



# Moorlands Primary School

*High Expectations, High Achievements, Challenge and Enjoyment for All*

## Behaviour and Relational Policy

<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>	<b>Approved by Governors</b>
Becky Freeman and Amanda Denney	July 2023	July 25	July 23
Georgina Krol	July 2024	July 2025	July 2024
Bethany Wilson	July 2025	July 2027	July 2025

## **Policy statement**

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Moorlands Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and academically to give them the best possible chance of success.

Moorlands Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## **Aims**

- Provide a safe school environment for all.
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Develop an understanding of what appropriate behaviours are.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure a consistent and calm approach to and use of language for managing behaviour, rewarding success and de-escalating negative behaviours.
- To promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Promote self-esteem, self-regulation and positive relationships with all staff members.
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication.

## **Our School Values:**

**Resilience**

**Positivity**

**Respect**

**Kindness**

**Making good choices.**

Our values are exemplified through our three school rules, which are:

- 1. READY** - We always follow instructions from a known adult in school.
- 2. RESPECTFUL** - We always speak kindly and respectfully to each other.

### **3. SAFE** - We always keep ourselves safe and we never hurt others.

Consistent adult behaviour will lead to pupils conforming to our expectations.

The expectation of adults is that they will:

- Refer to our rules **Ready, Respectful and Safe**
- Recognise that all behaviour is communication.
- All staff 'Meet and Greet' children in the mornings and after break and lunch times – these are used as check-ins to find out how the children are feeling or if they need any support.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Enable children to communicate because they feel safe- this may not always be with words.
- Provide clear values, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Model positive behaviours and build relationships.
- Encourage, praise and actively listen to children.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the inclusion and behaviour lead to create personalised plans, where needed.
- Record of all serious incidents on CPOMS, parents/carers to be informed the same day.
- Work in partnership with parents/carers, and outside professionals to ensure that advice is understood and implemented.
- Understand and implement restorative practice.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Use PIP and RIP (praise in public, remind in private)
- Reminder of previous good behaviour

#### **Students want teachers to:**

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.
- Be consistent.

#### **The active ingredients of our Relationship Policy:**

Plan lessons that engage, challenge and meet the needs of all learners. A mechanism for positive recognition is used in each classroom throughout the lesson.

#### **Meet and greet:**

Staff will meet and greet children at the beginning of the day either on the playground or at the classroom door. Children will be collected by teaching staff at the end of breaktimes and lunchtimes.

#### **Rewards and Celebrations:**

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise

and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all the time.

A wide range of further rewards are also used to promote positive behaviours:

<b>Positive Reinforcement, Recognition and Rewards</b>	
<b>Extrinsic</b>	<b>Intrinsic</b>
<ul style="list-style-type: none"> <li>• Positive Recognition/ Recognition boards</li> <li>• Leaves on values tree</li> <li>• Contact with home</li> <li>• Behaving the Moorlands Way award</li> <li>• Learner of the week award</li> <li>• Moorlands Marvels</li> <li>• Best seats in the house (during assembly)</li> <li>• House Captains (role applied for in writing to Mrs Denney)</li> </ul>	<ul style="list-style-type: none"> <li>Smile</li> <li>Handshake</li> <li>High five</li> <li>Pat on the back</li> <li>“Well done”</li> <li>“You are great”.</li> <li>“Wow!”</li> <li>“That makes me feel really happy”.</li> <li>“You are a valued member of this class”.</li> <li>“You should feel really proud”</li> </ul>

See appendix A for further information about what this looks like in the classroom.

### **Practical steps in managing and modifying poor behaviour.**

- Learners are held responsible for their behaviour.
- Staff will deal with behaviour without delegating.
- Staff will use the steps in behaviour for dealing with poor conduct.
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

For most of our children a gentle reminder of being ready, respectful and safe, or nudge in the right direction is all that is needed. Pupils who choose to continue to make poor behaviour choices must know that they are responsible for these. Staff will make it clear to the child in what way they have not behaved in line with expectations and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. At Moorlands adults de-escalate skilfully.

**We use logical consequences** - Putting right what has gone wrong: Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Break times could require a child to stand with an adult to observe children behaving the Moorlands way. Logical consequences will only work when the child is ready.

