

Behaviour Policy

In conjunction with the Keeping Children Safe in Education Document (2020) Morden Primary School seeks to create an environment within the school that encourages and reinforces good behaviour. Society expects good behaviour and it is important for the educational process to reflect this. Morden Primary School has a role in the children's social and moral development. The children bring to school a wide variety of behaviour patterns based on differences in home values and attitudes. At Morden Primary School we expect standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Aims

- **To ensure that the school's expectations and strategies are understood and adhered to by the whole school community.**
- **To promote self-esteem, self-discipline and positive relationships so children feel happy and safe.**
- **To create an environment which encourages and reinforces good behaviour through using consistent strategies.**

Inclusion

We expect all members of the school community to ensure fair treatment for all, regardless of age, gender, race, religion, ability, sexual orientation and/or disability. We recognise that some children have special needs which may restrict their understanding and ability to maintain the expected level of behaviour. A wide variety of appropriate strategies may be used in such cases and recorded accordingly. We may engage with outside agencies to support children's behaviour at school. In addition, we will proactively engage with parents to agree how behaviour can best be supported.

Rewards

Rewards have a motivational role, helping children to see that good behaviour is valued. These include:

- Verbal and written praise, informal and formal.
- Contact parents if a child has made significant improvement or had a particularly good day.
- Each Thursday we celebrate good learning in assembly by awarding a certificate.
- An assembly each week highlights the Behaviour and Morden Values linking to world and current events. Certificates are received for modelling Morden Values.
- An added privilege given. Book monitor etc.
- Stickers and Team Points given for keeping the School's Golden Rules and other successes.
- Children who demonstrate examples of exceptional effort and achievement can work towards earning stickers on their Hummingbird achievement card to progress towards a Bronze, Silver, Gold, Platinum award and ultimately a Hummingbird badge which is a representation of achieving their best.

- At the end of each year, certificates are awarded for excellence or progress in various curriculum areas. One child is chosen annually as the 'Pupil of the Year'.

Sanctions

Sanctions protect the security and stability of the school community. Sanctions should reflect the cognitive ability and social understanding of the child.

Both minor and major incidents are recorded and are monitored half termly by Phase Leaders.

- It should be clear to the child why the sanction is being applied.
- It should be clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

Sanctions may include:

- Verbal or written disapproval.
- Withdrawal of privileges, playtime etc
- Writing the name of the child on the board for breaking a Golden Rule. However, names can be removed for good behaviour at any time.
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- Withdrawal into another classroom (Phase Leaders) for a session for time out. If a child is sent to the Phase Leader, a yellow form MUST be completed by the person sending the child explaining why the child has been sent.
- In some cases a punishment to fit the offence. E.g. If a child defaces or destroys someone else's property they, or the parents, will be asked to provide a replacement.
- Verbal discussion with parents/carers. **Blue parental contact form should then be completed.**
- Individual classes may have their own systems of rewards – scaling, behaviour chart; cloud / rainbow / raincloud/dojos/table points/marbles in a jar.

For **major offences or continual unacceptable behaviour** the following procedure may occur:-

- Recording of incident.
- Referral to a Senior Leader – Phase Leader, Assistant Headteacher for Inclusion, Deputy or the Head Teacher.
- Parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Phone calls for serious offences such as misuse of technology/social media; repetitive physical behaviour will be followed up in writing with a letter or email to parents. (It may also be beneficial for teachers to note what precedes or follows undesirable behaviour). This may include an ABC (Antecedent, Behaviour, Consequence- See Appendix A) form to try to identify patterns of behaviour and triggers.
- Senior Leader to discuss provision for managing behaviour with the parents and identify actions and support. Written records to be kept on child's file i.e. letters or blue contact forms.
- Where it is deemed necessary, behavioural targets will be set for the child.
- The class teacher to keep a daily written or verbal report to parents/carers for a week highlighting good behaviour as well as undesirable behaviour.
- Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school and at home, are aware of those concerns and of the steps which are taking place. Additional specialist help and advice can be sought from the Assistant Headteacher for Inclusion, Educational Psychologist, ELSA, Jigsaw4U, CAMHS, LBL, VBS, Early Years Inclusion, and Community Police Officers. Parental/Carer and borough support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers.

- Ultimately, and as a last resort, exclusion – either fixed term or permanent (following LA guidelines).
- DfE guidelines explain that as nursery children are not of compulsory school age, a nursery setting is entitled to ask parents to remove their child. In exceptional circumstances, following continual recurrence of behaviour in nursery, parents may be contacted and asked to come to the Nursery with a view to withdrawing or sitting with the child for the remainder of the session.

Expectations of all Staff [including supply] and Governors

Staff and Governors have an important responsibility to model high standards of behaviour, both in their dealings with the children and each other. Adults are expected to follow and implement this policy.

Reporting to parents

Parents/Carers are kept informed of the general behaviour of their child through discussion with Class Teachers, Senior Leader; Parents/Carers are formally informed at Parents Evenings held each term; mutually arranged meetings; letters; stickers and certificates. General behaviour/Social behaviour/Attitude to school life is commented on in the End of Year report.

Expectations of the children

All children are expected to keep the Golden Rules. Every child signs a Home School Agreement upon joining the school. Classes will create their own expectations with their class teacher and these will be displayed on the classroom door. Each class may have its own additional rules or rewards which should complement the existing ones in this policy.

School Golden Rules

- 1 I will respect myself, others and school property.**
- 2 I will try my best to do my work and not disturb others.**
- 3 I will keep my hands, feet and unkind thoughts to myself.**
- 4 I will move sensibly and quietly around the school.**
- 5 I will tell the truth, even if it's difficult.**

Expectations of the Parents

When you choose to send your child to Morden Primary, you agree to follow the school's expectations and policies. We give high priority to clear communication within the school. To this end, we encourage parents to discuss concerns as early as possible with the class teacher first. **We expect parents to discuss any concerns in a calm and respectful manner and model high standards of behaviour, both in their dealings with children, staff and each other.** Every parent signs a Home School Agreement.

See Appendix A: ABC chart



Morden Primary School ABC Chart

Child's name _____ Class _____

Date	Antecedents (what led up to the behaviour?)	Behaviour	Consequences (What was the child hoping to achieve? What actually happened?)