

Morpeth First School Behaviour Policy

Autumn 22



Rationale

At Morpeth First School we consider that good discipline is a vital part of school life. The ethos of the school is one in which its unique character and atmosphere promote an environment which will 'make a difference' to our pupils. We acknowledge that there are many other influences on pupils' social development, such as parents, friends, community and the media. However, we consider the school's role is an important one, and can systematically and overtly contribute to pupils' personal and social development. With this in mind we have developed the school behaviour vision and aims.

During a training twilight, October 2020, the following vision was created and agreed as a staff and governor team.

Treasured. Courageous. Empowered.

At Morpeth First School, all children are treasured. They are inspired to flourish in a safe and caring environment, where they are shown kindness, and encouraged to be kind.

Children believe in themselves. They demonstrate resilience, confidence and determination, in order to learn with both excitement and enthusiasm.

Children feel a sense of pride for themselves and others, and are motivated to show empathy, integrity and respect.

School Behaviour Aims

All members of our school community can expect to:

- Feel treasured, courageous and empowered
- Have consistent expectations and clear boundaries
- Understand school rules
- Have quality learning time in a positive and stimulating environment
- Have their needs met
- Be treated fairly and with respect
- Be encouraged to be resilient, to develop confidence and to treat others in a way they would like to be treated
- Be respected for their personal qualities, valued for their achievements and acknowledged for their individual needs
- Be listened to and heard

Morpeth First School Rules

Morpeth First School seeks to ensure that there are clearly stated rules and a code of behaviour adhered to by all those within the school environment.

The class teacher should display the school and class rules in a prominent place within the classroom and they should refer to them regularly to remind children of positive behaviour:

- Listen to and treat each other, and adults, with respect
- Be resilient and persevere with your work
- Treat others how you would like to be treated yourself
- Make sure you feel part of the school community, wear your school uniform and dress smartly
- Be responsible for your own actions - take responsibility
- Try to come to school every day and be punctual

Role of the Head Teacher

In accordance with statutory guidance and Keeping Children Safe in Education 2021, the Head Teacher will, with the support of the Governing Body and Staff (both teaching and non-teaching), create a school environment which seeks to:

- promote good behaviour, self-discipline and respect
- prevent bullying and promote safety and well-being (including the deployment of powers to search pupils where necessary);
- prevent cyber bullying through teaching and direct intervention along with keeping parents informed;
- regulate the conduct of pupils
- ensure pastoral care for school staff

A Whole School Approach

In Morpeth First School our behaviour management system is based upon 'rewards for good behaviour'. The success of this system depends upon all those involved in the school working together in partnership - the pupils, parents, teachers, teaching assistants, midday supervisors, secretaries and caretaker.

The school actively discourages poor behaviour in a variety of ways by:

1. Explaining and demonstrating the behaviour we wish to see.
2. Constantly reminding pupils of our school rules.
3. Highlighting good behaviour as it occurs and using rewards systems, such as School 360, to collect points to exchange for a prize.
4. Withdrawing privileges when necessary and isolating a disruptive child to a quiet area with the Deputy Head or Head teacher.
5. Making the child aware that they have made the wrong behaviour choice, and discussing the problem with them, ensuring that they are aware of future expectations and sanctions.
6. Supporting the child as appropriate.

Each class integrates time to talk and discuss things that are important to them as well as specific PSHE topics. This designated PSHE and character building time happens first thing on a Monday morning each week. It allows the children

to discuss any issues that are concerning them including issues such as bullying; making friends; sustaining friendships; feeling hurt and keeping safe online. This dedicated discussion time also enriches the children's vocabulary to enable them to describe how they are feeling.

In the school reception there is a 'Time to Talk' box through which children can self-refer if they want to discuss something that is worrying them with the head teacher. This is always followed up by an appropriate member of staff.

The smooth running of the school and its approach to behaviour relies upon communication between all school staff. At the end of break and lunch times the class teachers are informed of any incidents of good or negative behaviour which have occurred. Behaviour problems are reported to the senior managers who in turn keep the Head teacher informed where necessary.

