



MORDA C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 1 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

REVISION HISTORY

Version	Issue Date	Summary
1	20-10-16	First Issue
2	23-11-17	Modification to 5 Unacceptable Behaviour
3	03-11-21	Extensively rewritten to reflect changes in practice as per SDP 20/21 and SDP 21/22

1. OVERVIEW

This policy sets out the guidelines and approaches Morda Primary School (MPS) takes to ensure and exceptional standard of behaviour is maintained at all times throughout the school. We believe in making children aware of their responsibility to conduct themselves, both in and out of school, in such a way that they are a credit to themselves, the School and their parents/carers.

2. OVERARCHING PRINCIPLES

2.1. Courage, Compassion and Fairness

Our core values of Courage, Compassion and Fairness are central to the way we manage children's behaviour. The purpose of our behaviour management approach is not simply to create a well-ordered school: it is to take every opportunity to move the children's personal development forward. The conversations staff have with children around how particular behaviours reflect our values enables children to learn how to manage their own behaviour with courage, compassion and fairness. Telling a teacher about bullying of another child requires courage.

All our dealings with children must be fair and compassionate. Showing children warmth and care, even when their behaviour needs to be challenged, helps all children and particularly vulnerable pupils to learn from their mistakes and put things right.

2.2. Behaviour for Learning

Our central purposes are to enable all children (including those with special educational needs or disabilities SEND) to achieve their maximum potential, to be safe and to feel safe in school. The best behaviour comes from children who understand what good behaviour is and why they should choose to behave well. Children with such an understanding can behave well independently and as they get older take on more responsibility. At MPS our aim is for children to leave school ready for secondary school taking full responsibility for their learning and



MORDA C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 2 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

the behaviour that promotes good achievement and well-being for themselves and others.

2.3. Vulnerable Children

Children who have experienced significant trauma and those with Attachment Disorder or Autistic Spectrum Disorder (ASD) can often have difficulty regulating their emotions. Children may be affected by one or more of these issues and have other learning needs such as Dyslexia or Dyspraxia.

These pupils suffer anxiety in a range classroom situations. Learning can be challenging especially if there are SEND challenges to be overcome. Often behind the rest of the class in terms of achievement: more academic sessions can create frustration and fear of failure in front of their peers.

In such a highly pressured environment, these children can easily become dysregulated which can in turn lead to significantly disruptive and sometimes aggressive behaviour. Sometimes that aggression can be turned inwards. These behaviours can place children at risk of exclusion, which, studies show, has a severe affect on their life chances.

Behaviour management in school strives to be “trauma informed” and “ASD friendly”. Staff use their training and their compassion to seek to understand the level of anxiety children may be experiencing when displaying negative behaviours. Teachers plan routines and systems in class which seek to reduce anxiety and that are responsive to all the children’s needs.

Senior staff support teachers to deal with vulnerable children when dysregulated behaviour is disrupting the learning of others in class.



MORDA C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 3 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

2.4. Positive Behaviour Management

When children feel appreciated for their efforts, a virtuous circle is created: children enjoy behaving well and want to continue behaving well because they know they will receive positive attention, approval and rewards.



2.5. Praise in Public Reprimand in Private (PIPRIP)

We believe that reprimanding children in public is likely to be humiliating, causing feelings of shame. When people feel ashamed, they are less likely to take responsibility for their behaviour or to learn from their mistakes. However, being praised in front of the class can accentuate the positive feelings for a child and encourage others to follow a good example. That being said, some children find public recognition embarrassing and teachers are aware of the children that prefer their achievements not to be announced to the class.

2.6. Partnership with Parents and Carers

We seek to work in partnership with parents and carers. Our Behaviour Policy is available for parents on the school website and can be requested from reception. At Morda, behaviour is good and we endeavour to maintain this high standard. Parents and carers are encouraged to communicate any worries or concerns they may have affecting their child or children, both in and out of school.

Parents are always informed when their child has had first aid or has been significantly distressed during the day. If an injury or significant distress has been caused by another child, the parents of that child will also be informed about how the situation has been resolved.



MORDA C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 4 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

Smaller upsets and conflicts may not always be reported if they are resolved well. However, parents can sometimes more quickly spot a pattern of behaviour that may be the initial stages of bullying. For example, there may have been four or five incidents between two children during a week all dealt with by different adults.

We strongly encourage parents to get in touch in such cases so that we can work together to resolve the problem fairly, compassionately and quickly.

2.7. Fairness

At MPS fairness is defined as children getting what is needed not every child getting the same. Some children need more attention and help and this is recognised nationally as support for children with SEND. Some vulnerable SEND children are often dysregulated and can behave unsafely (see sections 5 and 6), this behaviour can be detrimental to other children's learning which is unfair. It can also lead to a child being at risk of exclusion. However, these behaviours are triggered by circumstances beyond the child's control: learning disorders, early childhood experiences or trauma. It is therefore unfair and lacking in compassion to dismiss these people as "naughty kids".

