Morley Memorial Primary School
Behaviour and Discipline Policy

POLICY NAME:	Behaviour and Discipline Policy
Frequency of review:	Every 2 years
Reviewed On:	February 2023
Reviewed By:	Karl Brown
Next review (date):	Spring 2025

This policy will need to be read in conjunction with the following policies which address specific areas of behaviour:

- The Tackling Bullying Policy (which sets out how the school deals with incidences of bullying)
- The Safeguarding Policy (which addresses harmful sexual behaviour)

Aims

This policy aims to:
- ♦ Provide a consistent approach to behaviour management
- ♦ Define what we consider to be inappropriate behaviour, including bullying
- ♦ Outline how pupils are expected to behave
- ♦ Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- ♦ Outline our system of rewards and consequences for behaviour

Definitions

Unsocial behaviour is behaviour where there is no effort to behave socially or do as instructed but not to the detriment of others

Antisocial behaviour is behaviour that causes harm to an individual, the community or to the environment, that is likely to cause injury, harassment, alarm or distress, and that violates the rights of another person

Difficult behaviour is behaviour that is anti-social, but not dangerous.

Dangerous Behaviour is behaviour which will result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility eg racist abuse.

Inappropriate behaviour is a broader definition of behaviour which can encompass antisocial, unsocial, dangerous and difficult behaviour.

Protective consequences are designed to prevent a child committing dangerous behaviour likely to hurt another child, eg because you have hurt other children you cannot go out to play. "The removal of a freedom to prevent harm."

Educational consequences are designed to help a child reflect on their behaviour and see why it was inappropriate "The learning, rehearsing or teaching so that a freedom may be returned"

In behaviour logs inappropriate behaviour is categorised as:

1.)**Insolence** (answering back, being rude, continuing with behaviour after warning etc	8.)**Prejudice related incident** (including sexism, homophobia etc)
2. **Defiance** (answering back, not responding to reasonable requests etc)	9.**Racist incident**
3. **Disruptive behaviour** (shouting out, talking in assembly and class etc)	10. **Damage to property** (on purpose or by unthoughtful behaviour
4. **Persistent homework failure**	11. **Theft**
5. **Inadequate work**	12. **Verbal abuse of another pupil** (swearing, name calling etc)
6.**Assault** (where one child hits, pushes or hurts another child on purpose)	13. **Verbal abuse of an adult**
7. **Fighting** (aggressive behaviour involving two or more children)	14. **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:
   ♦   Deliberately hurtful
   ♦   Repeated, often over a period of time
   ♦   Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Behaviour Principles

At Morley Memorial Primary School we believe that:

- ♦ High standards of behaviour lie at the heart of a successful school
- ♦ All children and staff have the right to feel safe at all times in school
- ♦ All children have the right to learn without disruptive behaviour impacting on their progress
- ♦ Pupils' should have a positive attitude to their education and be committed to their learning. They should know how to study effectively and do so, be resilient to setbacks and take pride in their achievements. Children should be supported in developing effective learning dispositions: curiosity, courage, collaboration,motivation, reflection and resilience
- ♦ There should be mutual respect between all members of our school community and everyone should be safe from the effects of inappropriate behaviour
- ♦ We are an inclusive school serving a community with a diverse range of needs, including social emotional and mental health difficulties, and we value and support all members of our community.
- ♦ To enable all of the above to happen, the school should embrace a therapeutic approach to behaviour as developed and used in the STEPS Training advocated by Cambridgeshire Local Authority

We encourage pupils to:

- Have respect for themselves, for their peers and adults, and for members of the community;
- Respect the rights and property of others;
- Be accountable for their own behaviour;
- Appropriately manage their behaviour and interaction with others
- Make it possible for all pupils to learn

All adults in the school will:

- Strongly discourage aggressive or bullying behaviour of all kinds;
- Place importance on reinforcing positive behaviour more than punishing bad behaviour;
- Increase and widen pupil's sense of belonging in the school community;
- Ensure consistent and transparent treatment;
- Encourage the partnership between school and home to ensure pupils are well supported in their emotional development;
- Help children develop the social skills they need to succeed in life and make a positive contribution to society

