

Morton Primary Academy

Behaviour & Wellbeing Policy 2023 - 26

Behaviour vision at Morton

Our aim at Morton Primary is that we develop children who make positive behaviour choices because they understand that this is the right thing to do. We believe that by fostering positive relationships with the children in our care, modelling positive behaviour at all times, being consistent with our expectations and building a sense of team and belonging we will build an ethos where making the right choice is the Morton way.

Introduction

It is vital that this behaviour policy is clear, that is it is well understood by all staff, parents/carers and children, and that it is consistently applied. In developing this policy consideration has been given to all aspects of academy life and all stakeholders have been consulted as appropriate.

Five key 'values' are promoted throughout all aspects of Academy life which are Considerate, Aspiration, Responsible, Determined and safe. These are fundamental to encouraging good behaviour at the Academy through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and between staff and children. All children are encouraged to be independent and to make positive decisions regarding their own conduct and behaviour. The ethos in the classroom is one where good behaviour is expected and appreciated at all times.

Aims of this Policy

- Promote good behaviour, wellbeing, self-discipline and respect
- For children to feel safe and part of the school community
- Ensure that all children engage well with opportunities to learn and thereby make good progress.

Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, doesn't follow our school values or fails to follow a reasonable instruction the teacher/staff member can impose a sanction on that child.

This must satisfy the following three conditions:

1. The decision must be made by a paid member of academy staff as authorised by the Head.
2. The decision must be made on the academy premises or while the child is under the charge of the member of staff (i.e. off-site visits)
3. The decision must be reasonable in all circumstances, taking into account the age and any individual needs the child might have.

Responsibilities

Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure that there is an effective anti-bullying strategy drawn up and implemented
- Ensure that the policy is publicised to all stakeholders and is available via the academy website
- Ensure that policy and practice is reviewed regularly

Headteacher:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the school values, including rewards and sanctions
- Authorise **all** staff to actively uphold the school values, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the academy's Child Protection & Safeguarding Policy to ensure that all children are protected from harm

Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the academy

Teachers:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who don't follow the school values or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour
- Create tailored support programs for individuals (with support from the SENDCO)

All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline children whose behaviour is unacceptable, who don't follow the school values or who fail to follow a reasonable instruction

Rationale

This policy...

- Assumes everyone can succeed.
- Supports everyone to make sensible choices.
- Offers recognition for those children who consistently choose sensible behaviour.
- Gives some opportunities for redemption so that children who make the wrong choice are not discouraged too quickly.
- Involves incremental steps so that children can reflect if they have made the wrong choice and choose more wisely next time.
- Employ sanctions that reflect the seriousness of wrong choices of behaviour.
- Acknowledges that extreme behaviour is unacceptable.
- Involves parents/carers as partners in ensuring children become good citizens.
- Will be applied consistently; including at lunchtimes and break times.
- Allows the school to monitor behaviour with data and set targets.

School Values

- Considerate - we are kind
- Aspiration - we think big
- Responsibility - we own our actions
- Determination - we do not give up
- Safe - we think about our actions

The same values apply to all children throughout the extended school day and in all parts of the building. They also apply to off site visits.

Organisation

The Behaviour Management system will be explained at the start of the year within classes and during assemblies. Throughout the year these will regularly be referred to around the academy. Each classroom will display the school values.

Good choices will be rewarded with dojo points to individual children. These will then be added up to create a class total, the class will be rewarded when they meet their class goal. Achievements are celebrated in weekly achievement assemblies.

Serious Misbehaviour

This is rare and this list is not exhaustive but it could include;

- Physical attack
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance
- Serious or persistent verbal abuse

These actions may result in the following sanctions;

- The child will be taken to or removed by a senior member of staff.
- They will be taken to an appropriate room to calm down.
- Parents/carers will be called if the member of the senior leadership team deems it necessary.
- Member of the senior leadership team and class teacher will decide on appropriate sanctions.
- Any child that poses a serious health and safety risk to themselves, children or staff could be excluded for a set number of days at the head's discretion.
- In some cases children may receive an internal exclusion, a short-term isolation from their class, if senior leaders deem this more appropriate than fixed-term exclusion.
- The child will be given an individual support plan and a positive handling policy if necessary on their return to school.
- Outside agencies may become involved with the agreement of parents/carers, such as the educational psychologist, paediatrician, behaviour support services, education welfare, or social care.
- Exclusion will be used as a sanction where the Head deems this appropriate - see Exclusion Policy.

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom - see Positive Handling Policy.

Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

Lunchtime & Playtime Rewards and Sanctions

The same values apply at lunchtime and playtime as at any other time of the day, both inside and outside the building. Rewards in terms of praise and dojo points are used at playtime and lunchtimes.

Behaviour Off-Site

All children on off-site educational or residential visits are expected to maintain high standards of behaviour and follow school values. Where senior staff deem the actions of an individual child may put the health and welfare of others at risk, they may take the decision to withdraw the opportunity to go on an off-site visit.

The academy will take the behaviour of individual children in the community, out of academy hours, into consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidents reported to staff will be dealt with by the senior leadership team at their discretion. If deemed necessary, outside agencies may become involved such as: social services, police, Youth Offending Team, etc.

Wellbeing

Child Protection and Safeguarding is a priority; policy and practice are covered in our separate policy.

All staff know and understand that children learn best when they feel safe and happy. It is therefore an essential part of the academy ethos to promote every child's wellbeing. School Values are an important and integral part of our whole academy curriculum.

We know that some children need more individualised social and emotional support at times during their school life. For some this may be due to short term changes in their own lives whilst for some it may be part of a wider context. We always seek to provide children with the support and tools they need to overcome barriers to learning, whatever form they may take at the time.

Anti-Bullying Strategy

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

E-safety forms an integral part of our computing curriculum and children are taught how to keep themselves safe when using ICT.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children and we will always listen to concerns from children or their parents. There is no single solution to bullying which will suit all parties and all incidences, so we will listen, respond and deal with each concern/issue as it arises.

Our strategy will follow our process:

- **Prevention** - we promote tolerance, understanding and mutual respect throughout our curriculum. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.
- **Intervention** - we listen to concerns from children and/or parents/carers and investigate each issue appropriately. If deemed necessary and appropriate by staff, we apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.
- **Review** - we will continue to monitor any identified incidents in order to ensure that there is no repeat.
- **Communication** - we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents/carers to feel confident that we treat the safety and wellbeing of their child as a priority.
- **Wider Community** - Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on appropriately. We may also consider whether it is appropriate to notify the police or other agencies.

The Parent/carers - Teacher Partnership

We believe that a successful partnership between the academy, the child and their parents/carers is essential. Class teachers will take the lead role in communicating with parents/carers where the academy has concerns about their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.

Where parents/carers do not engage positively, the senior leadership team may have to take a decision as to whether the parent/carers in question should be asked not to come onto the academy premises. In extreme cases, the senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.