The senior management will deal with each child on an individual basis depending upon the incident and the needs of the child. Serious or worrying incidents which have been escalated to the SLT (red behaviours) in line with the behaviour chart, or when parents have been involved, are recorded on CPOMS. These logged reports will include details of the incident, those involved and actions taken. If it is felt that external agencies are needed to provide support, then they will be referred to immediately. The number of entries and the type of behaviours are collated termly and reported to the governing body where necessary. Information kept securely on CPOMS is then transferred to the next stage of a child's education.

Award System

Morpeth First School positively encourages good behaviour in a variety of ways.

- Stickers are given by different members of staff for behaviour and good work
- Verbal feedback/ smiles / thumbs up to praise behaviour or conduct
- School 360 avatars used in class as a visual points reward system for excellent engagement in lessons
- Free choice/golden time on a Friday afternoon and decided as a class what the focus will be
- Postcards home from the head teacher
- Sent to the head teacher for brilliant behaviour/ work

Classroom Management

Creating safe and supportive learning environments

Children bring to their early learning provision different experiences, interests, skills and knowledge that affect their ability to learn. It is therefore essential that class teachers create *safe and supportive learning environments*, free from harassment, in which the contribution of all children is valued. In order to create the aforementioned *safe and supportive environment* pupils establish, at the beginning of each academic year, a class identity or *tribe* linked to an animal. This animal then becomes a mascot representing the qualities that each class aspire towards; e.g. elephants '*strength*' or lions '*courage*'.

Classroom setup

The classroom set up is a matter of individual taste for each teacher but there should, wherever possible, be an area of the room where the children are able to sit together in a circle to facilitate discussions.

These discussions are considered an essential part of the curriculum and are an important tool in the management of behaviour since all matters can be discussed openly in a non-threatening atmosphere and resolved satisfactorily.

At the beginning of each year the class teacher should revise the school rules and establish the classroom routines and procedures. In some circumstances, visual timetables are displayed.

Classroom systems are set up so children are under no misconception of what is expected. This ensures the boundaries of acceptable and unacceptable behaviour are set. Time is spent at the start of the school year working on team building and expectations of behaviour and attitudes.

Each class teacher must maintain high expectations of behaviour to ensure consistency throughout the school. Children are expected to work in an orderly, calm manner, keeping their tables organised and keeping on task.

The class teacher will monitor the class to ensure all children remain on task, paying particular attention to children who are under-performing or who are likely to distract others. Praise should be used effectively to reinforce good behaviour.

Good behaviour should be highlighted and rewarded throughout the course of the lesson and during award assemblies. Each class teacher may use a range of extrinsic reward systems including stickers, certificates, verbal praise, smiles

or the allocation of responsibilities. School 360 is used to celebrate positive behaviours for learning and children can save up their points to update their avatar and choose a prize.

Behaviour for learning

Children are taught how to learn and positive behaviours for learning are modelled and encouraged: for example children feel confident to pose questions, seek clarification and work collaboratively within lessons.

Lunchtime Supervision

For some children the lunchtime break can present challenges and, occasionally, incidents of poor behaviour can occur at this time. It is essential therefore, that there are strict systems and routines in place at lunchtime so as to minimize these incidents.

At Morpeth First School we believe that the lunchtime supervisors play a vital role in establishing and maintaining discipline and good behaviour and to this end our supervisors have regular meetings with the Senior Lunchtime Supervisor and Deputy Head teacher to keep them up to date with systems and routines.

The lunchtime supervisors are made aware of the school rules and the standards of behaviour required from the children. They are also informed by class teachers of any children who may require particular attention, or any children who are currently undergoing behaviour monitoring.

When the weather is inclement and the children are required to remain inside, each class should have a range of activities provided by the class teacher. Lunch time staff have had play training to encourage purposeful and fun activity during the break. All lunch time staff have regular conversations with class teachers about any children who require a nurturing based approach and those who may be vulnerable or struggling with behaviour or their emotions.

Nurture and Mindfulness

Many children and young people face challenges that can knock them off course. What is needed then is understanding and support to get them back on track. The whole school nurture approach, based on the principles of THRIVE, supports adults to help children and young people become more self-assured, capable and resilient, enabling them to thrive in their world.

