



MOORHILL PRIMARY SCHOOL BEHAVIOUR POLICY REVIEWED August 2021

Rationale

Moorhill is committed to creating an environment where exemplary behaviour is at the heart of our learning community. Everyone is expected to maintain the highest standard of personal conduct and to accept responsibility for their behaviour. Our behaviour policy echoes our core values, incorporating a partnership approach, with an emphasis mutual respect- that is the Moorhill Way.

Aims

- To create a culture of exceptionally good behaviour for learning, for community and for life.
- To ensure that all learners are treated fairly and shown respect to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To teach learners how to behave well developing independence and resilience.
- To build a community that promotes our school values of: self-belief, teamwork, aspiration and ambition, respect and effort.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of policy

- To encourage excellent standards of behaviour with a clear code of conduct underpinned by our school values and consistently modelled by everyone in our school community.
- To provide procedure for behavioural norms
- To positively reinforce behavioural norms
- To promote self-esteem and self-regulation
- To teach behaviour through positive intervention

Behaviour for excellent teaching and learning

Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition.

Consistency in Practice: The Moorhill Way

Our School Rules 1. Ready 2. Respectful 3. Safe

Our rules encompass the positive behaviours we consistently endorse and expect from everyone at Moorhill: **READY, RESPECTFUL, SAFE**. By following these three simple rules in every aspect of our school lives, we can all achieve our best, enable others to achieve their best and achieve physical and mental well-being.

In line with our core values, which were developed through consultation with all stakeholders, we expect everyone within our school community to meet the minimum standards for each value and we hope that most would strive to meet our gold standards. These standards are attached as an appendix to this policy and are displayed around the school.

How will staff behave?

1. Staff will model respectful, positive behaviour
2. Staff will behave calmly
3. Staff will behave consistently

All staff, every day

1. Staff will meet and greet pupils
2. Staff will refer to our school rules and use positive reinforcement
3. Staff will praise in public and reprimand in private

Leaders

1. Will be a visible presence around the site, especially following the September 2020 return to school.
2. Share and celebrate good practice.
3. Support colleagues with more complex negative behaviours.

Key ways to recognise 'over and above' behaviour.

1. Drawing attention to 'over and above' behaviour

This includes a recognition board in each classroom, on which children are invited to write their name for going 'over and above' in their conduct, demonstrating the school's gold standard for values.

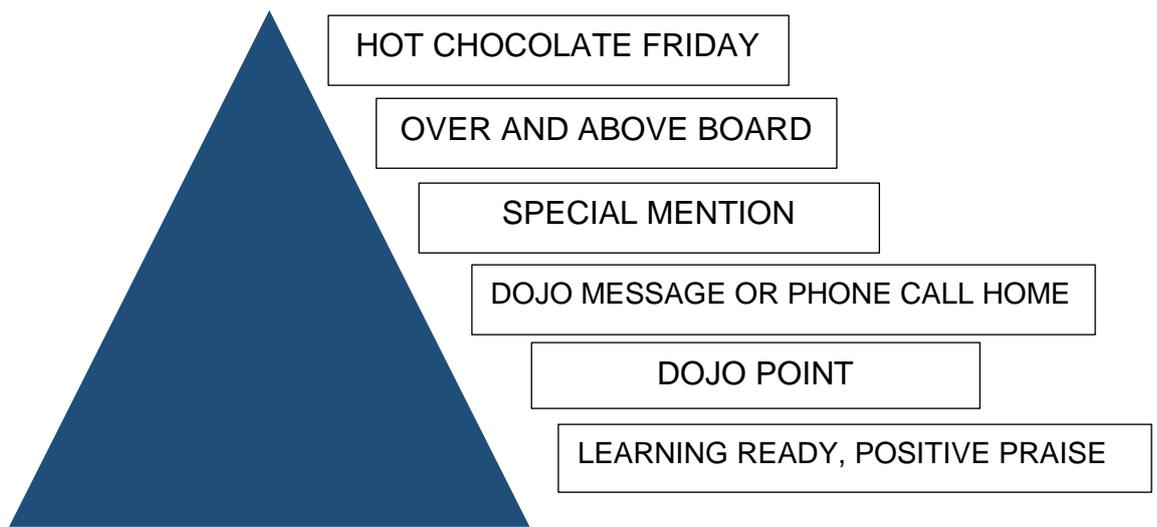
Special mentions assemblies each week to highlight children showing the school and British values.

