

## **Morpeth First School Behaviour Policy**

'The quality of teaching and behaviour in schools are inseparable issues.' Steer Report 2010

### **Values and principles**

At Morpeth First School we work together with a shared purpose to create a secure, safe, warm and caring environment that encourages and recognises respect for all. We aim to create a welcoming and stimulating learning environment within which children can confidently learn. We are committed to inclusivity and equality of access to learning for all and to achieve this expect high standards of behaviour and learning. All stakeholders in the community must support and promote this policy.

### **Ethos**

We aim to provide a happy, stimulating and purposeful environment in which pupils can function and learn effectively. Mutual trust and respect between groups is imperative to the success of behaviour management. Through positive praise and the celebration of pupil achievement we promote a sense of 'community' within the school. We work together towards common goals and standards. We encourage our older children to support their younger peers. We involve Pupil Voice in decision making. We aim to produce independent children and make explicit our high expectation of behaviour. We see parents as vital partners in our community. All adults must model acceptable behaviours and all stakeholders must be treated with respect.

In addition, within the whole school community the following occurs-

- We ensure a consistent approach across the school in terms of expectations and behaviour management which is shared with parents/carers and pupils
- All members of staff (including PTAs, from here on described as 'staff'), are involved in the management of behaviour
- All school staff model positive behaviour
- Intervention is taken at an early stage wherever possible in order to prevent behaviour escalating
- Pupils are supported in managing their behaviour through rewards systems.
- Where necessary, behaviour intervention programs are put into place, for example through the use of Behaviour contracts and other agencies.

Our behaviour policy includes-

Steer's twelve aspects of school practice that, when effective contribute to the quality of pupil behaviour

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities
11. Pupil behaviour outside school
12. Confiscation of inappropriate items

This behaviour policy should be read in conjunction with other safeguarding policies including (but not exclusively),

- Child protection
- Tackling extremism and radicalisation policy
- Bullying
- Safeguarding Policy

## Section 1

### **A consistent approach to behaviour management, teaching and learning**

Behaviour is managed by a staged process.

We aim to identify pupils who are persistent offenders or are beginning to be noticed through 'low level' disruption. Where this occurs we-

- Ensure that staff follow through issues with pupils indicating what must be done to improve
- Ensure that staff discuss with parents the school's concerns and agree a common approach to help pupils make improvements to their behaviour
- Communicate with parents through regular feedback on the progress being made

We believe that consistent experience of good teaching and learning engages students, resulting in instances of poor behaviour. The consistent application of effective behaviour management strategies helps students to understand the school's expectations and allow staff to be mutually supportive.

As a school we will-

- Provide staff training and CPD opportunities particularly to address behaviour issues (including training to prevent extremism and radicalisation) with all staff

- Identify those students who have learning and behaviour difficulties or are experiencing difficulties out of school and agree common ways of managing behaviour and meeting their needs
- Ensure that staff are highly visible at critical times in the class day (going into and out of the building, lunchtimes etc) in order to maintain a sense of calm and order.
- Ensure that the Senior managers work closely with other staff to identify any behaviour issues arising and provide necessary training and support.
- Ensure that consistent methods are used across Key Stages

## Section 2

### School Leadership

Effective leadership is central when creating a climate of security and respect that supports pupils in managing their behaviour. The leadership team and the governors have a critical role in identifying and developing the values and expectations that are shared with and accepted by pupils, parents and staff. In order for the behaviour policy to be effective, it needs to be understood and applied constantly by all staff.

Parents have a responsibility to support the high expectations of the school and the Governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will-

- In partnership with parents, set high expectations for pupils and staff in all aspects of the school's life and show how they are to be met through clear codes of conduct and guidance on how to improve work
- Use opportunities such as assemblies and Joint Worship sessions to reinforce expectations
- Ensure that senior leaders model the behaviour and social skills they expect staff and pupils to use
- Ensure that staff are sufficiently trained and supported in knowing how to implement the school's behaviour policy
- Support senior staff as mentors for less experienced staff where necessary
- Clearly identify the responsibilities and roles of senior staff for behaviour improvement

## Section 3

### Classroom management, learning and teaching

The school has a responsibility to plan and develop a curriculum which is accessible to all pupils regardless of their aptitudes and abilities. The teaching and learning policy identifies teaching and learning strategies to be followed by all staff. We believe that this approach, when supported by high quality assessment assists pupils to learn and teachers to teach. By engaging pupils more effectively, standards of behaviour improve.

