

Moss Bury Primary School and Nursery

Policy : Behaviour Policy

Date: September 2018

Review : September 2020

Overview

Our behaviour policy aims to promote a consistent approach to behaviour management throughout the school. We recognise that a clear school behaviour policy, consistently and fairly applied, underpins effective education. By promoting good behaviour, self-discipline and respect to our children, we also aim to keep them safe from any form of harm – mentally as well as physically. This policy also intends to teach our children good ‘behaviours for learning’¹ which will enable them to progress at the best possible rate at school by developing self-sufficiency and independence of thought and work. Furthermore, our behaviour policy actively encourages the children to form and maintain healthy and beneficial relationships with all the people around them, thus improving their socialisation skills. This policy is also intended to assist and enable all of our students to be able to underpin our school vision.

We meet our objectives by:

- Maintaining a *clear* and *consistent* approach² to managing and promoting good behaviour
- Forming and maintaining an overwhelmingly positive relationship with our children. We value everyone and embrace diversity
- Working together to have clearly communicated expectations of behaviour, both of our children and our staff
- Using an on-going assessment system to monitor behaviour (CPOMs)³
- Actively teaching and encouraging independence and good learning behaviours during learning and at play
- *All staff* consistently using the same system of rewards and sanctions.
- Making all possible efforts to resolve issues at the earliest possible stage, by a process of recognising a cause for concern, discussion and agreement with all those involved with the child’s behaviour.

At Moss Bury, what behaviour do we strive to promote?

Good behaviour is defined within the context of our behaviour values.

¹ ‘Behaviours for Learning.’ (Appendix 1)

² Promoting good behaviour strategies (Appendix 2)

³ CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. (Appendix 3)

Value : Be Kind

- Do be kind and helpful in what you say and do.
- Do be gentle and respect other people
- Do look after property, both yours and other people's
- Do listen to people

Value: Be Honest

- Be honest at all times

Value: Be Hardworking

- Do work hard and try your best at all times

Value: Have a love of learning

- Do show a love of learning by making the most of every learning opportunity, both in and out of school

Promoting good behaviour

We recognise that celebration of success and good behaviour are vital. As a school, we pride ourselves on our values and refer to them on a daily basis. The values are displayed throughout the school in classrooms and children who show these values are celebrated in our Friday celebration assembly, as well as recognised in class as part of our *classroom behaviour strategies*.⁴ We have certificates for each value and a verbal account as to why the child has received the award is shared with the whole school. Certificates can also be given for any achievement by the child which should be celebrated, such as moving up a reading level or learning a times table. We believe that children should be rewarded for their good behaviour and hard work. As a result, we use the following systems for positive reinforcement:

Mossy Tokens

The awarding of Mossy tokens should be personalised to meet the individual achievements and efforts of children. Giving the child a Mossy Token should immediately reward instances of good behaviour (following our values.) To promote consistency of approach, these tokens can be given by *any adult* in the school and are used in the following ways:

- The tokens are an intrinsic reward value in their own right
- The children in a class 'pool' their tokens over a week, and, if they reach a pre-set target, they are all rewarded
- Individual targets for the obtaining of tokens may also obtain the child a certificate or an agreed reward
- The total of tokens received across the school are tallied up every Friday for the inter-house Mossy race.⁵

Mossy Race Celebration Lunch

At the end of each term, the team that have won the 'Mossy Race' will be announced. The winning team attend a celebration lunch where they will receive the Mossy Cup. Key members of staff for that team will also be in attendance to share the success of the students.

Golden Time

On a Friday, the whole school has Golden Time for those children who have, in the view of their teachers, worked hard and followed our values. Simultaneously, there will be homework clubs and other clubs for children who need to do their homework or complete work, which was not completed appropriately.

⁴ Behaviour strategy overview (Appendix 3)

⁵ Mossy Race (Appendix 4)

Sanctions and consequences

There is a need for proportionate sanctions⁶ so that a child associates misbehaviour with an adverse consequence. Our sanctions and consequence system is designed to support students in their learning and their enjoyment of school. Whilst our ethos is to reward children as often as possible, they must comply with our clear expectations regarding behaviour. If a child has complied with the school values, then they should be rewarded, but conversely if they have not, then we accept that there should be a consequence. In order to promote a consistent approach throughout the school, we follow a recommended tier consequence system.⁷

Our system is based on a set of fair and agreed rules that will be consistently applied by all staff. The system gives the children a chance to regulate their own behaviour through making the right choices. If they fail to do so, they receive a consequence. The Education Act 2011 says that, *'Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them.'* This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student; this includes conduct outside of the school gates.

In order to ensure that the sanction system is working effectively, we use the system in the following ways:

- First and foremost, our staff will always try to build positive relationships and encourage the children to choose the correct behaviour.
- Sanctions will be entered on CPOMs, which allows the behavioural lead to analyse trends or triggers for behaviour
- Children must be made aware why they have received a sanction.

Before reaching any decision regarding a sanction or consequence as much information as possible should be sought. This will include discussions with the member of staff who first acknowledged the incident, the child(ren) directly involved and any individuals who can supply supplementary information. All information should be recorded in CPOMs and then the *'Moss Bury Behaviour Process'*⁸ should be followed.

For incidence of low-level misbehaviour the following sequence is followed:

1. At the first indication of misbehaviour a warning is given either verbally or non-verbally (x2)
2. If the misbehaviour continues or repeats, the child will be told that they will receive either a sanction as part of the classroom behaviour strategies *or* an age appropriate time of reflection at their next break or at lunchtime.

3. If the behaviour continues, then it may be appropriate to increase the reflection or, if the child is simply refusing to follow the instructions of an adult or is acting in open defiance, arrange for the child to be removed from class or the playground using the internal phone or our system of Yellow Cards – for non emergency situations - and Red Cards for emergency situations.

At this stage, it is now considered a serious incident.⁹ The child should then be placed in a classroom or common part of the school where there are other children or adults to supervise them. A member of SLT should be notified as soon as possible – ideally before the child is removed.

Reflection

At times, reflection can be used for a child who has not behaved in accordance with our behaviour values. Reflection is a time spent in a classroom either during lunch or golden time. It is a time for the child to discuss what has happened with an adult and work on strategies to prevent similar incidents in the future.

Serious Incidents of Misbehaviour

⁶ According to section 91 of the Education and Inspections Act 2006

⁷ Consequence system (Appendix 5)

⁸ Moss Bury Behaviour process (Appendix 6)

⁹ Serious incident process (Appendix 7)

Any serious incident of misbehaviour will be reported to the Head teacher or designated member of the SLT. A full investigation will then be instigated, which, if appropriate, will result in written records being made of witness statements.¹⁰ An appropriate sanction will then be decided, based upon the incident in question and the child's history and needs. We know that these vary greatly and the decision making process will take into account, and balance, the needs and abilities of the child, the needs of the wider school community and the needs and abilities of the parents or guardians. Sanctions in these cases will be tailored to produce the best possible long-term outcomes for all parties but may include:

- Longer periods in reflection
- Forfeiture of certain benefits such as Golden Time
- Individual Behaviour support plans– see below
- Internal Exclusion – in another classroom
- External Exclusion

For clarity we define a Serious Incident of Misbehaviour as :

- Deliberate refusal to follow the instructions given by an authorised adult – for example refusing to complete work.
- Any form of physical or mental attack on another – this would include name-calling or using either physical or non-physical methods to cause distress to others. This would also include any racist or homophobic comments¹¹ – or indeed any form of deliberate act (verbal or non verbal which is likely to cause offence).
- Swearing at or about a member of staff
- Bullying – by which we mean the persistent desire to harm others, by whatever means. This could include name-calling, physical threats or bullying by exclusion. This would also include the inappropriate use of communication technology¹²
- Vandalism or deliberate damage to the school's or another's property
- The unauthorised leaving of the supervision of an adult – this could include, for example leaving the school grounds, the classroom or a supervised activity (such as a school trip).
- The bringing into school of any materials which could lead to harm – such as knives, lighters, cigarettes or any unsuitable reading materials. When dealing with such incidents any member of staff has the right to confiscate such property. This includes the right of the Behavioural lead or another member of SLT to search children's property for such items.
- Any form of behaviour using electronic or social media which causes upset to others – even if it occurs outside the school grounds
- Any form of activity which, in the Headteacher's view, is likely to cause physical or mental harm to others, the child themselves or another's property.

Further information on Racist Incidents

The primary objectives of Moss Bury Primary School & Nursery are to educate, develop and prepare all our pupils, whatever their colour, culture, origin or gender to lead positive lives. Pupils, teachers and all other staff working in the school therefore will endeavour to further these objectives by personally contributing towards a happy and caring environment and by showing respect for each other's racial and cultural backgrounds and treating each other with dignity. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. We are committed to emphasising the common elements and values of our multiple culture whilst appreciating the differences.

A racist incident is one perceived to be racist by the victim or any other person. In the event of a racially motivated incident – whether physical or not – the complaint will be investigated by the Behavioural lead or another member of senior leadership. If the complaint is found to have substance, then it will be recorded in both in CPOMs and in a log held by the Head teacher.

