



Moor Nook Primary School
Behaviour Policy

September 2020

Moor Nook Primary School aims to provide quality teaching and learning outcomes for all its pupils.

At Moor Nook Primary School we aim to encourage the children to practise good behaviour by operating a system of praise and rewards. This is for all children. The discipline in school is fair and firm and based on a few rules that we expect the children to keep. The few rules we have are based on the need for us all to care for other people's safety, health and well being. We expect children to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for other children, teachers and other adults who work in, or visit the school.

Aims

- To create an environment that encourages and reinforces good behaviour.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- To create a consistent approach to behaviour management throughout the school.
- To ensure that the school's expectations and strategies are widely known and understood.
- To work in partnership with parents in dealing with any behavioural issues.
- To lead by example in that way that we treat each other and the children in our care.

The Moor Nook Code of Conduct

We are ready to learn
We work hard
We use appropriate language
We show respect
We keep ourselves and others safe
We tell the truth

This code of conduct can be seen around school and is in each classroom, although format may vary depending on the age of the children. It has been designed to make clear to the children how they can achieve acceptable standards of behaviour. They are discussed regularly with the

children and are turned into a classroom charter that everyone who works with the class has to sign.

We believe that **ALL** adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children, with each other and in their own behaviour, as their example has an important influence on the children. As adults we should aim to:

- promote the values education work that is in place across school. This empowers school to underpin its life and curriculum with positive human values such as respect, integrity, honesty and compassion
- follow the hierarchy of rewards and sanctions
- make children aware of appropriate behaviour in all situations
- work in partnership with parents
- act as a role model for desired behaviour, treating all adults and children with respect
- focus on identifying good behaviour and giving positive reinforcement to raise self esteem
- display the rules, rewards and sanctions and mention them frequently
- escort his/her class around school, ensuring all children are monitored eg: stop the children at regular intervals, walk towards the middle of the line so all children can be seen at all times
- create a calm working atmosphere in the classroom, with well-established routines
- ensure that each child has work appropriate to their ability
- deal with problems calmly and be consistent
- work closely with the SLT (Senior Leadership Team) and outside agencies in implementing advice for children with behavioural difficulties
- use good behaviour to promote the SMSC (Social, Moral, Spiritual and Cultural) agenda including British values

Should any situation arise where there is a need to confiscate inappropriate

items or use reasonable force then staff refer to Lancashire County Council's Behaviour Policy Guidance for schools, July 2012.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the disaffection which can lie at the root of poor behaviour. All lessons should have clear objectives and be differentiated to meet the needs of children of different abilities.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Tolerance levels of adults towards children should be consistently high across school.

Classrooms should be organised to develop independence and personal initiative. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Sanctions for pupils' conduct outside the school gates – teachers' powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent that is reasonable."

The school will respond to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Pupils may be disciplined for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing the school uniform
 - in some other way identifiable as a pupil at the school

- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school

- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Outcomes

This policy promotes the excellent ethos of Moor Nook. It strives to ensure that children are well behaved and happy and that they feel safe coming to school. It underpins excellent teaching, learning and progress. It promotes the high standards and high expectations from all staff, for all children.

Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, gender identity, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

To be revised: September 2023 (or in the interim if required due to changes in COVID-19 restrictions)

During COVID-19 restrictions please refer to the Annex to the Behaviour Policy in response to new school opening arrangements from September 2020.

This sets out any changes/additional expectations during this time including a reference to the blue font in the main policy.

Appendix **Behaviour Procedures and Guidance**

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is important that individual children's needs/milestones are recognised. For example, the expectation is that most children can sit without fidgeting for a sustained period, however for certain children this is a real achievement (milestone) and will be rewarded. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Other rewards available to the children are: team points; stickers; star of the day/week; certificates; whole class awards; dojos: extra play; preferred activity time; [visits to other classes \(by arrangement\)](#) [Celebrations assembly](#); star of the week; lunchtime awards; Headteacher awards; attendance awards; 'in class' rewards which may differ slightly depending on individual classteachers.

However we recognise that some children can struggle to display positive behaviour at all times and when this occurs sanctions will be applied.

Sanctions

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future punishment
- group punishments should be avoided as they breed resentment
- there should be a clear distinction between minor and major offences
- it should be the behaviour rather than the child that is punished

Examples of low level behaviour which could result in a sanction:

- answering/arguing back
- not following instructions
- deliberately 'winding up' others
- minor bad language/name calling
- unsafe behaviour
- accidental damage (depends what action caused this)
- off task
- talking/disrupting others
- telling lies (with evidence it is a lie!)

