

# Morningside Behaviour Blueprint

We are **Ready**, **Respectful** and **Safe**



## All adults at Morningside will:

- Have high expectations for all
- Model being ready, respectful and safe through their words and actions
- Build trusting relationships by supporting pupils to be the best they can be
- Be calm, kind and positive at all times
- Support pupils when things go wrong: repairing and rebuilding
- Teach about appropriate social behaviour
- Receive training every year to support the consistent implementation of our behaviour policy

## Parents will:

- Help their child to be ready to learn
- Support their child to be respectful of themselves and others
- Support the school in teaching their child to make safe choices



## Pupils will:

- Be ready to learn
- Be respectful of themselves and others
- Be supported to make safe choices



## Stay on Green at Morningside

We use the 'Stay on Green' system to manage behaviour positively inside and outside the classroom. Each class has a 'Stay on Green' chart, with pupils' names beneath. At the start of the day all children are on green. Behaviour, including learning behaviour, results in pupils 'staying on green', moving up to bronze, silver or gold to reward desired behaviours. The aim of our demonstrate green behaviour all the time and not strive for gold. We regularly talk about the importance of 'staying on green' and recognise pupils who are achieving this.

## Positive Recognition

- Stickers
- Verbal praise
- Staying on green, or moving to bronze, silver and gold
- Certificates in celebration assembly
- Postcards and phone calls home
- Marvellous Me



## Stepped Sanctions

- Reminder: Non verbal
- Caution: Private verbal reminder with reason
- Last chance: The script
- Time out: Calming space in class
- SLT/Pastoral Team intervention: reflection and restorative conversations. Children may need time outside the classroom or reflection time away from their peers
- Contact with parents if necessary
- Points chart
- Pastoral Support Plan



**Reflection and restorative conversations** - Consequences for red behaviour will be discussed with the child and/or their parents/carers. Red behaviour is monitored very closely using our MIS and pupils may require a personalised plan, in conjunction with parents, to support a pupil's behaviour. A behaviour plan might include the introduction of a points chart, individual behaviour plan or a pastoral support support plan.

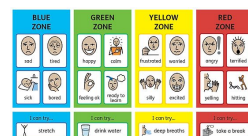
## Questions to repair and rebuild (When things go wrong ask):

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you need to do to make things right?



## Zones of Regulation

We use Zones of Regulation to support children in understanding their emotions and help the children learn self-regulation. By using concepts and visuals to help students learn to recognise their feelings and this supports with problem solving, understanding how their behaviours influence their thoughts, and repairing and restoring conversations.



With parental consent, additional support may also be requested from: ELSA, School Counselling, Speech and Language Therapy, Education Psychology Service, CAMHS, WAMHS and the Re-Engagement Unit.

