



Review date July 2022

Behaviour for Learning Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Introduction

At Moorthorpe School every individual will be cared for, supported and challenged to maximise their potential in order to create a feeling of self-worth and ambition.

As adults we unite as a team to set the culture and implement visible consistencies. All children should be able to see consistent, calm adult behaviour, all using the same scripts and relentlessly pursuing the behaviours we want to see. Following training in September 2019 we have agreed as a staff to adopt the 5 pillars of Pivotal practice (Appendix 1).

Achievement and Standards

Moorthorpe Primary School aims to be a school where every child reaches their potential. We want them to become lifelong learners who play an active role as citizens in the school community. We work together to achieve excellence so that our pupils will have the benefits and advantages that can lead to successful learning at each stage of their education and into adult life. We aim for our pupils to be recognisable by their determination to succeed, capacity for hard work and love of learning.

Personal Development and Wellbeing

We work hard to make our community safe, welcoming, happy and supportive. We share a common commitment to safeguard and promote the welfare of all children. Good behaviour is a prerequisite for effective learning and personal development.

Trauma informed practice

We are committed to improving the health and wellbeing and ability to learn of our most vulnerable children, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. Our staff have the mindset not of *'What is wrong with you?'* but *'What happened to you?'* Staff have had training on Adverse Childhood Experiences (ACEs) and recognise they are highly stressful, and potentially traumatic, events or situations that occur during childhood and can affect their behaviour. We recognise children who have experienced trauma will develop "survivor behaviours" and these behaviours help the child to survive extreme psychological stress in a hostile environment. Examples of this can be fighting, running away (fight or flight), shutting down (meltdowns), self-harm, eating disorders, etc.

In addition the impact of Covid19 has affected the mental health of pupils which in turn may affect their behaviour. Therefore we have put measures in place to support all children: this includes whole school wellbeing projects, pupil wellbeing sessions in Y2 and Y5 and 1-1 support where necessary.

Moorthorpe Primary School's Behaviour for learning policy sets out how we will educate our pupils to develop the personal skills and discipline which creates a safe and happy community, from which all pupils succeed as valued members of society.

This Behaviour for learning policy fulfils the governors' duty of care for pupils and employees. It, in accordance with related school policies, promotes high standards of teaching, learning, progress and attainment.

In adherence with government legislation, this policy is designed to:

- Maintain and encourage the highest standards of behaviour throughout all areas of school, whilst undertaking educational and residential visits and taking part in extra-curricular activities.
- Maintain and encourage the highest standards of behaviour whilst travelling to and from school.

Who is responsible for good behaviour?

The first responsibility for good behaviour lies with the child. We work to ensure that school runs in such a manner that all children are fully aware of the expected standards of behaviour and the related consistent rewards and sanctions.

Code of Conduct

Everyone has the right to feel happy, safe and cared for and the opportunity to learn to achieve their full potential, therefore we expect all members of Moorthorpe Primary School to behave in a manner, which enables and supports this. As such, our three rules are:

- Be ready
- Be respectful
- Be safe

Pupils have a responsibility to:

- Be ready to learn;
- Be respectful of each other, adults and the wider community and school resources;
- Be safe; keeping themselves and others around them safe

School expects pupils to:

- Show respect for themselves and each other;
- Be polite and helpful;
- Remain calm;
- Listen to the views of others;
- Take responsibility for their own work, behaviour and equipment;
- Act in a manner, which ensures that everyone is safe.

Pupils have the right to:

- Be taught in an environment, which is safe and promotes high standards of learning and achievement;
- Be treated equally;
- Not be bullied or subject to discrimination.

We encourage and support pupils to:

- Enjoy their successes whatever they are;
- Learn so that they achieve their full potential in an encouraging environment;
- Feel safe and cared for;
- Know that adults in the school community are there to help and support them and do their best to help each individual achieve their full potential.

The Role of Parents/Carers

The support of parents/carers is key in the success of their child's education. We would therefore expect to support school and uphold this policy as children need to see unity between both partners. In order to do so, we would encourage parents/carers to:

- Support the school's Behaviour for Learning Policy in full;
- Ensure their child attends school on time, wearing the appropriate uniform and having the appropriate equipment;
- Maintain regular contact with school regarding their child's attainment, progress and attitude to learning including attending parents' evenings;
- Inform school of any change in circumstances which may affect their behaviour;
- Monitor their child's use of social media and networking sites.

