

# Moorfield Primary School



## Behaviour Policy

<b>Date</b>	<b>Autumn 2 2020</b>
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## Rational

At Moorfield Primary School we aim to ensure that all members of our school community are within a safe, caring and positive environment where they are appreciated and valued as individuals, and given the opportunity to succeed. We aim to set clear principles which set clear boundaries of acceptable behaviour. This policy is intended to support this.

## Entitlement

Everybody in our school has the right to three basic rights:

1. To feel and be safe
2. To be able to teach and learn
3. To be treated fairly with respect in a positive environment

Children, as well as adults, have basic rights which adults in school should be aware of and respect. The list below list below is taken from the United Nation's Code of Children's Rights:

- I have the right to state my own needs and set my own priorities;
- I have the right to be treated with respect as an intelligent, capable and equal human being
- I have the right to express my opinion and values;
- I have the right to say no or yes for myself;
- I have the right to make mistakes;
- I have the right to change my mind;
- I have the right to say "I don't understand" and to ask for more information;
- I have the right to ask for what I need;
- I have the right to decline responsibility for other people's problems;
- I have the right to deal with others without being dependent on them for approval;

While considering these fundamental rights, it is important that children are helped to understand that they also have responsibilities towards others.

## School Rules

We have three simple rules at Moorfield which we expect children and adults to follow all of the time. At Moorfield we are:

1. Ready
2. Respectful
3. Safe

These are used in conjunction with our school values – **Respect, Independence, Hardworking, Resilience** – to ensure that pupils and staff are all treated with respect, have the opportunity to reach their full potential and are nurtured to have excellent morals and social behaviour whilst at our school and beyond.

We aim to help children to develop into positive, responsible and increasingly independent members of the school community and help them to understand how making the right choices can have a positive

impact on their learning. We believe that for effective teaching and learning to take place all members of the school community should strive to demonstrate positive behaviour.

### The promotion of positive behaviour

We feel it is important to promote positive behaviour and encourage self-discipline.

#### **Moorfield's key strategies to celebrate and promote positive behaviour:**

1. Using the behaviour system- 'It's good to be green' consistently in Year's 1 to 6 (*See below*)
2. Awarding green stickers for demonstrating 'green' behaviour. Stickers are recorded on the sticker chart and are collected to gain a certificate (30), a medal (60) and a trophy (100) in Year's N to 6.
3. Celebrating good behaviour by awarding certificates in the celebration assembly for the star of the week, lunchtime star and teacher special award.
4. Being invited to hot chocolate with the Headteacher on a Friday.
5. Looking out for the school values being displayed and verbally acknowledging when they are.
6. Ensuring that verbal praise is regular and positive.
7. Reinforcing positive behaviour through offer of favourite activity for level 2+ children
8. P4C lessons are used to discuss key issues, give the children the tools to articulate their views and opinions in an appropriate way and to highlight the importance of following our school values and rules.
9. We have consistent mantras that underpin our behaviour principles (*See appendix 4*)

#### **'Good to be Green' behaviour strategy**

<b>Time</b>	<b>Action</b>
8.40	All children have no card next to their name but the class teacher is looking to award <b>green</b> .
By Morning Break	All children have a <b>green</b> card next to their name.
During the day	If a child's behaviour is not appropriate then the teacher puts the <b>blue thinking card</b> next to their name and gives them a gentle reminder. If they don't improve their behaviour then move them to <b>warning</b> .
	If the behaviour improves then remove the <b>blue thinking card</b> so the child is <b>green</b> again.
	If after the behaviour doesn't improve then issue a <b>warning</b> card.
	If the behaviour improves then move the child back to <b>green</b> .
	If after the behaviour doesn't improve then issue a <b>consequence</b> card and ensure they miss an appropriate time of their

## Consequences

However there may be times when a child's behaviour infringes on the rights of others mentioned above. When this happens we respond in a consistent way by adopting the required intervention. When applying consequences we always bear in mind the views echoed by the findings of the Elton Report – 'reducing bad behaviour is a realistic aim, eliminating it completely is not'. At Moorfield we adhere to the following guidelines:

- The principles for positive behaviour apply at all times;
- The consequences follow if children choose to ignore the principles;
- The principles indicate clearly the behaviour desired;
- The consequences are progressive starting with a warning and then becoming gradually more substantial for subsequent incidents (please refer to the Two Tier Behaviour system on page 5);
- The consequences should never be meant to embarrass or humiliate a child;
- A guiding principle used throughout the school is to praise children for good behaviour to encourage other children to follow suit and improve their behaviour. Thus children are reminded in a positive way what behaviour is acceptable;
- A child's behaviour should never be discussed in front of them
- Specific interventions may need to be used at times with a particular aim (e.g. team building/ noise level etc.) staff must discuss this with the SLT before introducing additional strategies within classrooms.
- Being specific in terms of expectations matched to needs including the implementation of the advice received from specialist e.g. educational psychologist; primary inclusion team / SALT / SEND coordinator.

