

## **Behaviour Policy**

Morden Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. We recognise that clear structures, rules, routines and visible consistencies has the best impact on behaviour. 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.

### **At Morden Primary, we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place to enable children to reach their potential
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches to resolve conflicts

### **Roles and Responsibilities**

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

#### **Children's responsibilities:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

#### **Staff responsibilities:**

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

### **Parents' responsibilities:**

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

### **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.

#### **All staff must:**

- Take time to welcome children at the start of the day
- Ensure children are collected from the playground promptly at the end of playtimes and lunchtimes.
- Always address children who are failing to meet behaviour expectations
- Redirect children by referring to our school values and rules.

#### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **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 also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive 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.

### **ACE (Adverse Childhood Experiences) (See Appendix A)**

Morden Primary staff have been trained in ACE awareness and are aware of trauma/attachment informed practice. Being trauma informed is an ongoing practice. The following whole school approaches can have a significant impact:

- **Maintaining an awareness of the impact of ACEs, toxic stress and trauma**
- **Maintain a safe, predictable, calm environment that prioritises relationships and consistency** so pupils feel valued, supported, connected and ready to learn.

- **Remembering that behaviour is a symptom of the problem, not the problem.** We are professionally curious about behaviour (think “what happened to you” rather than “what’s wrong with you”). **All behaviour is communication** – we are curious to uncover what is being communicated to be able to support the child.
- **Teach pupils to self-regulate and calm their stress response system and eliminate stress triggers from the environment** – loud voices, abrupt sounds etc.
- **Providing a variety of practical subjects such as music, art, drama, dance, sport and technology.** These subjects offer children experiencing adversity therapeutic qualities that help children regulate, allow them to feel a sense of success, let them express themselves and their creativity.
- **Support the pupil’s care-givers and connect with the whole family** – it improves pupils’ outcomes
- **Staff who understand them, will give them consistency and compassion,** no matter what these children throw at them.

### Consistencies and Rewards

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b> <i>Rewards have a motivational role, helping children to see that good behaviour is valued.</i>
<ol style="list-style-type: none"> <li>1. Be Respectful</li> <li>2. Be Truthful</li> <li>3. Be Safe</li> <li>4. Be Ready</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Addressing children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Hummingbird Team points</li> <li>2. Hummingbird (HB) Stickers for HB reward cards</li> <li>3. Certificates</li> <li>4. Stickers</li> <li>5. Phone call/text home</li> <li>6. Verbal praise</li> <li>7. Notes/postcards home</li> <li>8. SLT praise</li> <li>9. Class Rewards</li> <li>10. Show work to another adults</li> <li>11. HT award</li> <li>12. Added privilege given e.g. book monitor etc.</li> <li>13. Learner of the week for each class awarded certificate in weekly Celebration assembly</li> <li>14. Values winner awarded certificate each week in celebration assembly</li> <li>15. 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’.</li> </ol>

## **Hummingbird Rewards**

- At Morden, every child receives a hummingbird achievement card and can work towards earning stickers. There are various ways for children to gain hummingbird stickers. Trying their best and demonstrating good work is one-way children earn a Hummingbird sticker. Hummingbird stickers are given to those children demonstrating the Morden Values (Respect, Responsibility, Resilience, Challenge, Teamwork). 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.



## **Why the hummingbird?**

In Native American culture, the hummingbird symbolizes hope for accomplishing that which seems impossible. Our hope is that every child who walks through our door accomplishes their personal best. At Morden we value children striving to be the best they can be.

## **Recording of Incidents**

Behaviour incidents are recorded using our CPOMs database. Senior staff review and analyse incidents at least half termly to identify children/classes with need and celebrate intervention successes.

## **Sanctions**

### **Sanctions should**

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

## **Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

## **Adult Strategies to Develop Excellent Behaviour**

IDENTIFY the behaviour we expect  
Explicitly TEACH behaviour  
MODEL the behaviour we expect  
PRACTISE behaviour  
NOTICE excellent behaviour  
CREATE conditions for excellent behaviour

## **Language around Behaviour**

At Morden Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. We use phrases such as "child in crisis" to describe when children are struggling to regulate their behaviour. Behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on CPOMs at the staff member's professional discretion.

Acceptable Sanctions may include:

- Verbal Reprimand and reminder of the expectations of behaviour;
- The setting of written tasks such as an account of their behaviour;
- Withdrawal of privileges e.g. playtime, loss of prized responsibility etc
- Detention
- Withdrawal into another classroom (Phase Leaders) for a session for time out. If a child is sent to the Phase Leader, a CPOMs incident must be recorded.
- Restorative Discussions (see section below for a framework)
- School based community service 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/clean it up; tidy a classroom etc
- Regular reporting to a senior staff member (can be written or verbal report);
- Suspension
- In the most serious of circumstances, exclusion.

