



MORDA C of E PRIMARY SCHOOL

Document Type: GENERAL

Title: BEHAVIOUR POLICY

Reference:	GEN-04	Version:	1	Page 1 of 8	
Prepared By:	Deputy Head	Approved By:	Head Teacher		
Reviewed and Confirmed by Governing Body:		1 Dec 2016	Issue Date:	20-Oct-16	

REVISION HISTORY

Version	Issue Date	Summary
1	20-10-16	First Issue

1. OVERVIEW

This policy sets out the guidelines and approaches Morda Primary School (MPS) takes to ensure an 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. Behaviour for Learning

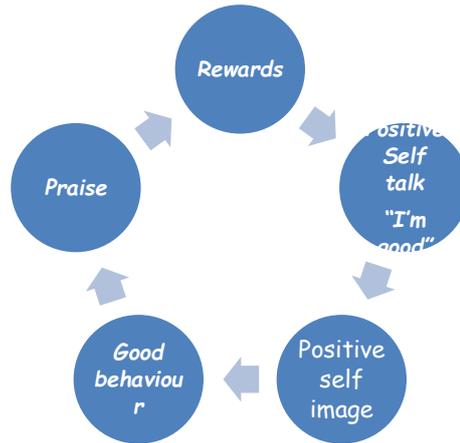
Our central purposes are to enable children to achieve their maximum potential and to keep children safe. Good behaviour is essential if children are to learn well and be safe. The best behaviour comes from children who understand what good behaviour is and why they should choose to behave well. Children 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 the behaviour that promotes good achievement and well being.

2.2. Positive Behaviour Management

Our core values of tolerance, acceptance and responsibility are at the centre of our approach to children's behaviour. We believe children deserve our respect and acceptance at all times. Staff therefore, praise and reward children a lot and avoid shouting or getting cross. Our approach is to encourage children to take responsibility for their own behaviour in partnership with parents/carers.

This approach is known as positive behaviour management and relies strongly on rewarding the good behaviour children exhibit everyday from an early age. 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.

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2.3. Partnership with Parents/Carers

MPS seeks to work in partnership with parents/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/Carers are encouraged to communicate any worries or concerns they may have affecting their child/children, both in and out of school.

Children are expected to be responsible for their own behaviour. When their behaviour is poor they are given a warning or equivalent system, so that they are able to reflect on their actions. Children who continue to misbehave lose some "Golden Time" at the end of the week. If a child continues to use challenging behaviour the Head Teacher is informed and may decide to telephone or invite the parents/carers in for a discussion.

A serious single incident of misbehaviour may result in parents being contacted to discuss the incident with an aim to reaching a satisfactory conclusion for all involved.

3. SCHOOL RULES

We have five 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.



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THE GOLDEN FIVE RULES

- ✓ Look after yourself
- ✓ Look after others
- ✓ Look after your learning
- ✓ Look after your feelings
- ✓ Look after the feelings of others

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 as much as possible. We endeavour to speak to children with regard to their feelings at all times. We strive to talk calmly to children in a non-threatening manner, whilst at the same time making the boundaries clear. Ultimately, we have an unconditional, positive regard for each child in the school.
- Class Points
- Headteacher's Certificates - Children are given certificates by members of staff for more significant achievements in all areas of school life. Members of staff write the names of children and the reason for which they are being given a certificate in the silver book. There are four kinds of certificate which exemplify the school's ethos: Acceptance, Responsibility, Creativity and Fulfilment. Certificates are presented in a Celebration Assembly on Friday afternoons.
- Subject Specific Awards- These are given out as we focus on different areas of the curriculum as part of our work on school improvement.
- Class based reward systems - team based group rewards which encourage inclusion.
- Attendance certificates

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.



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4.2. Sanctions

Should a child behave inappropriately he/she is given a warning to show them their behaviour is not acceptable. Children are told it is their responsibility to choose how to behave. They can choose to do the right thing and behave appropriately, in which case the warning rescinded at the end of the lesson or session. If they carry on behaving inappropriately, they will then lose some of their playtime.

Teachers are responsible for keeping a record of who has lost playtime. If a child is losing a lot of playtime staff will implement a positive behaviour plan involving sticker charts or other motivational techniques in partnership with parents/carers.

Children who continue to misbehave following a loss of playtime or equivalent sanction will be sent to a senior member of staff for a five minute time out. Further misbehaviour will result in working outside the classroom for a whole session and a lunch/break time detention.

In Foundation Stage an age appropriate system is in place based on the behaviour policy principles.

5. UNACCEPTABLE BEHAVIOUR

On some occasions a child's behaviour will be deemed unacceptable, 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. Serious examples of the following behaviours are considered unacceptable:

- Violence
- Bullying
- Destructiveness
- Theft (of valuable items)
- Endangering self or others
- Persistent disruption
- Possession, downloading or viewing of inappropriate material

When a serious incident occurs staff dealing with the incident will immediately refer the matter to the most senior member of staff present.



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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 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* (plus another member of staff.
- ✓ Agree sanctions with parents
- ✓ Discuss behaviour issue with SENCO and other staff leaders making referrals where necessary
- ✓ Consult with LA when external exclusion is being considered
- ✓ Inform parents/carers of any injured children of action being taken

School sanctions for unacceptable behaviour are:-

- ✓ Loss of golden time
- ✓ 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 encourage parents/carers to support MPS by putting in place appropriate sanctions at home.

6. 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 and showing that you understand will make children feel better.



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Hurt feelings are at the root of every conflict. Hearing feelings can resolve conflicts so that everyone feels happier in the end.

2. Empowerment - Children are very capable of resolving most conflicts on their own with a little support from the adults around them. If they use the language 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. Acceptance - Everyone in the school community accepts one another giving each other unconditional personal regard 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. Justice - 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 some kind of 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.



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

7. EXCLUSIONS

In the event a child is to be excluded the school will follow DCSF guidance outlined in "Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2007)".

8. RECORDS AND ACTIONS

Loss of Golden Time. Please record all lost golden time in the appropriate book. Please write clearly the following:

Date, name of child, brief reason (eg: running), and your initials

If a child loses golden time in a session and continues to behave in an unsatisfactory way he/she should be sent to the head teacher (or senior member of staff) for 5 minutes reflection, followed by a detention at the next break-time. A child who loses golden time 5 times in one week must be referred to the head teacher.

The following behaviours **MUST** be referred to the Headteacher (or 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 the headteacher is logged in the behaviour book. The headteacher will make a judgement as to when to involve parents depending on the seriousness of the offence and the child's past behaviour. A Centrally Based Behaviour and Anti Bullying File

9. REVIEW



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This policy shall be reviewed annually by the Full Governors at their Autumn meeting