



# **BEHAVIOUR POLICY**

**Reviewed and updated December 2024**

**As a member of Morven Park Primary School, you have a responsibility to**

- to let others work and play
- to work to the best of your ability
- to respect and care for others
- to listen and respond thoughtfully when being spoken to
- to always be honest and truthful
- to show care and consideration for the environment
- to tell a member of staff if you see or hear about someone being treated unkindly

**As a member of Morven Park Primary School, you have a right to**

- to get on with your work and play
- to be yourself and proud of your achievements
- to be treated fairly and with consideration
- to express your views and know you will be listened to
- to feel happy, safe and confident
- to have clean and tidy surroundings
- to tell a member of staff if someone or something is causing you problems

We believe that the key to promoting intrinsic good behaviour and managing the overall atmosphere of the school is in making and maintaining good relationships with children. We aim to create a calm and safe environment for children in which adults know them well and understand that they often communicate what they cannot say through their behaviour. We know that children who feel safe, valued, cared for and loved usually respond in a more positive and appropriate way. We recognise that some of our children come to school having already experienced a wide range of challenges and that the way they are greeted at school and the ethos and atmosphere of the classroom are huge factors in influencing their self-esteem, how they view themselves and how they learn and behave.

**As a school we at Morven Park aim to encourage good behaviour through a consistent and positive approach. Our school motto is 'We're all unique together as one' #besafe #bekind.**

**Encouraging Positive Behaviour:**

At Morven Park we use the following methods of encouraging patterns of positive behaviour:

- Half-termly Good to be Green rewards.
- Praise examples of good behaviour.
- Using a dojo / house points system.
- Using a consistent approach in class to manage routines.
- Give recognition in special school assemblies.

## **Actions to deal incidents of with unacceptable behaviour:**

Staff will follow a consistent approach to dealing with incidents of inappropriate behaviour in school.

### **Foundation Stage**

Our positive behaviour system is used to encourage good behaviour, being kind and helpful, good listening and always trying your best. All of our children deserve to feel safe, secure and happy at our school and all children need to have an understanding of our school rules and expectations. Children's wellbeing is the main focus of our positive behaviour system. Adults always encourage positive learning and behaviour, but sometimes time spent with an adult supports children's behaviour choices. Any children needing a little support with their behaviour/ listening will be encouraged to spent a little time with an adult in the environment to remind them of good behaviour and listening and to reflect on their choices. We use an adult kangaroo and some joey kangaroos to promote our positive behaviour system that we use in the Foundation Stage, this is called 'Safe in my pocket'.

### **Key Stage One and Two**

A good to be Green chart is placed upon the wall with all children's names on. All children start the day on green. Inappropriate behaviour results in children receiving two warnings and then if they continue, they are given a yellow card as a final warning. They are given a red card if the behaviour continues.

A red card means children will receive a consequence. The child's parents must also be informed of the red card. Teachers also fill in the consequence book.

### **Unacceptable Behaviour**

- Assault on another person
- Swearing – bad language and gestures
- Verbal abuse of a consistent nature
- Bullying – physical, mental and verbal abuse
- Stealing
- Leaving the classroom or school premises without permission
- A violent physical reaction to being disciplined
- Deliberate damage to property – another person's or schools.
- Discriminatory behaviour

## Child on Child abuse

Our school Morven Park Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up”. (for more detail see the Child on Child abuse policy).

If a child receives 3 red cards in a term parents will meet with their child’s teacher to discuss ways to support the child with their behaviour. If a child receives 5 red cards in a term parents will meet with Mr Watson or Mrs Goodall.

If all the above steps have been taken, for the most serious offences of bullying and assaults, that are clearly premeditated, suspension may be appropriate. This sanction can only be carried out by the Head Teacher.

***N.B. Serious offences will be looked at individually and sanctions carried out will be deemed appropriate to that case.***

### **Pupils with additional needs**

The above advice will deal with the majority of issues in school. However there are occasions when dealing with children with specific needs that these guidelines made need to be adapted in order to meet the situation. This includes making provision for children with identified special educational needs and disabilities.

