

Moorside Primary School		
Document Name	Positive Behaviour Policy	
Date	September 2021	
Version	Second version since full consultation and re-writing in November 2019	
Audience	Staff, Governors, Volunteers, Parents, Website	
Approved by	Governing Body	

Background and Context

The safety and well-being of pupils at Moorside is of paramount importance. This policy forms part of our wider approach to “safeguarding” and should be read in conjunction with our family of safeguarding policies:

- Safeguarding and Child Protection
- Anti-Bullying
- Cyberbullying
- Online Safety
- Allegations Against a Member of Staff
- Health and Safety
- Teaching and Learning
- Attendance
- Peer on Peer Abuse

Statement of Principles

The policy is written to comply with the Education and Inspections Act 2006. The overriding feature running through our approach is that Moorside School focuses on encouraging and promoting positive behaviour and that school and parents have key roles in developing that. Several principles underpin this policy.

- The policy lays out a whole school approach which is understood by all members of the school community and it forms part of the school’s approach for helping children develop skills for adult life

- The most fundamental aim of the policy is that children are safe and feel safe and show respect to each other, to school staff and the school environment, so that Moorside is a calm and purposeful place to learn
- Children are taught about how to behave in positive ways, to learn from mistakes, to develop independence and self-discipline and to take responsibility for their own actions
- The policy also seeks to balance the needs of individual pupils within the context of a whole school community. There is a recognition that because some children have additional or special needs, adaptations are made and aspects of the policy may need to be applied in different ways for different pupils to ensure that they can succeed within the school setting
- It is recognised that negative behaviour can be the result of un-met needs and so it is important to look at the bigger picture, which involves working with outside agencies to gain further support for staff and pupils

Ultimately, outstanding behaviour helps us work towards our overall vision:

“To foster a caring community where all children actively participate in enquiry-led purpose-driven learning. We promote resilience and resourcefulness and sustainability. Children are challenged and supported to fully explore their individual talents, be the best that they can be and proud of themselves and the area in which they live.”

Roles and Responsibilities

The Governing body is responsible for setting basic principles which inform the school behaviour policy and for ensuring that that it consults the Headteacher, school staff and pupils in developing these principles.

The Headteacher is responsible for overall behaviour on a day-to-day basis.

The class teacher is the professional responsible for the management of behaviour of all the children in their class. Class teachers are the first point of contact when behaviour issues are to be reported and managed.

All school adults are collectively and individually responsible for the behaviour of each and every pupil in the school. The management of all behaviour in any setting is the responsibility of us all if we are to address our school mission of being the best that we can be.

Parents are responsible for making sure that their child receives a suitable full-time education either at a school or other suitable alternative. They have a role in making sure that that their child is well-behaved at school and for supporting the school in its work. Should their child be excluded, they must ensure that they are not in a public place without good reason for the first five days of the exclusion. From the sixth day, they should ensure that they attend suitable full-time education provided by the school governing body or Local Authority.

Rules

Rules for inside the class, moving around school and for outside at break-times are frequently discussed with the children. Children are reminded of the rules at the start of each term and these are displayed in age-appropriate language in classrooms. To ensure that children understand and have ownership of the them, the children discuss the rules and are encourage to think about why particular rules are important.

Behaviour Strategies and the Teaching of Good Behaviour

We will encourage excellent behaviour by:

- Explicitly sharing routines and rules regularly in class and in assemblies by all staff so that they become habitual
- Class circle times and in assemblies in which the reason for certain rules or behaviour are discussed

- Finding opportunities for building and maintaining self-esteem through generously giving out rewards (celebration assembly, postcards home, stickers, and verbal praise)
- Making a clear distinction between social time and learning time as well as social zones and learning zones
- Expecting and celebrating; hard work, kindness, politeness, the following of rules and routines, cheerfulness, co-operation and respect
- Ensuring that teaching and learning is of the highest standard and closely matches the needs of different groups and individuals
- All staff demonstrating an attitude of proactive 'relaxed vigilance.' We are all responsible for noticing and responding fairly and consistently to the behaviour demonstrated by all children when it is excellent or otherwise
- Closely following the school's behaviour consequences guidance (see below)
- Working closely with parents
- Taking into account the school's ACEs agenda (Adverse Childhood Experiences), to ensure that all children are appropriately supported in terms of their emotional well-being

School Reward Systems

In addition to the more ongoing ways in which positive behaviour is promoted eg through praise, positive learning environments and high-standards of teaching, the school has a number of explicit strategies:

Children are selected for a 'special mention' in **celebration assembly** and receive a sticker in recognition of their achievement or for displaying particular values. In Reception, children receive stickers and are also given a special mention in assemblies for extra effort or particular achievements. In Years 1 and 2, children receive a 'dojo' to mark their effort or achievement. From Years 3-6 staff, may reward children with '**house points**' which are added to the total for that house as part of the weekly competition. From time-to-time staff send home postcards celebrating a particular achievement or event. Individual classes may adopt other strategies from time-to-time to promote a specific initiative.

