

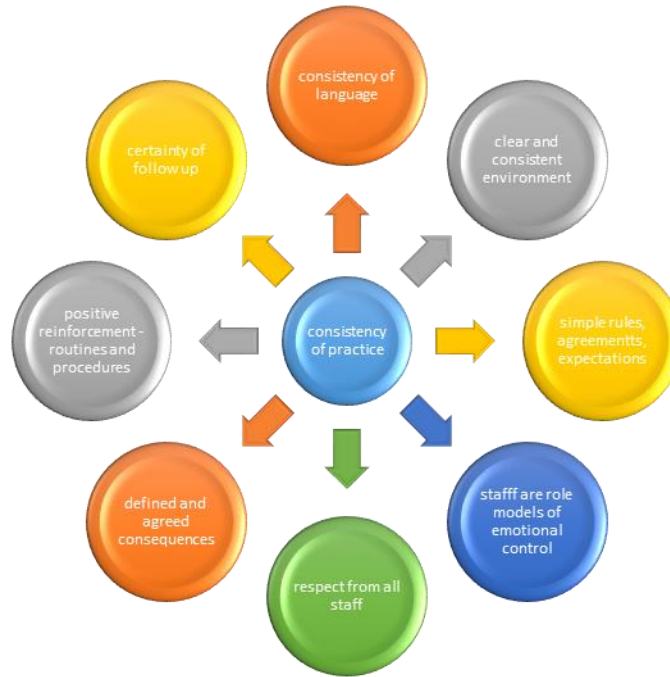


BEHAVIOUR POLICY

Incl. support for children with social, emotional and mental health needs.

2022-23

Ethos and Rationale



Thinking of a child as behaving badly disposes you to think of a punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. This behaviour policy details the ethos and pathways of support that are embedded into the culture and procedures at Moorpark.

At Moorpark, we fully understand that behaviour is a form of communication of the emotions and we believe that in order for all children to succeed, some children may need different levels of extra support to be able to achieve self-regulation of their own emotions to consistently demonstrate positive behaviour, therefore we believe that sometimes children have to be treated differently to help them to be the same.

The most important aspect for children to feel valued, safe and secure is the sense of connection with staff. Strong relationships with staff are vital. Staff must be consistent and fair with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling children to feel safe.

Through restorative approaches between all children involved, they will learn how to put things right and improve. They will learn that the choices they make, lead to their own actions that have both positive and negative consequences. Staff and children need to understand how to overcome any conflicts they come across. (See section below on restorative approach)



Aims

- ✓ *To create a fully inclusive positive attitude to behaviour within the school and community.*
- ✓ *To have high expectations of all children and prepare them to be great citizens now and in the future.*
- ✓ *To ensure the children are successful to take responsibility for the choices they make in their behaviour and accept there are both positive and negative consequences of every action they take.*
- ✓ *To ensure the children learn how to 'restore' the impact of their actions and how to make more positive choices in the future.*
- ✓ *To create a positive learning environment where children are encouraged to take risks, have the resilience to carry on when something goes wrong and to apply their understanding of emotions to solve problems.*

Moorpark's Code (the rules)

At Moorpark Junior School we follow the moral code of the 3Bs for all of our rules:

BE READY

BE KIND

Be SAFE

At the start of each term and regularly throughout classroom time and during PHSE lessons (Physical health social education), the children and adults will discuss what the code means in terms of choices, actions of behaviour and both the positive and negative consequences of the actions in each area of the code.

Examples of some of the discussions around what each B means in terms of rules, rights and responsibilities:

- ❖ **Be Ready** : We are ready to work hard; we put effort into our work; we work collaboratively with others; we are organised; we remember kit and equipment; we support one another to be ready to learn; ready to persevere and keep trying when things are not easy; we are ready to accept that sometimes we learn from our mistakes; we are ready for discussions for our turn to speak and ready to listen when others are speaking
- ❖ **Be Kind**: we show kindness to others and to ourselves with kind words and actions; we are respectful of each other's differences in every way from physical appearances to personal beliefs and opinions; We use good manners all of the time with everyone we meet; To show interest and ask others for their opinion and ideas; We share happily; We are willing to talk any problems through and will try and fix them; We look after our school, our community, our family and the wider world.
- ❖ **Be Safe** : we always keep ourselves and others as safe as possible around the school and in the community; we move safely; we treat our own body with safety to stay healthy; we avoid unnecessary high risks that may cause harm to ourselves or others and think about the negative consequences of acting in an unsafe manner.