### **Praise in Public (PIP)**

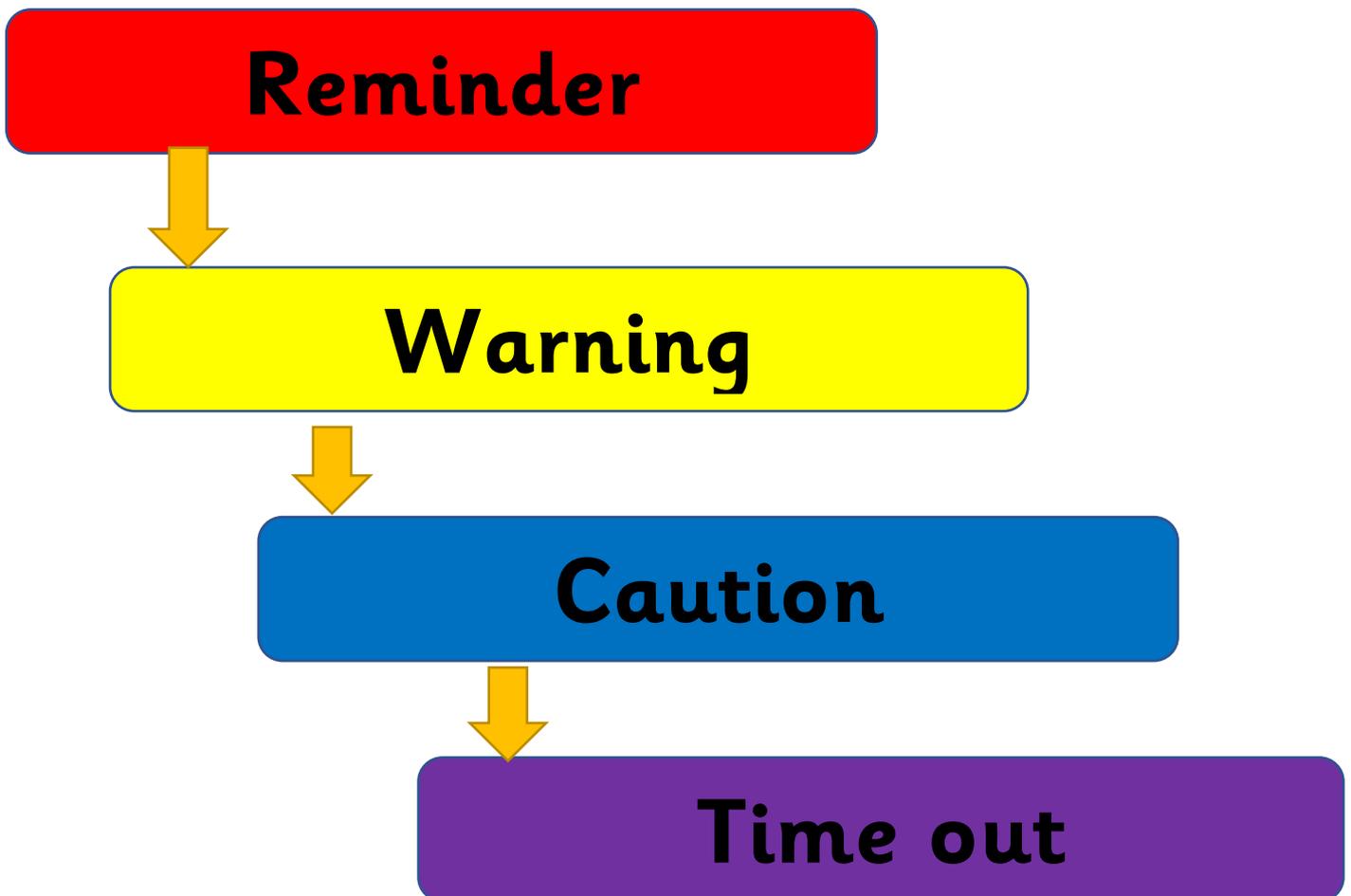
Teacher gives regular praise to pupils. Regular praise helps our pupils understand that they are doing well and making great choices. Praise should always be as specific, targeted, public and sincere as you can make it. This is what gives it power.

### **Remind in Private (RIP)**

Wherever possible, a reminder about expectations should be calm, private conversations or re-directions that only the child who it is intended for can hear. Adults always speak to children calmly, with the

greatest respect and with positivity. Adults never speak in raised voices or shout, express negativity, sarcasm or use derogatory tones.

### Sanction steps



See appendix B for further information on sanction steps and scripts.

#### **Informing parents**

Parents need to be made aware when their child is not behaving well or when they are unsafe and / or persistently disrupting learning in school for themselves or others. Parental involvement at early stages is advisable.

We can keep parents informed in a variety of ways:

- Letters, notes, cards, telephone calls to inform parents of good behaviour as well as concerns that may have arisen during the day.
- Parents' evenings.
- Speak at the end of the day (all teaching staff to take the children out onto the playground at the end of each day) to parents or relay messages through whoever picks them up (if appropriate).

- 'Behaviour Diary' sent home and handed to parents where possible.
- At the point when six 'Behaviour diaries' have been sent home during a half term period, a phone call will be made from the class teacher and Behaviour and Inclusion lead to the child's parents to invite them in to discuss the situation and steps to move the situation forward will be offered to them.

Staff should use the opportunity to speak with parents about positive, 'GOOD' behaviours as well as concerns.

### **Behaviour Excel spreadsheet log**

Staff to fill this in weekly for their classes entering timeouts and cautions. This will be monitored termly to see any patterns or identify children who may need additional support /individual behaviour plans.

### **Persistent Challenging Behaviour**

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. We believe that relationships make the difference and understand that these take time to develop. Where instances of persistent, challenging behaviour occur reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, the inclusion and behaviour lead - and where appropriate the Headteacher - may meet with parents to discuss the following pathways to success in school. A positive behaviour plan and agreement will be put in place to support the children.

### **Positive Behaviour Plan and behaviour agreement**

Parents are required to support the school by attending a meeting to discuss and agree a Positive Behaviour Plan (PBP) for effectively managing challenging behaviour, together. The behaviour agreement will be a one-page document which shows what happens at each stage of escalation and the strategies put in place to support at each stage. The PBP is tiered and follows a more graduated, in depth response - consisting of:

- Time given to support their SEMH needs and to learn self-regulation strategies.
- A personalised timetable with regular check-ins with a key member of staff.
- Individualised De-escalation Strategies - bespoke to the individual children's needs.
- Parents have weekly check-ins to discuss the successes of the week.
- ELSA or pastoral support
- Communication book where appropriate for parents and teachers
- All serious behaviour will be logged on CPOMs and shared with parents within the same day.
- Positive Handling Plan - A plan that aims to reduce the use of physical intervention and in line with Team Teach practice.
- Risk Assessment - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed. An Individual Pupil Risk Assessment (IPRA) identifies what measures can be put in place by the school to support the individual.
- In some cases, the use of a temporarily reduced timetable may be needed. This will be discussed with the parents and child and communicated to the local authority in line with guidance.

### **Serious Behaviour**

Any behaviour which is so extreme that it would be inappropriate for it to be dealt with via the system of rules should be referred straight to the Senior Management team. This will result in a formal behaviour meeting with parents and potentially internal suspension from class for a period. Repeated instances of serious behaviour would trigger a behaviour review to develop a tailored approach for that child. This would be carried out in consultation with parents. This includes but isn't an exhaustive list:

- Defiance
- Violence against others
- Racial/Homophobic language towards others
- Swearing at others
- Sexual harassment/Sexual Violence- see CHPS response to Sexual violence and Harassment
- Bullying- see Anti-bullying policy/ CHPS response to Child-on-Child Abuse
- Vandalism

### **Reasonable Force**

Some staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

### **Exclusions**

#### **Fixed Term Exclusions**

In general, exclusions are not an effective means of moving behaviour forward. However, for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

#### **Permanent Exclusion**

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## Appendix A

### **What this looks like in the classroom:**

#### **Recognition Boards**

Each class will have a recognition chart with each child having an allocated pocket. Their photo or name will be on their pocket.

The plastic wallet starts empty at the beginning of each session. A session could be, a lesson, a morning or a whole day depending on age, need and circumstance.