Managing Negative or Unacceptable Behaviour

- We respond calmly and speak to children in a respectful way and remind them of the appropriate behaviour
- We identify the behaviour that is unacceptable
- We listen to what they have to say
- We reinforce what they know / what the dangers are / their needs and refer to the correct behaviour

If the behaviour continues we remind children of the consequences and use the school behaviour system. If the behaviour appears to be part of a pattern, then school may involve the learning mentor initially and then external agencies for advice. One strategy might be that an individual plan is drawn up to support that child.

We use inclusive pronouns 'we / us / our' etc. to build the team idea.

We refer to the unacceptable behaviour rather than insulting the child: For example, rather than, "You are a naughty boy to kick your friend.", we would say, "Kicking is not acceptable."

We do not use a whole class punishment to deal with the behaviour of one child.

Incidents of unacceptable behaviour which result in a sanction are recorded, with more serious cases, dealt with by the Head, Deputy or Assistant Head are recorded on the central electronic system. Parents are informed if a sanction was been issued.

As a follow up to negative behaviour, children are helped to understand the consequences of their behaviour, to learn from their mistake and to try to put the situation right through a restorative approach.

Pupil Support Systems

For the vast majority of the time, pupils respond well to the school's approach to behaviour. However, there may be times when more involved support is needed. This need may be identified through the occurrence of a 'one-off' event or a pattern of ongoing behaviour. Such behaviour may be indicative of unmet needs. In terms of the school behaviour system, this may be evident through the regular issuing of lower level sanctions or more major sanctions for individual incidents. At this point staff may seek further advice:

At a school level, initial support may be obtained from the Learning Mentor or SENCO who can advise on further strategies depending on whether it is thought that the cause of the behaviour is learning related or related to family issues. They may advise on further assessment or analysis to identify the cause and possible strategies.

The school may wish to gain further support through involving outside agencies. This may involve the CAF process. Support may take different forms. For example, for learning related matters, the school may involve an educational psychologist or specialist teacher, for behaviour caused by emotional or mental health needs, the school may refer to the school councillor, or make a referral for support through 'Early Help' (Children and Families Well-Being Service).

Staff are informed about possible routes for support as well as being offered access to training for specific areas of need eg ASC or Attachment.

Bullying

The school has a separate Anti-Bullying Policy, which describes the positive ethos the school seeks to develop, and that bullying is seen as unacceptable. It also describes the work we do to support both victim and perpetrator. Please refer to this for more detail about the school's approach. Sanctions and punishments that may be used in proven cases of bullying are included below.

Peer-on-Peer Abuse

Peer-on-Peer Abuse is described in the school Safeguarding and Child Protection Policy as well as in separate Peer-on-Peer Abuse Policy, (September 2021). Peer on Peer Abuse is unacceptable and it may be dealt with in line with the sanctions and procedures outline in this policy.

Positive Handling (Use of Reasonable Force)

In certain circumstances it is necessary to use 'positive handling' to prevent a child hurting themselves other pupils, or staff. Positive handling is the removal of a pupil by an adult from a potentially dangerous situation. In some cases it may involve restraint to prevent them putting themselves or others at further risk.

Positive handling is used when:

- There is an actual or perceived risk to the child moved
- There is an actual or perceived risk to others
- There is an actual or perceived risk to property

- There is a severe disruption to the learning environment
- To demonstrate to the pupil that he/she is within safe physical boundaries

Any staff may handle a child when there is the need. However, the school has a number of designated trained staff who are available to respond to different situations.

Our procedures for handling are in line with the guidance;

[‘Use of Reasonable Force in Schools’](#). DFE July 2014.

“Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.”

“ ‘Reasonable in the circumstances’ means using no more force than is needed.” If it has been necessary to use ‘positive handling’, a log of the event is made and parents are informed.