The Nurture Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development - in order to help adults understand children's behaviour as communication.

The approach is systematic, dynamic and relevant; it helps adults respond to a child's emotional situation in a way that supports their emotional and social development. If children have been emotionally thrown off track, either temporarily or over longer periods, Nurture helps us understand the needs being signalled by their behaviour and gives targeted, creative strategies and activities to help them re-engage.

These can be completed at the time or taken away and always encourage communication. Individual children are targeted to spend time with a Nurture practitioner on a 1:1 or in a small group, to support their emotional welfare.

Bullying (See also Anti-bullying Policy)

Bullying has been defined as " any behaviour which is intended to hurt, threaten or frighten another person or group of people."

Bullying is often repeated and can continue over a long period of time. It can include physical aggression such as hitting, kicking, taking or damaging belongings.

It can be verbal which involves naming-calling, nasty teasing or spreading rumours. It can also be indirect such as when someone is left out or ignored deliberately. Bullying can also take subtle forms such as 'nasty looks' which can be very frightening to the child or young person on the receiving end.

Cyber, racial, homophobic and sexual harassment are also linked to bullying. These may involve the same kinds of behaviour but may be directed against a

person because of their cultural identity or gender, known as prejudice based and discriminatory bullying. (KCSIE 2022)

At Morpeth First School we understand bullying makes children very unhappy and they can lose their self-confidence and self-esteem. Our approach to tackling bullying is promoted through Character/ PSHE sessions, assemblies and collective worship; projects, role plays and stories. The children are made fully aware that all forms of bullying are unacceptable and will not be tolerated.

Damage, injury or theft and other incidents demand a serious response. We believe raising awareness of the issues increases pupils' understanding and makes them more likely to report incidents.

All schools have some bullying, and in Morpeth First School, action will be taken before bullying becomes a major problem. As bullying is often well hidden and carefully disguised, it can often be underestimated, and in order that this does not become the case in our school, it is a high priority to identify the early signs and act upon them.

Bullying will be taken seriously by all teaching and non-teaching staff. Children should be encouraged to tell an adult if they are being bullied or if they know someone who is being bullied. Signs of bullying will be investigated and responded to quickly and appropriately.

Each case will be handled as deemed appropriate but may follow these steps: -

- Acknowledge bullying is taking place.
- Speak to the target of bullying about the problem, find out exactly what has been happening and when.
- Report the matter to the SLT/DSL if appropriate, Deputy Head and outline to him/her the strategies used and intentions for follow up action.
- Decisions at this stage will be taken about the involvement of the Head Teacher and parents. Take follow up action to ensure the problem has been resolved. Do this by checking with the 'target of bullying' and the adults involved in monitoring the situation.

A Time to Talk box is in the reception area. Children can self-refer if they need to speak to a member of staff without the need to speak to them face to face immediately. The box is checked regularly and referrals followed up.

Vulnerable Groups

Staff are aware that some groups within school may either have difficulties with behaviour management or may be vulnerable to negative behaviours due to additional needs. Children are taught about tolerance and acceptance of others and any incidents of negative behaviour towards a child is dealt with swiftly by a member of staff.

Character Development

Together, as a school community, we identified the following main character themes which incorporate values and traits which we hope to instill in our pupils and can see demonstrated through their behavior. These are:

Kindness

Honesty

Courage & Confidence

Optimism & Gratitude

Integrity & Sense of justice

Curiosity & Critical thinking

Resilience & Determination

Ambition & Self-motivation

Self-regulation

Respect & Tolerance

Collaboration & Communication with society

Parents and visitors

Parents and visitors to school are also expected to uphold the high standards of behaviour when they are in and around school. A code of conduct for parents and visitors is on the school website and displayed in the entrance hall to the school.

Discipline and Sanctions

At Morpeth First School, we believe that the best way to manage behaviour is to provide consistent and positive reinforcement of good behaviour.

However, there will inevitably be occasions when children, for whatever reason, do not conform to the rules and there is therefore a need to discipline them. This is in line with statutory guidance, including Section 91 of the Education and Inspections Act 2006.

The authority to discipline children extends to all paid staff with responsibility for pupils throughout the school.

