

Moss Park Primary School



Behaviour Policy 2024

‘Ready, Respectful, Safe’

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Signed by Chair of Governors	<i>Allan Humphris</i>

Contents

Section 1 Aims and principles

1. Moss Park Primary School statement of behaviour principles
2. Aims
3. Whole school approach to behaviour
4. Roles and responsibilities
5. The behaviour curriculum at Moss Park Primary School

Section 2 The day to day application of the policy

6. The 5 pillars of pivotal practice

Pillar 1 - Visible consistencies

Pillar 2 - First attention for best conduct (rewards)

Pillar 3 - Relentless routines

Pillar 4 - Scripted conversations (stepped sanctions)

Pillar 5 - Restorative conversations (repair and reset)

Section 3 Leadership of Behaviour

7. Persistent
8. Serious
9. Suspension and Exclusion
10. SEND
11. SEMH
12. Safeguarding
13. Transition
14. Training

Section 4 Specific Behaviour Issues

15. Bullying
16. Confiscations
17. Searching
18. Use of reasonable force
19. The power to discipline beyond the school gates
20. Online
21. Sexual harassment

Section 5 How this policy is monitored

22. Monitoring
23. Legislation

Section 5 Appendices

- i. Policy on a Page
- ii. Restorative scripts
- iii. Incident Reporting at MoPPS
- iv. Training and Resources

Section 1 Aims and Principles

1. Moss Park Primary School Statement of Behaviour Principles

Moss Park Primary School is committed to:

Ensuring children are ready to learn as a result of high quality teaching and positive relationships

Providing a safe, calm environment free from disruption, violence, bullying and any form of harassment

The expectation that all adults will set excellent examples to the children at all times

Communicating the behaviour policy well so that it is understood by pupils, parents and staff

Teaching pupils to understand their emotions and self-regulate through our behaviour curriculum

Promoting early intervention for children who are experiencing difficulty

Using exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Fulfilling its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children

Providing staff training throughout the year on various aspects of positive behaviour management including a restorative approach to resolving conflict

Working together with families in dealing with behavioural issues in order to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full Governing Body every year.

2. Aims

What do we want to achieve with our behaviour policy? We aim to:

- Encourage a positive, calm and purposeful atmosphere, in which all children can reach their full potential
- Enable staff to teach and pupils to learn without unnecessary interruption
- Equip pupils with the skills and values they need to form positive relationships based on equality and mutual respect
- Promote pupils' self-esteem by providing an effective system of rewards that acknowledges effort in work and behaviour
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents/carers
- Provide a consistent approach to behaviour management in all areas of the school
- To develop considerate and respectful future citizens of the local and global community

3. Whole school approach to behaviour

"The best schools have absolute consistency. I don't care whether the system they use is behaviourist or extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message." - Paul Dix

At Moss Park Primary School, we recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's behaviour policy sets out the *Rules, Relentless Routines* and *Visible Consistencies* that

all children and staff follow. We have high behaviour expectations that maximise our pupils' learning potential, build strong relationships, children' character and trust.

We have 3 simple rules based on Paul Dix and his book 'When the Adults Change'. They are:

- **Ready**
- **Respectful**
- **Safe**

This allows everyone to work successfully, safely and enjoyably. Rules are displayed in the classroom with examples/images of good behaviour. These rules are explicitly taught, modelled, rewarded and used as good examples for other children.

All adults in school should be proactive in catching pupils behaving well and to ensure pupils understand that positive choices lead to positive recognition and rewards. We believe that fair and consistent implementation of our Behaviour Policy is everyone's responsibility. In our school, for example, we have consistent expectations of the start, during and end of lesson behaviour routines, which is outlined in our *Teaching and Learning Model*. We also have a shared understanding of how pupils move around the corridors and cloakrooms. We take the opportunity to observe each other leading positive behaviour management in classes and around school. We undertake regular whole school behaviour and relationships training and are clear about the link between classroom behaviour and great teaching and learning.