Sharing work with teachers, leaders and parents to show pride in their achievements.

Young Achievers nominations for those that have gone above and beyond over the term.

2. Communication with parents via Class Dojo and phone calls home.
3. Hot Chocolate Friday

One child per class will be nominated each week to have hot chocolate with the Head Teacher or Deputy Headteacher to celebrate their achievements.



Restorative steps to address poor behaviour choices and promote good behaviour:

Steps	Actions
1. Verbal message/redirection	Verbally express the expectations of Respectful, Ready and Safe , eg 'Name...remember our rule of respect' or 'Be respectful...You need to think...' This should be in a firm, assertive, respectful tone.
2. Reminder	A clear verbal reminder delivered privately to the learner making him/her aware of the expectations. Use the phrase: I have noticed... I need you to...
3. Time out 10-15 minutes depending on age (5-10 minutes for YR and Y1).	Give the learner a chance to reflect away from others. Give the learner the chance to reflect away from others. <ul style="list-style-type: none"> • I can see you need some time .. • Let me help you .. • I know you will .. For example • Move to a table within the room • Move other children
4. Referral	At this point learners will be referred, with work, to a table positioned just outside the classroom. All referrals must be recorded on SIMS by the adult who issues the referral.
5. Restorative conversation	A restorative meeting should take place before the next lesson for any children who have had a referral. It can also be used when teachers speak to a learner after the lesson. A restorative conversation should take place before the next lesson, in the child's own time. Use the following script for the restorative conversation: What happened? What were you thinking at the time? What have you thought since? Who has been affected or Who has this impacted on or What has the impact of this been? What do you need to do to put things right? How can you do things differently in the future?

The following phrases must be used to redirect children to make appropriate behaviour choices:

I've noticed

Thank you for..... I

need you to

I know you will ...

The choices are

That is the Moorhill Way

A serious breach in behaviour is treated as highly serious as it undermines others, affects learning and can affect the well-being of others. Examples of behaviours considered as a serious breach are:

- Persistent defiance and persistent refusal to follow instructions
- Persistently disrupting the learning of others
- Verbally or physically aggressive towards others
- Discriminatory behaviour
- Swearing
- Bullying
- Deliberately breaking the rules following September 2020 return to school after the covid pandemic

If such behaviour occurs, a sanction will be determined by a senior leader after reviewing the incident. The sanction will include on or more of the following:

A meeting with parents, child, the teacher and an SLT member to discuss behaviours and address them. The meeting will usually be at the end of the day, but will be during the day if necessary

A Learning Report or a Lunchtime Report for a minimum of one week

A change to break and lunchtime structure

A prolonged period of time out of the classroom, if returning to the classroom may have an adverse effect on the learning and/or wellbeing of others, ie if child does not demonstrate class readiness.

If a child has a Learning or Lunchtime Report, an allocated person will check in with them daily – this will usually be a senior leader.

Work should also be undertaken to identify any underlying reasons for the behaviour – this is particularly important when children return to school in September 2020. A child may be suffering from trauma, grief or anxiety on return to school after an extended period at home. They may have lost a family member or friend, be worried about leaving family or anxious about becoming infected and then infecting others. At the earliest signs of concern, there must be communication with safeguarding leads and parents and a pastoral plan in place. There must be consideration as to whether the behaviour might be related to a safeguarding concern, or be a safeguarding concern in itself, linked to a learning need or linked to trauma, anxiety or grief – making these links will enable the right path of support for the child to be followed.

Any discriminatory behaviour must always be recorded through My Concern, with DSLs/DDSLs adding information, actions and outcomes to the discriminatory log held on the server. The same method of recording must be followed for any bullying behaviour.