As a school we will-

- Ensure that all staff follow the teaching and learning policy
- All staff follow the behaviour code 'Good to be Green' and apply agreed procedures

- Provide a varied approach to teaching for example working in pairs, groups, whole class
- Provide opportunities for the varying learning styles of children
- Provide regular diffusion activities in order to break up the lesson into smaller sections and to refocus pupils
- Use assessment for learning techniques such as sharing the lesson objective and success criteria in order that pupils can self-assess or peer assess their work and engage in their learning
- Target support on areas where pupils have the greatest difficulties
- Share individual targets with pupils including those in learning and behaviour and regularly provide feedback on these
- Take account of pupil's prior learning in order not to demotivate them.
- Teach children critical thinking skills in order to challenge socially unacceptable beliefs and behaviours (See tackling extremism and radicalisation policy)

## **Section 4**

### **Rewards and Sanctions**

Our aim is to provide a range of opportunities in which pupils can excel and be rewarded and a practical set of sanctions that deal appropriately with unacceptable behaviour. Sanctions will be applied where pupil conduct falls below that which can reasonably be expected of them. The behaviour policy also applies during off site visits.

As a school we will-

- Have a wide range of appropriate rewards including house points, stickers, 'Star of the Week' and 'Good work' certificates
- Implement sanctions consistently such as the 'Good to be Green' system' where children are given an appropriate warning (half yellow) before progressing to 'Full Yellow' and then 'red card'. Children can move 'back up' the system which gives them an incentive to change their behaviour. A red card indicates that an agreed sanction is given
- Ensure that pupils and parents are made aware of the sanctions
- Ensure that senior teachers support staff and lunch staff in implementing the behaviour system
- Monitor persistent behaviour issues and seek support from outside agencies where improvement fails to occur
- Use a system of Pupil Voice to decide 'corporate' rewards for good behaviour in class.

## **Section 5**

### **Behaviour strategies and the teaching of good behaviour**

Our school adopts procedures and practices that help people to learn how to behave appropriately. Good behaviour must be modelled by all adults in their interactions with pupils. We recognise that pupils learn respect by receiving it. Positive praise motivates pupils to do well.

As a school we will-

- Ensure that all staff, including those joining the school, supply teachers and lunchtime supervisors understand and use the behaviour systems appropriately and consistently
- Ensure that all staff, including supply teachers and lunchtime supervisors are aware of the expectations of behaviour
- Use SEAL (Social and Emotional aspects of learning) material to explore emotional, social and behavioural issues
- Draw attention to pupils behaving in a positive manner, 'Descriptive Praise'
- Use curriculum opportunities to reinforce positive behaviour, for example, with regard to safety issues
- Arrange small group / peer support where necessary

## **Section 6**

### **Staff Development and support**

As a school we know that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and mentoring are both vital elements of a high quality professional development program.

As a school we will-

- Provide regular opportunities for staff to share and develop their skills in promoting positive behaviour
- Regularly monitor the effectiveness of the behaviour management techniques used in school as part of the performance management framework
- Ensure funds are available within training budgets to enable staff to be involved in training programs including the use of specialist teachers
- Ensure that all staff joining the school receive induction training in behaviour management procedures

## **Section 7**

### **Pupil support systems**

We believe that it is important for schools to have effective support systems for pupils

As a school we will-

- Recognise that a good pastoral system involves teachers and support staff
- Ensure that staff have access to specialist support such as educational psychologists, and those accessed through the Local Inclusion Support Team (LIST)
- Ensure that all staff involved with pupils are informed of particular needs of pupils where necessary
- Work in partnership with parents to agree a Home / School behaviour Contract and maintain a behaviour log where necessary and discuss this with the child /carers

- Ensure that pupils with behavioural difficulties are given opportunities to succeed and receive positive feedback

We recognise that the Every Child Matters agenda identifies that children should feel safe, be happy, and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to thrive.