It is important that there is a verbal discussion with parents/carers for any concerning behaviour to ensure a strong partnership is retained. Staff should be proactive, rather than reactive to behaviour concerns. A **CPOMs entry, indicating parental communication, should then be completed.** (*DfE Behaviour in Schools, September 2022, Section 45*)

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 B) 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 which may include completion of a risk assessment.
- 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, suspension or exclusion (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.

**Restorative Discussions (age-dependent, children may be asked to complete a reflection sheet prior to this discussion which will be scanned and uploaded onto CPOMs)**

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

**Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:**

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
7. How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder e.g. social story, visual/written plan of action etc?

### **What the law allows**

Teachers have authority to issue detention to pupils, including same-day detentions. Parental consent is not required for detentions that satisfy conditions of paragraphs 65-66 of the DfE Behaviour in Schools guidance, September 2022.

“Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.” (Section 91 (3) of the Education and Inspections Act 2006.

### **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that Morden Primary might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at our school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

**In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.**

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension, or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply in school, and that **everyone should be treated with kindness, respect and dignity.**

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. When a pupil's online behaviour poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, or when the pupil is identifiable as a member of our school and their behaviour could adversely affect the reputation of the school, Morden Primary retains the legal right to sanction the child accordingly.

### **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.

### **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.



## DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

- 1. CREATE A SAFE SPACE**  
Consider not only physical safety but the children's emotional safety as well.
- 2. ESTABLISH PREDICTABILITY**  
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.
- 3. BUILD A SENSE OF TRUST**  
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.
- 4. OFFER CHOICES**  
Empower students and offer "power with" rather than "power over" strategies.
- 5. STAY REGULATED**  
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

**DON'T**  
There's really only one **DON'T**  
Let's not punish kids for behaviors that are trauma symptoms.

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# “What do I do?”

## Trauma-Informed Support for Children

### 1 Create safety

If the child is overwhelmed, perhaps guide them to a quiet corner or allow them to decompress by visiting the restroom. If you are in a classroom, maybe you have a peace corner that you've outfitted with blankets or a screen so that it feels like a safe place.

### 2 Regulate the nervous system

Stress brings a predictable pattern of physiological responses and anyone who has suffered toxic stress or trauma is going to be quickly stressed into hyperarousal (explosive, jittery, irritable) or hypoarousal (depressed, withdrawn, zombie-like). No matter how ingenious our regulation strategies, how artsy-crafty we get with tools, the child has to find what works for them.

### 3 Build a connected relationship

This is the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. If we stay connected, then eventually the calm discussion of each person's feelings and needs can take place.

### 4 Support development of coherent narrative

Creating predictability through structure, routines and the presence of reliable adults helps reduce the chaos a child may feel and allows them to start creating the kind of logical sequential connections that not only help them understand their own narrative, but are also the fundamental requirement of many types of learning.

### 5 Practice 'power-with' strategies

One of the hallmarks of trauma is a loss of power and control. When someone is wielding power over you with no regard to your thoughts or feelings, the toxic shame of the original trauma may come flooding back. As adults, we should use our power well. If we model a 'power-with' relationship with children it's our best chance of creating adults who will treat others with dignity and respect.

### 6 Build social emotional and resiliency skills

Trauma robs us of time spent developing social and emotional skills. The brain is too occupied with survival to devote much of its energy to learning how to build relationships and it's a good chance we didn't see those skills modeled for us. Learning to care for one another is the most important job we have growing up.

### 7 Foster post-traumatic growth

We know that there are qualities and skills that allow people to overcome the most devastating trauma and not just survive but find new purpose and meaning in their lives. Problem solving, planning, maintaining focus despite discomfort, self-control and seeking support are all known to lead to post-traumatic growth and are skills we can foster in children.

# THE STRESS RESPONSE IN KIDS

## FIGHT

Yelling, Screaming,  
Using Mean Words

Hitting, Kicking, Biting,  
Throwing, Punching

Blaming, Deflecting  
Responsibility, Defensive

Demanding,  
Controlling

"Oppositional",  
Defiant, "Noncompliant"

Moving Towards What  
Feels Threatening

Irritable, Angry,  
Furious, Offended,  
Aggressive

## FLIGHT

Wanting to Escape,  
Running Away

Unfocused, Hard  
to Pay Attention

Fidgeting, Restlessness,  
Hyperactive

Preoccupied, Busy with  
Everything But the Thing

Procrastinating, Avoidant,  
Ignores the Situation

Moving Away From What  
Feel Threatening

Anxious, Panicked,  
Scared, Worried,  
Overwhelmed

## FREEZE

Shutting Down,  
Mind Goes Blank

Urge to Hide,  
Isolates Self

Verbally Unresponsive,  
Says, "I don't know" a lot

Difficulty with  
Completing Tasks

Zoned Out,  
Daydreaming

Unable to Move,  
Feeling Stuck

Depressed, Numb,  
Bored/Apathetic,  
Helpless



# Morden Primary School ABC Chart

Child's name \_\_\_\_\_ Class \_\_\_\_\_

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