

# Meir Heath Academy

## Supporting Good Behaviour Policy

### 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:

<b>Use specific praise</b>	Well done you used good manners Well done you have used a subordinate clause Well done you have segmented well today
<b>Make the ordinary extraordinary</b>	Praise the everyday things Use a lot of praise for small events/normal behaviours
<b>Recognise good behaviour</b>	Reward good behaviour
<b>Set clear boundaries and routines</b>	Take time to train children in classroom routines - then expect it
<b>Bribes</b>	<b>Use rewards/ bribery!</b> Must be desirable and specific. Always make the carrot bigger than the stick – pupils generally want to please
<b>KISS</b>	<b>keep it short and sweet</b>
<b>Phone home</b>	<b>A phone call home</b> to a parent for <b>praise</b> is far more worth more than a 1,000 negative calls
<b>Non-verbal strategies</b> (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)
<b>PIP and RIP</b>	Praise in public Reprimand in private
<b>If child not on task/doing the wrong thing</b>	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 <b>AVOID</b> asking <b>WHY</b> (why are you twanging your ruler?) Use <b>non-confrontational techniques</b> : “Is everything alright there ____?” for unfocussed pupils. “How can I help you ____?” for pupils off task. Using child's name
<b>Make a relationship with every child</b>	Show an interest, use your interpersonal skills, give time, engage, use the child's name
<b>Always meet, greet and correct at the door as pupils enter/ leave:</b>	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
<b>Ignore bad behaviour and focus on good behaviour:</b>	“Thank you ____ for being ready to listen”; “Thank you ____ for looking this way”;

	( insert child's name)
<b>Combat a disruptive pupil:</b>	1) Say their name; 2) Eye contact; 3) Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on
<b>Whisper reprimands</b>	Keeps the classroom quiet, doesn't disrupt others, doesn't humiliate child Keep <b>low level disruption low level</b> e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mole hill!
<b>Command the space</b>	You are in charge, move around the room, stand alongside/ close to those not doing what you want, ensure you can see everyone all the time, constantly scan the room ( consider position when working with a group) 360° vision at all times Use eye contact Show assertiveness Exude confidence clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes! Continually go round <b>quietly</b> and offer <b>encouraging words/ gentle discipline</b>
<b>Ask individual children school rules</b>	eg What is the rule for equipment while the teacher is talking? – don't ask child not complying, gives pupil independence, maintains quiet atmosphere, non-confrontational way of reminding pupils
<b>Say child's name, brief instruction, thank you</b>	Alex, quiet laughing, thank you Fred, tidy your desk, thank you Thank you implies expectation; you are not asking or pleading.
<b>When moving from teaching to independent/group tasks give very short instructions</b>	Consider use of carpet spaces- hard floor No more than 3 instructions
<b>If children off task, doing the wrong thing eg out of seat, playing with ruler</b>	"What should you be doing now?" Children likely to tell you what they should be doing if not repeat "what should you be doing now?"
<b>AVOID "don't"</b> <b>Say what you <u>want</u> to happen</b>	(Don't get out of your seat) – <b>stay in your chair</b> (Don't play with your rule)r – <b>equipment down</b> (Don't lean back on your chair) – <b>all legs on the floor</b> Put the image of what they (and others) should be doing into their heads
<b>When children fussing – Maybe.....but</b>	She pushed in " <u>maybe</u> she did, <u>but</u> get on with your work" He hit me " <u>maybe</u> he did, <u>but</u> get on with your work" You are not disagreeing with them, no

	confrontation, final word Agree and move on
<b>If not completing work/misbehaving</b>	You decide – finish your work now or stay in at playtime to do it You decide – finish it now or go to another class at playtime to do it You choose – do the right thing or payback time at lunchtime  <b>Choice empowers the children – give choice, thank/praise for the right choice or follow through with consequence.</b>

Where a child does not achieve good behaviour following the normal school code of conduct then additional strategies will be used to create a personalised programme for particular pupils; this may involve:

- Daily support from TA or teacher
- “Meet and Greet”
- Personal behaviour success charts and associated rewards
- Engagement of parents
- Referral to behaviour team in LA
- Lunchtime rota of adult led activities (where playground difficulties)
- Engaging with other agencies where appropriate
- Support of Ed psychologist

## **Celebrating Good Behaviour**

We believe that it is more effective to seek out good behaviour and to celebrate it- The code of conduct rewards pupils who display appropriate behaviour consistently. In addition to the code of conduct, we:

- promote good behaviour by actively seeking out the correct responses and publicly or privately giving praise
- award Dojos
- send a child to the head for a head teacher’s award
- give stickers
- send home letters
- Telephone parents or talk to them after school to share good news

In summary, we expect all children to “Aim High” in their behaviour and in their learning so that Meir Heath is a pleasant and happy place for everyone.