At MPS we do not tolerate the unfairness of disruption to children's learning. The most effective and fairest way of maintaining a calm and well-ordered school sometimes involves some vulnerable children doing activities that may be attractive to other children as part of a nurturing reward system. Other children may want to do those activities and feel it is unfair. It is often hard for children to distinguish between wants and needs which is where adults can help by guiding their understanding.

3. SCHOOL RULES

We have three clear rules at Morda C.E. Primary School to ensure a consistency of behaviour throughout the school. These rules enhance positive behaviour, creating a secure learning environment where every child can feel happy, accepted, included and safe.

- ✓ Be Kind
- ✓ Be Safe
- ✓ Be Ready



MORDE C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 5 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

4. REWARDS AND SANCTIONS

4.1. Positive Rewards for Positive Behaviour

At MPS behaviour is of a high standard. Children are praised and rewarded for their good behaviour in the following ways:

- Positive talk - As a staff team we aim to catch children being good and praise their positive behaviour with specific comments.
- VIP status - children can become VIPs for the day after producing particularly good work or making good progress.
- Class Dojos - teachers will reward the behaviour they want to see by giving children Class Dojo points.

More awards may be added to this list during the lifetime of this policy as we feel reward systems should be fresh and interesting for children.

4.2. Managing Negative Behaviour

Minor disruptions: children who are not settling well in a lesson may be making noises, calling out, chatting, sitting in a way that causes problems for others. These minor disruptions can be managed by:

- Doughnutting: praising children showing the desired behaviour sitting around the child. This technique is usually highly effective
- Big Teacher Voice: if more than one child is causing disruption praising children doing the right thing in a loud voice can help assert authority in a positive way.
- Non-verbal gestures: pointing, modelling the correct posture, thumbs up, winking, making eye contact, touching the shoulder etc can all help a child to settle without drawing attention to them from the rest of the class. Sometimes an unsettled child just needs a little reassurance.
- Adult Mindfulness: Are you calm and well regulated? What are the child's individual needs? Is there a shared joke or interest that can be used? Can someone else in class help (adult or child)?
- A verbal reminder: "Can I give you a reminder about how important our rules Be Kind, Be Safe and Be Ready are."
- A private reprimand: using the following script or words to the same effect using the passive voice:
 - "Are you feeling okay?" - there may be issue from home or playtime that is causing upset. Children can then be referred to



MORDE C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 6 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

the Wellbeing Support Worker and the issue resolved later if needed.

- “There’s a problem in class when ...[insert behaviour eg calling out]. It is stopping the other children from learning”
- “Which of our values does this link to?” - Usually Fairness
- “Which school rule should be followed?” - Usually Be Ready
- “Can we agree that you will follow the rule again like you normally do please?”
- If negative behaviour continues the child should be referred (usually by radio) to the senior staff member on duty, who will have another PIPRIIP conversation and a further talk about the issue at break or lunchtime when any work missed can be caught up on.

5. UNSAFE BEHAVIOUR

On some occasions a child’s behaviour will be deemed unsafe, in that the behaviour will be a danger to others or seriously disruptive to learning. It is the school’s first duty to ensure all members of the school community are safe at all times. Examples of unsafe behaviour:

- Violence
- Bullying in all its forms (see Anti-Bullying Policy)
- Prejudiced abuse such as racism, homophobia, abuse against disabled people
- Endangering self or others
- Possession, downloading or viewing of inappropriate material
- Behaviour detrimental to good order in the school
- Offensive or threatening communication over the internet
- Sexual harassment

When a serious incident has occurred staff dealing with the incident will immediately refer the matter to the most senior member of staff present. The senior member of staff will:

- ✓ Gather the available facts from members of staff
- ✓ Contact parents asking them to come into school as soon as possible
- ✓ Contact parents of any physically or emotionally injured children to inform them that the issue is being dealt with and that they will be kept informed
- ✓ Establish and note the facts with the child and parents/carers (in the most serious cases it is advisable to have another member of staff present)
- ✓ Agree sanctions with parents



MORDE C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 7 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

- ✓ Discuss behaviour issue with SENDCO and other staff leaders making referrals where necessary
- ✓ Consult with LA Inclusion Service to discuss the appropriateness of a “Pupil Planning Meeting” referral.
- ✓ Inform parents/carers of any injured children of action being taken

School sanctions for unsafe behaviour are:-

- ✓ Loss of playtime
- ✓ Internal exclusion (working in another classroom)
- ✓ Fixed term lunchtime exclusion (off-site)
- ✓ Fixed term exclusion (up to five days)
- ✓ Permanent exclusion

In order to emphasise the seriousness of the problem and to strengthen the home/school partnership, we may encourage parents/carers to support MPS by putting in place appropriate sanctions at home.

In the event of unsafe behaviour that has harmed a pupil, senior staff may stop a pupil from attending events outside the school day such as clubs, sports competitions or parties, if attendance is likely to cause distress to people who have been harmed physically or emotionally. For example, if a child has been excluded for bullying another child and a restorative process has not yet taken place; attendance by the child who has caused the harm at Christmas Disco may cause distress to the victim of the bullying. In which case senior staff would not allow that child to attend.