Every adult in school is encouraged to look beyond behaviour and be curious about a child's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

4. Roles and Responsibilities

All staff

- Meet and greet children at the beginning of the day
- Refer to '**Ready, Respectful, Safe**' throughout the day, every day
- Model positive behaviours and build relationships with pupils from all groups
- Implementing the behaviour policy consistently and treating all pupils fairly and equally
- 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 to '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
- Committing to improving their behaviour management skills and pastoral support for pupils by attending training and acting on feedback given

Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

- Meet and greet children at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go above and beyond expectations; Encourage positive communication with parents (notes & phone calls)
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing children with more complex or entrenched negative behaviours
- Use behaviour data to evaluate and assess the behaviour policy and strategy
- Regularly review provision for children who fall beyond the range of written policies

Parents and Carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce **Ready Respectful Safe** with their children
- Support the school in ensuring excellent behaviour in school in school is a shared expectation
- Support the class teacher in any sanctions deemed necessary
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Maintain open lines of communication with the school
- Take part in the life of the school and its culture
- Model positive behaviours and build relationships

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines and their part to play in upholding those rules and routines
- Reporting unacceptable behaviour to a member of staff
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

5. The Behaviour Curriculum at MoPPS

We have a comprehensive programme of lessons and activities to promote good relationships and develop caring, responsible behaviour via our PSHE curriculum and assembly programme. In all areas of the curriculum we use:

- Role play/drama activities that encourage listening and cooperation skills
- Team building activities and paired/group work across friendship groups
- Different groupings of pupils to build wider relationships
- Art work and creative work in pairs and groups

We also promote positive behaviour and values through:

- Giving our pupils a 'behaviour induction' each September and providing regular class activities within circle time/class assembly to reinforce different aspects of positive behaviour and relationships
- Class and Area monitors to give all pupils a sense of responsibility
- We encourage pupils to have jobs, roles and responsibilities including: School Council, Digital Leaders, Classroom Monitors, Library, Reading Buddies and Play Leaders
- Pupil Voice - regular questionnaires and meetings so that pupils can tell us what is going well and what we can do to improve behaviour and relationships at Moss Park Primary School
- Weekly Class Assembly/Circle Time to talk about any issues in class
- A specialist Therapy Support Assistant who comes in from Longford Park Outreach each week who helps us resolve any issues between peers or within a class. He uses Restorative Practice and Circle Time techniques within his toolbox of strategies.
- Character Education and Growth Mindset assembly blocks - these are whole school assembly/lesson programme completed over several weeks

- Within the Foundation Stage (Nursery and Reception), the Early Years Foundation Stage Framework is followed. The 'PSHE' aspect of the curriculum is followed mainly through the area 'Personal, Social and Emotional Development' but also 'Communication and Language' and 'Understanding the World'.
- Our PSHE programme 'Jigsaw' builds empathy and promotes positive relationships through its lesson structure and content

Section 2 The day to day application of our policy

'When children behave badly, give them what they don't want: a cool, mechanical, emotionless response. Save your emotions, passion, enthusiasm and excitement for when it has the most impact - when behaviour is over and above.'

Paul Dix describes five 'pillars' that are pivotal practice in whole school management of behaviour and relationships. These are described below:

Pillar 1 - Consistent, calm adult behaviour

At Moss Park Primary School we expect everybody to model positive behaviours rooted in mutual respect. All staff act in a firm, friendly and fair way to all children, even those who may present challenging behaviour. We believe that when all adults behave this way then children will also do the same. We want all of our children to feel loved and cared for at all times so negative behaviour is always addressed calmly and privately. First attention always gets directed to the best conduct.

As a staff we use a variety of teaching and behaviour management techniques from 'Teach Like a Champion' manual (Doug Lemov). We have an overriding MoPPs principle that underpins our approach to behaviour and relationships. We use a *Warm/Strict style* which, in a nutshell, demonstrates how to be both warm and strict at the same time to send a message of high expectations, caring, and respect.

"The magic lies in the correlation, in being the person who can say I believe in you and I care about you and therefore I will not accept anything but your best." Doug Lemov

Pillar 2 - First attention for best conduct

We believe that you will get more of the behaviour you notice the most and that school culture shifts when the focus shifts to the 95% of children who come every day and who do the right thing. Recognition mechanisms are used in every lesson to acknowledge effort, not solely achievement. We recognise and reward learners who 'over and above' our standards. Although there are tiered rewards, our staff understand that a quiet word of personal praise and acknowledgement can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships, including with those learners that are hardest to reach.

Individual Rewards for 'Over and Above' recognition

- Affirmative acknowledgement and praise
- Recognition Board/focus - recognising pupils who are displaying a desired behaviour (bespoke to each class)
- Stickers in books and given to pupils
- Team points given to pupils for effort and conduct linked to our Ready Respectful, Safe rules and routines
- Texts, postcards and stickers home
- 2 pupils from each class receive a 'Super Learners of the Week' certificate in Friday's Celebration Assembly - family members receive a text and are invited to watch the assembly
- Pupils are awarded 'raffle tickets' by the Midday Supervisors for their positive behaviour at lunchtime. These are entered into a draw in Friday's Celebration Assembly to win a place at the Friday lunchtime Top Table
- Pupils are sent to other trusted adults including the Headteacher and Deputy Headteacher to share exceptional work and achievements
- Hot Chocolate Friday for those caught behaving 'Over and Above' by leaders

- Each half term we have a 'Team Points Day' when all staff work together to deliver special enrichment sessions for the pupils in teams and classes

Our four houses; **Mandela, Hawking, Panhurst and Parks** ensure that all pupils and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils will be awarded Team Points for demonstrating being Ready, Respectful and Safe.