Discipline within the school grounds

Positive behaviour is consistently reinforced, and by being alert to any injustices occurring during the course of the daily routine, such injustices are always addressed and resolved.

At times of conflict, the staff help the child to feel in control by intervening calmly, acknowledging the feelings of the children, gathering information about what has happened, restating the problem, asking for ideas about solutions and supporting negotiation about how to move forward.

Attention is drawn to the emotional impact that a child's action may have had on another child. In some cases, children will need a verbal reprimand and teachers are permitted to raise their voice where appropriate.

Consistent offenders are encouraged to sit quietly and to think about their actions with their class teacher during a break or lunch time. During these discussions, the children are asked to reflect on their actions and how to avoid repetition.

Parents are always informed when a child has consistently offended either verbally or via a letter. Children with SEN need individual approaches to behaviour management, whilst maintaining high expectations that they will follow the school and classroom rules. Behaviour plans will be drawn up for children with extreme problems and who require support from outside agencies.

A hierarchy of strategies to discourage and stop negative behaviour within the classroom have been discussed as a staff team and should follow the following model.

1. Early intervention.
2. Non-verbal sign.
3. Tactical ignoring when the behaviour is designed to get attention.
4. Verbal reminder of unacceptable behaviour to the individual, and then if appropriate involving the whole class.
5. Time out offered in class with a member of staff.
6. Missing break or part of lunchtime to reflect upon inappropriate behaviour.
7. Discussions Deputy Head Teacher/ Key Stage leader regarding unacceptable behaviour.
8. Meeting with Head Teacher (including the consideration of a multi agency assessment when pupil(s) display continuously disruptive behaviour.)
9. In circumstances where a child physically harms another child or member of staff, children can be sent home and a number of days fixed term exclusion may be considered.
10. A permanent exclusion may be issued at the decision of the Head teacher.

Please also see overviews of behaviour and sanctions in the Appendices.

The use of reasonable force

In addition to the above and where appropriate as a last resort (primarily for the safety of a child, staff or other children) staff may use reasonable force to bring a situation under control. Reasonable force or restraint (to hold back physically or to bring a pupil under control) may be used to prevent a pupil or pupils from committing an offence, injuring themselves or others, damaging property and to ensure classroom order and discipline is maintained.

Some staff have been trained in MAPA, and others in Team Teach, which means they are able to, in extreme circumstances, safely handle children and move them to safety using taught techniques. In extremely rare cases where MAPA/ Team Teach techniques are used to safeguard a pupil, it may result in bruising or minor injury to the child. If this were to happen, the parent would be informed immediately and appropriate forms completed.

Power to search pupils without consent

In addition to the use of reasonable force described above, staff may also use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. It should be noted that the aforementioned cannot be used to search for items banned under the school rules.

Furthermore, the aforementioned guidance on reasonable force should be adjusted, as is considered reasonable by a member of staff, to take into account the physical or learning needs of disabled children or those identified

as having special educational needs. It should also be noted that staff do not require parental consent to use force upon a child. If a child has been restrained or assisted to move, parents will be informed via a phone call.

Discipline outside the School Gates

Where appropriate, staff may also discipline children outside the school gates (This will include: where a member of staff witnesses non criminal acts or behaviour; the aforementioned are reported to the school.)

This will also cover the following circumstances where a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school
- misbehaviour at any time

Whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school or
- cyber bullying or the use of age inappropriate apps

Accusations against members of staff

Any allegations of abuse, against a member of staff, are considered seriously and investigated in accordance with the appropriate policy. (see related documents on safeguarding and child protection).

During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated (in accordance with Department of Education guidance).

Suspension will not be used as an automatic response, when an allegation has been reported. Any child making a malicious accusation against a member of staff will receive a verbal reprimand from a member of the Senior Leadership Team and have the incident noted on their school record. This includes false or malicious allegations by parents. Any form of bullying towards staff, by parents,

guardians or relatives, will be dealt with by the Senior Leadership Team and if necessary action taken to bar the adult from the school site.

Please also see: Safeguarding policy, SEN policy, Parents and visitors code of conduct, Whistleblowing policy.