Rewards and positive reinforcement

The systems used for rewarding achievement and prosocial behaviour will vary according to the age of the child. Examples of situations and circumstances in which formal rewards (such as stickers, smiley faces) may be awarded will be reviewed, drawn up and agreed upon in consultation with staff. Formal rewards will be publicly acknowledged by the Senior LeadershipTeam generally through assemblies.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- ♦ General praise and encouragement.
- ♦ Positive feedback to children verbally or in writing in their books.
- ♦ Sharing good work with others.
- ♦ Extra playtime
- ♦ Golden time
- ♦ The Headteacher or other appropriate members of senior staff to be invited to praise individuals, groups or classes, publicly or privately.
- ♦ Recognition to be given to success of differing kinds in assemblies.
- ♦ Contacting parents directly

Teaching Prosocial Behaviour

Most children behave well most of the time. Staff should constantly take steps to encourage positive and minimise inappropriate behaviour by their own conduct and the systems they have set up.

Each class will follow the Stages of Behaviour in class.

Staff should:
- ♦ Emphasise the positive, including praise for good behaviour as well as good work.
- ♦ Establish routines for everyday activities such as lining up or giving out resources.
- ♦ Model the standards of courtesy expected from pupils.
- ♦ Plan for any disruptive behaviour that can be anticipated e.g. not allowing two children who disrupt one another to sit next to each other.
- ♦ Refer to the school Code of Conduct (Appendix B) and the responsibilities of individuals to follow it.
- ♦ Choose a consistent "Stop & Listen" signal and teach when it may be used.
- ♦ Maximise opportunities for pupils to take responsibility for their own behaviour by providing choices whenever possible.
- ♦ Listen to children and communicate they have been heard
- ♦ Give children opportunities to express their feelings.
- ♦ Address any potential difficulty quickly to avoid escalation e.g. playfighting in the playground.
- ♦ Try to avoid pupils finding themselves with nothing specific to do – have activities in reserve for extension, consolidation or for sending with a "time out" child.
- ♦ Be aware of the pupil who is not engaged with the activity i.e. at the back of the group, daydreaming but not disrupting.
- ♦ Be prepared for the lesson and ensure that lesson purpose is known by pupils.
- ♦ Avoid sarcasm and threats, which are not subsequently carried out.
- ♦ Analyse the classroom management performance and reflect on it.

♦ Ensure an orderly entrance and exit from the classroom. Make sure transitions are effectively managed

Responding to inappropriate behaviour
Individual staff need to develop their own authority when dealing with children, but staff will operate as a team; everyone should feel able to seek support from colleagues.

In the first instance the behaviour should be dealt with by the adult in charge of the child. For support staff this may be followed by referral to the Headteacher, Deputy Headteacher or Behaviour Lead. In the case of more severe or persistent misbehaviour all staff should seek advice from and/or intervention by the Senior Leadership Team.

If a child is behaving inappropriately and/or ignoring class rules, the following will happen in the majority of cases (alongside the Stages of Behaviour Appendix C):

1st instance: A look / a gesture / a word / point to the displayed rule / move closer to the child / encouragement / focus on work rather than comment on the misbehaviour (i.e. What should you be doing? What's the next thing you have to do? Where should you be now?)

2nd occasion: Reminder of the rule / repeat the instruction / clear description of desired behaviour / warning of the implication of breaking the rule one further time. Use language of need rather than request (I need you to look this way so that you know what to do next)

3rd occasion: Apply consequence as appropriate to the level of seriousness of the behaviour, using professional judgement. It may be useful to discuss a hierarchy of consequences with the class, particularly with older children. At this stage, an entry into the class Behaviour Log will be made.