¹⁰ Serious incident form (Appendix 8)

¹¹ Equal opportunities and Anti discrimination policy

¹²E-safety policy

All forms of racial abuse by any person within the school is treated seriously. We will record, investigate and act upon such incidents and parents will be contacted.

- All incidents of racism should be reported (using Appendix 5) to the Head teacher or in his/her absence another senior member of staff.
- All racist incidents will be investigated by the Head teacher or other senior staff member
- Racist incidents in school are reported to the LEA each term
- Should any member of staff be aware of a racist incident out of school, perhaps involving parents or carers this should also be referred to the Head teacher who may use the Multi-Agency Racist Incident Diary Sheet to record and report any such incident to an appropriate agency.

We shall also keep logs for all racist incidents and cases of bullying –including cyber bullying on CPOMs.

Football

Following discussions with staff and children, it became clear that many issues at break and lunchtime surrounded football. In response to this we have established rules¹³ for key stage two, including rewards and sanctions, which have been shared with children.

Reading Support Club

In addition to reflection, we offer a reading support club during lunchtimes. We recognise that some children find it difficult to fulfil the minimum requirements of reading at home. Therefore, we run a separate club that provides the children with the opportunity to read in a calm environment whilst at school. We make it clear to the children that this is not a punishment but an opportunity to pursue a love of reading.

The Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The head teacher and members of the SLT can also use reasonable force when conducting a search as mentioned below.

Behaviour Outside the School

If details of a child's misbehaviour outside the school is brought to the attention of the Head teacher, then a reasonable sanction can be imposed. Maintaining the power to discipline for events that happen beyond the school gate.¹⁴

Protective Behaviours and Bullying Awareness

The children will be taught protective behaviours every term. They will be taught age appropriate responses to protect themselves in and out of school and be given help to develop safety networks of people they can contact in and out of school if they have any concerns or worries. They will be taught the various types of bullying behaviour and strategies to prevent it occurring, including E-safety.

We encourage and guide the interrelation of age groups so that older children learn responsible and caring behaviours towards their younger companions through our school-wide use of mentors. The younger children have the benefit of a role model from key stage two.

We positively encourage and teach how good long lasting friendships can be formed and maintained in our use of SEAL materials during PSHE and on a school wide basis.

Wherever possible, we shall arrange for tailored nurture sessions to help children to improve their social skills and relationships.

Assessment of Behaviour and Record keeping

¹³ Football rules for key stage two (Appendix 9)

¹⁴ Behaviour and discipline in school (Department of Education, January 2016)

Behaviour at Moss Bury will be monitored and assessed in a variety of ways. These records could include the following:

- An anecdotal record of anything noteworthy about the child's behaviour should be recorded on the CPOMs system
- An on-going assessment of their present behaviours for learning
- A record of the number of reflection level sanctions they have received
- An assessment of their social abilities
- In certain circumstances, a child will have a behaviour support plan

Following consideration of the assessments, agreed actions will be taken either on an individual child, a class-wide or a school-wide basis.

Parental or Guardian Contact

Although we try to resolve issues with behaviour within school, there will be times when parents and guardians will be contacted to advise them of their child's behaviour.

- For example, if a child has been involved in an incident, which we deem serious enough – either as a victim or a perpetrator- then the parents or guardians will be contacted and spoken to by phone or in person.

Behaviour Support Plans

If the child's behaviour causes on-going concern¹⁵, then their parents or guardians will be asked to attend a meeting of all interested parties –which could include: the child, teacher, a member of the SLT and possibly the SENCO. Here, a behaviour support plan to improve the observed behaviour will be agreed. This action plan will be regularly monitored and the parents will be updated on progress.

Any child who receives an action plan or Behaviour Support Plan will have that document maintained in a central Behaviour Concern file, maintained by the member of the SLT with designated responsibility for school-wide behaviour. That child's progress against provided behaviour targets would then be closely monitored.

Mossy Indi & Explorer

-To promote independence and instill lifelong positive habits-

Here at Moss Bury, we are very proud of the behaviour of our children. In our persistent pursuit for improvement, as a staff we discussed what direction we could take to develop this further. As a response we established behaviours for learning, which are developing the range of behaviour skills that our children understand and display on a daily basis. Once these had taken root, we then pursued a project to encourage good behaviours for learning *outside* of the classroom. We wanted to provide our children with opportunities to display a love of learning. Our Mossy Explorer and Mossy Indi scheme teaches our children positive habits and behaviours. These include habits which help their reading, writing or maths, as well as positive habits to improve hygiene, independence and socialisation. The children should also be encouraged to face personally challenging tasks (such as a physical or academic challenges) which will enable them to develop their self- esteem. We shared our thoughts with parents:

(Below is a copy of the letter sent to parents)

Dated: October 2016

Here at Moss Bury we are constantly looking for ways to improve. We are extremely proud of the behaviour of our children and take great pleasure in being recognised as an environment for learning where the children display our values of being kind, honest and hard working on a daily basis. As a staff we feel it is important to always strive to develop further. We believe that we can do this through our Mossy Indi (EYFS / Key Stage one) and Mossy Explorer (Key stage two) project. We also felt that it was essential to communicate with you what our ideas are and why we think they are important for your children.