Routines

Staff ensure that there are consistent routines in place in their classroom and for when their children are around the school as this instils further safety and security for children to know how to meet the high expectations of working together in a busy school environment. Classrooms use and display a visual timetable to support this. Some children may use smaller daily timetables if and when this helps them to have successful routines.

These expectations are reinforced through assemblies and interaction with the children. It is **everybody's** responsibility to support children where these expectations are not met, but more importantly to comment positively when they are.

Good routines are in place for:

- Start and end of the day
- Transition times
- Moving around the school
- Break and lunchtimes

Rewards

Moorpark Junior School believes that good behaviour should be rewarded.

Our school believes that hard work on good behaviour, whether of a temporary and developing; or a permanent and consistent nature, should be rewarded.

Rewards include:

- Individual – verbal praise, stickers, house points, sent to head or other staff for praise, job responsibilities, attendance prizes (weekly class trophy, termly treat for the best class), weekly golden time, gold book, head teachers award in celebration assembly.
- Group – extra play time
- Class – extra playtime
- House system – house points awarded with the winning house achieving an extra break
- Reading at home- each class has their own weekly rewards e.g. raffle tickets, house points. Each class is a team and works together to support one another so their class can move around the whole school challenge board (e.g. reading around the world, monopoly style challenge). Once the class has reached the end, they will receive a whole class reward (example: visiting author workshops).
- Attendance- Moorpark aims for 97% attendance to be above the national average. The class with the highest attendance each week and term wins a reward (e.g. extra break time, extra time on the inflatable assault course).
- Whole school end of term treat – this is a celebration, a ritual that we all fully take part and enjoy the event to mark everyone's hard work and commitment they have given to the school code and ethos through the term.



House points

There are four houses at Moorpark that the children and adults are really proud of in terms of reflecting the heritage of the area. They are named after famous pottery firms:

Doulton, Moorcroft, Wedgwood and Burleigh.

The teams nominate house and vice house captains annually from members of Year 6.

The house captains will collate the weekly and termly house point totals.

Individual house points

Children earn house points through demonstrating a variety of positive behaviours e.g. homework, good manners, being extra kind and helpful. Adults throughout the school can award house points.

At lunchtime, during assembly or from the school office children will be given a special ticket or sticker to show the teacher and enter a house point.

They record their house point using DOJO an online system for their team in the classroom.)

When a child reaches 25 points, they will be awarded with a Bronze certificate for excellent behaviour.

75 points = silver certificate.

150 points = gold certificate.

Class house points

When the whole class achieves 25 house points, they will have a 25 house point party.

Whole school house points

The houses compete, whole school, for a variety of events and house team rewards e.g.

Sports day, school quizzes,

Overall termly house winners:





Overall annual house winners:

Above House team rewards negotiated by student council and house captains annually.



What do the staff do if a child is showing inappropriate behaviour?

There is a planned pathway for any behaviour that falls below the expectations of the school and requires some level of intervention or support from an adult (e.g. disruption to learning, unkind or inconsiderate actions, unsafe behaviour)

