

March 2024

# Positive Behaviour Policy



This policy sets out the standard of behaviour expected by Moorlands Primary School.

To be read in conjunction with:

- DfE Guideline: Preventing and Tackling Bullying
- Anti-Bullying Policy

This policy sets out Moorlands Primary School Behaviour Policy and procedures.

Signed by Headteacher

A handwritten signature in blue ink, appearing to be 'D. ...'.

Signed by Chair of Governors

A handwritten signature in blue ink, appearing to be 'A. ...'.

Review Date **March 26**

Moorlands Primary School's purpose is to unlock pupils potential, equipping them to be responsible, contributing members of society in a safe, inspiring learning environment.



## Moorlands Mantra



Ready, Respectful, Safe

***'Children, like adults, want to feel important, valued and like they belong... If that appreciation is not given for positive behaviour, then you invite it to be elicited through poor behaviour.'*** Paul Dix.

### Moorlands Primary School Behaviour Principles

The governing body has set, and monitors, the implementation of the school behaviour principles. The key aim is that the staff support the children to respond positively to their learning, their peers, and adults within the school. The principles listed below underpin the school's behaviour policy which all staff are familiar with and adhere to: -

1. All children: staff and visitors feel safe.
2. All children: staff and visitors have the right to be in an environment free from any form of discrimination.
3. The children have the right to learn free from the disruption of others.
4. Praise is used frequently to encourage good choices. Staff speak to children privately to address unwanted behaviour choices.
5. Sanctions including suspensions and exclusions are issued following the details outlined in the behaviour policy. The sanction will be fair and proportionate to the unwanted behaviour and after considering mitigation.
6. Staff and visitors role model conduct which is calm and respectful towards everyone.
7. Children are supported to recognise the impact of the actions they have taken and how it has affected others.
8. Parents/carers are expected to acknowledge when their child has made a choice which has had a negative impact upon others and will work with the school to guide their child to behave in a positive manner.
9. The behaviour policy is shared with staff, pupils and parents at least once a year.



**Aim**

At Moorlands Primary School we aim to:

- Create a community in which mutual respect is the principle for all relationships;
- Ensure that children and adults display high standards of good behaviour and courtesy at all times;
- Cultivate in pupils, an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;
- Ensure that pupils develop self-esteem and self-discipline;
- Prevent aggressive behaviour and bullying;
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and consequences that are applied;
- Fully involve all members of the school community in the application of this policy.
- Remember pupils have a right to learn and teachers have a right to teach

**Expectations for adults**

We expect every adult to:

- Meet and greet positively at the door
- Prevent before consequences.
- Refer regularly to the Moorlands Mantra – “Ready, Respectful, Safe.”
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Never ignore or walk past poor behaviour
- Be calm and give “take up time” when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners

**The Role of School Leaders**

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Leaders should ensure all members of the school community understand the behaviour expectations and the importance of maintaining them. Leaders should consider any coaching or training required for staff to meet their duties and functions within the behaviour policy.

**Expectations for Senior Leaders:**

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site to encourage appropriate conduct
- Support staff in returning learners to learning by supporting restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Regularly share good practice
- Encourage use of positive notes/postcards home and positive phone calls
- Support colleagues in managing learners with complex or entrenched negative behaviours
- Identify where staff training/coaching is needed and take action
- Use behaviour data to evaluate the impact of our behaviour policy and practice in their phase



### **Role of Parents/Carers**

- The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus and newsletters, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school uses reasonable sanctions as a consequence, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Headteachers, Deputy Headteacher and Headteacher, followed by school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Role of Governors**

Alongside the headteacher at strategic level, the governors are responsible for: policy development and approval, monitoring the implementation, evaluation and review, support and challenge, engaging with stakeholders such as parents and the wider community.

Overall, the governors' role in a school behaviour policy is to provide strategic direction, oversight, and support to ensure that the policy promotes a positive and safe learning environment for all pupils.

### **A Relational Approach (appendix 1.3 and 1.4)**

At Moorlands, we recognise that children who have experienced trauma, have insecure attachments or who have had adverse experiences may present with complex behaviours. Some of these behaviours will be adaptive responses to their past experience or current situation, some will be related to difficulties with stress regulation. Their behaviour will be an expression of an emotional or an unmet need and in order to support them we need to be able to read their behaviour. This involves being able to empathise with their feelings and understand their thinking. We need to be able to use our knowledge of brain development, trauma and attachment to work out what we need to do to meet their needs.

