

# Moorside Primary School



## Behaviour Policy 2023 – 2025

## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children.

We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture, which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe...**

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

##### **We all agree...**

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources.

Everyone will celebrate each other's successes and achievements.

### **Purpose of this Behaviour Policy**

The purpose of this Policy is to ensure the implementation of our purpose, vision and values. At Moorside Primary School, we believe that everyone in our school and community are important. As adults we have a legal responsibility to ensure everyone is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure.

We are committed to enabling all of our children to access their education successfully and safely by using a consistent approach according to their individual needs. This Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

### **What are the principles of a Behaviour Policy?**

- To raise children' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage children to value the school environment and its routines.
- To ensure that children are confident of their right to be treated fairly, linking with the United Nations International Children's Emergency Fund (UNICEF).
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive pro-active, reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

### **What is good behaviour?**

At Moorside Primary School, we define good behaviour as that which promotes respect, successful learning, a pleasant atmosphere, happiness, security, cooperation and consideration for all. Good behaviour demonstrates respect for other people, the school community and the environment. We believe good behaviour includes active participation in learning, following instructions with care and contributing to the school community. Taking responsibility for our own actions and the impact, these can have on others alongside developing a resilience within everyday experiences and changes.

### **Whose responsibility is good behaviour?**

We all have the right to access and work in an environment that is safe and conducive to learning. We all have the right to be treated equally and not to be bullied, ridiculed or subject to discrimination. Therefore, we all have a responsibility to listen carefully and respond appropriately to each other.

## **Legislation and statutory requirements**

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

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

Behaviour and discipline in schools

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Searching, screening and confiscation at school

<https://www.gov.uk/guidance/equality-act-2010-guidance> The Equality Act 2010

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 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 children

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the Behaviour Policy in conjunction with the Head Teacher and to monitor the policy's effectiveness, holding the Head Teacher to account for the implementation.

### **The Head Teacher and Senior Leadership Team**

The Head Teacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body and in conjunction with all staff. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this Policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for implementing the Behaviour Policy consistently through modelling positive behaviour at all times with high expectations. All staff should be aware of children who require a personalised or bespoke approach in-line with specific Special Educational Needs or behaviour needs.

### **Parents/Carers**

Parents/Carers are expected to support their child in adhering to expectations. It is important that they inform the school of any changes in circumstances that may affect their child's behaviour and promptly discuss any behavioural concerns with the Head Teacher and/or Senior Leadership Team.

### **Expectations and responsibilities of children**

Children are expected to behave in an orderly and self-controlled way, demonstrating respect towards adults and each other, making it possible for all children to learn and be successful in school. They should move quietly around the school and treat the school buildings and school property with respect. The children should refrain from behaving in a way that brings the school into disrepute, including when outside school.

### **Positive Recognition**

All members of the school community will value positive attitudes and effort and will recognise achievement and promote a positive self-image. It is important that rewards the children have worked towards are never removed as we believe something good remains good.

- **Cubes in the jar** - praising efforts with learning as well as linked to positive behaviour building on a whole class approach, in collaboration all children can contribute towards a shared reward agreed together. This can include extra playtimes, time working on the Meadow, extra P.E. sessions and time working within our MUGA.
- **Celebration** of positive learning and behaviour shared with others **in an assembly**.
- **Verbal praise** to an individual, given privately or written praise linked to their learning.
- **Stickers** for various reasons linked to learning and positive behaviour.
- Children sent to other members of staff, Senior Leadership Team and/or Head Teacher to **share** positive behaviour for learning, increased efforts with learning.
- Verbal or **written comments** from staff to Parents/Carers and vice-versa.
- Giving children a task, role or responsibility that has **status or enjoyment** for them.
- **Star of the week** system used consistently to highlight a positive attitude to learning, behaviour, or effort that can aspire to achieve.
- **Head Teacher Award** to highlight exceptional behaviour in, around and outside of school.
- Planned links to the **curriculum** for example with PSHE.
- **Meeting(s)** with children and/or Parents/Carers to celebrate and discuss behaviour or changes in it.

### **Behaviour management**

All staff are responsible for setting the tone and context for positive behaviour within the classroom and in and around school through:

- Creating, developing and maintaining a stimulating environment that encourages children to be engaged.
- Creating an environment which encourages and enables all children to develop independence in their learning and expectations in school.
- Display responsibilities and expectations of our children.
- Developing a positive relationship with children.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Positive greeting at the start of the day and concluding the day positively and starting each day afresh.
- Using positive reinforcement working towards turning negatives into positives as information and commands often work better when we are told what we should do, rather than what we should not do.
- Setting expectations and responsibilities through high quality first wave teaching.

### **Individual Child support**

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour should be differentiated to cater for the needs of the child. We believe that it should never be trying to fit every child into a box, as one size fits all. Alternatively, we should be thinking outside of the box and the individual child. The Senior Leadership Team

along with the Head Teacher will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with Parents/Carers to create a supportive plan or IEPs (Individual Education Plans) then plan and review it on a regular basis.

### **Support Systems for Staff**

School will support all adults working with children to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved by following the school Child Protection and Safeguarding Policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school.

### **Guidelines**

- Teachers will spend time teaching children the school expectations that they need to follow.
- Every opportunity is to be taken to reinforce the positive Behaviour Policy through the use of PSHE resources, planning, and high quality first wave teaching.
- All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour and at any time, take the opportunity to praise children around school, in assembly, dining hall etc.
- Absolute consistency is the key to any good behaviour strategy.
- Lack of consistency will lead to children deliberately stretching boundaries. This must be consistent across all staff at all times.

### **Responsibilities and expectations of everyone**

We all agree to:

- Be caring and make everyone welcome.
- Value, respect and support each other.
- Make our learning environment safe and calm for everyone to learn.
- Always try our best and take pride in all that we do.
- Demonstrate good manners at all times.
- Respect each other and show consideration to what others have to say.
- Respect and care for our environment and resources.
- Celebrate each other's successes and achievements.

### **Minimising low-level disruption and opportunities for distraction through**

- Planned learning for children that is well matched to the child's ability and provides interest and challenge.
- Children having access to the necessary resources and materials to support their learning.
- Group teaching with limited whole class approaches across all areas of the curriculum.
- Careful organisation in terms of seating that is appropriate to the task and grouping is fluid according to needs and ability.
- High quality interaction, including 'reminders' and 'enablers', in the form of effective assessment for learning and constructive praise.

- Limiting unnecessary movement in and around the class as well as around school.
- The raising of the hand to be used by the adults to gain children's attention for them to stop what they are doing and listen to the adult.
- Explicit teaching of behaviour for learning constantly reinforced by all adults in the learning area and outside.
- Constructive feedback to children on their behaviour for learning and attitudes.
- Effort levels being acknowledged by adults, praised, rewarded and described.
- Children consistently knowing what is expected of them through the adults modelling and sharing expectations of positive behaviour for learning.
- There should be appropriate verbal interaction between adults and children, shouting at children is not an appropriate approach.

### **Recognising unacceptable behaviours and seeking to identify the cause**

It may be that, in some cases, the cause of the behaviour lies within one of the above and, therefore, can be easily rectified. However, when this is not the case, reflection and evaluation of provision should be the first stage before identifying any further strategies to be developed.

The strategy chosen must be appropriate to the behaviour it seeks to change and to the child for whom it is chosen. It must avoid open and public confrontation, and should seek to build on the positive aspects of the child's actions. It should not dwell on the negative but rather target the positive.

Our whole school approach will ensure everything possible is done to address the problem remembering to:

- Avoid confrontation.
- Consider distraction approaches.
- Speak to address the problem through clarity of language.
- Keep calm.
- Use a quiet voice.
- Use humour where appropriate.
- Listen carefully.
- Validate the emotion.
- Be positive and build relationships.

### **Approaches to managing disruptive and/or challenging behaviour**

\*Please note every child is different and therefore, there is not one approach that works for all children.

- Important that everyone recognises that behaviour is a form of communication and we need to be able to reflect upon this in an aim to identify possible reasons for challenging or low level disruptive behaviour.
- Agreed **Child Friendly Expectations** used across the school consistently by all staff with no further separate expectations in the different classes.
- Speak to the child calmly and explain what you require them to do.
- Keep it polite, non-aggressive and in a neutral tone.
- If the child fails to respond, repeat the instruction, keeping the tone calm and neutral.
- If ignored again, remind the child about school expectations not following these could put them at risk.
- Consider if the child needs time to think and/or to calm down and if this is the case enable this to happen. This could be through asking them to sit quietly in a safe place, asking them to carry out a short task to give them time to calm down or think.

Time to think needs to be short and the aim should be to get the child back on task as soon as possible.

- Use the adults in the learning area inside or outside to support other children or to use distracting strategies for the distressed child.
  - If a child becomes angry or aggressive and staff feel uncomfortable or they feel that what they have tried is not calming the situation, they should then seek out a member of the Senior Leadership Team without disturbing their class. If this is not possible, another child can be directed to take a message to the Head Teacher.
  - It is important that staff reflect upon challenging situations to identify possible reasons for the behaviour and how this could be avoided.
  - In some low level instances ignoring the situation to begin with and going back to the child at an appropriate time.
  - Non-verbal warning.
  - Verbal request to stop the behaviour and encouragement to carry out task.
  - Verbal warning to stop behaviour and the adult moves to work with child where appropriate.
  - Sending child on a short message to get something can help defuse the situation.
  - Where appropriate move the child to another seat especially if it is another child they are disturbing.
  - Get another adult (this can be someone working in the class/year group/or another class where there are more than one adults) to take child for a walk – remembering this helps a number of children as it enables them to stop thinking about or talk about what is upsetting them.
- \*Please note this is not a time to bombard the child with ongoing questions.
- When all else has failed and the child is **intentionally** disrupting, or trying to hurt someone or destroying resources or equipment then the Senior Leadership Team needs to be involved – if they are in class teaching then the Head Teacher should be sought. Seeking the Head Teacher to support can be done through sending another child to ask for her.

### **Restorative approaches**

Instead of using retributive language (i.e. language that attributes blame, judgement, or criticism, such as 'he is rude', 'she did it on purpose', and 'what have you done?'), staff should use language that shows an understanding of the potential needs of the child we are speaking about. Questions such as 'what's happened?' and 'who's been harmed?' acknowledge to the 'offender' that there may have been a reason behind their actions. Before responding to an incident, it is important to think about the benefits and risks that each possible response has. If our approach will not help the child to learn from their mistake and avoid it in the future, then it is not restorative and we should try to reconsider our strategy.

### **Some possible restorative questions include:**

- 'What happened?'
- 'What were you thinking about at the time?'
- 'What have you thought about since?'
- 'Who has been affected by what happened, and how?'
- 'How could things have been done differently?'
- 'What do you think you need to do to make things right?'
- 'What did you think when you realised what happened?'
- 'What impact has the incident had on you and others?'
- 'What has been the hardest thing for you?'
- 'What do you think needs to happen to make things right?'



## **Positive Handling**

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

- Intentionally causing disorder
- Intentionally hurting themselves or others
- Intentionally damaging property

As a school we use the Team Teach approach, which is an accredited, positive behavioural management training, which reinforces behaviour management strategies needed to transform challenging behaviours into positive outcomes in the classroom and beyond, while reducing risk and the need for physical intervention. Positive Handling must always be used as a last resort and be applied using the minimum amount of force and for the minimum amount of time possible. It should be used in a way that maintains the safety and dignity of all concerned and should never be used as a form of punishment. All such situations need to be recorded and reported to Parent/Carers.

Staff will aim to use the de-escalation strategies they have been trained in before using Positive Handling techniques.

## **Zones of Regulation**

Zones of Regulation is a strategy that can enable and develop;

- A proactive, skills based approach to developing emotional literacy.
- A simple, common language to understand, talk about, and teach regulation.
- A consistent, metacognitive pathway to follow for regulation.

Children benefit from this strategy as they develop;

- Increased self-awareness and social and emotional skills.
- A common language for communication, problem solving, and emotional understanding.
- More time spent on learning instead of on behaviour management.
- A healthier, more inclusive school climate.

Moorside Primary School use Zone of Regulation strategies to support young people when things go wrong and offer practical suggestions of ways to support them in moving between zones. (see additional Zones of Regulation document)

Zones of Regulation also focuses on three key strands self-regulation, de-escalation and co-regulation. Self-regulation is the ability of a person to control or direct their attention, thoughts, emotions and actions to respond appropriately to the situation in hand. Successful self-regulation enables the child to stop... think... and then act.

In order for children at Moorside to achieve self-regulation is key as it helps children learn, behave well, get along with others and become independent.

## **Confiscation**

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the children) will be confiscated. These items will only be returned to Parents/Carers where appropriate after discussion with the Head Teacher or Senior Leadership Team. Searching and screening children would only be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Malicious allegations**

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the child in accordance with this Policy. Please refer to our Child Protection and Safeguarding Policy and procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

### **Special Educational Needs and Disability (SEND)**

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These children may require specific behaviour strategies and input or an Individual Behaviour Plan, which is promptly shared with Parents/Carers. Advice from external agencies will be sought where appropriate to meet the needs of the child, the other children in the class and the staff will be taken into consideration. (Please also refer to the SEND and Inclusion Policy).