Possible consequences for inappropriate behaviour can include one or more of the following:

♦ Asking a child to move away from the problem e.g. to another part of the class or playground.
♦ Educational Consequence related to the original act e.g.
  o clearing up litter and removing graffiti.
  o Writing a letter of apology
  o Withdrawal of privileges - e.g. playtimes, part of lunch time if their behaviour is deemed to be dangerous during these unstructured times, or if the child needs to complete an education al consequence out of lessons. If teaching staff use withdrawal from lunchtime activities as a consequence, they should personally make arrangements for the pupils to be supervised. If a child is missing large amounts of lunchtime the parents need to be involved and a programme of behaviour improvement begun
♦ Protective consequences such as:
  o Time out of the classroom (or playground) - send to another class by agreement. (Always make sure there is an adult to supervise the child. The child should be clear about why they have been sent there and should take work to do either from their lesson or another activity if necessary)
♦ Informal contact with parents/carers.
♦ Sending children to SLT member or Headteacher

♦ Formal contact with parents/carers.

An appropriate consequence is one which is designed to put matters right and encourage better behaviour in future; it is constructive not punitive. It is usually inappropriate to punish whole groups for the misdemeanours of a few or to use exclusion from the curriculum as a consequence. consequences should be used because the child has broken an agreed rule. It should be clear from the teacher's actions that it is the behaviour that is inappropriate and not the child.

Pupils have a right to expect fair and consistently applied consequences which make a clear distinction between serious and minor infringements of the code of behaviour. Imposition of consequences should be done in a firm way but should be consistent with the school expectation that all people are treated with respect.

Behaviour Logs
Each class will have a behaviour log where incidents of inappropriate behaviour will be recorded. These logs will record where a pupil has progressed through the steps outlined above but also more serious incidents which occur. They will record the name and gender of the pupil; the date, time and location of the incident; a description of what happened and of actions taken.

If a child receives three entries into the behaviour log in a short amount of time (ie the period roughly equivalent to half a term), the class teacher will request a meeting with their parents and / or carers to discuss ways in which to improve behaviour. If the child continues to receive entries into the behaviour log, the Behaviour Support Pathway, outlined below, will be followed.

Behaviour logs will be collected half termly by SLT and incident analysis carried out termly.

Prejudice Related Incidents
When a behaviour incident has a prejudice related aspect, it will be recorded on the appropriate website (Prejudice Reporting for Education) and both sets of parents informed.

Behaviour Support Pathway (See Appendix A below)
When a child's behaviour becomes a cause for concern (eg continues to be a concern after there has been a meeting between their parents and a member of staff or when there is significant anti-social behaviour) the Behaviour Support Pathway should be followed.

This will attempt to ascertain whether the behaviour is connected to a specific need and whether outside agencies need to be involved. It also seeks to identify which member of staff is responsible for addressing these needs.

Risk Management Plans
If the Behaviour Support Pathway is followed and a child is still deemed to be at risk of exclusion or at risk of harming other children, a Risk Management Plan may be completed. This plan will give information pertinent to the child such as triggers for inappropriate behaviour, frequently seen prosocial behaviour and how to respond to antisocial behaviour. They may include scripts to use with a child and any behaviour management techniques which have proven effective in the past. And actions that

needed toRisk Management plans will be reviewed regularly. They will be used for a very small percentage of children in the school.

Exclusion

Every effort will be made to identify and support a pupil at risk of exclusion. However, the headteacher may choose to exclude a pupil where:

- there has been a serious breach, or persistent breaches, of school discipline or the law
- where the pupil's behaviour is such that allowing them to remain in school would be detrimental to the welfare or education of others or themselves
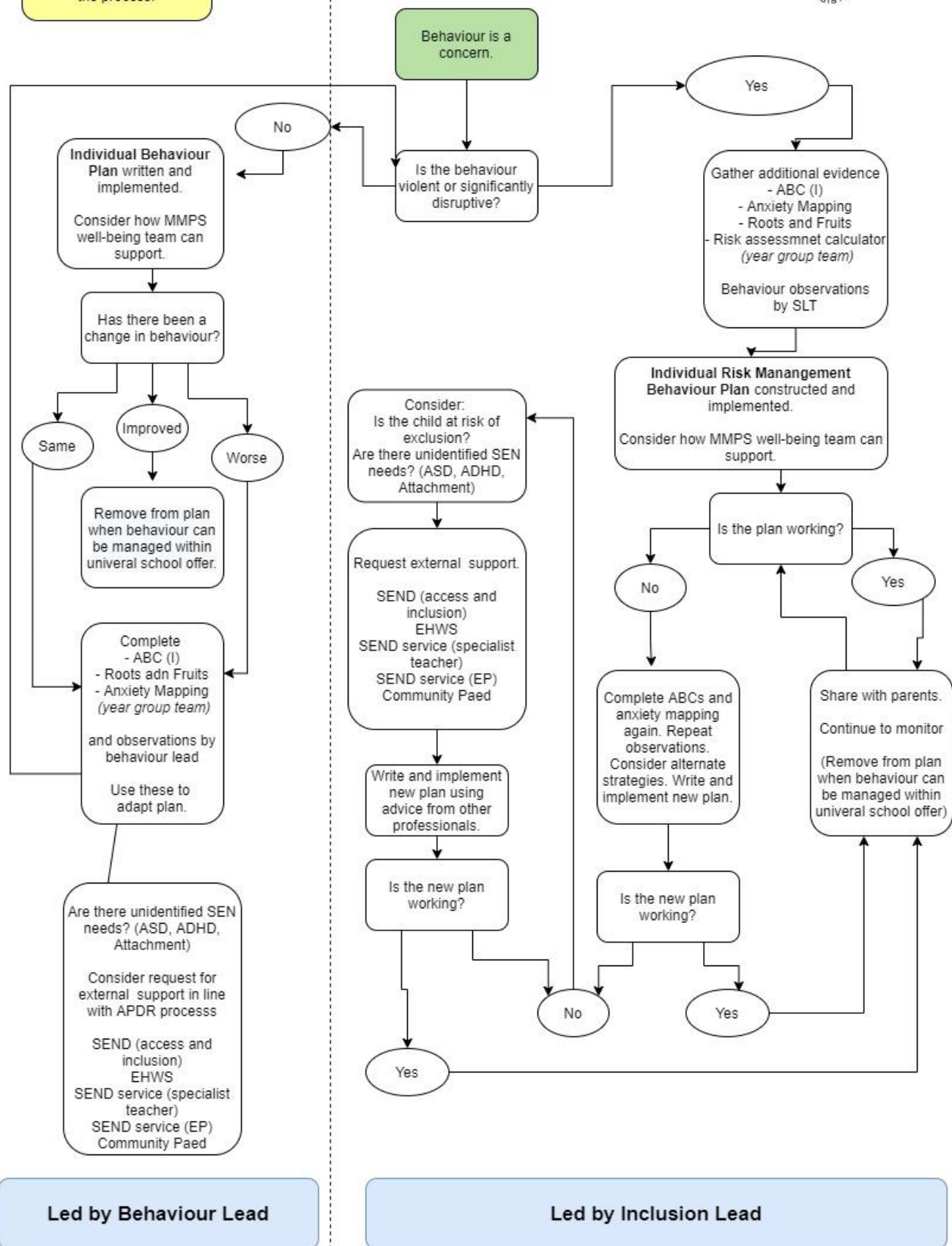
Where a decision to exclude is taken, the school will act in accordance with the local authority guidance and procedures to ensure that exclusions are lawful, reasonable.

Appendix A

Behaviour Support Pathway 2021

IMPORTANT:
Parentsshould be involved and kept informed throught the process.

Behaviour is a concern.

Is the behaviour violent or significantly disruptive?

No → **Individual Behaviour Plan** written and implemented.

Consider how MMPS well-being team can support.

Has there been a change in behaviour?

Same / **Improved** / **Worse**

Remove from plan when behaviour can be managed within univeral school offer.