Moorthorpe School staff are responsible for:

- Promoting positive behaviours for learning, by modelling the behaviours they wish to see.
- Apply the Behaviour for Learning Policy consistently and fairly at all times.
- Focus on the behaviour and not the pupil when applying rewards and sanctions.
- Record behaviour incidents on CPOMS in a timely manner.

Moorthorpe School staff have the right to:

- Safe working conditions;
- Clear guidelines, support and professional development on behaviour for learning.

Rewards

All staff openly respond to good behaviour for learning, encouraging the positive. A variety of methods are used:

- Praise;
- Stickers;
- Ring bell/wow moment;
- Name on the board;
- House team points;
- Certificates including Headteacher Award certificates;
- Dojo points.

Whole School

The children are divided into houses and collect team points. The houses are identified by house names, each linked to an author, Roald Dahl, Julia Donaldson, David Walliams, Michael Morpurgo. Pupils remain in the same house throughout their time at school. New children should be added to whichever house has the fewest number of pupils in the class to retain equity. Children with siblings will be allocated the same house colour as their brother / sister. House points will be added weekly for each year group and announced in Achievement Assemblies. Each half term, the team with the highest number of team points will receive a reward, which is agreed upon and organised in conjunction with the team captains and vice-captains.

House team Points will be given for demonstrating good behaviour for learning, work of a high standard, helpful behaviour, taking account of the normal achievement of each child or following routines, completing and returning homework on time, effort, being helpful to adults or to other children either in class or on other occasions.

Children are given responsibility in school based on becoming independent, for example classroom roles, prefects (Y6), play leaders, the roles of the Head Boy and Head Girl and house team captains.

Consequences

For the vast majority of children, a reminder is enough to ensure that they demonstrate good behaviours for learning change and therefore do not require sanctions. However, all pupils are made aware of the consequences of not following school rules. We follow the Pivotal training model.

5 Steps action chart for unacceptable behaviour (see Appendix 2):

Misbehaviour:

- Step 1 REMINDER: Reminder of 3 rules: Ready, Respectful, Safe

Continued misbehaviour:

- Step 2 CAUTION: A clear verbal caution is delivered to make the pupil aware of their behaviour (Clearly outline the consequences if this continues) “Think carefully about your next step”

Continued misbehaviour;

- Step 3: LAST CHANCE: Final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (remember yesterday when you...) Stay behind for two minutes at break/lunch/end of the day. (This cannot be removed)
- Step 4: TIME OUT: Short time out – another table in class, in shared area, another class, Rainbow Room, Head’s office. Chance to calm down, breathe, look at the situation from a different perspective and compose themselves.
**The length of time will depend on the child’s age.*
- Step 5: REPAIR: A quick chat a break/lunch or a more formal restorative conversation approx. 10/15 mins. See restorative 5 questions (Appendix 1).

If persistent unacceptable behaviour continues, and the education/ safety of other children is being adversely affected, or the safety of another child is threatened, then a higher level of response is required. A red card system is used for certain unacceptable behaviours: - physical or sexual contact; refusal to follow an adult’s instructions (following verbal warning); disrespect of adult (after warning given); disrespect of property; use of inappropriate language.

In these instances, the teacher should seek the advice of other staff as follows:

- Learning Mentor
- Assistant head
- Headteacher

Parents will also be contacted by the class teacher and invited to discuss the matter along with the Learning Mentor/Headteacher.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying, including cyber bullying, prejudice-based and discriminatory ([see our separate Anti Bullying policy](#))
- Sexual violence - such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking (including e-cigarettes)
- Racist, sexist, homophobic or discriminatory behaviour

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. This will be recorded on CPOMs and passed onto a DSL.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Physical restraint – Use of Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded electronically (CPOMs) and reported to parents

If there is a violent incident Team Teach may be used by a trained member of staff (staff trained 6/9/21) however only if absolutely necessary. The child will be supervised from a safe distance until they calm down. When safe to do so, trained adults will use de-escalation strategies to calm the child. The parent/carer will be informed.

Exclusions will be enforced if deemed appropriate. Please see our separate [Exclusion Policy](#).

It may also become necessary to involve outside agencies such as the Educational Psychology Service and other relevant services in the LA. As a result, a common strategy will be adopted and recorded as a behaviour plan. This will involve the parents so that a consistent approach can be adopted.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This policy will be reviewed annually.