<p>Child displays inappropriate behaviour</p> 	<p>Member of staff highlights the behaviour to the child and clarifies / reinforces expectations with them (referring to the 3Bs where appropriate). Praise, modelling and encouragement. Child given opportunity to think about correcting their behaviour if the incident is a minor infrequent occurrence e.g. called out and disrupted or interrupted others during a class activity.</p>
<p>Inappropriate Behaviour continues</p> 	<p>Member of staff repeats expectations and makes any immediate adjustments to support the child. (See table i below : examples of classroom approaches to supporting low level repeated behaviour, table ii integrated experience to minimising escalation) Child and member of staff may use 5 minutes of their own time (morning break, lunch) to discuss strategies and goals for improvement discussed for the next learning session.</p>
<p>Child continues to communicate through inappropriate behaviour</p> 	<p>Member of staff repeats expectations and makes further adjustments to support the child. Child and teacher may use next break/lunch to restore negative consequence of behaviour and reinforce positive choices for improvement - up to 15 minutes. (See table iii below for examples of restoring negative consequences of behaviour). The support of a nurture team professional maybe required to support the member of staff for children with specific ESMH (Emotional social mental health needs). Or to discuss strategies for a child who is apparently struggling on a rare occasion.</p>
<p>Further unacceptable behaviour communicated on the same day or same behaviour regularly in one to two weeks. (parents or carers contacted) (Completion of behaviour action plan/ BAP – copy goes home)</p> 	<p>Contact made with parents or carers on the same day (class teacher/ family support worker/ senior leader) to enable a discussion together for review of challenges, strategies and support for improved emotional self-regulation and behaviour. Create a joint action plan. (SEE Appendix for e.g. of BAP – behaviour action plan) A nurture professional or member of the senior leadership team may assist the member of staff to implement immediate intervention and parental/ carer contact if required. Child may be supported to take time out/ thinking time away from whole class as directed by the adult if needed. (designated areas during pandemic safety measures 2020) Child is supported by the member of staff to be responsible for restoring the consequences of their choices during their next break/ own time – see table ii below for examples</p>
<p>serious incident (e.g. swearing, fighting, intentional high risk unsafety)</p> <p>(Completion of behaviour action plan/ BAP – copy goes home) Parents or carers meeting</p>	<p>A nurture professional or member of the senior leadership team will assist the member of staff to implement immediate intervention and immediate parent or carer contact. Children may be supported a by an immediate time out/ cool off/ thinking time away from their peer class/ break if there is a serious incident (e.g. physical attack on another pupil, personal violation e.g. pulling someone’s trousers down, throwing of any objects, use of indecent language, leaving a classroom or the school without permission).</p> <p>Seclusion-working out of class/ small group intervention/ or where necessary referral to preventative exclusion or fixed term exclusion placement will be discussed and agreed with the school staff supporting the child and senior leaders.</p> <p>The school reserves the right at the discretion of the headteacher to exclude a child for a fixed or permanent term without following through the procedures recorded in the table below.</p>

All serious ESMH (emotional, social or mental health) behaviour incidents are recorded on the secure school system by school staff and whenever a parent or carer is contacted about lower level behaviours.

SEND

It is recognised that children who are on an IEP (Individual Education Plan on the Special Needs Register) do not fall into the parameters of this policy and as such will have sanctions and rewards built into their IEP by which their behaviour will be further supported to improve towards their independent ability to self-regulate their emotions and actions.



Table i) examples of classroom approaches to supporting correction of repeated / regular low level classroom behaviours and ensuring learning is not disrupted for the individual and whole class. (the following is only a list of examples for illustration, staff are skilled in identifying specific examples of support for specific behaviours where support is needed).

Behaviour	Examples of support strategy
Calling out in class	Visual individual desk prompt to put hand up, listen, wait turn to speak
Tapping a pencil/ ruler on the desk	Tangle twister to fiddle with
Getting out of seat	Equipment checklists to ensure organised, timers to stay on task
Turning around and talking	Change seat to be at the back of the room
Running through the corridors	Practise with an adult every day for a week for 2 minutes before break time walking with supervision to revisit be safe rules
Pushing others when lining up	Special class job to be busy during lining up times, time to practise in a small line
Avoiding completing work in class	Check class work is at the right level, revisit self-help if stuck strategies, time to catch up with adult support if needed or independently in own break time
Forgetting homework or PE kit	Parent or carer support at home to be organised, visual organiser checklists for independence. Option to complete in school or at after school club



Integrated Experience

All staff are trained to have a full understanding of emotional needs resulting in behavioural actions and use a graduated response to de-escalate situations (CPI / MAPA ©)

Behaviour levels	Staff attitudes/ supportive and corrective approaches
<p>1. Anxiety</p> <p>Definition : a change in behaviour</p> <p>Indicators: rocking on a chair, fiddling with equipment, noises, calling out, facial expressions, body language.</p>	<p>1. Supportive</p> <p>Definition: empathic, non-judgmental approach.</p> <p>Examples: reassurance, talking to the child, smile, thumbs up, sit close (pandemic safety allowing), identify basic needs (safety, warmth, food)</p>
<p>2. Defensive</p> <p>Definition: beginning to lose self- control</p> <p>Indicators: argumentative, throwing objects, walking off, ignoring staff, distracting others, hands over eyes/ ears. Swearing</p>	<p>2. Directive</p> <p>Definition: deceleration on escalating behaviour</p> <p>Examples: quiet word, distraction, offer time out, staff near. (all supporting the child to return self-control)</p>
<p>3 .Risk behaviour</p> <p>Definition: behaviour that presents an imminent or immediate risk to self or others.</p> <p>Indicators: kicking, causing harm to self or others, running off, climbing, threatening with a dangerous object</p>	<p>3.physical intervention</p> <p>Definition: an emergency response aimed at minimising risks and keeping everyone safe.</p> <p>Examples: remove other children, follow at a safe distance, reinforcing right choices, physical intervention – block path, shepherd to a safe space, hold always as a last resort to ensure safety.</p>
<p>4. Tension reduction</p> <p>Definition: Decrease in physical and emotional energy.</p> <p>Indicators: relaxed facial expression, child can talk, cry, tired, can give eye contact.</p>	<p>4. Therapeutic Rapport</p> <p>Definition: restorative approaches to re-establish rational communication of relationships and routines.</p> <p>Examples: talk about feelings, restorative chat, physical (put the room back into order), learn from an event, now and next.</p>
<p><i>Be ready, be kind, and be safe.</i></p> <p><i>(children understand expectation)</i></p>	<p><i>Consistent calm adult behaviour</i></p> <p><i>(absolutely key)</i></p>