## Moorfield's behaviour strategy for children

The strategy we use with the children to help them resolve conflict independently is: '**Please stop it, I don't like it**'.

The children are encouraged to say '**Please stop it, I don't like it**' if someone is upsetting or disturbing them. If a child says the sentence to someone and they don't stop then they need to inform a teacher.

In the resource the same strategy applies with the words: '**No thank you**' being used instead.

## What if behaviours go beyond those manageable using the 'Good to Be Green' system?

We use a 'Two Tier behaviour system' for children who are displaying behaviours outside of those manageable using 'Good to Be Green. The child **must** be spoken to in a calm and positive manner. The child is to be encouraged to make the right choices and not progress further up the tiers.

## Two Tier Behaviour System

	Stage	Action
<b>Tier 1</b>	<b>Stage 1: Refusal 1</b>	A reminder of our three rules and values delivered privately, wherever possible. Verbalise how they aren't being adhered to. E.g. Your behaviour is not showing respect to others currently. This is your first warning. If the behaviour doesn't change then this is your first refusal. (Take the initiative to keep things at this stage).
	<b>Stage 2: Refusal 2</b>	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Remind them that if they refuse 3 times SLT will be informed.
	<b>Stage 3: Refusal 3</b>	Speak to the child privately and give them a final opportunity to engage. Offer a choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention ( <b>appendix 3</b> ). Reminder that SLT will be informed if they refuse again.
	<b>Behaviour changes - 'repair' should begin</b>	This might be a quick chat at break time in the playground or a more formal meeting.
	<b>No change</b>	SLT informed and tier two begins.
<b>Tier 2</b>	<b>Stage 1: Refusal 1</b>	A reminder of our three rules and values delivered privately, wherever possible. Verbalise how they aren't being adhered to. E.g. Your behaviour is not showing respect to others currently. This is your first warning. If the behaviour doesn't change then this is your first refusal. (Take the initiative to keep things at this stage).
	<b>Stage 2: Refusal 2</b>	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Remind them that if they refuse 3 times there will be a call home.
	<b>Stage 3: Refusal 3</b>	Speak to the child privately and give them a final opportunity to engage. Offer a choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention ( <b>appendix 3</b> ). Reminder that parents will be informed if they

		refuse again.
	<b>Behaviour changes - 'repair' should begin</b>	Time in 'reflection club' to ensure that behaviour is tackled for the future.
	<b>No change</b>	Parents informed

***If in the unlikely situation that the child is still refusing to adhere to our school rules then they will be either issued time in 'reflection club' during lunch/break, be given internal exclusion or be issued with a Fixed term exclusion (based on the severity).***

In order to ensure every child's basic needs are met this 'Two Tier behaviour system' must be used consistently and a zero tolerance approach must be adopted to ensure the children have clear boundaries and know the expectations at all times.

However, all staff do need to be aware of the differences between 'behaviour' and actions that occur due to anxiety. In the resource you need to reinforce the 'Zones of Regulation' alongside the 'Good to be Green' when behaviour has escalated.

Occasionally a serious incident may occur which are of a more serious nature. These include:

- Physical violence
- Direct and intentional verbal abuse
- Bullying
- Racism
- Homophobia
- Leaving class/school without permission (these will depend on individual circumstances)

- The child's parents/carers are always informed regarding concerns about their child's behaviour
- A log is kept of all serious incidents for monitoring purposes on our online safety portal (CPOMs). This will be followed up by a member of the SLT the following day.

The physical interventions that may be used with an individual child are listed within the Behaviour Support Plan (**Appendix 1**). Behaviour Support Plans are discussed with parents/carers, at Parents' Evening and Annual Review meetings, and some strategies may require parental support, e.g. child being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a child's behaviour is considered to be unduly disruptive to others or causing distress to the child themselves, regular withdrawal or time out may be negotiated.

### **School Exclusions**

The next level of intervention in terms of severity of behaviour would be a fixed term or permanent exclusion. A child may be temporarily excluded from school:

- If they get to Tier two stage 3 of the 'Two Tier behaviour system'

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other children from accessing the curriculum within school.

The Headteacher will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body.

### **Risk Assessments**

Any child that requires a Behaviour Escalation Plan (**Appendix 1**) must also have a risk assessment (**Appendix 2**) which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual child or children, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed. In order to preserve the dignity and promote positive community presence of children, staff must act to ensure that all reasonable measures are in place to reduce the risk of children displaying challenging behaviour in public settings.



## Appendix 1

Example Escalation Plan:

Name \_\_\_\_\_

Date \_\_\_\_\_

Level 1 behaviours	Level 2 behaviours	Level 3 behaviours	Signs of recovery	Recovery
First refusal to follow instructions Toy fighting Disrespectful attitude Interrupting Not listening/ignoring Inappropriate noises Invading personal space but not threatening Lying Moving around the room Commenting on other people consequences Grabbing toys/ resources	Continual low level negative behaviour Discriminatory comments Continual refusal to work Damaging property Throwing objects Swearing directly at others Negative verbal comments	Continually making others feel unsafe by gesture or verbally Damaging resources by throwing/ ripping Physical aggression to others Biting / spitting/ kicking Racial comments/abuse Running from room Climbing where he is unsafe	Change in facial expression Begins to talk to staff Suggests getting a book or continuing with his activity	When calm discuss incident Can s/he explain why it happened What could s/he do next time to prevent? Encourage to take responsibility for his/her actions and not blame others Carry out consequence even if apology given etc
Response	Response	Response	Response	
Praise those around and nearby Distraction Use calm voice Use non threatening body language Use script to remind of targets ignore	Ignore Turn body to be less threatening and use calm voice when speaking Use script and timer to give time to respond Move others away and praise sensible behaviour	Use calm voice to remind of targets and consequence Remove from room Physical intervention as a last resort (2 staff present) Use 2 elbow wrap until calm enough to remain in safe place	Respond to talk as appropriate Do not immediately expect discussion of the incident Offer drink or story	

## Appendix 2

Example Behaviour Risk Assessment:

Name \_\_\_\_\_

Date \_\_\_\_\_

Describe the foreseeable risk (i.e. what specific behaviours have occurred or may occur in the future if current behaviour escalates )	Is the risk potential or actual? i.e has this behaviour already occurred (A) , or is it a potential risk as a result of other behaviours, (P)?	Who is at risk of harm from this behaviour?  List all persons who may be harmed. e.g child themselves, peers, adults	When does this risk arise and in what circumstances?  (Triggers and Setting factors)	How likely, on a scale of 1-5 is this behaviour likely to occur?  (1=very unlikely, 5=almost certain) (Probability)	How serious is the potential harm?  (1-5) Disruption - injury  (1 Minor, 5 very serious risk of injury)  (Hazard)	Risk Factor Probability x Hazard  (Multiply Numbers in the previous two columns)  (risk factor =1-25)	Is the behaviour identified on the behaviour support plan

## **Appendix 3**

### **Additional Behaviour Strategies to prevent challenging behaviour**

#### Positive (active) Strategies

These are those which are used when a child is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:-

- Be aware of any warning signs that inappropriate behaviour may occur.
- Refer children to Place to be and encourage them to self-refer.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for the child to stop.
- Remind children about the 'Two Tier behaviour system' and likely outcomes.
- Set clear enforcement limits.
- Catch children being good and praise.
- Calmly and quietly repeat instructions (**Appendix 3 – 30 Second Scripts**).
- 'First....then....' (using symbols) – First do required activity, and then receive favoured activity as reward.
- Remove child away from trigger and remove trigger.
- Remove an audience or take vulnerable children to a safer place.
- Use safe defensive measures; guiding the child away if he is trying to make physical contact.

#### **Follow the 30 Second Script**

I noticed you are....(having trouble getting started/struggling to get going/wandering around the classroom).

It was the 'ready, respectful, safe rule that you broke when you chose not to....(lining up/staying on task, being kind)

You have chosen to.... (move to the back, catch up with your work at lunchtime)

Do you remember last week when you....(arrived on time every day, told the truth, got a certificate in assembly)?

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

## **Reactive Strategies if a child's behaviour escalates into a crisis situation**

These are strategies that will be used if a child's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe
- Follow the 'Two Tier Behaviour System'
- Move furniture
- Remove objects that can be used as weapons
- Guide assertively – hold or restrain if absolutely necessary
- Change member of staff as needed
- Planned ignoring
- In a firm tone, repeat instructions
- Inform child of consequences of his actions
- Remove child to a safe area.
- Offer choices



#### Appendix 4

- **Fight fire with water**
- **To change their behaviour change your own**
- **Relapse is normal**
- **Attitude is everything]**
- **The future is not over yet**
- **Connect before you correct**
- **Calm when they get it wrong! Happy when they get it right!**
- **Behaviour is a function of the person and the context**
- **Behaviour is functional, predictable, changeable**
- **It doesn't have to be perfect to be good**
- **What is everything? Attitude**
- **Behaviour is curricular- just like reading and writing**
- **The problem is the problem and not the child**
- **Analyse don't personalise**
- **All behaviour mistakes are learning opportunities**
- **Praise the process not the product**
- **Be solution focused**
- **Context is decisive**