Group Rewards for 'Over and Above'

- Each Friday the Class with the best attendance will take the attendance trophy to their class to keep for the week, they get a longer afternoon break and they earn a nominal £10 token towards a class reward at the end of the year
- We also have a 'Team Points' system and pupils are put into 4 teams (Hawking, Parks, Pankhurst and Mandela) across the school (with siblings in the same team)
- Pupils' team point tokens contribute towards their team's scores
- The Team Monitors collect the scores each week and announce/display these in Celebration Assembly
- We organise a variety of events where pupils earn team points (mixing up the classes in regular year group planning, Team Point Day challenges, quizzes, sports days etc.)
- Team with the most points at the end of the half term receives a non-uniform treat
- The Team Point Trophy and individual medals/trophies are awarded at the end of the year for the most team points and the winning team earns a 'big' treat such as a swimming/cycling/cinema/bowling trip

Pillar 3 - Relentless routines

"Your students might claim that they prefer to lead lives of wild and crazy chaos. In reality, it is your routines, and your relentless repetition of them, that makes the students feel safe enough to learn." Paul Dix

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.

Adult Visible Consistencies	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting and greeting your pupils <input type="checkbox"/> Building positive relationships <input type="checkbox"/> Persistently catching children doing the right thing <input type="checkbox"/> Picking up on children who are failing to meet expectations <input type="checkbox"/> Praising in public, reminding in private <input type="checkbox"/> Ready, Respectful, Safe used at all times <input type="checkbox"/> Use the agreed scripts <input type="checkbox"/> No shouting
Start of the Day Routine	<ul style="list-style-type: none"> <input type="checkbox"/> Cloakroom is a calm, quiet space with an adult managing our expectations <input type="checkbox"/> Calming music played on entry <input type="checkbox"/> Equipment out/in trays <input type="checkbox"/> 8.50 am activity displayed <input type="checkbox"/> Water bottles stored in the water areas <input type="checkbox"/> Registration in silence <input type="checkbox"/> Check uniform for 'Awesome Appearance'
Classroom setup	<ul style="list-style-type: none"> <input type="checkbox"/> Classrooms (inc. technology) are always set up ready for the pupils <input type="checkbox"/> Visual timetables on display <input type="checkbox"/> RRR board and Recognition Board up & used <input type="checkbox"/> Now/Next boards for some pupils <input type="checkbox"/> Seating plan in place <input type="checkbox"/> Pupils have all the equipment they will need
In lessons	<ul style="list-style-type: none"> <input type="checkbox"/> Make expectations clear inc. not fiddling with equipment) <input type="checkbox"/> Teachers do not talk over pupils