As a result, as a school we will-

- Regularly make clear to pupils that bullying, harassment and oppressive or extremist behaviour in any form is unacceptable and will not be tolerated
- Ensure that bullying, harassment and oppressive behaviour is punished

## **Section 8**

### **Liaison with parents and other agencies**

We believe we should work in partnership with parents/carers on all aspects of a child's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships, for example, regular parent meetings, curriculum expectation meetings, pop in sessions held each term. We ensure that we evaluate our contact with parents to build upon good practice identified and amend as appropriate.

As a school we will-

- Ensure that office staff, support staff and teachers are welcoming and have the skills to deal with difficult parental conversations where necessary
- Have clear and well understood procedures in place for dealing with distressed and angry parents
- Ensure that parents and carers hear from the school when children are doing well to ensure that the first contact is positive;
- Try to make face to face contact wherever possible with parents, however we understand that contact via phone or e-mail may be necessary in some cases
- Expect parents to behave appropriately and courteously, however we understand that abusive or intimidating behaviour can come about through frustration. We may take legal advice as appropriate as such behaviour is not acceptable and will not be tolerated
- Continue to use other agencies as appropriate to support our work in school

## **Section 9**

### **Managing pupil transition**

We are aware that pupils can find moves between classes and schools unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or arrive part way through.

As a school we will-

- Ensure that teachers are given appropriate information to help the teacher plan work and manage the class from the previous teacher including sharing successful behaviour strategies;
- Work with local nurseries, child minders, pre-school groups and other agencies to support children on entry to Foundation stage
- Work closely with the Middle school to provide opportunities for children to visit in their final year of First school. This also includes visits by Year 5 teachers and ex pupils to the First School to talk about children's worries and concerns
- Hold liaison meetings with Middle school staff following transfer to answer any queries regarding the children who have transferred

## **Section 10**

### **Organisation and facilities**

We recognise that the school ethos is communicated in actions as well as words. Pupils attitudes can be positively or negatively influenced by the ambiance of the school's physical environment as well as the personal interactions with staff.

As a school we will-

- Recognise that good behaviour and learning are improved when pupils and staff enjoy a clean, attractive environment and we ensure that repairs and maintenance are kept up to date where possible
- Ensure that good quality playground equipment is provided to encourage positive social interaction
- Ensure that staff monitor key points of movement within the school day
- Ensure that displays are maintained and provide a bright, colourful and stimulating environment

## **Section 11**

### **Pupil behaviour outside school**

As part of the curriculum, pupils are often provided with the opportunity to go on off site visits. During these times, pupils are expected to behave appropriately at all times. Misbehaviour may have repercussions for the orderly running of the school, pose a threat to another pupil, member of the public, or to the pupil his or herself. It may also adversely affect the reputation of the school.

As a school we-

- Ensure that children are aware of expectations before leaving the school premises
- Brief parent volunteers verbally and through the Parent Volunteer hand out on the standard of behaviour expected and the procedure if this is not met
- Continually monitor and feedback on the behaviour of the group

## **Section 12**

### **Confiscation of inappropriate items**

Young children will at times bring into school items which are deemed inappropriate. This might include toys, jewellery, items of clothing etc. In most cases, staff would request that the item be put away in the children's tray or bag. However, if it is felt that the item is valuable or would be a distraction or danger to others, the staff are within their right to confiscate the item until it can be returned directly to the parent/carer at the end of the day with an explanation of the reasons behind the withdrawal of the item. Pupils are not allowed to bring in mobile phones in school. The exceptions to this are Year 4 pupils in the final term who may be walking from school independently. Parents should understand that mobile telephones are brought in at their own risk and that they must give written permission for their child to bring it into school. Phones will be kept by the class teacher and returned to the child at the end of the day.