- interrupting
- silly noises
- out of seat/wandering
- work avoidance
- manipulative behaviour eg excluding others
- chewing things
- throwing things eg: rubbers
- fiddling
- inappropriate touching/poking
- hair pulling
- general silliness
- chair swinging
- not looking at who's talking
- competitive aggression

More serious incidents – teachers must use their professional judgement although types of behaviour that could be considered serious may be:

- defiance/refusal
- verbal abuse – to peer/adult
- homophobia
- racism
- purposeful damage
- stealing
- physical abuse – to peer/adult
- bullying – under no circumstances will physical, verbal or emotional bullying be tolerated (see Anti-bullying Policy)
- threatening behaviour
- leaving school premises
- furniture throwing

This is a list of examples and is by no means exhaustive.

All classes follow the same procedures for sanctions:

- non verbal reminder – this is used for minor incidents (fiddling, time wasting, swinging on a chair, talking out of turn and so on)
- tactical or planned ignoring – if above behaviours continue
- verbal reminder
- in class separation – if the above incidents continue and the child is refusing to comply
- loss of free time – as above and/or if the behaviour is becoming more serious (abusive towards staff/children; damaging property)
- loss of privileges for continued incidents of above
- if child does not respond to the above strategies then he/she should be

referred to the Learning Mentor who will help decide an appropriate course of action and in some cases ensure that he/she is withdrawn for individual or group work. Referrals can also be made to the SEND Lead and Headteacher

If there is no improvement in the child's behaviour or for a serious, one off incident of violence the child may receive an internal exclusion which involves the child being educated away from their peers for the day. There is no interaction with the other children and separate breaks and lunchtimes are implemented. The child will be working on their own, supervised by members of staff for the day.

All incidents of repeated or more serious behaviour are recorded on CPOMS (Child Protection Online Monitoring System) Every member of staff has access to this and are expected to log incidents. This system is monitored by the Headteacher (lead DSL) and the Learning Mentor (one of the 4 deputy DSLs)

Sanctions for unacceptable behaviour at lunchtime

If a child is unable, or chooses not, to follow the rules at lunchtime all staff must consistently follow the procedures below:

- non verbal reminder (eg: a look/ shake of head)
- verbal reminder
- time out/separation – if the behaviour continues and the child is refusing to comply (for short periods of time, a child can be stood out away from their peers in a supervised place)
- **loss of lunchtime play** – as above and/or if the behaviour is becoming more serious (members of the SLT are on duty daily to supervise any child who is missing part, or all, of their lunchtime, either on the day of an incident or the days following an incident)

Minor incidents are dealt with, and recorded, by the welfare staff with more serious incidents being reported to the Learning Mentor who deals with them and reports on CPOMS.

Possible actions for serious and/or repeated incidents of behaviour at any time

Internal exclusion

Referral to Golden Hill (short stay school) for support under terms of SLA

Parent directed to short term alternative provision (another local school)

Fixed term exclusion

Managed move to another school

In extreme cases, a child's behaviour or their failure to respond to help, support and other sanctions may result in them being excluded from school by the

Headteacher in accordance with the school's Behaviour Policy and the DFE's Guidance on Exclusion from Schools. At Moor Nook we strive very hard to ensure that fixed term exclusions are not handed out. If a child's behaviour has reached this stage a multi agency meeting may be held to decide the best course of action.

Please take into account the circumstances that lead up to some of these incidents. Whilst some circumstances are not an excuse for a child's behaviour, they can give us a more rounded and informed view of what the child is experiencing, maybe outside of school, and how this is impacting on their behaviour. Please note any information you know could be a reason for some behaviours you see in a child. Also, we recognise that children sometimes make mistakes which can lead to unacceptable behaviour. Please remember that it is the behaviour that is unacceptable and not the child.

In addition:

If a child is very angry/wound up as a result of something that has happened they may be asked to have some [Time Out in another class](#). (Research has shown that a child can need approximately 20 minutes for the 'red mist' to clear so that they can calm down.) This should only be in order for the child to have some space to calm down and not for another classteacher to deal with. Be aware that sending a child to someone else to deal with, particularly for a minor incident, can give the message 'I can't deal with you, so I'm sending you to someone who can.'

Strategies to support inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the National Curriculum and wider school life.

Lunchtime [Computer](#)/Games Club – this is for KS2 children who need support in improving their behaviour and for children who are vulnerable on the yard.

We also support pupils through:

- IEPs
- IBPs
- Circle time
- Counselling
- Referral to CAMHS
- Multi-agency work
- Learning Mentor
- Play Therapy

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher or the Learning Mentor so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. There is an expectation that parents will support school and the strategies put in place for their child. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation.