



# Moira Primary School

## Behaviour Policy including Exclusion 2024-2025

This policy is reviewed every year and was agreed by the Governing Board of Moira Primary School in September 2024 **and will be reviewed again in September 2025**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

***Statutory Policy***

## **Part A – Behaviour**

### **1) Behaviour Policy Principles**

Moira Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

### **2) Intent of the behaviour policy**

The intent is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. This policy is designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

This entails simple, practical procedures for staff and children that;

- Encourages children to recognise that they can and should make 'good' choices.
- Recognises and shares what expected behaviour looks like.
- Promotes self-esteem and self-discipline; proper regard for authority, and positive relationships based on mutual respect.
- Teaches appropriate behaviour through positive, early intervention.
- Encourages positive relationships with parents in all aspects of school life, including their children's behaviour.
- Encourages a shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promotes a culture of praise and encouragement in which all children can achieve, rewarding good behaviour.

### **3) Purpose of the behaviour policy**

- To provide a safe, comfortable and caring environment where everyone can learn well, free from disruption, violence, discrimination, bullying and any form of harassment.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

### **4) Core Values**

All core values support the government's 5 key areas of modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

**The British Values are:**

- a. Democracy
- b. Rule of Law
- c. Mutual Respect
- d. Tolerance
- e. Individual liberty

**Moira Primary School's core values are:**

To be kind	We look after each other. We respect our friends, families and the adults in our school. We care for the environment. We are honest with each other and ourselves. We forgive.
To be healthy	We understand how to keep ourselves safe. We know who to talk to if we have a problem.
To be creative	We try to think about things in different ways. We explore friendships and work together as a team.
To be curious	We are brave. We are interested in finding out about new things. We notice if friends are unhappy and support them so they are happy. We find out about other people's successes and celebrate with them.
To be adventurous	We are proud of our achievement and the achievement of others. We ask questions and are interested in making new friends and including others in our games.

**5) Expectations of all children:**

- To follow and respect our core values.
- To be polite to all adults, children and visitors and show respect to the adult in charge.
- To listen to adults and children in lessons and assemblies.
- To walk around the school calmly and quietly, including moving to and from assembly.
- To enter school every morning calmly and quietly, walking along the paths until they reach the classroom.
- To try their best in all that they do.
- To work and play cooperatively with each other.
- To take responsibility for their own behaviour by always telling the truth.
- To accept solutions/consequences linked to their behaviour.
- To care for the school and equipment and to report any damage or graffiti they see.

**6) Expectations of all staff:**

- To follow and respect our core values.

- Meet and greet children at the start of the day as they enter the classroom.
- Model positive behaviours and build relationships.
- Reward children who are living up to our high expectations and value all aspects of children's achievements.
- Never walk past or ignore children who are failing to meet expectations; redirect children by referring to our school rules.
- To be polite and to address children in a reasonable tone of voice.
- To be as fair and consistent as possible with all children being treated equally, as individuals through taking an interest in them.
- To supervise the playground well.
- To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
- To create a positive, safe environment in the classroom and playground by maintaining the school rules.
- To see each day as a fresh start.

### **7) The Head Teacher will:**

- Meet and greet children at the start of the day.
- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, dojos and certificates.
- Support teachers in managing children with more complex or challenging behaviours.
- Review provision for children who require additional reasonable adjustments.

### **8) Parents will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour.

## **A consistent approach**

### **9) Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Always apply this policy consistently and fairly to all children.

### **10) Children want adults to:**

- Give them a fresh start each day
- Help them learn
- Adults to listen, take an interest and smile
- Be fair with Dojo's and sanctions

## **11) Rules**

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed at class level ensuring there is consistency across the school. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are simple and easy for even the youngest children to understand. These rules will be revisited regularly with the children; this is what we call 'The Moira Way':

- ❖ **Always use kind words and actions**
- ❖ **Treat everyone and everything with respect**
- ❖ **Strive to be your best**

## **12) 1, 2, 3 Behaviour system**

We use the 1, 2, 3 behaviour system in school as it is consistent and fair:

- It praises those who make the right choices and try their best in all that they do.
- It supports children who are struggling and provides opportunities for them to change their behaviour.
- It is easy to use and understand.

The tables below explain how the 1,2,3 system works:

## Recognition and Rewards for Good Behaviour and Effort


13) We recognise and reward children who adhere to our expectations and follow 'The Moira Way' as well as anything else worthy of recognition. E.g. behaviour including positive learning behaviours, manners, academic achievement, home learning, tidiness, jobs etc.

	Steps	Actions
	Positive praise	In addition to verbal praise and feedback which is embedded in our teaching and learning, we also share with parents' positive behaviours at any opportunity – for example, through a direct message to parents via Dojo or a quick word with a parent/carer at the end of the school day.
	Weekly	<p>We have 'whole school' incentives and rewards to recognise and celebrate 'The Moira Way' - good behaviour, good work, helpfulness to peers and adults.</p> <p><b>Whole School Incentives:</b></p> <ul style="list-style-type: none"> <li>➤ Certificate of the week – one child chosen from each class that has demonstrated one of the school values with their attitude towards an aspect of school life. Each child will receive a certificate in the assembly as a reward from the Head Teacher. Each child will get to spend some time with the Head Teacher the following week to share their learning and talk about their experiences at Moira Primary School.</li> <li>➤ Golden Ticket – Each half term there will be a 'secret behaviour' that all the staff are looking for. Each member of staff is looking for one child who is doing this 'secret behaviour' to give a golden ticket to. This ensures that child is entered into the draw. There is a prize for all winners of the Golden Ticket and a main prize for the name picked out of the draw.</li> <li>➤ Class Dojo – each child can earn a class dojo for demonstrating the school values, an excellent attitude towards their learning and being a positive role model in class. See below for rewards that accompany Dojos. <ul style="list-style-type: none"> <li>○ Every 50 Dojos – children receive a Headteacher's certificate in assembly.</li> <li>○ Every 200 Dojos – children earn a reward in assembly (see below).</li> <li>○ When the whole class have an accumulation of 3000 Dojos, the class will choose a reward for the whole class to enjoy.</li> </ul> </li> <li>➤ Reach for the star – each child who finishes the day on the star will have their name in the draw for the daily prize of a special cushion to sit on. Children have the opportunity to move onto the star throughout the day with the reward as an incentive. Children start each day on green. If a child has been on step 3 or 4, they will be removed from the green but can earn their way back. Any child who reaches the star at least 5 times a half term are put in a draw for a prize.</li> <li>➤ House points – each child is in a house team. They can earn house points for their team which can be earned throughout the whole school day. They can earn points for: <ul style="list-style-type: none"> <li>○ Good behaviour</li> <li>○ Following school rules</li> <li>○ Being polite</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Being helpful</li> <li>○ Kind to others</li> <li>○ Changing their behaviour to positive behaviour</li> <li>○ Supporting others in their team.</li> <li>○ Sharing their learning with the Head Teacher (golden token)</li> </ul> <p>Each week, house points are counted up at the end of the week with the winning team announced in assembly and being offered a different activity one lunchtime the following week as a reward (10/15 minutes). The house with the most team points each half term, will receive a house reward. This may be a chosen reward, a visitor in school, a Forest School activity, etc.</p>
	Moira Blue Star	Once children have 4 Headteacher's certificates (4x50=200 Dojos), they will receive a blue Moira star enamel badge during our celebration assembly.
	Moira Bronze Star	Once children have 8 Headteacher's certificates (8x50=400 Dojos), they will receive a bronze Moira star enamel badge during our celebration assembly.
	Moira Silver Star	Once children have 12 Headteacher's certificates (12x50=600 Dojos), they will receive a Silver Moira star enamel badge during our celebration assembly.
	Moira Gold Star	Once children have 18 Headteacher's certificates (18x50=900 Dojos), they will receive a Gold Moira star enamel badge during our celebration assembly.
	Moira Bronze Cup	Once children have 24 Headteacher's certificates (24x50=1200 Dojos), they will receive a Moira Bronze Cup enamel badge during our celebration assembly.
	Moira Silver Cup	Once children have 30 Headteacher's certificates (30x50=1500 Dojos), they will receive a Moira Silver Cup enamel badge during our celebration assembly.
	Moira Gold Cup	Once children have 40 Headteacher's certificates (40x50=2000 Dojos), they will receive a Moira Gold Cup enamel badge during our celebration assembly.

## Sanctions for poor behaviour and effort

### 14) We expect that poor choices have a consequence

	Steps	Actions
	Reminder - verbal	A reminder of the school rule/requirement. Remind of positive examples of good behaviour. Deliver privately wherever possible.
1	1 - Reminder	Number One followed by a reminder of the school rule (show respect) or the requirement (I needed you to....) delivered privately wherever possible. Zones of Regulation intervention – child to identify how they are feeling – feeling cards/strategies to calm. Support from an adult wherever possible.
		
2	2 – Reminder/ Caution	Number Two followed by a clear verbal caution (as above) delivered privately wherever possible. Use the phrase 'Think carefully about your next step.'
3	3 – time out (10 mins) <b>Appendix 1</b>	Number Three followed by missing 10 minutes of play. Refer to previous examples of good behaviour. Use the scripted intervention (see appendix) towards the end of the time. Recorded on CPOM's. Time to complete reflective sheets – Zones of Regulation. Separate to missing play/time out. Restorative meeting to be held. If behaviour continues after receiving a 3, then another 3 would be given and the consequences followed.
4	<p>If an incident occurs that is classed as a serious incident that puts the child's and others safety at risk, if the child is disrespectful towards an adult or breaks 'The Moira Way,' they would receive an instant 4 and miss play time and lunch time to reflect on their behaviour. This may be over the next day if the incident is at the end of lunch or in the afternoon session.</p> <p>Straight number 4 list of behaviours:</p> <ul style="list-style-type: none"> <li>• Leaving the classroom</li> <li>• Persistence lies</li> <li>• Bullying – physical, verbal, emotional and cyber</li> <li>• Defiance</li> <li>• Violence towards adults or peers</li> <li>• Threatening behaviour towards adults or peers</li> <li>• Any of the nine protected characteristics – Racial, religious and cultural; SEN and disability; appearance or health conditions, home conditions, homophobic, biphobic, transphobic; sexual bullying.</li> <li>• Stealing</li> <li>• Swearing</li> </ul> <p>Class teacher to contact parents by phone call. Where needed, staff will seek support from our '<b>Behaviour Champions</b>' to ensure consistency and fairness before the sanction is given. Restorative meeting to be held.</p>	
<b>Should there be a second repeat incidence of bullying, it will be subject to an external suspension.</b>		
5	Weekly	Following 3 or more incidents of reaching step 3 or 2 or more incidents of reaching step 4 in 5 days, class teachers and the Head Teacher will meet with the child and parents to support choices in behaviour. A behaviour plan would be put into place.



6	Behaviour support programme	<p>If behaviours do not improve, a bespoke, supportive package for children will be implemented. The child will work with members of staff to address issues of concern. This stage may involve seeking the advice of other professionals.</p> <p>'Behaviour Champions' will ensure support for the child at key times during the day on some or all of the following as needed:</p> <ul style="list-style-type: none"> <li>• Reflection work (Zones of Regulation)</li> <li>• Look after/support younger child</li> <li>• Jobs that ensure adult can talk – restorative meeting</li> <li>• School community voice</li> <li>• ELSA type support (drop in - lunchtimes).</li> </ul>
7	Internal Reflection	<p>Internal Reflection</p> <p>If behaviours do not improve, there will be a 1-day internal reflection working separately from other children and taking break and lunchtime separately from other children for the day.</p> <p>Parents informed firstly by telephone and then confirmed by letter.</p> <p>The 5-star system to be considered to be implemented at this point.</p>
8	Fixed-Term Suspension	<p>For continual unacceptable behaviour or in the case of serious verbal or physical violence, the child may be excluded from school.</p> <p><b>Fixed-Term Suspension</b> the length of the suspension will depend on the severity of the poor behaviour. Parents informed firstly by telephone and asked to collect their child from school and then confirmed by letter; followed by a reintegration meeting on the child's return.</p>
9	Fixed-Term Suspension	<p><b>Fixed-Term Suspension repeated as above.</b></p>
10	Permanent Exclusion	<p><b>Permanent Exclusion will be applied</b> - Child is removed from the school roll. Parents informed firstly by telephone and asked to collect their child from school and then confirmed by letter.</p>

**School reserves the right to adjust this policy for an individual child based on their social, emotional and mental health needs.**

**School reserves the right to, in consultation with parents/carers, to accelerate or slow down the process above on each individual case.**

- *Time out is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.*
- *Restorative meeting - This might be a quick chat at break time in the yard or a more formal meeting e.g. held at lunch time (Restorative conversation). The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future. A proforma is available for children to use to prepare for the meeting if required / felt appropriate.*

\*See appendix 1 for additional details.

## 15) Additional consistency guidelines for staff

## **a) Movement in and around School**

**Fantastic Walking** - All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

### **At play time:**

All children will be escorted **to** and **from** the playground by an adult.

Whistles will be used to indicate the end of playtime.

\* 1st whistle = stop.

\* 2<sup>nd</sup> whistle = walk to the line

\* 3<sup>rd</sup> whistle = to stand silent in class line ready to go back into class.

Classes to walk back to class once the class teacher on duty is happy with all the lines.

## **b) Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground or into class during a wet play.

A minimum of two staff members are required to supervise playtimes for each department.

Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

## **c) ABCC Behaviour Chart**

This will be used for all children that receive a red Dojo to enable staff to seek patterns in behaviour. These will be completed and stored on CPOMs.

## **d) Behaviour at after school clubs**

The expectation is that the behaviour policy is followed at after school clubs. The same procedures will be followed. Time out will be with the Head Teacher, a member of the SLT or another class teacher.

- School is fully responsible for children's behaviour management for clubs held in school time such as lunchtime or run after school by our teaching or support staff.
- Clubs run by external companies are responsible for the children's management. Any issues regarding a child's behaviour will be brought to the attention of parents through the club leader. Any issues parents wish to raise about behaviour during a club run by an external company need to raise this with the club directly. School will work with the external companies to promote high expectations for behaviour during sessions and will work with them to resolve any issues that the company raise with school.
- At out of school hours events taking place on the school site such as PTFA, parents are fully responsible for their child's behaviour and management. If there are any concerns about the behaviour of a child attending such an event, it may be required that parents attend an event to ensure their child's needs are met. School staff will be present onsite at events but may have other roles to undertake.

## **16) Transition**

Positive behaviour will be taught to all children as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. This forms the basis of welcoming children into a new school year and at the start of each half term and term. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly at the end of playtime before returning to class. This will also take place in regular assemblies linking expected behaviour linked to the school values. Children starting school at other times of the year, will have a clear induction, including children walking them through expectations, supported by key staff.

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made (see below). Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

## **17) Children with Special Educational Needs and Disabilities (SEND):**

Sometimes, children have particular needs or circumstances in their lives that make achieving consistently good behaviour difficult. The school rules will still apply to them, but the staff will employ different strategies to support them to make appropriate choices and to be proud of their behaviour. The use of 'Zones of Regulation' as a strategy to facilitate all children's understanding and reflection of their emotional state and how to regulate this is a particularly important approach for the children who have particular needs or circumstances. The school will seek advice and involvement from external agencies (e.g. Educational Psychologist, Specialist Learning Services, Oakfield) where necessary.

In addition to this the school have adopted the principles of the, '5 Star behaviour system' which is a powerful and self-directed holistic behaviour system to encourage positive behaviour in children who for different reasons, struggle to comply with the school's behaviour policy. The 5-star behaviour system is adopted as an additional set of behaviour management targets and is negotiated with parents/carers and other agencies who might be working with a child; this system is used to work alongside the school's behaviour policy to reduce the risk of exclusion for children and works in conjunction with our system for self-reflection. The system supports children to function within the required optimum state of alertness and expectations for learning behaviour in line with the Moira's behaviour policy.

### **How and why the 5- star behaviour system works.**

1. An agreement of acceptable and unacceptable behaviours is discussed and made between the child and the adult working with them. This agreement is shared at optimum points during the school day with the child.
2. A set of 5 small, manageable, achievable and realistic targets (more or less targets can be used to meet an individual child's need) are agreed with the adults working with the child – for example, speaking politely to others, completing a learning task in a manageable time scale, focusing attention for an agreed time frame, not using physical behaviour that can put themselves and others at risk. Each target takes the form of a star and each target comes with its own small reward (agreed between the child and the adults working with

them). All 5 stars have to be achieved within an agreed period of time (e.g. half or full day) in order for the child to access their negotiated top reward.

3. The system is designed to ensure that at each of the 5- star target points, rewards are given thus enabling positivity and encouragement to strive for further success. The system is designed to reinforce good behaviour to keep the child motivated to make it happen again so they can engage in Moira's way of learning.
4. Adults model language of positive reinforcement at all points during the negotiations and in the discussions reflecting on behaviour. So, when a child tries hard to change their behaviour, the small steps are praised and they then know when they've done a good job.
5. When the child has proved they can meet all of their 5 stars and their behaviour has changed over a sustained period, then we can gradually stop using the 5-star behaviour system (to be agreed with all stakeholders). For example, we might gradually phase out a star from the system by increasing the length of time between targets until the child is functioning at the optimum levels of behaviour (in-line with school's behaviour policy) and they no longer need the system.

## **18)Staff Induction**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting children's wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **19)Physical intervention**

Power to use reasonable force - Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Staff working with children at risk of needing physical intervention undertake Team-Teach Training to enable them to physically intervene in a situation or restrain a child. Where a child presents a high risk of needing positive handling, an Individual Positive Handling Plan will be put into place.

After an instance of physical intervention, the child will be supported to calm until they are ready to discuss the incident. The Headteacher will be informed immediately and where possible as the

physical intervention is taking place. The incident must be recorded in the 'Red Book,' written up on CPOMs and parents informed.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **20) Searching, Screening and Confiscation Guidance**

Headteachers and staff authorised by them, have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item, such as weapons, alcohol, illegal drugs and stolen items. This includes any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to themselves or another person or damage property. Further prohibited items include E-cigarettes and vapes, lighters, aerosols and energy drinks. All staff can use their power to search without consent for any of the items listed here.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Parents will be informed after the search and notified of any unacceptable item found as a result of the search, along with appropriate sanctions.

## **21) Behaviour Outside of School**

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the child's Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **22) Data Collection and Behaviour Evaluation**

The school will collect data from the following sources:

- Behaviour incident data – ABCC charts and the behaviour Excel sheet. Physical intervention and bullying incidents (4) to be inputted onto CPOMs.
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **23) Roles and Responsibilities**

The **Governing Board** has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Head Teacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Head Teacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **Senior Mental Health Lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural

difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.

- Supporting behaviour management in line with the SEMH Policy.

The **SENDCO** is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching Staff** are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including **teaching and support staff, and volunteers** are responsible for:

- Adhering to this policy and applying it consistently and fairly and seeking advice from a colleague or member of SLT to ensure the most appropriate outcome is reached where necessary.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENDCO.
  - Head Teacher.
  - Subject leader.

- Following the behaviour policy when sanctioning children who display poor levels of behaviour.

**Children** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents** are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## **24) Child on Child Abuse**

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing their peers. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that nonrecognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We recognise that Child on Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti- bullying policy, child protection policy and online safety policy

## **25) Links with other policies**

### **SEND**

We recognise that repeated misbehaviour can -

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil.



## **Anti-Bullying Policy**

Our School's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However, Moira Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

## **Safeguarding Child Protection Policy**

Our school is fully inclusive where children learn in a supportive, caring and safe environment. We recognise that some children sometimes display harmful behaviours. All incidents, allegations and observations are taken seriously and referred on to ensure that all children are receiving the support they require.

## **PART B – Exclusions – including Fixed Term Suspension and Permanent Exclusion**

### **Stage 10-12 – Fixed-term Suspension and Permanent Exclusion**

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary as a last resort. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension or exclusion may be the next option for the school. The decision to suspend or exclude a child can only be made by the Headteacher and will follow the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023'.

Fixed-term suspension and permanent exclusion are extreme steps and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- Child seriously assaults children or staff.
- Child commits serious breaches of the behaviour policy, including causing significant damage to property
- Suspension from lunchtimes will also be considered if children are repeatedly violating the behaviour policy during this time.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible.

### **Suspension procedure**

- Most exclusions are a fixed term suspension and are of short duration (usually between one and three days).
- The DfE regulations allow the Headteacher to suspend a child for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term suspensions that would lead to a child being suspended for more than 15 days in a school term or missing a public examination.

- Following the decision to suspend, parents are contacted immediately where possible. A letter will be sent, giving details of the suspension and the date the suspension ends.
- The Chair of Governors is informed by the Headteacher and the written correspondence to parents is also sent to them.
- The Local Authority is informed through their website, on the same day as the suspension.
- Parents have a right to make representations to the Governing Board and the Local Authority as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting an individual Behaviour Plan will be reviewed (or written, if not already in place), which will include a review date.
- During the course of a fixed term suspension where the child is to be at home, parents are advised that the child is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.
- For suspensions over one day, work is sent home for the child to complete.
- Records relating to suspensions will be stored confidentially.

### **Permanent Exclusion**

The decision to exclude a child permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step of a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.

It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which may include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another child or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").
- Arson.
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

## **Monitoring and Review**

This policy will be reviewed by the Headteacher and Senior Mental Health Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2025.

**Stage 2 - Last chance – 30 second intervention**

I notice that you are....poor behaviour

It was the rule about ...rule .....that you broke.

You have chosen to.... sanction

Do you remember last week when you...did something good?

THAT is who I need to see today...Thank you for listening. (Then give the child some take up time)

**Stage 3 - The time-out**

- A time out may be initiated by an adult or by a child when that has been worked on.
- Child should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. They should be supported by an adult.
- Once a child has calmed down, the child is asked to speak to the teacher away from others
  - Boundaries are reset
  - Child is asked to reflect on their next step. Again, they are reminded of their previous good conduct / attitude/ learning.
  - Child is given a final opportunity to reengage with the learning / follow instructions
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

**Stage 3/4 – The restorative meeting**

The meeting can be formal or informal and will be held once events have settled and the child is calm.

1. What happened? Staff will always speak to more than one individual.

Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.

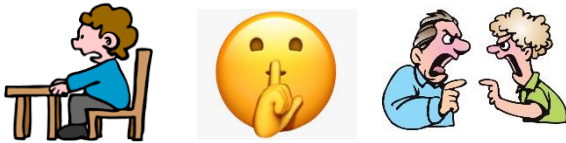
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
- 6. How have they been affected?**
7. What should we do to put things right?
8. How can we do things differently in the future?

# The Zones of Regulation Reflection Sheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What I did that was unexpected:




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My unexpected behaviour made people:




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---

What mood was I in: (put a v in the box)



What tools can I use to get to the green zone:

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**What steps can I take to prevent this happening again?**

_____
_____
_____



**What is the consequence of my actions? (put a ✓ in the box)**

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REST AREA (with arrow) GO SLOW STOP

sad	tired	calm	ready to learn	wily or wacky	frustrated	mad	angry
sick	bored	happy	okay	hyper	upset	yelling	hitting

Use tools to get in the green zone.

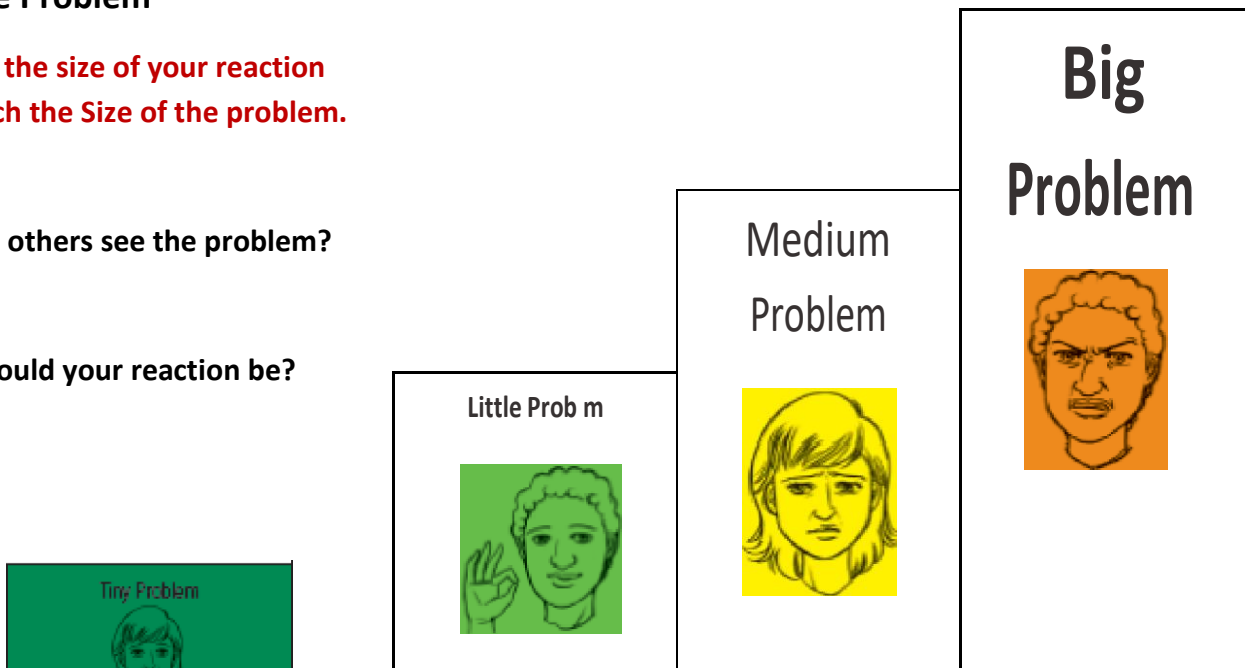
drink water	count to 10	take deep breaths	stretch and release	do wall push ups	use fidgets	draw	write	talk to an adult
ask to take a break	ask to take a walk	ask to breathe	do stretches	listen to music	sit something heavy	ask to eat a snack	give someone else	










**Size of the Problem**

Remember the size of your reaction has to match the Size of the problem.

How big do others see the problem?

How big should your reaction be?



<b>5</b>	<b>Emergency, Tragedy, Danger</b>	 	Crying uncontrollably, Very Upset, Scared	<b>DISASTER</b> <b>MANY PEOPLE TO FIX</b>
<b>4</b>	<b>Break your arm, Hurt badly, Someone hits or bullies you</b>	 	Crying, Very Sad, Mad, Frustrated	<b>LARGE</b> <b>Special Adult to Fix</b> <b>(Doctor, Plumber)</b>
<b>3</b>	<b>Plans Change, Consequences for unexpected behavior</b>	 	Nervous, Sad, Irritated, Disappointed	<b>MEDIUM</b> <b>Adult to Fix</b> <b>(Teacher, Parent)</b>
<b>2</b>	<b>Not being first in line, Having to wait or take turns, Sharing</b>		Uncomfortable, Disappointed	<b>SMALL</b> <b>A Kid Can Fix It</b> <b>By Him/Herself</b>
<b>1</b>	<b>No Real Problem</b>	 	Happy, Calm, Relaxed	<b>LET IT GO!</b> <b>Too Small, Do Not Fix</b>