### **Bullying**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. We firmly believe bullying is wrong and can damage individual children. We endeavour to prevent it by having a school ethos in which bullying is regarded as unacceptable. We aim to produce a safe and secure environment where all can learn without anxiety.

All issues are fully investigated and appropriate action taken. Pro-active measures are in place to help all children with the issues surrounding bullying. These are delivered through a wide range of strategies across the curriculum and in particular through our Personal, Social, Health and Economic curriculum.

### **Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging**

- Children will be taught and advised on cyber bullying through specific curricular activities.
- Children and staff are required to comply with the school's Acceptable Use Policy and agreement.
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child/ren to supplement learning.
- Where appropriate Parents/Carers are provided with information and advice on cyber bullying.

### **Drop-off and Collection**

- At the start of the day, we open our gates at 8.45 to allow a safe and staggered start to the day.
- We have a one-way system in and out of school across the main yard.
- Parents/Carers must not block entrance gates/doors or gather on site to talk to each other.
- This is also to reduce the number of people on the school site at a busy time.
- It is important that Parent/Carers have their mobile phones turned on and are available for any emergency calls throughout the duration of the time their child/ren are in school. An additional contact will be contacted in emergency purposes.

### **Types of exclusion**

There are two types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the Behaviour Policy. A child may be at risk of exclusion from school for:

- Verbal or physical assault of a child or adult.
- Persistent and repetitive intended disruption of lessons and other children's learning.
- Extreme misbehaviour, which is deemed outside the remit of the normal range of expectations.

### **Suspension**

A suspension is when a child is removed temporarily from school. They can only be removed for up to forty five school days in one school year, even if they've changed schools.

If a child has been suspended for a fixed period, the schools will set and mark work for the first five school days. If the suspension is longer than five school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

A suspension from the school can only be authorised by the Head Teacher or the Deputy Head Teacher acting on her behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

The school regularly monitors the number of suspensions issued to ensure that no group of children are unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

### **Permanent exclusion**

Permanent exclusion means a child is no longer allowed to attend our school. Your local council must arrange full-time education from the sixth school day.

In the case of a Permanent Exclusion this can only be authorised by the Head Teacher and must only be done after consulting the Chair of Governors of the intention to impose this, although the final decision rests with the Head Teacher of the school. The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

### **Notification of exclusion**

Parents/Carers will be notified as soon as possible of the decision to exclude a child and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be given or sent to the Parents/Carers.

In the case of a Permanent Exclusion Parents/Carers will be notified by the Head Teacher in a face-to-face meeting. A child who has been excluded will have the reason for their exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour. The Chair of Governors, Local Authority Officer and relevant school staff will be notified of all exclusions on the day of the production of the exclusion letter, which they

will receive a copy of; it will clearly outline the reasons for the exclusion. All exclusions/suspensions will be recorded on SIMS.

### **A Child Returning from a suspension**

All children returning from a suspension are required to attend a reintegration meeting, accompanied by their Parents/Carers. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the child, Parents/Carers and school.

### **Appeals**

All correspondence regarding an exclusion or suspension from the school will inform Parents/Carers of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

An exclusion or suspension should be taken as having 'occurred' on the first day of the child being sent home. Any exclusions covered by these arrangements will continue to be subject to them until the procedures for scrutiny of the exclusion have been exhausted.

### **Monitoring and Review**

The impact of this Policy will be reviewed by the Governing Body along with the Head Teacher. The Head Teacher will provide the Governing Body with regular monitoring reports which will help it to evaluate the effectiveness of the Policy and procedures. The Policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

### **Monitoring and recording**

All concerns regarding behaviour is recorded on CPOMs or through recording on a 'Cause for Concern' proforma. This alerts the Head Teacher and Senior Leadership Team of the behaviour across school even if it is low-level behaviour. The Head Teacher along with the Senior Leadership Team is then able to monitor and identify any next steps.

This Behaviour Policy is linked to the following policies:

- Child friendly Behaviour Expectations
- Mental health and Well-being Policy
- UNICEF – United Nations Convention on the Rights of the Child
- Child Protection and Safeguarding Policy
- Child Protection Statement
- SEND Policy
- Anti-Bullying and Cyber Bullying Policy

Date to be implemented	September 2023
Date of next review	August 2025

## *Child Friendly Expectations to be used in class and around school*

*Learn and let others learn.*



*Celebrate what makes us special and respect our diversity.*



*Look after each other and our environment.*



*Solve problems calmly and cooperatively.*

