



Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

# Behaviour Policy



## **Moor Green Primary Academy Whole School Behaviour Policy**

### **Rationale**

At Moor Green Primary Academy, we believe that one of our most important responsibilities is working in partnership with parents to equip children with the skills, values and moral purpose to become successful citizens who can contribute positively to society and life in modern Britain. At the core of this is the ability to make the right choices. It is this belief that underpins our behaviour policy.

### **Statement of Intent and Core Beliefs**

Our desired outcome is captured in the Academy's Statement of Intent:

#### **Enriching Lives: Unlocking Potential**

This means that at Moor Green Primary Academy, our core purpose is to enrich the lives and unlock the potential of all members of our community.

Our Core Beliefs influence the choices that we make daily to realise the statement of intent.

#### **Our core beliefs are:**

High Expectations

Integrity

Nurturing

Always Learning

Working Together

Taking Responsibility – No Excuses

We believe that those who have **high expectations** of themselves and others; who operate with **integrity**, who **nurture** others; are committed to **always learning**; and who **take responsibility** with a **no excuses** mind-set, will be will equipped to make the right choices as children and into adulthood.

## **Working in Partnership with Parents and Carers**

We strongly believe that strong links with home are essential for this policy to be effective. We expect parents and carers to support the school by:

- ✓ Supporting the implementation of the behaviour policy and accepting decisions made by the school.
- ✓ Talking to their children about the importance of making right choices which are influenced by the school's Core Beliefs.
- ✓ Explaining the impact that wrong choices can have on themselves and other members of our community.

## **Agreed Strategies and Language to Ensure Consistency and Clarity:**

School staff have agreed to adopt the following strategies:

- ✓ To gain pupils attention (a group or class): **Stop – eyes on me. Thank you.**
- ✓ Engage attention before communication – Use the child's name before giving an instruction.
- ✓ Instructions for lining up: **line up facing the front, one behind the other using silent voices. Thank you.**
- ✓ Allow processing time.
- ✓ Holding messages – step by step instructions.
- ✓ Setting clear expectations for noise levels: silent voice; partner voice; table voice; presentation voice. **It is a silent voice activity...I need you to use a table voice. Thank you.**
- ✓ Avoid negatives and state what you want. **Walk**, rather than don't run.
- ✓ Restrict choices, leaving the desired choice until last.
- ✓ Praise the effect not the outcome and link this to our Core Beliefs.  
**Well done, you held high expectations of what you could achieve and can now use persuasive language in your writing.**  
**Well done, you took responsibility for your learning and completed extra homework by researching facts about the Great Barrier Reef.**  
**Well done, you nurtured others by cheering up XXXXX when he felt sad.**

## **Information Passports**

Some children may need individualised support to make the right choices. These children will have information passports which contains important information about strategies which work best for them. Passports can be found in the Inclusion Folder in classrooms.

## **Agreed Strategies and Language for Supporting a Child in Crisis**

School staff have agreed to adopt the following strategies:

- ✓ **John.** Use the child name; it will help make a connection and engage attention.
- ✓ **John. I can see that something has happened.** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as angry or annoyed, as this may escalate the situation.
- ✓ **I am here to help.** This is a statement of your intention. Ensure that your verbal language and body language give the same message. Useful strategies may involve adopting a sideways stance and being mindful not to invade personal space.
- ✓ **Talk and I will listen.** This statement begins to provide the child with some direction.

- ✓ **John. Come with me, let's go to...** Continue to provide the child with some direction whilst removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person as this can be extremely intimidating. CALM stance and body language is essential, as is staff's proximity to the child's personal space. Staff members should speak clearly and confidently and remain calm.

### **Agreed Strategies and Language for Supporting a Colleague in a Challenging Situation**

Seeking help should always be considered as a professional strength. We should allow others to offer and seek help, especially when our own interventions may have been unsuccessful – this is working together in the best interest of the child and each other. Therefore the words **help**, **more** and **change of face** will act as flash words to staff.

- ✓ **Mr Smith, I am available to help.** The member of staff makes a clear statement that they are there to help.
- ✓ **Thank you Mrs Jones, you can help by...** The member of staff then has the opportunity to give directions as to what type of help they require. In this situation they retain autonomy over the situation.
- ✓ **Mr Smith I am available for more help.** The word **more** will act as a pause point for the member of staff dealing with the situation (in this example, Mr Smith). At times, we need to recognise that some interventions are unsuccessful and/ or may escalate situations. Equally, it is important to recognise that a colleague who has not been submerged in the challenging incident may more easily identify a de-escalation solution. It is therefore vital that the professional judgements and support of our colleagues are accepted and welcomed and we work together in the best interests of the child.
- ✓ **What do you suggest?** The autonomy is passed over allowing the member of staff to offer an alternative solution.
- ✓ Using the phrase **change of face** indicates that the member of staff dealing with the incident should swap with an alternative member of staff. This can be **suggested** from the new member of staff or **requested** from the member of staff dealing with the incident. This is a de-escalation strategy and the incident should not be discussed in earshot of the child in crisis. It is a planned opportunity for the child to calm with a new adult. The incident will only be discuss with the child once they are ready to do so.

### **Encouraging Right Choices**

Staff will provide ongoing encouragement and model how to make right choices and act in accordance with the Core Beliefs at every opportunity throughout the school day. Staff will devise strategies for encouraging behaviours which are age appropriate and in line with the children's understanding and interests. This may including, verbal praise, written praise, the use of stickers, sharing good news with parents, carers or other staff and a mention in the newsletter etc.

