



Morrington Primary School Behaviour Policy



Promoting positive behaviour

Our philosophy actively encourages good behaviour and we aim to 'accentuate the positive and eliminate the negatives.'

School aims

The vision for Morrington Primary School is a school recognised as outstanding and fully inclusive in which everyone -

- Feels safe, valued, happy, supported, heard, inspired, passionate and proud of the school
- Develops self- confidence and pride
- Always seeks improvement, development and progress in all aspects of school life
- Has fun!

Our aims are underpinned by a commitment to the five outcomes of the Every Child Matters agenda.

Within this positive philosophy we have a short list of clear and simple school rules. These 'Green Team' rules are displayed around school and in every classroom. They are shared with the children on a regular basis to ensure all children understand behaviour expectations.

Green Team Rules

We need to be:

Ready

Respectful

Responsible

Roles and responsibilities

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

The role of adults in school

- Develop positive relationships based on mutual respect.
- Show, understand and demonstrate the school's beliefs about behaviour and share a duty to reinforce them and be a good role model.
- 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.
- Have opportunities to discuss and contribute to the development of school systems underpinning positive behaviour.
- Use CPOMs to note changes in behaviour and to record specific incidents that give concern and require monitoring.



Mornington Primary School Behaviour Policy

- Be aware of systems which give additional support when a child experiences difficulties in developing or sustaining appropriate behaviour e.g. IEP, behaviour plans, AFA targets, involvement from outside agencies.

The role of children

- Know our 'Green Team' rules and follow them at all times
- Understand what our rules mean so they can demonstrate good behaviour
- Care about and respect themselves, others and their school
- Recognise their own success and be proud of their achievements
- Learn the value of friendship
- Responsible for their own actions and part of the restorative process when incidents occur

The role of parents

- 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.
- Sign the home/school agreement.
- Read school documentation and attend meetings.

Rewards

Phone calls home or face to face conversation with parents for 'well beyond expectation.'

Use of messages, points and portfolio posts on Class Dojo

Verbal praise, stickers, star charts, Flag family points,

'Wow' postcards home

Half termly 'Star' certificates and achievement assembly, music certificates, sport certificates

Attendance certificates

Learner Profile certificates

End of year 'Achievement Presentation' Events

End of Year Awards for Attainment, Effort and Progress and the 'Mornington Star'

Sanctions

For the majority of our pupils, the range of strategies promoted via assertive, positive discipline techniques is enough to manage their behaviour. On occasion it may be necessary to use alternative strategies to assist a child in achieving our high expectations of behaviour using other strategies including progressive sanctions which are known to everyone and are widely agreed.

Our list of sanctions have been discussed and agreed between teaching staff and the School Council.

The sanctions are displayed around school and they have been communicated to parents.

Sanctions work on a traffic light system. Each class has a green (top), amber and red traffic light display in their classroom. In FS2 and KS1, each child has to earn the right to move onto Green by clearly demonstrating the Green team rules. In KS2, the children start on Green. It is expected that they immediately meet expectations and are ready to learn.

If the child breaks one of our Green Team Rules, then the following sanctions will apply.

It is the teacher's responsibility, or the adult leading the lesson to move children from one light to another.



Mornington Primary School Behaviour Policy

- Sanction 1** Verbal warning
FS2 and KS1 - Using a rule of 3
1st warning
2nd warning and a reminder of expectations and consequences if the 3rd warning is given.
3rd Final warning and progression to sanction 2.
KS2 - 1st warning and a reminder of expectations and consequences if the 2nd warning is given.
2nd warning given, move to Amber.
- Sanction 2** Moves to Amber
Miss all of playtime. This will be carried out in a designated room following the rota system within the KS (not DHT). This is recorded on ScholarPack in the Amber section and on Class Dojo. Entries are monitored every term by DHT and repetition is investigated and followed up with the Head and families.
- In the next session the child has the opportunity to move back to Green if they behave appropriately. If they continue to misbehave then they move onto the next sanction.**
- Sanction 3** Moves to Red
Removal from class to a DHT (or SLT) to complete set work for an am/pm session
This is logged on Class Dojo and ScholarPack
Class teacher must invite parents in for a structured conversation. This meeting must explain and discuss the expectations.
- Once the child has returned to their classroom they have the opportunity to earn the right to move back to Green. This is at the teacher's discretion. However if their behaviour continues to be disruptive then they move onto the next sanction.**
- Sanction 4** Repeated cases - Sent to the Head of School
HoS discusses behaviour with the child, impact on learning and expectations of the school.
HoS decides on appropriate consequences for the child and is responsible for re-integration into class.
The DHT will meet with the parents to discuss the ongoing behaviour and the possibility of a behaviour log.
- Sanction 5** Severe cases - three or more reds a half term
Sent to the Head teacher and Head teacher to speak to parents
Child to work in HT office and leadership room

Acts of physical assault are taken very seriously and are recorded on ScholarPack to act as a monitoring tool so that effective support or further sanctions can be implemented.

In line with DFE guidance and the Physical Intervention policy trained staff may intervene using reasonable force with pupils when there is a risk to self, others or property, or when there is an issue of discipline or control. The actions that are taken will be in line with government guidelines on the restraint of children

Formal procedures as set out in 'Improving behaviour and attendance: Guidance on exclusions in schools and Pupil Referral Units' DfES 2008 are implemented and followed at this point.



Mornington Primary School Behaviour Policy

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.*

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, our pupils' School Council discusses bullying at regular intervals so that we can all be clear about what bullying is and how we should deal with it.

Pupils believe that 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'

We stress to children that they must tell the adult on duty who will deal with the situation there and then. It is important that a child knows that their concern has been dealt with as quickly as possible. If it happens that 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 every incident is investigated and dealt with. All reports are recorded on CPOMs for the attention of the Head or Deputy and appropriate actions are agreed. These reports are held on file and revisited at timely intervals.

Playtimes

Playtimes are periods of unstructured activity during the school day. It can be one of the happiest times in the school day. It can also be a period of boredom, loneliness and inactivity when inappropriate behaviour and bullying can occur.

We aim to promote positive behaviour during playtimes and lunchtimes. The midday supervisors are important to our whole school approach. Behaviour is monitored by teaching staff on a regular basis. Situations are followed up by class teachers following reports from adults on duty.

The school council discuss issues that relate to playtime provision and these are discussed in class.

Supporting staff and pupils

Staff provide support to other members of staff, teaching and non teaching, with regard to 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.

Equal opportunities

We aim to help all children to reach their full potential regardless of race or gender.

Link governor - Jill Owen

Reviewed : Clare Smith and Carla Smith - January 2021