What is Mossy Indi/Explorer?

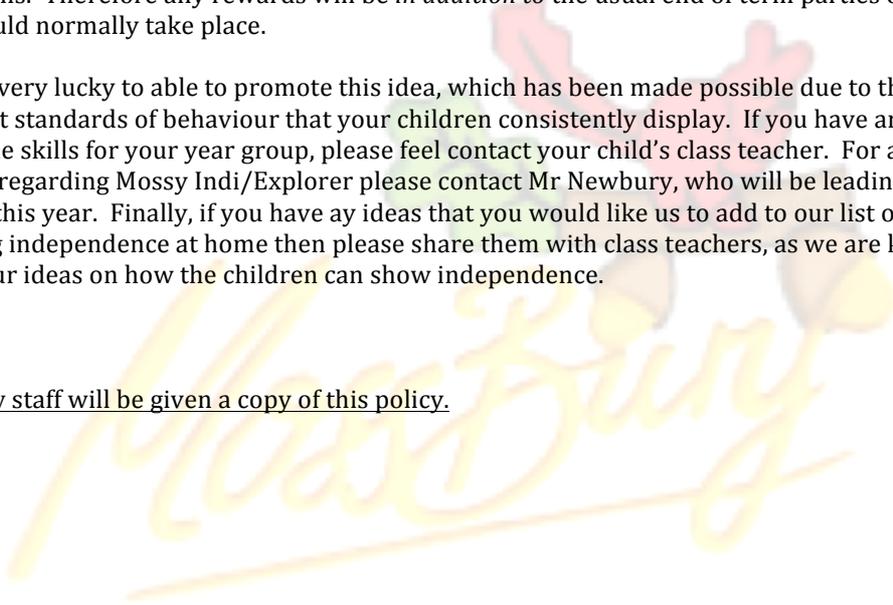
¹⁵ Cause for concern form (Appendix 10)

Mossy Indi/Explorer is a project that we have developed to encourage independence. Each year group has been given a set of skills that they will be asked to complete by the end of term (see your child's skills below). We aim to provide opportunities to celebrate children that want to show a love of learning, both in school and at home. Mossy Indi/Explorer provides those children with a set of skills that are both age appropriate and achievable. The skills have been created with consultation with teachers of all year groups, which allows every child to take part. We can also provide resources and guidance on how to support your child for each skill. Both the reading and the maths skills are your child's learning commitments in class, therefore your children will be taught them during their lessons. However, we have found that the children who take the time to learn these skills at home learn quicker and more effectively. These are the key skills that we have identified for each year group and will secure your child's progress the most.

As part of this project, we aim to provide you with opportunities to come in to school and share strategies of how the children can practise and complete these skills successfully. Throughout the term, the children who have completed their skills will be rewarded with a treat that will be decided by their class teacher. It is important to understand that this is a reward for the children who have gone above and beyond, not a punishment for the children who have not completed their skills. Therefore any rewards will be *in addition to* the usual end of term parties or rewards that would normally take place.

We feel very lucky to be able to promote this idea, which has been made possible due to the excellent standards of behaviour that your children consistently display. If you have any queries about the skills for your year group, please feel free to contact your child's class teacher. For any other queries regarding Mossy Indi/Explorer please contact Mr Newbury, who will be leading the project this year. Finally, if you have any ideas that you would like us to add to our list of skills for showing independence at home then please share them with class teachers, as we are keen to hear your ideas on how the children can show independence.

ALL new staff will be given a copy of this policy.



Behaviour for learning

Here at Moss Bury, to get the very best from our children and to prepare them for the future we have identified certain key behaviour traits, which will help the child progress as a learner – Behaviours for Learning. At the beginning of term each member of staff made recommendations for which skills we should focus on. Here are the results.