As a school we utilise strategies to support children who may have experienced Trauma or Adverse Childhood Experiences (ACES) or those who may have behaviours linked to an identified Special Educational Need or Disability (SEND). This may include Restorative Practice or the PACE Approach, which focuses on demonstrating Playfulness, Acceptance, Curiosity and Empathy in adult to child interactions.

When developing relationship-based provision we need to think in terms of:

**Developing Relationships** – this involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.

**Responding and Calming** – using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.

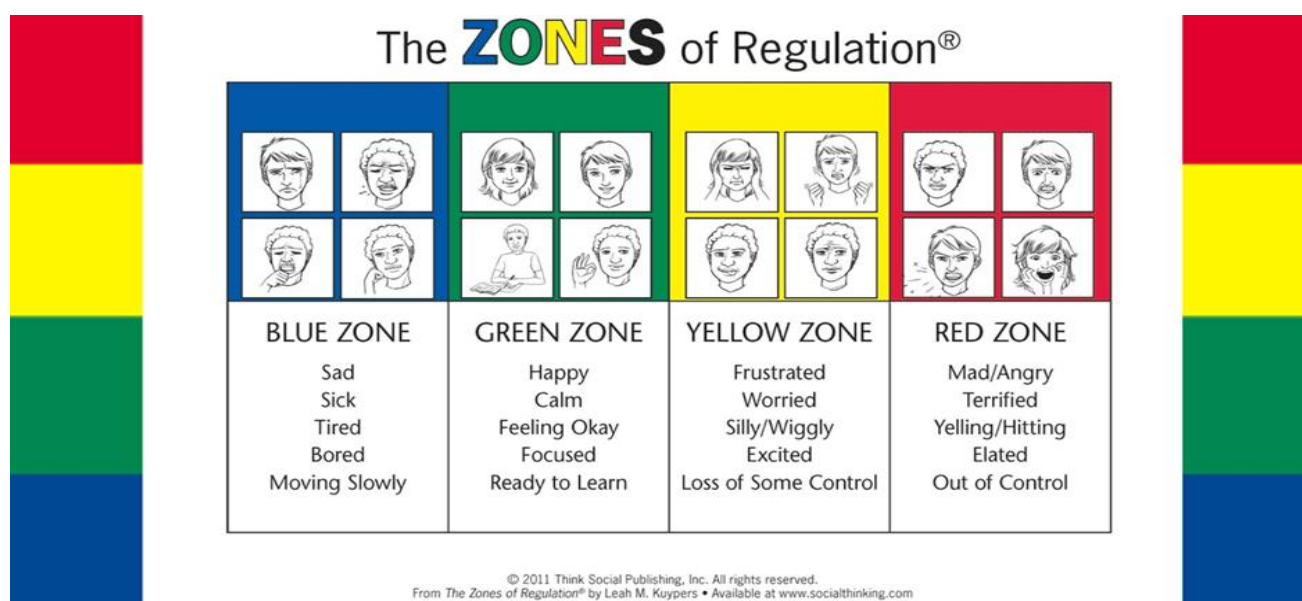


**Repairing and Restoring** – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

For some children who have additional behaviour needs, the systems outlined above are not appropriate. We may need to design a system for a specific child which means they have a different system in place to other children with the aim of changing established behaviours. This sometimes includes consequences which are agreed with that child and their parents and sometimes includes a motivation system. At all times, we follow the best behavioural and psychological research available via the Educational Psychology Service.

### Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. We will use the Zones of Regulation to enable children to self-reflect on their behaviours and develop the skills needed to become self-regulating.



### Recognition and Rewards

We recognise that some children need motivators to support making the right choices. To help ensure praise is purposeful and precise, the Moorlands Mantra (appendix 1.1) the Secrets of Success (appendix 1.2) will be displayed in all learning areas. These will be referred to when praising positive behaviours in the following ways:

- Children are praised and congratulated verbally
- Informing parents through positive notes home, praise postcards, phone call/email home from class email address.
- Given area of responsibility either in the classroom or across the school, such as ambassador, prefects, captains, young governors



- House points – which are banked each week and equate to an extra playtime/SLT reward – announced in merit Assembly each week
- Marbles – collected as a class and equate to a marble treat (pre-agreed with the class to motivate)
- Two children per class are chosen each week to receive a certificate in Merit Assembly – linked to our Moorlands Mantra or Secrets of Success

### **Steps for Responding to Negative Behaviour**

The aim of any response to poor behaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of such behaviour.