Staff are trained in dealing with behaviour by using attachment and trauma informed methods. This includes the following:

- Praising in public and dealing with unacceptable behaviour in private.
- Reflect back how you think the child is feeling using emotion coaching to help children regulate their behaviour (see below).
- De-escalating situations.
- Having individualised behaviour plans in place.
- Starting each day as a new day.
- Avoid dealing with behaviour in a way that brings about a feeling of shame.

## Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child or young person about more effective responses. Through empathetic engagement, the child’s emotional state is verbally acknowledged and validated, promoting a sense of security and feeling ‘felt’. Staff will follow the steps below to deal with incidents in which a child’s behaviour has become un-regulated.

Step 1 – become aware of the emotion

Step 2 – label the emotion (*I can see you are feeling angry.*)

Step 3 – listen and validate the emotion (*I would feel angry too if..*)

Step 4 – set limits on the behaviour (*Even though you are angry we can't...*)

Step 5 – problem solving (*We can sort this out by...*)

## Restorative Practice

Restorative practice in our school focuses on cultivating a positive, respectful and inclusive school environment. To achieve this, staff develop good relationships with our students based on a foundation of trust, mutual respect, and empathy. It's important that we create a fair and safe place for students to adopt a healthy mindset and good coping mechanisms.

The basic concept of restorative justice includes:

- Shifting from punishment to reflective learning. Students react better to reflecting on their mistakes, being accountable and apologizing for their actions.
- Raising student awareness of how their actions caused the problematic situation.
- Community participation to begin the healing process. This may include practicing empathy, owning their harmful behaviour and making restitution.

Restorative justice shows our young people that **conflict resolution through communication has a positive impact.**

- **We help students take responsibility.** When students take ownership of the conflicts they created, they develop self-awareness of how their actions can negatively affect someone. Instead of blame-shifting, students realize where they went wrong and find positive ways to repair their mistakes. They'll become productive members of society who understand the difference between right and wrong.
- **We make students aware of consequences.** For every negative action, there is a consequence. When students discover what they could lose, they might think twice about their actions and reactions. They learn about the school's zero-tolerance policy for bullying and violence.
- **We teach students conflict resolution.** Solve problems through communication, patience and understanding instead of fighting. We encourage them to talk about their feelings, brainstorm good solutions and set goals to maintain peace. Other good resolutions include remaining calm and apologizing.
- **We build emotional skills.** Make students feel heard and emotionally validated by cultivating social-emotional learning skills. We focus on self and social awareness, emotional management, relationship skills and responsibility.

- **We help students practice empathy.** We show children empathy and teach them to restore peace to frayed relationships. Students learn by observing, so we demonstrate empathy to our children by showing them we care and give them examples of what it's like to feel another person's emotions.
- **We teach students to embrace forgiveness.** We hear many times that forgiveness isn't about condoning someone's wrongdoing but learning to let go of its harmful emotional impact. We explain to our children that forgiveness involves releasing their anger toward the person who wronged them. We reinforce that it takes time to learn how to forgive and that holding a grudge harms them more than the person who hurt them.
- **We show the importance of communication.** We demonstrate how to have pleasant conversations. We teach children how to take turns during conversations. They learn to understand it is polite to listen without interruptions.
- **We build strong relationships.** Restorative justice is crucial for improving relationships between students, teachers, and the community. We show students that we genuinely care about them, work toward building trust and have strong relationships with parents. It's fundamental to their well-being to have consistent open communication and support from adults in their lives.
- **We have a team called the Rainbow Warriors.** Our peer mediators wanted to be re-named the Rainbow Warriors. This team of children will support and work with other students who have had issues that require a restorative approach to help solve them. The pastoral team lead this and train our warriors with the skills needed to implement restorative practice.

## Pastoral Team

At Morven Park we have a dedicated pastoral team who can work with their children to support their behavior and if needed formulate an individual behavior plan. The team can offer a variety of interventions to support emotional wellbeing which is the foundation of feeling safe and being ready to learn.

## Dinner Times

At lunchtime the same behaviour systems apply and all staff have the same high expectations of children's conduct. Midday staff to record incidents at lunchtime. This will then be fed back to the class teacher to deal with appropriately.

This policy applies when the children are:

- On school premises including before and after school hours
- At breakfast club or any afterschool clubs
- In the locality of the school, in the time leading up to the start of the school day or following the end of the school day.
- On educational visits
- Wearing a school uniform and representing the school.