Confiscation and Searching

The vast majority of our children come to school every day appropriately equipped and ready to learn. As such, our school environment is very safe. The school reserves the right to search coats, lockers, bags or trays if it has reason to suspect that a child might have something that should not be in school, or has an item which does not belong to them. Items not permitted in school include: weapons, tobacco illegal drugs, alcohol, inappropriate/indecent images or any item that might cause disruption or danger in the school environment. If a child brings phone to school, then they are expected to leave those at the school office. Where the item is simply inappropriate eg a toy, then this would normally just be returned at the end of the day. However, if the item is something dangerous this would be handed to the police.

Reasonable Adjustments

It is recognised that because of a pupil’s special or additional need they may have a tendency to behave in certain ways. It is also recognised that children may experience some form of ‘ACE’ (Adverse Childhood Experience) such as bereavement or family break-up which may alter their behaviour. This will be considered when thinking about how they present in school, the strategies we use to support them and what sanctions are deemed appropriate. Pupil Passports and Individual Behaviour Plans may outline additional information about how the school caters for their needs. The school will work in accordance with the SEND Code of Practice and make adjustment to enable pupils to access education and to find ways of supporting their behaviour. Please refer to the Appendix for further information about reasonable adjustments.

School Support Systems

The school recognises that it is important to maintain up to date knowledge with regard to maintaining and promoting good standards of behaviour. This is achieved in a variety of ways:

- An open culture where staff are encouraged to seek support from each-other
- Staff are signposted to key staff or may be able to offer support on a particular matter
- Training on specific conditions
- Access to supervision for staff involved in more demanding contexts

The school also recognises that staff can be the subject of an allegation. In such circumstances, the school follows Local Authority advice on ‘Dealing with Allegations of Abuse Against Teachers and Other Staff’. Whilst pupil well-being and safeguarding of paramount importance, the school is also mindful about any staff

member who may be subject to an allegation and that their well-being must also be supported through any resulting investigation or complaints process.

Consultation, Monitoring and Evaluation

Comments about our policy will be invited from parents by sharing a draft version on our school website and a copy is made available to staff who are invited to discuss it and make comments. Children are consulted through discussions in class. We will check how effective it is through:

- Comments made by parents and visitors to the school
- Staff observations and discussions of children's behaviour
- Records of serious incidents
- Class behaviour files / records
- Feedback from pupils via the school council
- Termly monitoring of class behaviour records

Governors will be informed of any fixed term exclusions.

Out of School Incidents

The school takes its duty of care very seriously and expects its pupils to behave responsibly beyond its physical boundaries and beyond normal school hours. When groups are on visits or staff are running after school events, they maintain the same high expectations. Indeed, if a child is wearing the school's uniform outside school hours, the school expects a pupil to be behaving in a responsible way. As such, the school may apply the same consequences as within the normal school day. If an event happens off-site, and is not part of organised activity, for example travelling to and from school, the school may still investigate the incident. Where there is clear evidence, the school may still apply consequences from its behaviour policy.

Behavioural Consequences

For the vast majority of the time, behaviour at Moorside is excellent, but when behaviour is not acceptable, staff will use their judgement while keeping the well-being of the child/children at the top of their considerations. This is particularly relevant when there are known Adverse Childhood Experiences, (ACEs) for the child/children they are dealing with or where a child has additional or special needs. They may then apply a sequence of reminders, warnings and sanctions. As the children move through the school, the system changes slightly. In the vast majority of occasions, negative behaviour is improved by a verbal reminder. If verbal reminders have not been sufficient, up until Year 4, teachers indicate positive and negative behaviour by using 'face' icons on a chart. A face is moved up or down the chart in response. During Y3, children are introduced to the Yellow/Red Card system. Every day is a fresh start! See Appendix for consequences.

Complaints

It is the school's aim to uphold the highest standards of behaviour at all times and that staff will perform their role according to the policy and in line with professional standards. Should parents find it necessary to make a complaint, the school's complaints procedure can be found on the school's website. In the vast majority of cases, the school is able to resolve concerns through a meeting at the 'informal' stage of the procedure. However, if the concern is more serious or has not been resolved, the school would work through the stages of the procedure with parents, involving the Local Authority if the complaint involves an allegation against an adult in school.