1. **Redirection** – encouragement, non-verbal cues
2. **Reminder** - explain explicitly what the expected behaviour looks like/what child should be doing.
3. **Reflection**- clear verbal direction (delivered privately) “How can I help you?” “are you ok?” “What do you need right now?” Adults to use strategies such as brain break, moving child in class/calm space.
4. **Last chance** - remind child of a previous success e.g “do you remember last week when you achieved.... I am expecting that from you now. If ... doesn’t happen by ... then the consequence will be ...”
5. **Consequences** - missing breaktime - in 5 minute chunks - completing missed work or watching a timer. Children should complete a Zones of Regulation reflection sheet during this time.
6. Repair (restorative conversation):
  - What happened?
  - What were you thinking at the time?
  - What have you thought since?
  - How did this make people feel?
  - Who has been affected?
  - How have they been affected?
  - What should we do to put things right?
  - How can we do things differently in the future?

### **Follow-up**

- After two incidents requiring a consequence, the child will hold a restorative meeting with a phase leader, an Assistant Headteacher, deputy headteacher or behaviour leader at breaktime, during which they will also reflect using the Zones of Regulation
- After three or more incidents, the child’s class teacher will contact parents.
- If incidents persist, parents will be invited to a meeting with a member of the leadership team.

Where possible, consequences will be carried out the same day. However, consequences **may** be carried over to the following day in cases where they cannot be carried out on the same day.

Children who regularly receive 3 or more reflections each week will have intervention as appropriate. This may include parent/teacher/child meetings with SLT or ELSA programme of support.

### **Recording**

Behaviour will be recorded daily on Arbor. This record allows SLT to analyse trends and to create action plans of support to eradicate poor behaviour and repetitive low-level behaviour. CPOMS is used by DSLs to record safeguarding concerns. Staff will use their discretion as to the need for recording and sharing information, based on SLT guidance.



### **Serious Incidents**

More serious behaviour incidents should be referred to the Senior Leadership Team. Serious Incidents may include, but are not limited to:

- All forms of bullying (see anti-bullying policy)
- Discriminatory behaviours including, but not limited to: racist, sexist or homophobic comments
- Physically striking adults or peers

At the discretion of the headteacher or SLT, consequences/next steps can include:-

- Lunchtime detention including contact with parents/carers
- Referral to and involvement with other agencies
- Individual behaviour plan
- Withdrawal from extra-curricular activities
- Temporary internal exclusion
- Fixed term and permanent exclusion in line with DfE guidance including in the document titled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement."

Following any period of exclusion, the school and family will work together to ensure a positive reintegration for the pupil.

In exceptional circumstances, including when a child becomes dysregulated, they may become a danger to themselves and others. When this occurs:

- Remove other children from harm - especially if the child is throwing objects.
- Seek help from SLT by sending two sensible children with a verbal message.
- Do not approach the child but allow time for "cooling down".
- Distract to engage.
- Gradually encourage moving to the "calm down area".
- WAIT, talk calmly.
- Discuss actions, effects and possible consequences.
- If a child runs out of class or off-site, stay with the rest of the class. If possible send an adult to observe the child (not chase). Notify SLT, who will decide on whether to inform the parents or police.
- Supervise the child from a safe distance.

### **Use of Reasonable Force**

This policy follows relevant guidance as outlined in the document titled "Use of Reasonable Force" published by the Department for Education (DfE). This guidance provides information to schools on the legal powers they have to use reasonable force to maintain discipline and ensure the safety of pupils and staff.

### **The Behaviour Policy is written in line with the following areas of legislation and guidance:**

Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour in Schools: Advice for Headteachers and School Staff 2024





Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement -2023  
Use of Reasonable Force  
Keeping Children Safe in Education

## Appendix 1.1 - Moorlands Mantra





# Appendix 1.2 - Learning Behaviours

## Secrets of Success



## Appendix 1.3 - Understanding Relational Practice



Credit: Guidance for developing relational practice and policy, Devon County Council, 15/11/2023

## Appendix 1.4 - Understanding the Communication behind the Behaviour



# Maslow's hierarchy of needs

## Appendix 1.5 - Emergency Support Request Card