# Goosehill Golden Rules

*Everyone will act with Politeness, Kindness and Thoughtfulness to others. This means:*

- **Keep smiling and always try your best!**
- **Listen carefully, think before speaking and respect adults' and friends' opinions**
- **Care for each other and play together kindly with safe hands and feet**
- **Remember to use Golden Manners - please, thank you, excuse me**
- **Look after our school and walk around quietly**



## School Rewards

Rewards are used regularly in school to encourage and recognise good behaviour, effort and achievement. Whole school rewards systems include:

- Star of the Week presentations in assembly
- Good Work presentation in Assembly
- Good news certificates posted to parents to recognise achievement and effort
- Descriptive Praise
- Golden time activities
- Stickers to indicate good manners and or good behaviour – staying on ‘Green’ for a specific period of time
- Table points
- House points
- ‘Good to be Green ‘ points – to build up to a ‘corporate’ reward
- Attendance trophies
- Individual descriptive praise
- Buddying System
- Cross Phase House Afternoons
- Positive Marking System – ‘Two stars and a wish’

Class rewards include

- Stickers for effort and achievement
- Stamps in books to recognise excellence and effort
- Choice of reward time selected by individual / class
- ‘A Note Home’ praise letters

## Behaviour Sanctions Pyramid

### **Low level Disruption- preventing whole class learning**

- Not listening
- Shouting out/Answering back
- Interrupting teacher when adult talking
- Fiddling
- Not facing teacher
- Unfocused
- Ignoring repeated instruction
- Talking/disturbing group
- Making noises
- Wandering about class
- Repeat visits to toilet
- Not finishing work
- Creating a disturbance in class

### **Low level Disruption – Affecting School Cohesion outside of the Classroom**

- Lack of manners
- Lack of empathy and friendship
- Persistent unjustified tale telling
- Running in the corridors
- Pushing in lines
- Wild games in the playground

### **Sanctions**

Class teacher deals with these by:

- The use of descriptive praise, exemplifying the expected behaviour of another child
- The use of appropriate reprimands - looks, warnings
- Draw child's attention to misbehaviour
- Good to be Green, 'half yellow' cards
- Remove from situation/time out chair
- Second warning 'Full Yellow' Cards
- Discuss misdemeanour with pupil, explaining why and how it does not meet our expectations
- Withdraw privilege - Pupil misses break/10 mins of Golden Time
- Work/Apology sent home
- Parent informed

## **Serious Disruption – Affecting Learning and Social Interaction**

- Defiance, non cooperation
- Swearing
- Continual disruptive behaviour in class
- Challenge to teacher's authority
- Temper tantrums
- Repeated physical/verbal bullying – kicking, pinching, punching, name calling
- Wilful damage to school property
- Physical abuse on staff

*Agreed by Parents' Meeting October 1<sup>st</sup> 2012 and School Council November 23<sup>rd</sup> 2012*

*Good to be Green system introduced Sep 2015 Review of system to take place summer 2016*

*Further review of children's opinions on good to be Green' Feb 2017*

## **Sanctions for repeated or Serious Disruption**

- Pupil Report Sheet completed
- Red card given (Good to be Green system)
- Letter sent home
- Senior Management member meet with parents
- Pupils required to make appropriate apology/complete work
- Loss of privileges eg trips/treats (not including educational trips)
- Pupil placed in Headteacher Report with Home/School book or Behaviour Contract
- Pupil may be required to spend lunchtime indoors or at home.
- Involve parents in target-setting
- Involve appropriate external agencies
- Repeated physical/verbal abuse could lead to fixed exclusion for one, three, five etc days
- Increased exclusion
- Pupil/Parent contract on return
- Ultimate – permanent exclusion

# Pupil Behaviour Contract

I want to make progress at school and improve my \_\_\_\_\_

\_\_\_\_\_

(eg listening, on task behaviour, concentration, focus, team building, manners, classroom behaviour )

Name \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_

**To help me do this, I agree to this Contract.**

## At School

1.

2.

3.

## At Home

1.

2.

3.

The contract will be reviewed in \_\_\_\_ weeks time or sooner if the Supporting Adults agree.

Signed ..... Home

Signed.....School

Date.....