured conversation will take place with the child before they return to class to discuss how the behaviour will change.

5. If there continues to be a pattern of inappropriate behaviour, the child will be sent to the headteacher or a member of SLT and parents / carers contacted. This will be recorded on Arbor.

It is possible for a child to miss breaktime immediately if their behaviour is considered to be severe, without going through the above consequences. In these cases, it may be necessary for a child to miss more than one breaktime depending upon the severity of behaviour.

In the case of physically and verbally abusive behaviour the child will be or be sent to the Headteacher immediately (or the Head will be sent for). The Headteacher will go through the choices made and the consequences of the actions

with the pupil/pupils. The children will be reintegrated to the classroom when appropriate. This will be recorded on Arbor and Class Dojo. If the misbehaviour is considered persistent or serious enough, suspension from school will be considered.

Breaktimes and Lunchtimes

We aim to promote positive behaviour during playtimes and lunchtimes. The midday supervisors are important to our whole school approach. Teaching staff monitor behaviour on a regular basis. Class teachers follow up any incidents, following reports from adults on duty.

1. A verbal reminder will be given to make sure that the child is being 'Ready Respectful and Responsible' e.g are you being respectful?
2. A verbal warning (given by the person dealing with the misdemeanour).
3. If inappropriate behaviour continues, the MSA will give the child a time out either walking around with the MSA and discussing their actions or sitting out of the play for a timeout period.
4. If the child continues to misbehave or the behaviour is very inappropriate, the MSA will send them into school to discuss their actions with the class teacher, member of SLT or headteacher.
5. If a child continues with inappropriate behaviours at lunchtimes or breaktimes, parents will be contacted to discuss strategies to help the child at these times.

Our Midday team will report incidents to class teachers who will record on the relevant system.

During intervention in all situations, our procedures ensure that:

- Adult investigation ensures that all sides are heard
- Action with individual children follows investigations at an appropriate level.
- Where judged a serious breach of our school rules, parents are contacted in person, by phone or messaging on Class Dojo.

Severe Behaviour

An example of this is a physical or verbal assault towards another child or member of staff, damaging school property and/or a refusal to accept sanctions. Appropriate physical intervention by adults in school is covered in our Physical Intervention Policy. If this happens, the headteacher or the deputy headteachers will be sent for immediately. The parents/carers will be informed.

Suspensions and Permanent Exclusions

In a small number of instances, the Head Teacher or senior leader may decide to issue a fixed term exclusion. This would usually (although not exclusively) be used in cases where there is persistent poor behaviour which is impacting on other pupils' education or well-being and the pupil has not responded to the support and previous sanctions put in place or, where the incident is of a serious physical or verbal nature including violence, swearing and bullying and racist incidents.

On the rare occasion that an exclusion would be issued, there are three types of fixed-term exclusion the school may use:

▪ Internal exclusion (where the pupil is removed from their class and educated in another area of the school) for the duration of the internal exclusion - formally recorded, not reportable to LA

▪ External exclusion which takes place at another EMET primary school with a member of staff that they know. The pupil is not allowed on the school site - formally recorded, reportable to LA.

▪ Formal fixed term suspension - the pupil is not allowed on school site and is excluded into the care of their parent or carer for the duration of the exclusion. - formally recorded, reportable to LA.

For all cases of suspension or permanent exclusion, we follow the following guidance: *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' (September 2023)*

If it is deemed necessary to issue a formal fixed term suspension, the pupil's parents/carers will be notified by telephone, without delay, of the specific reason and length of the suspension. This telephone call will be followed immediately by written confirmation of the reasons and the period of fixed period suspension, no later than the end of the afternoon session of the first day on which the pupil is suspended. Arrangements will be made to ensure that any child returning to school after a suspension is helped to behave appropriately. To support a child's successful

reintegration to school after a fixed term suspension, the school may consider a pastoral support programme with the child. The Special Educational Needs Code of Practice will also be used to support children, if emotional or behavioural difficulties are identified

Bullying

The Department for Education and Science says that bullying is *'deliberately hurtful behaviour repeated often over a period of time'.*

As part of a whole school focus on this important subject, we discuss bullying at regular intervals within assemblies, 'Safety week' and through our curriculum so that we can all be clear about what bullying is and how we should deal with it.

Bullying includes the following:

- something that happens more than once and is upsetting
- physical intimidation
- threats
- excluding individuals from play
- assertive play which intimidates
- name calling
- 'ganging up'
- cyber bullying
- any prejudiced and discriminatory behaviour

We stress to children that they must tell the adult who will deal with the situation there and then. It is important that a child knows that their concern has been heard and dealt with as quickly as possible. If a child only tells their parents at home of any incidents, then we encourage parents to inform the class teacher as soon as possible. We do not tolerate bullying, and we investigate and deal with every incident. All reports are recorded on My Concern for the attention of the Head or Deputy and appropriate actions are agreed. These reports are held on file and revisited at timely intervals.

Safeguarding

As a school, we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in several ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly, and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Supporting staff and pupils

Staff provide support to other members of staff, teaching and non -teaching, regarding behaviour issues. Similarly, children are encouraged to behave in a way, which reflects the ethos of the school and to support each other wherever possible.

Occasionally, behavioural issues are reflected in a child's Support Plan or a Behaviour Plan. If necessary, the support from other agencies is sought. Advice and strategies from other agencies are implemented to support the child, parents and the staff.

Equal opportunities

We aim to help all pupils to reach their full potential regardless of race (which includes colour, nationality, ethnicity) religion, age, disability or gender.

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