

Behaviour Policy

Meir Heath Academy



Approved by

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Aim of the Policy

Central to our daily practice at Meir Heath Academy is the aim to provide not only for the intellectual and physical development of our pupils but also to teach, encourage and embed the behavioural skills and attitudes necessary for education and the world beyond school. This aim is implicit in all that we do and permeates all aspects of school life.

In our school, we want to:

- Create a secure and orderly environment in which effective learning can take place.
- Create a school where there is mutual respect between adults and children, between all adults concerned with our school and between the children themselves.
- Develop a sense of self-discipline, fair play, and responsibility for our actions.

Good behaviour is essential where teachers have the right to teach and pupils have the right to learn. We know that children learn best when they know what to expect.

Philosophy of the behaviour policy at Meir Heath Academy

At Meir Heath, we believe that part of our role, in partnership with the home, is to help pupils to understand what is right and wrong, to respect the truth, people and property, to make reasonable judgements on moral issues, to show concern for how their actions affect others and always respecting other's needs, interests and feelings.

At Meir Heath Academy, supporting the behaviour policy means that we encourage tolerance, encourage critical, self-reflective thinking, and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world.

We expect all who are connected with the school to:

- Use good manners and treat each other politely at all times
- Work to the best of their ability and allow others to do the same
- Not to hurt each other with words or actions
- Be kind and considerate
- Tell the truth
- Listen at the appropriate times
- Walk and talk appropriately, calmly and quietly around the school
- Look after their own and other people's property at all times

Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

The staff role in maintaining good behaviour:

We expect **all** staff to:

- Teach what good behaviour means
- Treat our children with courtesy, consideration and respect at all times
- Provide a stimulating school environment with challenges appropriate to the needs of the child in order to motivate them
- Have high but realistic expectations of the children in learning time and at playtimes
- Treat everyone with care.
- Encourage the children to move about the school in an orderly manner
- Follow up parental concerns quickly
- Respond to good behaviour with praise and encouragement
- Support the agreed code of conduct

The children's role in maintaining good behaviour

We expect **all** children to:

- Learn what good behaviour means
- Try their best in learning time and playtime and allow others to do the same
- Develop self-discipline
- Learn the value of friendship and the importance of caring for others
- To contribute to and follow the agreed code of conduct
- To treat everyone in school with courtesy, consideration and respect at all times

The Parent's role in maintaining good behaviour

We expect **all** parents to:

- Work in a partnership with the school
- Reinforce self-discipline and our standards of behaviour
- Attend family conferences to discuss your child's progress
- Ensure your child attends regularly and punctually, giving reasons for absence
- Keep us informed of anything that may affect your child
- To treat everyone in school with courtesy, consideration and respect at all times
- Support the agreed code of conduct
- Help us to improve the standards across the school by giving your views.

The Governor's role

We expect **all** governors to:

- Concern themselves with the promotion of good behaviour within the school
- Try, as far as possible, to ensure that the appropriate resources are available for this
- Support the agreed code of conduct

Responding to inappropriate behaviour

Where there is an incidence of inappropriate behaviour, in school we help the situation by using our agreed strategies: Use specific praise	Well done you used good manners Well done you have used a subordinate clause Well done you have segmented well today
Make the ordinary extraordinary	Praise the everyday things Use a lot of praise for small events/normal behaviours
Recognise good behaviour	Reward good behaviour
Set clear boundaries and routines	Take time to train children in classroom routines - then expect it
Bribes	Use rewards/ bribery! Must be desirable and specific. Always make the carrot bigger than the stick – pupils generally want to please
KISS	keep it short and sweet
Phone home	A phone call home to a parent for praise is far more worth more than a 1,000 negative calls
Non-verbal strategies (give non-verbal instructions and thumbs up for compliance)	Maintains your calm Doesn't draw attention to the child Maintains respect for you Doesn't disrupt the class Children can't answer back to a verbal cue (eg put up hand for quiet etc - need to train children what non-verbal cues mean)
PIP and RIP	Praise in public Reprimand in private
If child not on task/doing the wrong thing	i.e. pupil twanging ruler – “You alright there?” When pupil engages thank them for the action - “Thank you for using your ruler properly” This makes clear your expectations but uses good manners, low noise level etc AVOID asking WHY (why are you twanging your ruler?) Use non-confrontational techniques : “Is everything alright there ____?” for unfocused pupils. “How can I help you ____?” for pupils off task. Using child's name
Make a relationship with every child	Show an interest, use your interpersonal skills, give time, engage, use the child's name
Always meet, greet and correct at the door as pupils enter/ leave:	Brings positivity early, as well as the first chance to stamp out untidy uniform, etc “Excellent uniform ____”; Great to see you today ____”; “Good start ____”; Using child's name
Ignore bad behaviour and focus on good behaviour:	“Thank you ____ for being ready to listen”; “Thank you ____ for looking this way”;