EXAMPLES OF RESTORATIVE APPROACH TO POSITIVE BEHAVIOUR

At Moorpark we call the following four points as a restorative chat:

1. What happened?
2. What were you thinking?
3. What needs to happen to put things right?
4. What are you going to do differently next time?

Further examples of supportive restorative adult to child scaffolding:

Can you explain the B.....rule/ code and tell me the positive and negative consequences that you have a choice to make, which choice would give you the best consequence/ outcome?

Think about the negative consequences of breaking the B..... rule, your choice will result in you not being ready to complete your work and having to use your own time to catch up OR not being kind and calling someone names on the playground will result in you losing your friends. How can you change your choices of behaviour to help you show how brilliant you are at following the B code/ rule for that?

Make the right choice.

Super effort for making the right choice to follow the B.... rule by (putting up your hand, waiting your turn to speak, moving away from the distraction etc.).

Use of consistent positive statements and the use of restorative approaches to correcting behaviour through choice and improved choices.

This is very important at Moorpark as it reinforces showing respect and models the use of positive language.



Table ii) Examples of restorative responses to negative consequences of actions

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident – negative consequence of behaviour	Restorative approach
Incident against another person (of any 3bs)	Restorative chat - Show the person that has been affected by the child’s action that they are sorry. This can be in the form of verbal, written, picture, or an action. We do not force children to say sorry – they’ve got to want to do this with true sincerity.
Incident relating to theft, damage to property etc. (relates to be kind or be safe)	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
Conflict during an activity e.g. football at break time (relates to all 3 bs)	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity until the child can demonstrate self-regulation in free time.
Child being disruptive in lessons (e.g. relates be ready)	Child remains in for some or all of the break to catch up with the work that hasn’t been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.



Tracking and intervention for behaviour support

In order to track behaviour and ensure the appropriate supportive action is taken to reduce further disruption and to ensure the child has access to appropriate support and intervention, a daily tracking sheet (See appendix 1) is completed by the staff for the morning and afternoon lesson times, break and lunch times.

Where children are in any groups the group teacher should inform the class teacher of any concerns from the particular lesson. If a regular group is in place a separate form may be more appropriate; this should be discussed with the nurture leader. Staff on duty at break time should inform the child's class teacher of any concerns at break time and a BAP (behaviour action plan) completed with parents or carers, where appropriate, for serious or ongoing behaviour incidents.

Judgements recorded on the class tracking sheet are within each of the 3Bs:

First digit either a 1, 2 or a 3 for the level of support: 1 (Some minor support needed – minor disruption to learning) 2 (Repeated support needed on a few occasions - disruption on a few occasions) 3 (Lots of support needed - ongoing or serious disruption)

Second digit a number for the session of the day

(See sheet in appendix 1 for key on recording sheet)

This will enable the staff to quickly identify patterns of behaviours and incidents to better match a specific support strategy.

A comment should be made by the teacher on the daily tracking sheet for any 3s that show a pattern, or to give a brief outline of support that has been implemented.

The class tracking sheets are given in once a week and the details transferred to a central electronic tracking system and maintained in a file by senior leaders. The senior leaders and or nurture professional leader will review the data weekly and check in with any children needing this, offer support strategy advice to teachers where applicable and agree with teachers any further necessary contact arrangements with parents or carers. Any contact with parents or carers will be noted in the comments section of the tracking sheet and recorded on the schools electronic recording system.

A BAP (behaviour action plan) would only be completed in the case of a serious or ongoing behaviour incident (see appendix 2). Staff would record the incident on the schools electronic recording system by uploading a copy of the plan to the child's record. The behaviour action plan would be shared and written with parents or carers, the relevant staff and the child.