Any peer on peer abuse, including discriminatory abuse, must be thoroughly addressed, with follow up communicated with parents and children. There must be support in place for the victim and learning in place for the perpetrator, to understand the impact and to be able to make a sincere apology, with no repeat of the actions.

It may also be appropriate to consider an exclusion, after consideration of the following alternatives:

Alternatives to exclusion include:

1. Individual pastoral (behaviour) plan, pupil targets and risk assessments (if appropriate). These will be written by the class teacher.
2. Restorative conference – parents and senior leaders, with the child
3. Reparation work with the person affected by the behaviour

4. Pastoral intervention

Serious breach behaviours include:

- Physical aggression, such as kicking, biting, hitting
- Racism - formal records are kept of any incident regarding racism
- Swearing
- Defiance
- Bullying: We do not tolerate any form of bullying and this is treated seriously and firmly. Pupils who feel they are being bullied are encouraged to tell staff and discouraged from retaliating. Any form of bullying is unacceptable and is regarded as peer on peer abuse; as such will be recorded as a safeguarding concern. Please refer to the school's antibullying policy, which is also on the school website.
- Persistently poor behaviour

Strategies for individuals

- At Moorhill, we recognise that early intervention is important and staff are skilled in identifying areas of concern and recognising that there will be an underlying reason for a change in behaviour. At this point, it is the expectation that reasonable adjustments are put in place in the classroom and that this is communicated with the child, parent/carer and phase lead. Adjustments might be as simple as a move to a different part of the classroom, using an additional resource such as ear defenders, putting in place a personal visualised timetable or a now and next board, or a meet and greet at the start of the day or after a break/lunch. Our SENCO and Leaders of Learning will be able to support and advise. Teachers should also consider whether factors such as eyesight, hearing, diet, lack of sleep or a learning need are pertinent and if so discuss with parent/carer/leader of learning/inclusion manager.
- If, despite reasonable adjustments, behaviour does not change, it is important that this is communicated with our pastoral team using the SEMH referral form (staffroom noticeboard and staff handbook). At this point, teachers should ensure they have in place a pastoral support plan – also known as a behaviour plan and, if necessary, a risk assessment; share the plan and assessment with those working with the child as well as parents, and attach a copy to the child's profile in SIMs.
- An SEMH referral will be discussed by the pastoral team and a decision made with regards the support needed to improve outcomes for the child. This may be: advising on further adjustments; regular check-ins; mentoring; Helping Hands intervention; Early Help Assessment; external referral, eg Action for Children, Behaviour Support, Saplings or CAMHS.
- There are always adults in school who will listen to and support pupils who are struggling with behaviour. This might be the class teacher, teaching assistant, learning mentor, inclusion manager or a leader. Pupils know that they can ask for help as a strategy for controlling their own behaviour.
- Contact with external agencies, such as Educational Psychologists, the Local Support Team, Midlands Partnership and Behaviour Support. Parents will always be consulted and consent sought prior to any engagement with external agencies.
- At Moorhill, we work closely with local alternative provisions to enable us to provide short term placements to support social, emotional and academic learning.
- Each term, our school leads on behaviour monitor the progress that each child has made through RAG (red, amber, green) rating. This enables us to identify any children who may benefit from additional support strategies, and track the success of all that we put in place.

Lunchtime

At lunch time adults will engage children in a range of play activities, to engage the children's interests.

Adults will encourage positive play interactions and encourage children to demonstrate the Moorhill values by playing in the Moorhill Way.

If needed the restorative steps (as detailed in the previous table) will be used to ensure consistency.

Pupils who display poor behaviour during a break time or lunchtime and need 'time out' may miss part of a break by walking around with an adult on duty, sitting on a bench or spending time inside. A restorative conversation will then be held.

More serious incidents or repeated incidents, senior leaders should be made aware.

Role of SENCO and Inclusion Manager

When behaviour records show that a child is persistently behaving inappropriately, staff will liaise with the SENCO or Inclusion Manager who may, following discussions with parents, place the child on the SEND register at the appropriate level and make referrals to outside agencies. A behaviour support referral and a pastoral support plan will then be devised by the Class Teacher and SENCO, again, in consultation with the parents and child. It may also be appropriate to complete a risk assessment. These actions will trigger a range of strategies to encourage positive behaviour from the child. Progress will be regularly monitored and assessed with rewards given for success.