	<ul style="list-style-type: none"> <input type="checkbox"/> Only agreed pupils have fidget toys (SENCO approved) <input type="checkbox"/> Hands/visual cues (no 'shh' and only occasional claps) <input type="checkbox"/> High expectations of presentation and productivity <input type="checkbox"/> STAR/habits of good attention <input type="checkbox"/> Use your visual recognition board <input type="checkbox"/> Use 30 second script <input type="checkbox"/> (PIP & RIP) Praise in Public and Remind in Private <input type="checkbox"/> Carefully planned groups/pairs <input type="checkbox"/> No access to water bottle/toilet while teacher is teaching <input type="checkbox"/> Green band only and never more than one boy/girl
In assemblies	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils enter in silence <input type="checkbox"/> Music and/or visuals are always ready <input type="checkbox"/> Candle is lit as pupils enter <input type="checkbox"/> Teachers use nonverbal cues to re-direct <input type="checkbox"/> Pupils are identified for praise <input type="checkbox"/> Pupils exit silently to music <input type="checkbox"/> Teachers are always available to escort pupils back to class/out to play
Corridors	<ul style="list-style-type: none"> <input type="checkbox"/> Walk in and around school quietly <input type="checkbox"/> It takes a village - all staff challenge and encourage <input type="checkbox"/> Adults remind children about how we walk around school and remind pupils. <i>"Single file, left hand side, silently"</i>
Dining Hall	<ul style="list-style-type: none"> <input type="checkbox"/> All pupils sit down and tables are sent up one at a time to the line <input type="checkbox"/> Midday Supervisors use hands up/visual cues <input type="checkbox"/> Raffle tickets (Over and Above) and acknowledgement of good behaviour <input type="checkbox"/> Pupils can be sent back to the table for messing in the line after a reminder has not changed behaviour <input type="checkbox"/> No shouting (adults and pupils) <input type="checkbox"/> Use the 30 second script <input type="checkbox"/> Class teacher/TA & Midday (lead towards the dinner hall) and provides a positive reminder of what they are expecting over lunch.
On the Playground	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers supervise their pupils entering and exiting the playground <input type="checkbox"/> Water bottles outside <i>if needed</i> - water fountain is available <input type="checkbox"/> First Aid kit is taken outside <input type="checkbox"/> 360° supervision and interaction by adults at all time - adults should spread themselves out (<i>Follow the Risk</i>) <input type="checkbox"/> Children do not re-enter the building without a green band <input type="checkbox"/> No hanging upside down on bars/trail <input type="checkbox"/> Rewards for Over and Above behaviour - raffle tickets and team points <input type="checkbox"/> Pupils may need a couple of minutes walking around with, or sitting on a bench with, an adult (the consequence/yellow slip stage) <input type="checkbox"/> Pupils only sent in to see a leader if there has been a serious incident (red slip) <input type="checkbox"/> Language of Ready, Respectful, Safe used at all times
Wet Play	<ul style="list-style-type: none"> <input type="checkbox"/> Children are always supervised by a member of staff - teacher or TA <input type="checkbox"/> Children to be occupied with snacks, water, reading, wet play activities <input type="checkbox"/> Toilet supervision - children sent in small groups with an adult towards the end of break <input type="checkbox"/> Smooth transition (music/tidy up time) from end of break to lessons
Coming in from the	<ul style="list-style-type: none"> <input type="checkbox"/> Staff should be on the playground on time to greet their class

playgrounds	<ul style="list-style-type: none"> <input type="checkbox"/> We do not line pupils up on the playground <input type="checkbox"/> First whistle = freeze, then pupils walk in when called by their teacher <input type="checkbox"/> Teachers ensure 'Awesome Appearance' on entry! <input type="checkbox"/> No talking <input type="checkbox"/> No lining up outside classrooms <input type="checkbox"/> Adults are consistent in their approach to reminding pupils to enter the school quietly '<i>so that we are ready to learn</i>'.
Cloakrooms	<ul style="list-style-type: none"> <input type="checkbox"/> Adult present to manage a quiet transition <input type="checkbox"/> Reminder about hanging items up - everyone looking after each other <input type="checkbox"/> Adults politely ask pupils to pick items up (even if they are not theirs) and give a big praise for helping and being a role model within the class.
End of the Day Routine	<ul style="list-style-type: none"> <input type="checkbox"/> Adults send a group of pupils at a time to get their coats/bags <input type="checkbox"/> Then the whole class walks out together <input type="checkbox"/> Reminders about our corridor behaviour <input type="checkbox"/> Pupils who have not been picked up by 3.40 pm are taken to the school office and parents/carers called

How we define misbehaviour at Moss Park Primary School

All pupils have the right to learn and the right to be happy when in school. Behaviour that does not meet our expectations not only disrupts the learning and the emotional well-being of the child concerned, but also for their peers and adults working with them. Unacceptable behaviour does not show respect for oneself or others, it stops learning and it blocks achievement of the child and his/her peers. We believe that a consequence should be given out in a way that successfully changes pupil behaviour, does not interfere with the class's learning, is de-personalised, incremental and consistent.

We divide unacceptable behaviour into two broad bands:

Low level misbehaviour - these behaviours can easily be managed in the classroom or outside by staff

Serious misbehaviour - these behaviours are always logged onto CPOMs and include the involvement of the Leadership Team and parents. Other outside partner agencies may also become involved at this point.

Examples of visible low level misbehaviour within our Ready, Respectful, Safe rules:

- Not engaging in work
- Low level disruption that impacts on learning (e.g. disrupting another child, chatting in class, fiddling with equipment, tipping on chairs)
- Distraction, interruption (shouting out)
- Impolite words and gestures (eye rolling, huffing, shoulder shrugging)
- Not cooperating with instructions
- Isolated acts of rough play (pushing, pulling)
- Leaving classroom/hall/going into school (at playtime) without permission
- Movement around school in an unsafe manner

Examples of more serious misbehaviours that fall within our Ready, Respectful, Safe rules:

- Vandalism of school buildings/property
- Major disruption of the class/playground including repeated refusal to follow instructions from all staff
- Swearing and aggressive language to other pupils or adults
- Stealing
- Discriminatory language/actions based on the 2010 protected characteristics
- Aggressive behaviour and/or fighting (hitting, punching, kicking)

- Bringing banned items into school
- Leaving school premises without consent

Pillar 4 - Scripted Conversations



The school rules are simple and clear. When a child is observed not following a rule the child is reminded specifically about the **RRS** rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgmental way. All learners must be given 'take up time' in between steps and we focus on the primary behaviours, not secondary behaviours. The 30 second script is there to support staff to hold the boundaries while staying calm and also to limit the time spent in lessons that is not spent on learning.