Complete
- ABC (I)
- Roots adn Fruits
- Anxiety Mapping
(year group team)

and observations by behaviour lead

Use these to adapt plan.

Are there unidentified SEN needs? (ASD, ADHD, Attachment)

Consider request for external support in line with APDR processs

SEND (access and inclusion)
EHWS
SEND service (specialist teacher)
SEND service (EP)
Community Paed

Yes → Gather additional evidence
- ABC (I)
- Anxiety Mapping
- Roots and Fruits
- Risk assessmnet calculator
(year group team)

Behaviour observations by SLT

Individual Risk Manangement Behaviour Plan constructed and implemented.

Consider how MMPS well-being team can support.

Is the plan working?

No → Complete ABCs and anxiety mapping again. Repeat observations. Consider alternate strategies. Write and implement new plan.

Is the new plan working?

Yes → Share with parents.

Continue to monitor

(Remove from plan when behaviour can be managed within univeral school offer)

Consider:
Is the child at risk of exclusion?
Are there unidentified SEN needs? (ASD, ADHD, Attachment)

Request external support.

SEND (access and inclusion)
EHWS
SEND service (specialist teacher)
SEND service (EP)
Community Paed

Write and implement new plan using advice from other professionals.

Is the new plan working?

No / **Yes**

Led by Behaviour Lead

Led by Inclusion Lead

Morley Code of Conduct

At Morley, we respect everyone's right to:

learn

be safe

celebrate our differences

a respectful environment

be valued

We are all responsible for our own actions and choices!

Appendix C: MMPS Behaviour consequences and Procedures

Stages of Behaviour Procedures	EY/KS1	Reason	consequence	KS2	Reason	consequence
Start of the day	Sunshine	Everyone starts the day on green. We assume everyone will have a great day today.		Green	Everyone starts the day on green. We assume everyone will have a great day today.	
Stage 1	Verbal Warning	Initial low level disruption eg: chatting, fiddling with equipment, distracting other children, inattentiveness etc.	Reminder of expectations or rule. Move name to amber or towards cloud *Lunchtime: verbal warning & reminder of expectations*	Amber	Initial low level disruption eg chatting, fiddling with equipment, distracting other children, inattentiveness etc.	Reminder of expectations or rule. Move name to orange *Lunchtime: verbal warning & reminder of expectations*
Stage 2	Red	Continued low level disruption after verbal warning	Reminder of expectations or rule. Recorded in behaviour log. 3 entries =parent meeting *Lunchtime: stay with adult 2-5 mins & reminder of expectations*	Red	Continued low level disruption after verbal warning	Reminder of expectations or rule. Recorded in behaviour log. 3 entries =parent meeting *Lunchtime: stay with adult 2-5 mins & reminder of expectations*
Stage 3	Red 2	Further disruption or incidents requiring an immediate referral	Child sent to partner class or if not possible to Beth/Katy or Karl's Class 15-30 mins *Lunchtime: adult removes child to time out table 5-10 mins & reminder of expectations*	Red 2	Continued disruption despite red warning.	Child sent to partner class or if not possible to Beth/Katy or Karl's Class 15-30 mins *Lunchtime: adult removes child to time out table 5-10 mins & reminder of expectations*
Stage 4	Immediate Referral to AHT or KS2 Phase Leader	Persistent Disruption or serious incident	Class teacher to complete incident form. SLT member to make a phone call home. Record action in behaviour log *Lunchtime: adult takes child into school (office area), inform class teacher/SLT member. Adult to complete incident form*	Immediate Referral to KS2 Phase Leader	Persistent Disruption or serious incident	Class teacher to complete incident form. SLT member to make a phone call home. Record action in behaviour log *Lunchtime: adult takes child into school (office area), inform class teacher/SLT member. Adult to complete incident form*

Immediate Referral to YGL or Behaviour Lead	**Immediate referral to Deputy or Head Teacher**
● Repeated refusing to follow instructions from adults ● Disrespectful behaviour towards an adult ● Purposely hurting another child	● Racist Incident ● Fighting ● Repeated Bullying