Support from other agencies

There are many reasons why some pupils do not behave according to school rules and after a range of strategies have been tried by staff it is necessary to seek professional advice from other agencies, including:

- School Health Advisor (formally known as School Nurse)
- Social workers assisting the family
- Educational psychologist
- Education Welfare Officer
- SENSS (Special Educational Needs Specialist Service)
- First Response: we have a duty to report any concerns in terms of Child Protection and Safeguarding
- Behaviour Support Team
- CAMHS (Child and Adolescent Mental Health Service)
- NSPCC / Barnardos
- Autism Outreach

In accordance with the Department for Education guidance, the school has adopted the following additional paragraphs to our Behaviour Policy:

Pupils who leave the classroom and/or the school premises

This is treated as a serious matter. However, it is important to know and follow set procedures. Initially a teaching assistant or learning mentor will be called and the situation dealt with in a firm but calm manner, leading to the pupil being asked to go to another area to discuss what has happened. Discussion to find the reason for such behaviour is most important and can vary according to an individual child's needs. However, the basis of the discussion is to demonstrate to the child that his/her action was an inappropriate resolution to the problem and to replace it with a more positive action e.g. accepting a consequence when the pupil has misbehaved, reflecting on the impact on others, how to put things right and how to avoid making the same mistakes in the future. We are trying to encourage pupils to face up to their responsibilities or to ask for support if they need help.

The matter will be treated most seriously if a pupil leaves the school premises and in order to ensure safety we always:

- Inform police.
- Inform parents/carers.

Individuals are taught about the danger of leaving the school premises and this will be stressed at this point in terms of road safety and stranger danger. Other strategies for resolving problems are also discussed. Finally, the reason for leaving the school premises will be addressed and dealt with effectively to demonstrate that no problem requires leaving the school premises.

Follow-up work will always be done with the parent and child and a risk assessment put in place to minimise a repeat of the incident.

Parental Support

References to parents and carers have been made throughout this policy. We want all members of our school community to show the school value of mutual respect, including pupils, staff, parents and governors –this is the Moorhill Way. Working together is vital, not only in situations where sanctions are necessary but in celebrating good behaviour. The school involves parents in the celebration of good behaviour and achievement by public recognition.

Parents demonstrating inappropriate behaviour

Definition: The term 'parent', for the purposes of this statement, is anyone who is responsible for bringing and collecting Moorhill pupils.

Parents are welcome to speak with staff at the end of school day, preferably by appointment unless the matter is urgent. This enables teachers to give parents quality time and to hold conversations with privacy. We expect parents to be courteous and polite to everyone on the school site and, in return, all staff will endeavour to help them with matters arising.

Inappropriate behaviour is when parents are discourteous, abusive or violent towards their own children, other children, staff, parents of other children or visiting professionals.

The following procedures will be undertaken by the Headteacher if a parent's behaviour is considered to be threatening in terms of verbal and / or physical abuse:

- The parent will be told to leave the premises. (If he / she refuses the police will be contacted for assistance)

- The Headteacher or Chair of Governors will issue a letter informing the parent that he / she must address personal behaviour so that it is in line with the school's minimum standards for respect.
- If there is no significant change, or if others are made to feel threatened because of parental behaviour, a parent may be informed that he or she may no longer access the school site until:
 - an appointment is made to see the Headteacher
 - a fixed period of time has elapsed. If a fixed period of exclusion is imposed on the parent he/she will be advised when the ban will be reviewed. The Headteacher will review the ban and invite the parent to meet with her to discuss future conduct. The parent will not be allowed on to the school sites until this meeting has been agreed and subsequently taken place.

The school may contact the police if the behaviour of parents is regarded as physical and / or verbal aggression that is intended to threaten and intimidate children and / or adults. This would be in addition to the action taken by the Headteacher in prohibiting the parent from the school sites.