Redirection

All adults use positive behaviour management strategies (such as visual and non-verbal cues, diversions, parallel praise of classmates, a gentle 'nudge' of the behaviours they are looking for) as part of their normal classroom practice. This is called 'redirection'.

Reminder

If a pupil is misbehaving then they will receive a **personalised reminder** of the desired behaviour, delivered privately wherever possible. Take the initiative to de-escalate. NB You may need to do a whole class or group reminder - make sure you use the word 'reminder'.

A typical micro script is:

- 1) *I've noticed that you've chosen to...*
- 2) *This is a reminder that at Moss Park we... (reference Ready, Respectful, Safe)*
- 3) *Thank you for listening...*

Caution

Once a teacher has used a positive reminder and a child remains non-compliant, a **caution** will be given, with a repeated reminder of the behaviour we want to see and a reminder of the **consequence**. A typical micro script is:

- 1) *I've noticed that you are still ...*
- 2) *If you choose to continue...*
- 3) *I know you can turn it around...*
- 4) *Think carefully about the next step...*

[Walk away and give take up time]

Last Chance

A **last chance** is applied when a caution with a reason has had no impact and a pupil continues with the behaviour. The words 'last chance' must not be used directly but phrases below imply that you are giving a final warning and that a change in a pupil's behaviour needs to happen. The list below is not an exhaustive list but your choice of words needs to reflect a final warning.

Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.

"I've noticed you are still choosing to ...we might need to discuss this at the end of the lesson/break. Remember when you...? That's the expected behaviour I expect to see, I know you can do it."

'Get out' line: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation".

We recognise that occasionally a member of staff (via a pupil with a note) may want to call on a leader to support them in their setting. Leaders' will usually support and reinforce the teacher's instruction. In exceptional circumstances a child may need 'Time In' (see below).

Consequence "Time In"

If a child continues with the unwanted behaviour after a caution and last chance, the child is given a **consequence**.

Scripted approaches at this stage are encouraged: a. Gentle approach, personal, non-threatening, side on, eye level or lower. b. State the behaviour that was observed and which rule/expectation/routine it contravenes. c. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. d. Walk away from the pupil; if there are comments, as you walk away write them down and follow up later.

The pupil will stay behind in class or for a few minutes on a bench at break/lunch/ with the adult and reflect on their behaviour choices.

Some examples of consequences for low-level breaches of the behaviour policy include:

- o Child to help in fixing a problem they have caused
- o Discussion of behaviour with responsible adult (in their own social time)
- o Child to sit/walk with teacher in lesson/at break for a period of time (enhanced supervision)
- o Items confiscated until the end of the school day
- o Work to be completed/improved at break times/at home
- o 5 minutes (maximum) cool off time working in the parallel year group partner class/shared area
- o An apology to the appropriate person (*at the repair and reset stage*)

C is recorded on the weekly chart to build up a picture of a child's needs.