Signed D. Birdsall

Headteacher Date 22.09.21

Agreed M. Howlett

Chair of Governors Date 22.09.21

Pivotal Behaviour training (Appendix 1)18.9.2019Steve Baker**Book: When the adults change, everything changes - Paul Dix**Key message - when the adults change, everything changes.5 pillars of Pivotal practice

Number 1 - Consistent, calm adult behaviour - **simple rules – be ready, be respectful, be safe**. Ensure that children are hearing you refer to these consistently, when praising and ‘criticising’ behaviour. Zero tolerance will not work because the children will find the pitfalls and pick holes in the system. There must still be consequences for behaviour though. The discussion is the crucial part of the process. Model all the things you want children to be. **Be calm, if you want children to be calm.**

Which behaviours do we want to keep?

Say good morning to all children, especially difficult children - open the door for them mentally and emotionally. **Hand-shakes/ high 5s are no longer allowed - this can be replaced with elbow bumps/foot taps or a simple hello/good morning!**

Emotional bank account - pay into children’s emotional bank account - comment on them as a person, rather than a pupil. Identify things within them, e.g. Favourite football team, hobby, and comment on these to them. ‘Botheredness.’ Be mentally present with the children, not just physically!

Listening, interaction, playing with the children at playtimes etc, humour,

Which behaviours do we want to lose?

Holding a grudge, discussing children in front of them/ other children, shouting (by being angry I’m now going to be angry with you)

Names on boards for negative reasons/ sad faces next to children. This gives negative behaviour the attention. Not naming and shaming, just naming and faming.

Recognition

Children should be renowned around school because of positive things, not because of negative behaviour, even to visitors.

- Have a recognition board where people are named for a specific behaviour.
Could the children suggest people who have earned a place on the board. When everyone is on the board have a whoop, ring the bell, etc.
- Reward over and above behaviour, recognise behaviour that they would be doing anyway. Phone call Friday? Postcards home? Hot choc with the head?
- Make compliance fun - ping pong jar etc. You get more of what you notice - always look for the positives (first)!

Number 2 - first attention to best conduct

Notice the positives first, but always be proactive - tell the children what you will see if they are being

ready, respectful, safe in this activity.

Number 3 - relentless routines

Meet and greet

3 step routines - simplify instructions to three

Getting attention - hands signal

Move from floor to table using 1,2,3 (1 stand up, 2 walk to chair, 3 sit down etc)

Number 4 - scripting difficult interventions

Staff should not want revenge. Don't go 'guts to gob'.

Take a deep breath, say the script (tone and body language is everything, take the emotion away)

I've noticed...

I need you to...

Thank you for...

Be warmly in charge. Be gentle. Break your habits and your natural human reactions.

'Drive-by's - simple comments like 'have you got a pencil?' Encouraging children to get started/be on task

-Reminder - may be a drive-by (link to 3 rules ready, respectful, safe)

-Caution - think about your next step

-Last chance - look at the world together (**sit side by side rather than face to face**) get down onto their level, do you remember the time you... (anchor moment – when they did a brilliant piece of work/ got star of the day etc) ...that's the (name) I need to see today. Thank you for listening.

-Time out

-Restorative follow up

Number 5 - restorative approaches

Restorative 5

What happened?

What were you thinking at the time?

Who else has been affected?

What can we do to put things right?

How can we do things differently in the future?

Unacceptable behaviour consequences (Appendix 2)

| <u>Steps</u> | <u>Actions</u> |
|--|---|
| 1. Reminder | Reminder of 3 rules: Ready, Respectful, Safe |
| 2. Caution | A clear verbal caution is delivered to make the pupil aware of their behaviour (Clearly outline the consequences if this continues) "Think carefully about your next step" |
| 3. Last chance | Final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (remember yesterday when you...) Stay behind for two minutes at break/lunch/end of the day. (This cannot be removed) |
| 4. Time out (length of time will depend on age of the child) | <u>Short</u> time out - another table in class, in shared area, another class, Rainbow Room, Head's office. Chance to calm down, breathe, look at the situation from a different perspective and compose themselves. |
| 5. Repair | A quick chat at a break/lunch or a more formal restorative conversation approx. 10/15 mins. See restorative 5 questions. |
| If a child needs to catch up or pay-back time in lost learning, then work will be sent home to be completed that evening with a slip to be signed by the parent to indicate the time that should be spent. | |

Keep it private wherever possible. The poor behaviour of one child is between you and them. It is not everyone else's business