Ideas for B4L	Staff recommendations
Independence	20
Active Listening	19
Creativity	19
Perseverance	18
Teamwork / Cooperation	17
Risk taking/ courage	16
Thinking	14
Respect	14
Questioning/ Curiosity	14
Motivation	7
Responsible	5
Cooperation	5
Reasoning	4
Hard work	3
Inventive	3
Fairness	3
Trustworthy	1
Forgiveness	1
Honest	1
Adaptability	1
Sensible	1

This year, as a staff we have agreed the following behaviour for learning skills:

- Think and Work independently – Independent time is built into lesson planning
- Actively concentrate and listen
- Display creativity
- Persevere during difficult tasks

- Work collaboratively as part of a team
- Take risks and show courage during learning

Ideas for B4L	Staff recommendations	Date of focus
Independence	20	Autumn 1 Year 1
Active Listening	19	Autumn 2
Creativity	19	Spring 1
Resilience	18	Spring 2
Teamwork / Cooperation	17	Summer 1
Risk taking/ courage	16	Summer 2
Thinking		Autumn Year 2
Respect		Spring
Questioning/ Curiosity		Summer

Whilst aiming to promote all of these skills at all times, we focus on a B4L per half term. We promote this skill and assess our children's present behaviours for learning and then actively teach, encourage and guide them in how to improve their abilities of these key life skills.

This focus will then be incorporated into the teacher's daily lessons and be focussed upon in their Mossy Explorer and Indi skills.

Promoting positive behaviours

All members of staff at Moss Bury have a responsibility for promoting good behaviour within their classroom and in the corridors, dining area, recreation areas and other areas in the school. It is expected that all lessons are planned to support good behaviour. The school has high expectations of its students and the teaching staff has a duty to help students to meet these expectations by:

- Using the staff handbook as a guide of effective practise.
- Meetings between Behavioural lead and staff (SLT, middle leaders, teachers, TAs, MSA team, office staff) to discuss behaviour in the school, both of groups and individuals.
- Staff training both internally (inset days) and externally.

We have also set guidelines for promoting good behaviour, which is included in the staff handbook.

Staff checklist for promoting good behaviour in lessons:

- Promote the values of the school;
- Be firm, fair and consistent at all times.
- Know your pupils;
- Criticise the action, not the child;
- Give clear instructions and explanations;
- Use the vocabulary, 'I am going to give you an instruction.'
- Promote the idea of making 'good choices'.
- Do not shout. Vary the level of your voice as a technique for behaviour management;
- Build a respectful and constructive relationship with your class;
- Deal with misbehaviour quickly and calmly;
- Set clear objectives and appropriate work for every child;
- Use task checklists (steps to success)
- Extend and motivate all students;
- Keep classrooms clean, tidy and attractive;
- Maintain interesting displays of students' work;
- Change seating plans as appropriate;
- Have a system for lining up and settling the children from the cloakroom;

- Have routines for transitions both in and out of the classroom (This includes distributing books and equipment in lessons);
- Use praise as a motivator;
- Promote our behaviour for learning skills;
- Students should answer questions when invited to respond. They should not call out.
- Use a variety of questioning techniques;
- Students should not distract or annoy others;
- Children should be sitting in a 'ready to learn' position;
- Secret child (optional)
- Use Mossy tokens to promote good behaviour;
- Use visual aids for routines;
- Use 'talking time' in lessons to share good ideas and promote 'talk for learning;'
- Promote collaborative work;
- Use prompts to return to work (timers, countdown, clapping);

To ensure consistency please make sure any classroom strategies are shared with *all* members of staff that take your class. If individuals in your class are not responding to these techniques, then you should be considering a behaviour support plan (meet with Behavioural lead).

Proposed consequence system

To promote a consistent approach to behaviour, staff requested a recommended consequence system. These are recommendations made by the Behavioural lead and SLT and can be used as guidance in accordance with class behaviour strategies. It is important to state that class teachers have the right to use their own judgement.

General

Incorrect uniform / PE kit – A letter is sent home informing the parent.

No reading – If the child has not read or got their reading record signed they will go to 'Reading Support Club' to catch up.

No homework – Homework to be completed in reflection. The child remains in reflection until the work is completed.

These recommendations *must* follow our two warning process.

- 15 minutes

- Disrupting the learning of others;
- repeated talking/shouting;
- arguing with another child;
- out of seat;
- Running in the building;
- Being in the building without permission
- Littering.

– 30 minutes

- Repetition of any of the above offence

– Up to one hour & a serious incident

- Refusal to follow staff instructions, in class, break or lunchtime;
- Low-level rudeness/attitude to staff;
- Offensive language (including swearing in conversation);
- Dangerous//inappropriate behaviour that could harm.
- Swearing/ inappropriate language
- Fighting/Bullying incident;
- Refusal to tell the truth / deliberate lying to staff.
- Inappropriate behaviour/not meeting expectations whilst in reflection.
- Theft