**This is not Time In (see below)*

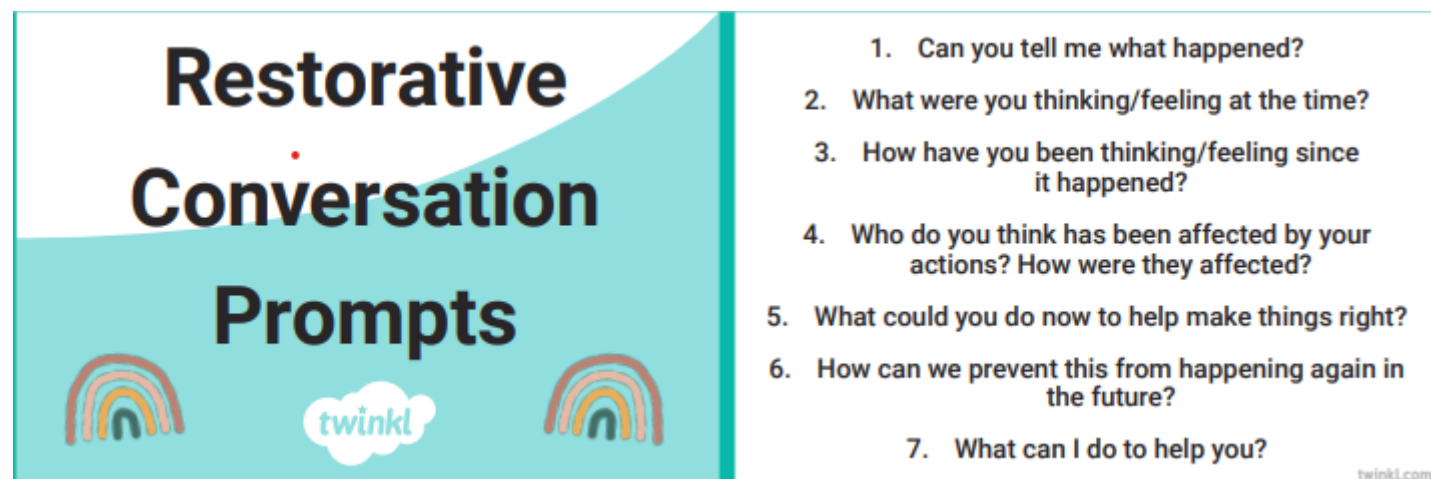
Pillar 5 - Restorative Conversations

'The positive relationships that you form with pupils depends on a restorative approach being your default mode.' Paul Dix

For the purpose of this policy, we define restorative practice as ‘working with children to develop a shared commitment to learning, choices and each other. It encourages children to take on responsibility for their choices and helps them to make better, more positive ones in the future’.

Repair and Reset

All conversations at the consequence stage should ensure that pupils are given the opportunity to think about how they can repair relationships and re-set their behaviour. To facilitate these conversations, all adults need to: establish a respectful relationship with the child; listen and respond calmly; encourage a child to express their thoughts, feelings and needs; appreciate the impact of the child’s background, thoughts, feelings, beliefs and unmet needs in their behaviour; encourage those involved in the problem to find their own solutions.



Restorative Conversation Prompts

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

“A forced apology doesn’t teach humility, it simply underlines obedience. Although actions have consequences, children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.” Paul Dix

Time In

To support the mental health of a child who is dysregulated, we use ‘Time In’ with a key adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member will stay near the child to support the child and will allow the pupil to calm down before having a discussion.

Circumstances may mean that this takes place in a quiet area near the location of the classroom/playground or it may be in one of our dedicated calm and quiet spaces.

We have two specialised sensory rooms (The Haven and The Cloud) that may be used in the best interests of the child on a case by case basis. We will always log if positive handling has been used to direct pupils into these spaces and contact parents to inform them.

Section 3 Leadership of the policy

7. Persistent low level misbehaviour

We need to be able to monitor behaviour in order to identify and support pupils who may need extra help or intervention. There are weekly record sheets on the inside of the teachers’ cupboard. The Headteacher, or Deputy Headteacher in her absence, monitors the class weekly behaviour records and pupils who have their name recorded three times over the week receive a Friday lunchtime LOFT (Loss of Free Time) session with the Head/Deputy to reflect on behaviours, repair relationships and make their own plan for improvement. *The SLT supervises this session because class teachers are not on duty at lunchtime.* We inform parents and carers via School Spider message if a pupil has a Friday LOFT. They are asked to contact the class teacher for further information as the behaviour is usually classroom based.

The second time a pupil receives a Friday LOFT (within a half term), the class teacher will call the parents to discuss the behaviour, explore any issues, offer support if needed and explain the next step.

The third time a pupil receives a Friday LOFT (within an agreed period), the teacher, a school leader, parents and the pupils will come together in school to meet and discuss any underlying issues or unmet needs that may be causing a lapse in behaviour.

At this point, a Behaviour Monitoring Report may be introduced. This helps log where and when problems are happening and give pupils positive targets by which they can earn points and show parents and staff that they're trying to improve their behaviour. A member of the Senior Leadership Team will approve the intervention and will sign the record each day, but will only become directly involved with the pupils and their parents/carers if behaviour does not improve after an agreed set period.

8. Serious Misbehaviour

The pupil will be given a red slip and the 'SLT' code is used on the chart/red pad if outside the classroom and a member of the SLT will be informed - this might be at the time of the incident or at the next school break. Pupils will spend their next lunchtime with the senior teacher on duty (*Loss of Free Time - LOFT*) so that proper time can be given to the child and will complete a Reflection Activity Sheet or activity in order to **reflect, repair and reset** their behaviour. Parents are always contacted by the SLT when a child receives a red card.