Restorative Process

Where a child has been harmed by the unsafe behaviour of another child, staff will work hard to ensure the injured child feels safe again in school. One part of feeling safe is knowing that the incident has been dealt with seriously, with parents involved and appropriate sanctions put in place.

The second element of regaining a sense of safety is to restore a positive relationship between the children concerned. School staff (usually the Wellbeing Support Worker or senior staff) will guide the children through a restorative process where genuine remorse is expressed.

6. SUPPORTING VULNERABLE CHILDREN AT RISK OF EXCLUSION

When a vulnerable child’s dysregulation in school results in unsafe behaviour they are at risk of exclusion. Studies show that the life chances of children who progress



MORDA C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 8 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

to permanent exclusion are severely damaged. Therefore, there is a national effort to ensure exclusion is avoided. The LA has an Inclusion Service which supports schools to include children in mainstream settings or when necessary help manage a move to a specialist service. This might be a part-time placement for a number of months or a full-time place at a new specialist school.

Pupil Planning Meetings are held with parents, school and the Inclusion Service (and other professionals if needed). Parents can have advocates to support them at these meetings. Plans are put in place to reduce unsafe behaviour which may include:

- A flexible timetable supported by parents
- A specially designed reward system
- Additional support in school from a teaching assistant
- Additional support with relationships in school from the Wellbeing Support Worker
- Additional advice and training for teachers to modify classroom routines
- Specialist SEND assessments
- Early Help process to support family
- Shared placement with the local Pupil Referral Hub

Supporting vulnerable children is most successful when parents and school staff work very closely together. Fixed term exclusions often damage this crucial relationship. For children with Attachment Disorder and children who have experienced trauma, exclusion can be received as a traumatic rejection making matters worse when they return. The school will therefore avoid the use of fixed term exclusions in almost all but the most serious of circumstances. A decision to exclude is made by the senior staff team (including the SENDCO) as a group and in consultation with the Inclusion Service and all parents involved in a particular incident.

7. CONFLICT MANAGEMENT AND RESOLUTION

At MPS we will endeavour to ensure all issues are resolved to the satisfaction of the pupils involved.

Our guiding principles for conflict resolution are:-

1. Attunement - The basis of all our dealings with children at Morda is to tune in (or attune) to children's feelings by listening. All children deserve to have their feelings heard and very often the simple act of listening and hearing their feelings



MORDE C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 9 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

and showing that you understand will make children feel better. Hurt feelings are at the root of every conflict. Hearing feelings can resolve conflicts so that everyone feels happier in the end.

2. **Courage** - Children are very capable of resolving most conflicts on their own with a little support from the adults around them to help them find the courage to address the issue. If they use the language of feelings, modelled for them by adults, rather than the language of conflict, most disputes can be resolved quickly. Helping children to learn to resolve their own conflicts gives them a hugely valuable life skill.

3. **Compassion** - Everyone in the school community accepts everyone, showing warmth and care to each other or as Christians would say the love for fellow people. Everyone wants everyone to be as happy and fulfilled as they can be. This is a principle all children have to commit to in order to resolve conflict.

4. **Fairness** - If someone has done something wrong it must be made right somehow. With less serious problems resolving to be nice to someone is adequate. However, with more serious problems an appropriate sanction, in line with the behaviour policy may be required.

The following techniques may be used to facilitate the resolution of conflict:

1. **Witnessing** - Ask children to have a go at sorting out the problem while you listen and don't intervene.
2. **Championing** - When a child is upset, they can find it difficult to speak for themselves and need an adult to help them get their views across.
3. **Arbitration** - For complicated situations, listen carefully to all sides and witnesses if required. Retell the situation in terms of who has been hurt and for what reason. e.g. "Fred was angry because he wasn't allowed to play the game, so he called Nancy a horrible name. This made Nancy really upset".
4. **Resolution** - In all cases, ask the children how they will make the other person feel better. What are they going to do? Don't accept "Not do it again". Check later with the person who has been upset to see if they are happy with how the problem has been resolved.



MORDE C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	3	Page 10 of 10	
Prepared By:	Deputy Head		Approved By:	Head Teacher	
Last Reviewed and Confirmed by Governing Body:			DRAFT	Issue Date:	03-Nov-21

Incidents involving any violence must be referred to the head senior staff on duty. Concerns about repeated conflict, which could turn in to bullying, should be shared with the senior staff.

8. EXCLUSIONS

In the event a child is to be excluded the school will follow DFE guidance outlined in "Improving behaviour and attendance: guidance on exclusion from schools, academies and Pupil Referral Units (2017)".

9. RECORDS AND ACTIONS

The following behaviours **MUST** be referred to the senior staff at the earliest opportunity

- Violence including all low-level incidents such as pinching, table pushing etc
- Dangerous behaviour such as running in class, throwing items in class
- Unkind comments that lead to a child becoming upset.

More serious behaviour that has been referred by staff to senior staff is logged in the behaviour book. Senior staff will make a judgement as to when to involve parents depending on the seriousness of the offence and the child's past behaviour. A Behaviour and Anti Bullying File is where records of incidents are stored, it is kept in the headteachers' office.

10. REVIEW

This policy shall be reviewed annually by the Governors Policies Committee at their Autumn meeting.