Process:

1. The plastic wallet starts empty.
2. The teacher sets the target. Targets are set to the needs of an individual class. They may be set to help challenge learning or to promote excellent habits for learning. This is for the teacher to decide.
3. Targets set can last for a day, a session or can be short-term targets that are adapted during the lesson.
4. There are three types of targets; class, table and individual
  - Class Target: "Okay everyone – we are focusing on using kind words towards each other today. What words might I hear?"
  - Table Target: "Red Table, this lesson I want you to focus on asking high quality questions.'
  - Individual Target: "Tommy, I really want you to focus on putting your hand up to ask questions today."
5. Number of tokens celebrated at the end of each day as well as when the target has been achieved.

### **Leaves on the values tree.**

Our values tree celebrates behaviours that demonstrate resilience, positivity, respect, kindness and making good choices. Adults will award leaves to the children to add to our values tree at least once a fortnight. All children will also receive a certificate in the half termly celebration assembly.

### **Behaving the Moorlands way**

Every week each teacher alongside their learning support assistant chooses a child and this is announced in the phase assembly. In the assembly the reasons for choosing each child are shared with children.

Pupils are chosen for always following the rules, going above and beyond with their behaviour and really showing through their behaviours and attitudes 'How We Do It the Moorlands Way. Children nominated will be rewarded with a **privilege card** which includes non-uniform on Friday and front of the queue for lunch with a friend one day that week.

### **Learner of the week**

Every week each teacher alongside their learning support assistant chooses a child and this is announced in the phase assembly. In the assembly the reasons for choosing each child are shared with children.

Pupils are chosen for always working hard, going above and beyond with their learning and making great progress. Children nominated will be rewarded with a **privilege card** which includes non-uniform on Friday and front of the queue for lunch with a friend one day that week.

### **Moorlands Marvels**

During learning time, our teachers often witness magical moment. Where children have gone **above and beyond**. It is when a child is recognised for doing something so wonderful it deserves to be publicly, recognised. This will be celebrated and commemorated on the School Moorlands Marvel display. This could be a photograph of the child, a piece of work or even a quote from the child. This is rewarded by having hot chocolate with Mrs Denney and Mrs Freeman.

### **Contact with home.**

Phone calls home or face to face conversations can be made if anyone has impressed staff for a specific reason, going above and beyond, this could be effort and or achievement but could also be meeting a personal goal.

## Behaviour Ambassadors

Two behaviour ambassadors will be selected from each year 6 class to represent school. They will welcome visitors to school, take round the golden books on a Friday to each class to collect the certificates and nominees for the phase assembly on Monday. Their role will also include making sure children are behaving the Moorlands way whilst walking around school by having a corridor duty to monitor behaviour.

## Appendix B

Steps	Actions
<p><u>Reminder</u></p>	<p>Gentle encouragement, a reminder of the expectations for learners <b>Ready, Respectful, Safe</b> delivered privately to the learner wherever possible. Repeat reminders if necessary. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.</p> <p>Praise will be given if the learner is able to model good behaviour because of the reminder e.g.:</p> <p><b>“What do you think were your poor choices that caught my attention...listen to child’s response. I expect you to be ready, respectful and safe”.</b></p> <p><b>“Well done Sam, you are showing me good sitting now and you are ready to learn”</b></p>
<p><u>Warning</u></p>	<p>A clear verbal warning delivered privately wherever possible to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of the expectations and their previous good conduct to prove that they can make the right choices. Scripted approaches at this stage are encourage e.g.:</p> <p><b>I have already spoken to you and.....</b></p> <ol style="list-style-type: none"> <li>1. <b>“You need to pick up your pencil and work”.</b></li> <li>2. <b>“I need to see you ...following the routine you have been asked to do”.</b></li> <li>3. <b>“I expect ... to see your table tidy in the next 2 minutes”.</b></li> <li>4. <b>“I know you will ...pick that up from the floor”</b></li> <li>5. <b>“Thank you for ...putting that pencil down”.</b></li> <li>6. <b>“I have heard what you have said, now you must... get on with your work”</b></li> </ol> <p>“Think carefully about your next step or there will be a consequence....</p> <p>Walk away and allow take up time.</p> <p>Follow up with positive recognition.</p> <p>“Good choice”</p> <p>“That’s what we are looking for”.</p> <p>“Lovely”</p>
<p><b>Caution</b> Log in behaviour book</p>	<p>A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.</p> <p>Children will be reminded of their previous good conduct to prove that they can make good choices.</p> <p>This step is recorded by an adult in the classroom behaviour book which is ONLY completed at the end of each session so as not to negatively impact on learning and teaching in the classroom.</p>