A *Pastoral Support Plan* will be implemented when a pupil shows ongoing challenging behaviour and is at risk of exclusion. This will usually involve other agencies including: Trafford Team Together, Longford Park Outreach, School Nursing Team, Educational Psychologist or other health/social care professionals, in agreement with parents.

9. Suspension and Exclusion

It is rare that our school systems and support do not have a positive impact on pupils' behaviour and regulation. In exceptional circumstances it may be necessary to exclude a child. This is the most serious sanction a school can apply and the decision to exclude is not taken lightly. Only the Headteacher can apply a suspension or exclusion. Exclusion may be applied to a pupil in response to a single serious breach or persistent breaches of the school's behaviour policy. Exclusion may be internal, fixed or permanent. The school's Exclusion policy and the latest DfE guidance will be followed.

10. Pupils with SEND



The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND

had an impact on an incident of misbehaviour will be made on a case-by-case basis. While this may involve a more sensitive interpretation of the Behaviour Policy for pupils with additional needs, unacceptable behaviour will not be allowed to remain unchallenged.

The school's Special Educational Needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Adaptations may include (not an exhaustive list):

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of Time In (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- A more bespoke or reduced timetable

11. How we support pupils' social, emotional and mental health needs (universal offer)

- By providing a calm learning environment and Quality First Teaching
- Annual Wellbeing Survey which allows us to identify whole school class and individual needs
- Chat Boxes and Circle Time to allow pupils to express their feelings and worries in a safe environment
- Trusted trained adults to support pupils in a culture of mutual respect

How we provide additional support for pupils' behavioural, social, emotional and mental health needs

We use the Library and the ELSA room as quiet places to support the social and emotional needs of pupils. These may be used for our lunchtime mindfulness club (an alternative to the busy playgrounds) a chat/activity with one of our trained Teaching Assistants or other professionals and may involve individual or small groups of children.

Other examples of interventions are:

- A child may need a short burst of extra support - this could be something as simple as daily check-ins with a trusted adult
- Communication Book for school/home
- Lego Therapy, Social and Communication groups led by our trained TAs
- Individual Behaviour Plan
- Sequence of sessions with one of our fully trained ELSAs
- Individualised/reduced timetables
- Pastoral Support Plans
- Play Therapist and Longford Park Outreach team
- Signpost parents to family support services/Early Help

Referrals to specialist professionals may be made in agreement with parents and carers. We enjoy strong partnerships with a range of agencies including the School Nursing Team, Longford Park Outreach and Children's Social Care team. We draw on their expertise when we feel other agencies need to be involved in supporting a child. When pupils transfer to us from other schools, we will work with staff, parents and pupils to support pupils with specific needs to ensure a smooth transition.

In the case of children identified as having special/additional learning and/or behavioural needs, the school, acting in partnership with the parents/carers of the child concerned, may draw up a *Pastoral Support Plan*. This is in line with the Equality Act of 2010. This plan will be designed to deliver improvements in the child's behaviour over a specified period and is to prevent exclusion.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

13. Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. We will liaise with parents and previous schools to assess whether a pupil needs support with their SEMH

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and any pupil with additional needs may have extra sessions and bespoke support.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Effective behaviour techniques used at Moss Park Primary School and the research behind them
- The behaviour policy, which includes our whole school behaviour for learning routines
- The needs of the pupils at the school and any interventions that are run to improve pupils' behaviour and relationships
- How SEND and mental health needs impact behaviour

The Manager of the Longford Park Outreach team supports ECT teachers with observations and feedback in the first half term they are at our school

Behaviour management will also form part of continuing professional development. Our Behaviour policy is written with staff and we refresh this every September, basing our refresher training on our analysis of behaviour and pastoral issues in the previous year.

Specific Behaviour Issues

15. Bullying

Bullying is an action taken by one or more children with the deliberate intention of hurting another child, either physically, verbally or emotionally over a period of time. At Moss Park Junior School bullying is unacceptable and we recognise it can damage children's individual and educational needs - we use the acronym **STOP** (several times on purpose) to explain bullying in child-friendly language and **STOP** (start telling other people) as a strategy. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, religious or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Sexist ● Homophobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual*	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do all we can to prevent bullying, by developing a school ethos in which bullying is not tolerated under any circumstances. Please see our Anti-Bullying Policy for further details. We have a special Bullying Incident report form that can be completed by a child with a senior member of staff. This policy and form are available on the school website or in the school office (paper copy). Once a bullying allegation has been confirmed, then the SLT will deal with the bullying as a 'serious misbehaviour' incident and apply sanctions on a case by case basis. Parents will always be involved in the investigation and outcome. The perpetrator and victim will be supported and we use our specialist TA from Longford Park School to initiate a restorative approach for the pupils concerned.

16. Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

17. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

18. Reasonable force

All members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property and to maintain good order. Schools do not require parental consent to use force on a student. However, use of reasonable force will be logged using the school proforma and parents will be informed.

19. Disciplining beyond the school gate

Sanctions should be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

We will always inform parents/carers of any reports that we receive from outside of school hours.

20. Behaviour incidents online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school community

21. 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.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Section 5 Monitoring and evaluating school behaviour

22. How the policy is monitored

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Pupil voice
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed annually by the Headteacher and Deputy Headteacher. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

23. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Revised: S Nunwick/R Boyer/Staff/Governing Body September 2024

Next Review September 2025

Responsible Committee: Curriculum, Standards and Welfare

Appendix 1 One Page poster

Incident Reporting at MPPS 2023

I would like to clarify the procedures I require you to follow regarding specific incidents/concerns involving pupils. These are 'over and above a yellow slip' issues and must always be reported to the Head or Deputy Head in line with our Behaviour policy and Safeguarding and Child Protection policy.

- Any child on child aggressive incidents (physical fight or one sided)
- Any incidents (words and actions) of a racist, sexist, homophobic, religious or disability based discriminatory nature
- A report of sexual harassment/language/violence
- Any pupil conflict that involve pupils who have been involved in a previous incident together (as this may indicate bullying)
- If a child needs immediate outside treatment at an urgent care facility, this is an Accident and you must follow the Accident Reporting flow chart
- Any pupil who is causing a health and safety risk to him/herself or others
- Any reports of anti-social behaviour in the local community
- If a child makes a disclosure regarding possible physical, sexual or emotional abuse or neglect
- This includes a child expressing radical or extremist views
- This includes a concern about FGM
- This included online behaviour

Recording

- If a child is at risk of immediate harm you must seek out the Head teacher or in her absence the DHT – these will always be dealt with before 3.30 pm
- Please log all incidents on CPOMS – we all have shared responsibility – and make sure you are added to the 'team'
- Factual reports only – no opinion and include dates/times/locations/direct quotes by children like this "xxx"
- One incident may not mean there is an immediate child protection issue, but several concerns raised over time may be significant
- Lunchtime incidents involving any of the categories above must be logged by the SLT and may require the adult witness to be present to support the report
- All pupils requiring first aid treatment (more than a cold compress and TLC) must be referred to one of the first aiders to decide on the suitable course of action and they will then use their professional judgement re: informing the HT
- Accident forms must be filled in (see **Mrs S Hilton** for support)
- All minor injuries must be recorded in the file (Medical Room)

Sally Nunwick

Headteacher & DSL
Reviewed April 2024

*in my absence, Deputy Head Teacher Richard Boyer, then Spencer Carver or School Business Manager Sara Moroney (if we are all out) who will contact one of us



- We use the Sue Cowley videos and strategies for basic training (videos on YouTube)

<https://www.youtube.com/watch?v=b97TNZisixM>

- We refer to the John Bayley 1/2/3/4 coaching tips for those members of staff developing effective behaviour management (videos on YouTube)

A conversation with John Bayley - Advice for new teacher about behaviour in classroom.

- We use Paul Dix 'When the Adult Changes, Everything Changes' manual and training programme
- Teach Like a Champion (Doug Lemov) Techniques we use to develop our classroom practice:

Overarching MPJS principles	
60 - Warm Strict	Be both warm and strict at the same time to send a message of high expectations, caring and respect
61 - Emotional Constancy	Manage your emotions to consistently promote student learning and achievement
Specific Techniques	
46 - Strong Start	Design and establish an efficient routine for students to enter the classroom and begin class.
51 - Radar/Be seen looking	Prevent non-productive behaviour by developing your ability to see when it happens and by subtly reminding students that you are looking
52 - Make compliance visible	Ensure that students follow through on requests by asking for actions you can observe.

53 - Least invasive intervention	Maximise teaching time and minimise drama by using the subtlest and least invasive tactic possible to correct off-task behaviour
55 - Art of consequence	Ensure that consequences, when needed, are more effective by making them quick, incremental, consistency and depersonalised
56 - Strong Voice	Affirm your authority through intentional verbal and nonverbal habits especially at moments when you most need students to follow through
57 - What to DO	Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do. e reinforcement strategic. Differentiate between acknowledgement and praise.
58 - Positive Framing	Guide students to do better work while motivating and inspiring them by using a positive tone to deliver constructive feedback.
59 - Precise praise	Make your positive reinforcement strategic. Differentiate between acknowledgement and praise