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

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 head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".
- Teachers may discipline a pupil for any misbehaviour when the child is:
 - taking part in any school-organised or school related activity
 - travelling to or from school
 - or
 - wearing the school uniform or
 - in some other way identifiable as a pupil at the school: misbehaviour at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline (as described in Discipline in Schools – Teachers' Power) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. School staff can search a pupil for any item if the pupil agrees (but this will depend on a child's

age). The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or coat, etc. and for the pupil to agree.

2. Power to search without consent for “prohibited items”. The Head teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where there is reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

Allegations of Abuse against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Moorhill Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002).

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Moorhill has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way, that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school’s Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Staffordshire County Council procedures.

Where allegations are made, the school will contact the Local Authority Designated Officer (LADO) for guidance.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a pupil might include internal exclusion, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Links with other school policies

Safeguarding

For further information regarding the safeguarding of our pupils, please read our Safeguarding Policy on the school website. Sometimes behaviour changes may be linked to external factors which may require the support of external agencies and it is most important that staff report any concerning changes to the Designated Safeguarding Officer (the Head teacher) or the Deputy Designated Safeguarding Officers (the Deputy Head teacher and the Inclusion Manager).

Anti-Bullying Policy

Bullying in any form is never acceptable. Please refer to our Anti-Bullying Policy, which defines bullying, emphasises the types of bullying including discriminatory and harassment, and outlines the actions the school takes to raise awareness, prevent, protect, educate and address.

<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2021/04/Moorhill-Primary-ANTI-BULLYING-POLICY-March-2021.pdf>

Online Safety and Acceptable Use Policies

At Moorhill we teach children how to stay safe online and how to behave well online. We recognise our duty to support children in addressing any concerning behaviours online. Please refer to our school policies:

<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/09/Acceptable-Use-Policy.pdf>
<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2021/02/Online-safety-policy-2.pdf>

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

- Alongside our Behaviour Policy sit our Anti-Bullying, Safeguarding and Mental Health policies.
- On rare occasions, it may be necessary to restrain a child for his / her own safety or the safety of children or staff. This policy also links with the school's policy for restraining pupils and using reasonable force.
- We follow DFE exclusion guidance, which can be located at: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Policy information is available in the 'Our School' section
of our website: www.moorhill.staffs.sch.uk.

BEHAVIOUR PYRAMID OF NEEDS AND EXTERNAL AGENCIES

Referral to outside agencies for other concerns:

- Children's Development Centre (CDC) for concerns about child development or ADHD
- CYP Autism Service for concerns about possible autism
- Autism Outreach for autistic children
- Autism enhanced team for autistic children who require further support
- Speech and language
- Action for Children
- Occupational Therapy
- School Nurse
- Visual Impairment
- Minority Ethnic Achievement Service (MEAS)
- Action for Children
- Saplings for risk to attendance, for any child with two or more fixed term exclusions.
- Youth Emotional Service
- Children's and adolescent mental health service (CAMHS)
- Early Help Team - Family and child support
- Sickle Cell for parent support