See Appendix 1 for Meir Heath Academy code of conduct

## Appendix 1

### Meir Heath Academy Code of Conduct

**Behaviour at Meir Heath is excellent and the vast majority of pupils receive rewards rather than sanctions.**

#### Rewards

- When a child impresses an adult with good learning, good behaviour, a good attitude, care for others, good manners etc. then they will be awarded a “Dojo” which will either be entered directly into an on-line record system or onto a class chart to be entered later (for instance if it will spoil the flow of the lesson, if someone other than the class teacher or TA awards the Dojo etc.). The Dojo should be seen as having a high value and therefore staff will not award multiple Dojos for one event. The behaviour should be even better than expected as we expect all of the children, particularly the juniors, to do the right thing all of the time.
- When a child has been awarded 20 Dojos they can be exchanged for a “reward” from the agreed class reward “shopping list”. The awards will not have a monetary value but will have a worth to the children in that class. The reward may be something like wearing slippers for the day, bringing in a toy from home for playtime (as suggested by the children). Each class will decide together what they wish to include on their “shopping list”.
- To monitor dojos we track the progress of each child each half term.

#### Sanctions

- When a child has broken a rule, the child’s name will be recorded on a “think” board and told which rules they need to consider (the child will not have any sanctions at this point - it is merely a warning to “get back on track”). For older children or for a more serious event the child may immediately have a sanction - this will be dependent on the child’s age and the seriousness of the event – all of the children know how to behave in school and the juniors have had lots of time and lots of opportunities to practice; we must have high expectations that older children are ready for work, know how to use manners etc. as we prepare them for the “real world”.
- The Sanctions are a progressive loss of playtime/lunchtime – 2 minutes, 5 minutes, 7 minutes or 10 minutes. If a child misbehaves twice then this would result in 2 minutes and 5 minutes loss of playtime or lunchtime. The teacher will discuss the child’s behaviour with them and during the sanction time the child may be expected to sit in silence, or complete a task given by the teacher such as writing a letter of apology or writing what they did wrong, what they should have done, and what they will do next time – this will be age and ability appropriate. If the sanction takes place during lunchtime the child will spend the time with the Principal.
- A playtime sanction will be immediate rather than going through the stages if a child causes deliberate, significant harm such as hitting or bullying another child or causes persistent disruption to learning through calling out etc. The parent of any child who reaches a ten minute sanction, either through one act or through a series of events, will be informed by telephone by the class teacher or in more serious circumstances the Headteacher.
- If a child reaches a 10 minute or playtime sanction several times within a half term then the parent will be contacted to arrange a meeting between the Headteacher, the class teacher, the parent and the child to discuss how behaviour can be improved, any support required and to make expectations clear to the child from home and school.
- If a child’s behaviour goes beyond the 10 minute sanction then other sanctions will be applied such as the child working with another class or an adult for a period of time, a child being “secluded” -working away from other children and missing breaks for a half day, a whole day or series of days depending upon the severity of the actions.

## For children in Upper Key Stage 2 (Y5 and Y6):

Following reaching a ten minute sanction-

1. The child sent to another class for 15 mins for reflection and calm down time
  2. If the child immediately resumes inappropriate behaviour, then the child returns to the other class for the rest of the morning or afternoon session with work to complete (expectation that work will be completed or to be completed at home) – parent to be informed by class teacher
  3. If the child immediately resumes inappropriate behaviour during the afternoon session, having spent the morning in another class, then the child will return to the other class for the rest of the day with work to complete ( expectation that work will be completed or to be completed at home) – the parent will be informed by class teacher
  4. If this happens three times then parents will be called into school for a meeting with the class teacher and Headteacher
- If necessary, a child will be excluded from the school on a temporary or permanent basis where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This process would follow the guidance of the DfE document “Exclusion from maintained schools, Academies and pupil referral units in England”.

We don't take any of the sanctions lightly, particularly the latter stages; however, very, very few children reach this stage and we must always bear in mind the rights of the other children and the staff to teach and learn and be safe.

We have kept the rules very simple - the information in the right hand boxes are just examples of what we expect and should not be seen as an exhaustive list.

The class rule will be decided upon as needed within each class – perhaps using good manners, or being ready to listen. It may be a short term rule so that once the children reach the required standard to class will move onto something else.

### Meir Heath Academy Rules

Rules	Examples of expectations
Learning rule	follow instructions the first time, hands up, quiet voices, listen carefully, take turns to speak, use an appropriate working noise, try your best, get attention the correct way, share and co-operate with others, don't distract yourself or others, concentrate, use equipment safely, be prompt after play
Treatment rule	Use manners with everyone, show respect to everyone, don't use hurtful language or actions, try to resolve problems with or without adult help
Movement rule	Always walk between lessons, to and from assembly etc, always walk inside school or along corridors, always use a quiet voice inside the school buildings
Class rule	