Appendix 1

Sanctions

1a	Low level nuisance behaviour	Reminder and request to modify behaviour	
1b.	Repeat of above (up to Y3)	The reminder is repeated	-The second reminder is recorded by changing a child's face icon from a smile to a straight face
1c.	Repeat of above (up to Y3)	The reminder is repeated	-The third reminder is recorded by changing a child's face icon from a straight face to a frown
2a	Repeat of above and restorative conversations are held with the child in question to help them improve the behaviour.	'Yellow Card'	-Change card on behaviour record from green to yellow -Miss 10 minutes of a playtime If a child has received 2/3 yellow cards in a short period eg a couple of weeks, a discussion needs to take place between school and parents
2b	Continued nuisance behaviour or where the nature of the behaviour warranted a more serious consequence.	'Double Yellow Card' The level of the sanction will reflect the nature of the behaviour and / or the frequency of the behaviour eg first or repeated occurrences.	Sanctions will depend on the context and may include loss of break-times and/or time away from the classroom (internal exclusion). Parents will be notified via a telephone call/face to face meeting as well as a letter home. An Individual Behaviour-Plan may be formed if it is felt necessary. -Record on central electronic system Judgement is exercised as to the exact sanction depending on the seriousness of the event and whether it is has occurred before.
3	Serious incident such as Abuse of another child Harassment of another child Abuse of staff Bullying Racism Homophobia This is particularly when the nature of the incident is serious, negative, deliberate or pre-meditated.	'Red Card' DH or HT notified and the incident discussed before issuing a 'Red Card'	
3a	Physical abuse Abuse of staff Racism Homophobia Harassment of another child Online incidents		

4	<p>Further/continued serious, negative, deliberate or pre-meditated behaviour. Abuse of another child Abuse of staff Racism Bullying Harassment of another child Online incidents</p> <p>Failure to respond to IBP</p>	<p>Daily Report Book signed by teacher and parent each day. Revised IBP pasted into front of report Book. Min – 1 week Max – ½ term</p>	<p>-Report Book signed by Headteacher, Deputy Head or Assistant Head at lunchtime and end of school. -Internal exclusion external exclusion (formal fixed term) may be appropriate -Record on central electronic system</p>
5	<p>Continued Abuse of another child Abuse of staff Bullying Racism Online incidents Failure to respond to IBP</p>	<p>Parents / HT / LM / class teacher meeting</p>	<p>-External exclusion (formal fixed term) may be appropriate - Record on formal central electronic system -Permanent exclusion may be used if other strategies have not been successful or in the event of a single one-off serious incident</p>
<p>It is important that children learn from situations and incidents. In addition to a sanction, a child will be involved in some form of reflection and work towards putting the situation right or reducing the chance of the behaviour happening again.</p>			

Appendix 2

Extracts from SEND Code of Practice Which are Relevant to this Policy

Moorside is mindful of the SEND Code of Practice and works with pupils and parents to adapt approaches according to individual needs. The SEND Code of Practice states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

When dealing with pupils who display regularly low level behaviours or more challenging behaviour schools should consider:

6.21. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all

cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.22. Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Schools should also be aware of the links between their in school SEND processes alongside their whole school behaviour systems. This is explained further within the SEND Code of Practice:

6.27. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software

A school should ensure that behaviour support plans consider all the available evidence around a pupil and consider if assessments to identify underlying causes of behaviour concerns are required. SEND Specialist teachers and Educational Psychologists (amongst other professionals) are able to advise on appropriate assessments. The graduated approach through the assess, plan, do, review cycle is equally as valid for behaviour support as it is for those pupils already identified as having a special educational need. This process can help identify the appropriate adjustments a pupil may need to be put in place. This is further exemplified in the extract from the SEND Code of Practice below:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The reasonable adjustments needing to be made must be personalised to the pupil and based upon regular assessment. Schools should take care to avoid using a generic set of adjustments for

pupils with more challenging behaviour. The SEND Code of Practice again provides more guidance on this area:

9.92 The following are examples of reasonable steps that might be taken in different circumstances:

- Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:
 - o addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses
 - o teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress
 - o providing the child with a channel of communication, for example use of peer support
 - o using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers
 - o ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage
 - o drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and
 - o ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers
- Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:
 - o ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks
 - o ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language
 - o working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour
 - o having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and ensuring that all staff are briefed on the warning signs

which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

<http://www.sendgateway.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<http://www.thecommunicationtrust.org.uk>

<https://www.natsip.org.uk/>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<http://www.thedyslexia-spldtrust.org.uk/>

<https://www.autism.org.uk/>