Behaviour pyramid of needs

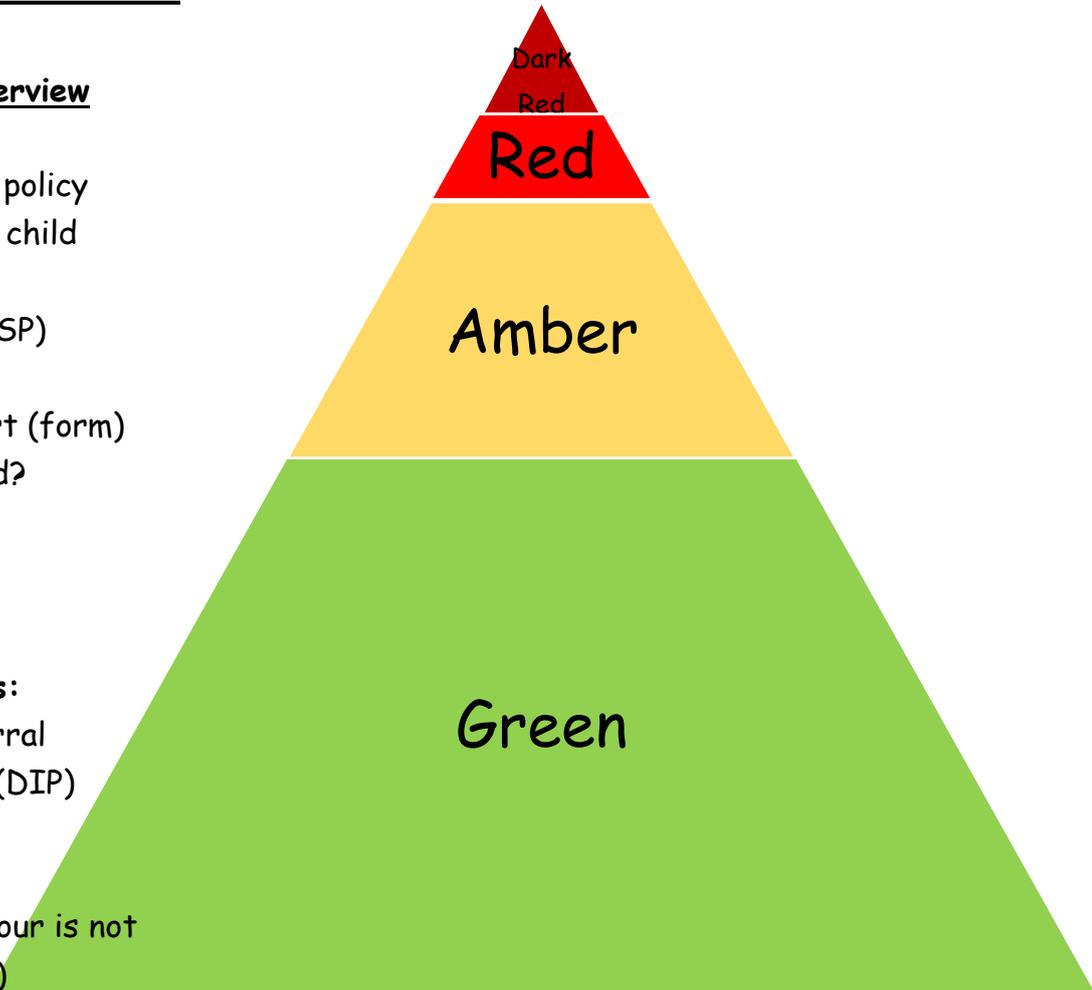
Concerns about behaviour overview

In school steps:

1. Follow school behaviour policy
2. Learning report for the child
3. Boxall profile
4. Pastoral support plan (PSP)
5. Risk assessment
6. Request pastoral support (form)
7. EHCP application needed?
8. EP allocation
9. Extra TA support
10. 1:1 support

Referrals to outside agencies:

- Behaviour support referral
- District inclusion panel (DIP)
- Saplings
- Action for Children
- Safeguarding (if behaviour is not age appropriate or safe)
- Educational Psychologist
- CAMHS



Needs in relation to hearing, eyesight, diet and sleep should all be met at this stage and if any concerns in relation to one or more of this, (once addressed with the parent via the teacher) are not met, this becomes an amber concern and must be reported through My Concern, eg if parents have been asked to take child for an eye test but have not put this in place.

- Reasonable Adjustments are in place
- Consider whether child has SEND needs/low attendance/is disadvantaged/prior or current CP/bereavement
- Individual behaviour targets
- Parent meetings
- Mentor
- Pastoral Support Plan (Behaviour Plan)
- Learning report or lunchtime report
- Request pastoral support (form)
- Pastoral Team: consideration of next steps and steps to be actioned

- Definite need for Boxall profile
- Review what has worked from amber list and what hasn't
- PSP to be reviewed
- Risk Assessment
- Behaviour support referral
- Consider DIP referral

- DIP referral
- Consider placement or part time timetable
- Review possible change of class
- Additional adult support, eg check-ins