Conflict resolution

Restorative approaches are used to support the children's personal development in lessons and during less structured play times. It is a life skill to manage conflict constructively, a simple restorative conversation is used to guide the children to achieve this. At Moorpark we call this a restorative chat.

- All staff and children are trained to use the principles of restorative chats to resolve conflict.
 1. What happened?
 2. What were you thinking?
 3. What needs to happen to put things right?
 4. What are you going to do differently next time?

We teach the children that retaliation is not acceptable and never has a positive consequence or outcome. It is crucial that parents and carers support the school with this and not ever give conflicting messages about hitting back. We solve problems by talking about them to agree a better way forward.

Roles and responsibilities

- ✓ **Governors** and trustees will support the school in maintaining high standards of behaviour.
- ✓ **The head teacher** is responsible for the implementation and day-to-day management of the policy and procedures
- ✓ **All staff** are responsible for ensuring that policy and procedures are followed, and consistently and fairly applied
- ✓ **Pupils** will be expected to take responsibility for their own actions and the consequences of their behaviour and will be made fully aware of the school policy, procedure and expectations.
- ✓ **Parents and carers** will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.

Home – school support for each other and communication.

Parent and carer support is essential if strategies are to be effective in school.

School is also here to support parents and carers with developing positive behaviour at home alike. School has a wealth of parent and carer support resources ranging from simple top tips to full training courses.

Parent and staff communication around supporting a child with their emotions and behaviour should and will always be at the earliest opportunity.

Class teachers are available at the end of every day for parents and carers to discuss any behaviour issues or concerns. Alternatively parents and carers can make an appointment with their child's teacher via the school office. (Telephone communication only during pandemic safety measures 2020)



Bullying (including online)

Everyone at Moorpark believes that we all have the right to work and play in a happy school. We have high expectations for each other's safety and wellbeing and never tolerate bullying behaviour from anyone.

We teach the children to identify what is bullying and to understand that bullying is when:

- ❖ something is ongoing,
- ❖ unfair
- ❖ on purpose / deliberate

The school has a strong ethos for children to always speak out if something/ anything is making them feel unhappy. When bullying issues arise they will be treated seriously and will be reported to the Headteacher and dealt with through strategies outlined in our anti- bullying policy and maintained on record.

Racism and any other form of prejudice

When incidents of hatred towards another due to race, religion, sex or any other form of prejudice occur they will be treated seriously and will be reported to the Headteacher and governors and maintained on record.

Physical Intervention

Adults will not use any form of physical intervention e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. If this is planned then it will only be carried out by MAPA © (Managing Actual & Potential Aggression) trained staff. If physical intervention is needed immediately in order to safeguard, then staff will hold using 'reasonable force' only. Any incident of physical intervention will be recorded and the parent or carer informed of the incident on the same day. (See also physical intervention policy). Physical intervention is never used as a behaviour management strategy.



Appendix 1

Behaviour Incident Response Record

Week Beginning:

Digit 1 1= minor support 2 = support on a few occasions 3 = lots of support needed/ serious incident.
Digit 2 4= Am 5 = PM 6= Lunch 7= Break 8= Other

Year group/ class :	Monday			Tuesday			Wednesday			Thursday			Friday		
	Be safe	Be Ready	Be Kind	Be safe	Be Ready	Be Kind	Be safe	Be Ready	Be Kind	Be safe	Be Ready	Be Kind	Be safe	Be Ready	Be Kind
Child's Name															

Teachers Comments : (only for 3's, or patterns)

Follow up actions from SLT/ nurture lead :



Appendix 2

Action Plan for Immediate Improved Behaviour

Dear/Parent Guardian Your child was involved in a serious incident today/ has shown repetitive low level incidents. Please discuss the need to improve and relative support targets with your child in this plan. You will receive a signed copy of the plan. The plan will be reviewed with yourself, your child and the school staff and will form an ongoing working document. All behaviour incident issued are held on record. Thank you for your support

Name:	Date	School staff :	
	Time:		
Lesson/Activity:	Location:		
Behaviour actions (serious incident or ongoing/frequent occurrence)	Support strategies to be introduced by school staff (to restore negative consequences of actions)	Impact measures expected (what and when)	Review (RAG & date) adjust measures if no improvement.

I have discussed the above behaviour with my child and the consequences of inappropriate behaviour.

Signed:-

Parent or carer

Date: _____

- Roles and Responsibilities (Taken from the school's Behaviour Policy)**
- All staff are responsible for ensuring that the behaviour policy and procedures are followed, and consistently and fairly applied
 - Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.
 - Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.