	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention.</p> <p><b>“I have noticed that you are...having trouble getting started, wandering around etc. right now.</b></p> <p><b>At Moorlands, we are ready, respectful and safe and you weren’t being safe by throwing equipment”.</b></p> <p><b>You need to complete your learning</b> <i>move to another table, see me for 2 minutes after class/during break.</i> <b>If this behaviour doesn’t change, you will be sent out and your work will need to be completed at /break time/at home/at another time.</b></p> <p><b>“Do you remember yesterday/last week when you played with <u>your friends well.</u></b></p> <p><b>Do you remember that feeling when that was noticed, that is the <u>Sam I know</u> and the <u>Sam I need to see today.</u> Thank you for listening”.</b></p> <p><b>Leave the child to work, do not respond to any further comments.</b></p> <p>This stage makes explicit the expectation followed by the natural consequence. Examples are.</p> <p><b>“I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime”</b></p> <p><b>“I am always expecting kind hands. When children don’t use kind hands they need to sit/ play separately from others so everyone can be kept safe”</b></p> <p><b>“I am expecting you not to spit. When someone spits, I need to keep them separate so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this.</b></p> <p><b>“ I am expecting you to play safely with others which looks like not pushing”</b></p>
<p><b>Time-out in another room</b> Log on CPOMS under behaviour.</p>	<p>The child is directed to time out, 3 minutes (KS1) or 5 minutes (KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking chair within the setting.</p> <ul style="list-style-type: none"> <li>• Staff should use their professional judgement to decide if it is felt necessary for child to be escorted to the time out classroom.</li> <li>• Work should not be taken to time out - this time is intended to be for reflection on behaviour. The children should complete a ‘Behaviour Diary’ which is taken home/handed to the parent at the end of the day, some children may need adult support to complete this. It must be signed and returned to school. This is not the time for the adult and child to discuss the incident (See appendix C).</li> <li>• At the end of the time out the child returns to their classroom and continues with their behaviour diary. There are no further discussions upon the child’s entry back into class. Any missed work must be caught up within the lesson or as soon as possible afterwards. Following time out, reflective conversation must be carried out.</li> </ul>
<p><b>5) Repair Restorative Conversation</b></p>	<p>Restorative is used to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.</p> <p>Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children’s access to learning. Efforts will be made to establish the truth of a situation and a ‘cooling down’ period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.</p> <p><b>We understand to help children feel safe, we need to help children to:</b></p> <ul style="list-style-type: none"> <li>- Regulate</li> <li>- Relate</li> <li>- Restore</li> </ul>

**The way that we address undesirable and challenging behaviours is through carefully designed restorative learning opportunities (logical consequences), in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.**

Doing something active while you talk, never sitting across a table, it isn't an interview. Walk and talk, play with play dough, tidy the resources.

**We regulate by:**

Using our behaviour strategies that are listed below. The acronym HELP, models how to go through the process of regulating.

**H - Happened-** Listen to the children's side of the story from their perspective so they feel listened to, heard and understood - "What's Happened?"

**E - Explain-** Explain the actions the member of staff took and always link this to safety (The person having this conversation should be the member of staff that was involved in the incident).

**L -Link-** Link how the child was feeling during the incident into the conversation - "How did that make you feel?"

**P - Plan-** Give the child a new plan/strategy for the way they are feeling the next time the feeling occurs (This needs to be achievable)

**We use logical consequences** - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary), restorative conversations. Logical consequences will only work when the child is ready.

**Appendix C**

**Behaviour Diary**

<b>Name:</b>		<b>Date:</b>	
<b>What happened?</b>	<b>How did it make you feel?</b>	<b>Who was affected?</b>	<b>What could you do next time?</b>

**Class teacher**\_\_\_\_\_

**Parent Signature**\_\_\_\_\_

**Date**\_\_\_\_\_