### **Formal Rewards**

In addition to the above, the following acknowledgements will also be made:

- ✓ **Core Beliefs Awards** – selecting one child from the class who has demonstrated one of our Core Beliefs. This child receives a Core Beliefs book mark and is featured in the parent's newsletter.
- ✓ **Attendance Award**
- ✓ Good attendance and punctuality will be rewarded in the following ways  
These form a key part of the school's strategy to improve both attendance and punctuality in the school.

- ✓ · An attendance certificate is given to the class with the best attendance for that week during the weekly celebration assembly.
- ✓ · Every week, every child with 100% attendance and punctuality is entered into a prize draw. This is drawn at the end of each term for a scooter or a bike.
- ✓ · For those children who achieve 100% attendance over the year, there is an additional prize draw at the end of the summer term. The school will develop strategies for ensuring that children with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

### **Right Choice Reminders & Sanctions**

It is vital that children are given the opportunity to modify their behaviour and make correct choices at each step.

Children who require additional support to make appropriate choices will have an information passport. This will contain additional strategies that should be used to support the child.

**NB: all behaviour incidents need to be added to Cpoms from step 3.**

**(Cpoms is an electronic record keeping system)**

Steps in dealing with inappropriate behaviours

**1. Verbal reminder.**

**Child's name**, stop. I am giving you a verbal reminder because you are xxxxxxxx. That is a wrong choice. What you should be doing is xxxxxxxx. If you choose not to then you will move to a warning. I know that you can make the right choice – **thank you**.

**2. Warning.**

**Child's name**, stop. I am giving you a warning because you are xxxxxx. That is a wrong choice. What you should be doing is xxxx. If you choose not to then you will move to time out. I know that you can make the right choice - **thank you**.

**3. Time out in class.**

To be relative to the age and needs of the child.

Child is supported back into his / her learning following timeout. This is a fresh start.

**4. Time out in another class.**

- EYFS – year 2
- Year 1 – year 2
- Year 2 – EYFS
- Year 3 – Year 4
- Year 4 – Year 3
- Year 5 – Year 6
- Year 6 – Year 5

Child is supported back into his / her learning following timeout. This is a fresh start.

**5. Time out of class for the rest of the session. Adult to monitor from a distance.**

You have chosen not to take part in the learning in your class. Therefore, I am not here to help you with your work. You need to work independently.

Be aware that planned ignoring of undesirable behaviour may be required at this stage and children may need time to be angry or upset or to reflect on their choices.

Child is supported back into his / her learning following timeout. This is a fresh start.

If children continue to be disruptive, leave the allocated space or act in a way that you feel is unacceptable, call for a member of SLT.

#### **6. SLT decide next course of action.**

This may result in a fixed-term exclusion.

### **Exclusion**

In very rare cases, it may be necessary to exclude a pupil. This decision will be made by the Executive Headteacher, or in his absence, the Head of School, or nominated senior member of staff.

Fixed-term exclusions may be issued when:

- A child is violent towards another child or a member of staff
- A child is disrespectful to a member of staff - this includes swearing at staff.
- Any behaviour which brings disorder to the academy or which puts the child or others at risk.
- Any behaviour which prevents the learning of others.
- Repeated defiance.
- A dangerous weapon is brought onto the premises.
- In the event of racist or a homophobic act.

School is mindful of the duties with regard to Peer on Peer abuse set out in 'Keeping Children Safe in Education', September 2023. No form of peer on peer abuse, whether it is of a physical, sexual or cyber-bullying nature will be tolerated and may result in exclusion.

If deemed necessary, a fixed term exclusion may result in, or be extended to a permanent exclusion. In cases in which a child's behaviour escalates quickly, or the severity of the behaviour is deemed high, the Executive Headteacher, Head of School, or nominated senior member of staff, may take the decision to issue a fixed term or \*permanent exclusion without moving through the previous steps laid out in this policy.

\*The Executive Headteacher will decide if a permanent exclusion is required.

Careful arrangements will be made to ensure that any child returning to school after a fixed term exclusion is helped to make the right choices. The parents of the excluded child should attend a reintegration meeting prior to the child returning to school as part of this process. If the child's behaviour continues to impact negatively on the lives and learning of the staff and children, then a permanent exclusion will be considered.

### **Use of Reasonable Force**

The academy reserves the right to use reasonable force to help prevent a child from hurting themselves or others, from damaging property, from causing disorder, or in circumstances where a child is refusing to follow reasonable instructions made by an adult.

Teachers and Teaching Assistants at Moor Green Primary Academy are trained in Team Teach. Any new members of staff will receive Team Teach training as soon as it is reasonably possible.

The academy reserves the right to use seclusion in cases of emergency, and recognises that these cases will be extremely rare.

### **Monitoring Systems.**

The academy uses the electronic monitoring systems CPOMS for Safeguarding concerns and for behaviour concerns.

### **Monitoring**

Senior Leaders and Governors will need to regularly monitor and update the policy and practice in order to ensure consistency. The school council will provide feedback from the children's perspective.

### **Evaluation**

The policy will be kept under regular scrutiny and will be reviewed at regular intervals to determine its effectiveness.

**Reviewed 11.9.23**

**Next Review date September 2024**