



Morley Meadow Primary

Ask Aspire Achieve

Behaviour Policy

Positive relationships and behaviour makes our school a safe, happy place and allows effective learning to take place. Communicating a simple, clear and consistent approach with high expectations ensures that poor behaviour does not interrupt the flow of learning. This maintains an ambitious culture of achievement for all our children and staff - where everyone takes responsibility for their own choices and actions. This is a whole school approach which relies on all staff using it in a fair and consistent way, supported by parents. Positive relationships are crucial in our school to build trust and respect so that we support the best learning environment for our children.

Intent

At Morley Meadow Primary School, we aim to ensure:

- the emotional health and wellbeing of children and staff is promoted.
- a positive ethos within the school is promoted to facilitate high quality teaching and learning.
- all individuals are respected and are encouraged to respect each other so that everybody feels valued and supported.
- all staff are consistent in the delivery of the policy.
- all members of the school community have an understanding of what constitutes expected behaviour and this is clearly displayed throughout the school.
- that children understand 'right and wrong', show initiative and take responsibility for their choices.
- children are expected to wear our correct uniform to promote a culture of high expectations and readiness for learning.
- parents share responsibility for maintaining high standards of behaviour and learning through the regular attendance and punctuality of their child.
- a zero tolerance of any form of bullying. (See our Anti-Bullying Policy)

Implementation

To ensure that this happens:

- there is a set system for rewards and sanctions within our school, with clear boundaries.
- expected behaviour is described in 'Show me 5' which are shared with all children. This is constantly reinforced in class, during assemblies and displayed around our school.
- children are able to voice their opinions through class discussions and via the School Council.
- all staff in the school share the responsibility for the implementation of this policy.
- all children agree to the behaviour expectations within school.

School Behaviour Expectations

- Be Kind
- Be Proud
- Be Respectful
- Be Positive
- Be Honest



Rewards

Emphasis is on rewards to reinforce good behaviour, positive relationships, achievement and efforts in learning. Rewards have a motivational role, helping children and parents to see that we celebrate and value a commitment to achievement and ambition.

Rewards used at Morley Meadow Primary are:

- positive praise verbally
- Learner of the Day and Super Green stickers;
- Dojo points for learning behaviours;
- Stickers- for class recognition;
- Star of the Week certificates for learning achievement;
- Good to Be Green certificated for positive behaviour.
- Celebration assemblies;
- Positive Play Stickers

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions which highlight that there are clear consequences for unacceptable behaviour. This helps to develop children's responsibility for their behaviour choices and helps reinforce their understanding of 'right and wrong'. Each class promotes use of 'steps to success'. Our 'steps to success' chart (Appendix 1) makes the steps in sanctions clear to all for and promotes the return to 'on-task' behaviour. At times, some behaviour may be more serious as it is deemed 'deliberate and intentional harm'. In this circumstance, internal seclusion or fixed-term exclusion may be used (Appendix 2). Parents will be informed through discussions, messages and more formally through letters, clearly explaining the action and consequence. This ensures that both school and home are clear about any possible future consequences if inappropriate behaviour continues. It also ensures that both school and home agree actions to support the child in amending their behaviour and making positive steps to promote 'on-task' behaviour so that children feel safe, happy and are learning as best they can.

During lunch times, refer any behaviour concerns to the senior leaders within our school.

Support

All children in our school are expected to show an understanding of the expectations of behaviour so that all can achieve success and be happy. Just as we support curricular SEND (Special Education Needs or Disability) we also support Behavioural SEND through making reasonable adjustments and use de-escalation strategies.

We do this through:

- pastoral support programs for individual pupils;
- Children Causing Concern meetings;
- Children's Wellbeing Champion support;
- Referral to outside agencies (Educational Psychology/Multi Agency Support Team/ Communication and Interaction Team).

The role of the class teacher/teaching adult

It is the responsibility of the class teacher and teaching assistant to ensure that the school rules are adhered to in their class and other areas of the school so that children feel safe and happy, at all points throughout the day to ensure the best learning. All staff in our school have high expectations of the children in terms of behaviour and strive to ensure that all children learn to the best of their ability.

All staff:

- treat each child fairly and enforce 'Show Me 5' consistently.
- ensure all 'steps to success' sanctions are clearly explained to the child.
- liaise with external agencies, as necessary, to support and guide the progress of each child.
- discuss the needs of a child with the SENCo or Head Teacher.

The class teacher:

- reports to parents about the progress of each child in their class.
- contacts a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school policy consistently throughout our school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children within our school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher/Deputy Head Teacher keeps records of all serious incidents of misbehaviour and has the responsibility for giving fixed-term and exclusions. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher reports to the Governing Body on behaviour termly.

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave and learn at school. We expect parents to support their child's learning and to co-operate with the school, as set out in our home school agreement. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the School has to use reasonable sanctions, we ask parents to support the sanctions. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head Teacher in the implementing this policy.

Fixed-term (short-term) and permanent exclusions.

Only the Head Teacher has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, parents are immediately informed, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the governing body about any exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The senior leaders monitor the effectiveness of this policy on a regular basis through learning walks and monitoring the class wellbeing file. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records of incidents of misbehaviour in the class wellbeing file or, for more serious incidents, on CPOMs. The Behaviour Lead records incidents of poor behaviour choices and provides termly updates and reviews for all staff. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. 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.

Review

The Governing Body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Approved by: Governors

Date:

Recorded on: Governors Meeting Minutes

Appendix 1

1	REMINDER		An adult will remind me of the 'on-task' behaviour that I need to show so that I can concentrate on my learning.
2	CAUTION		An adult will talk to me about what I need to do to change my behaviour and get back 'on task'.
3	TIME OUT		An adult will tell me that I need some time to think about my behaviour, calm down, breathe, look at the situation differently and compose myself so that I can get back 'on-task'.
4	RED CARD		An adult will tell me that I need some time with Mrs Duncan/Mrs Archer to think about my behaviour.
5	REPAIR		Time with Children's Wellbeing Champion using the restorative questions and PACE approaches.

Appendix 2

