



## Moorlands Primary School



**“Anything is Possible!”**

### **Behaviour Policy**

#### **Vision:**

Our vision is to be an inspiring school which has a significant role in our pupils developing into children who are academically and emotionally ready to maximise their learning and become effective citizens of a culturally enriched community.

#### **Steps to achieving the vision:**

- Evolving teaching practices which deliver new ways of learning to deliver the curriculum
- Readiness for the digital age / world
- Building of resilience
- Happy and successful children
- Making mistakes is recognised as a stepping stone to being successful
- Holistic approaches across the school to help develop children’s knowledge, skills and strategies to cope emotionally with the modern day challenges
- A passion for reading which excites and develops children’s imagination
- Through the values ethos across the school, children develop as responsible citizens
- Embracing the cultural diverse community and celebrating differences

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#### **1. Aims**

It is the policy of the school to set high standards of behaviour which will support teaching and learning by providing pupils with a framework of positive support and encouragement.

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. School Behaviour Curriculum

### School Values:

School values are at the heart of who we are, driving what we do and how we do it.

The school has a set of core values that are embedded within the school and sets the expectations for learning. The values are taught throughout the curriculum, assemblies and promoted by pupils, staff and governors.

### These key values are:

- Respect
- Responsibility
- Co-operation
- Equality
- Peace
- Perseverance



### Rules:

Clear expectations are provided using 3-step phrases including 'Ready', 'Respectful', 'Safe' as the school rules. Consistent and clear 3-step phrases are also used to gain attention, 'Stop', 'Equipment down' and 'Magnet Eyes'. Widgit visuals are provided alongside these instructions.



## 3. Definitions

**Unacceptable behaviour** is defined as (but not limited to):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious unacceptable behaviour** is defined as (but not limited to):

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images,

which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Pornographic images

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                                       | DEFINITION                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional</b>                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                                                                                                                                                                                           |
| <b>Physical</b>                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another’s belongings, any use of violence                                                                                                                                                                                                                                                                       |
| <b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                                                                                                                                                                                                |
| <b>Sexual</b>                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| <b>Direct or indirect verbal</b>                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                                                                                                                                                                 |
| <b>Cyber-bullying</b>                                                                                                                                                                                                                                  | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)                                                                                                                                        |

## **4. Roles and Responsibilities**

### **4.1 The Governing Board**

The Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with Head Teacher and Deputy Head Teacher
- Monitoring the policy's effectiveness
- Holding senior leaders to account for its implementation

### **4.2 Head Teacher and Deputy Head Teacher**

Head Teacher and Deputy Head Teacher are responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **4.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using identified methods.
- Challenging pupils to meet the school's expectations
- Colleagues will support staff in responding to behaviour incidents.

### **4.4 Parents and carers**

Parents and carers, where possible, should:

- Know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

#### **4.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

### **5. Responding to behaviour**

Behaviour is a form of communication and can indicate an unmet need whether that is academically, socially, emotionally or from a safeguarding aspect. As such, staff are expected to reflect on reasons behaviours may be displayed considering the following reasons:

Sensory – Behaviour feels good/helps regulation

Escape – Allows to get out of task/situation

Attention – Brings attention from peers/adults

Tangible – Gain access to desired activity/item

Staff communicate with colleagues and professionals to support understanding and support for this. This may include engaging with and implementing advice from: Inclusion Support, Speech, Language Communication Teachers, Occupational Therapists, SEMH support or other relating professionals. The Behaviour Toolkit is a document that has been collated by staff within the school and reference to this is required when reflecting on behaviours.

#### **5.1. Relationships:**

Positive relationships are central to Moorlands Primary School's behaviour policy because they help create a safe, supportive environment where children feel valued and understood. When teachers build strong, respectful connections with pupils, children are more likely to engage in learning, follow expectations, and regulate their behaviour. Consistent, caring interactions help develop trust, which encourages pupils to communicate openly and seek support when needed.

Additionally, promoting positive relationships among peers fosters cooperation, empathy, and a sense of belonging, reducing the likelihood of conflict. By placing priority on relationships, behaviour policies shift from simply managing misbehaviour to proactively nurturing a positive

school culture where all children can thrive. Moorlands prides itself for being a family-orientated and nurturing school.

## 5.2. Emotion Coaching:

Emotion coaching is a key approach within a primary school behaviour policy, supporting children to understand and manage their feelings in a constructive way. It involves adults recognising and validating pupils' emotions, particularly during moments of distress or dysregulation, and using these as opportunities for teaching. Through calm, supportive interactions, staff help children to name their feelings, understand why they are occurring, and learn appropriate strategies to regulate their behaviour. This approach promotes empathy, strengthens relationships, and equips pupils with essential lifelong skills such as self-awareness and resilience. By embedding emotion coaching into everyday practice, schools create a nurturing environment where behaviour is understood as communication and children are supported to make positive choices (see Appendix 2).

## 5.3. Permission to Feel Progression:

The articulation of emotions is important for all pupils to develop. Moorlands Primary School supports the development of emotional articulation through Permission to Feel. There is a progressive framework to build up their emotional articulation. Emotions then are placed in zones which links to toolkits which are used to support how to respond to those behaviours.



## 6. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum (consisting of the school rules, emotion coaching poster and 3-step visuals) alongside the Jigsaw Class Charter.
- Develop a positive relationship with pupils (as in the Moorlands Way), which may include:
  - Greeting pupils in the morning/at the start of lessons at the door
  - Establishing clear routines with low level language
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Managing low-level disruption by applying suitable strategies that meets that individual pupil's needs.
  - Using positive reinforcement
  - Strategies suggested by other professionals

### 6.1 Rewards

Pupils are valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Recognition is identified through:

**Assemblies/Praise Assemblies:**

Pupils or the Year Group demonstrating use of school values are selected by the Head Teacher and/or Deputy Head Teacher and are presented with Inclusion Bear for the week. An individual pupil showing strong friendship values throughout the week are presented with Buddy Bear.

**Team points:**

The school has four school teams whose names are created and voted for by the school council. Collectively pupils earn tokens for their team through good work or demonstration of the school values. There is a termly prize for the winning team.

**Owlstanding Board:**

Wherever possible, the positive aspect of a pupil should be emphasised and designed to enhance a pupil's feeling of self-worth. Each class has an Owlstanding display which recognises the positive work and/or behaviours that a pupil displays. This can be awarded by any adult in school and aims to develop pupils' self-esteem.



**School Value Points:**

Pupils are awarded Values Points for demonstration of the school values. If a pupil collects 18 Values Points within a term, they are awarded a values badge. This is restarted each term.

Values chart completion is rewarded with:

| <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
|---------------|---------------|---------------|
| Values badge  | Values badge  | Values badge  |
|               |               |               |

Two pupils consistently showing values will be awarded with a school values star badge. These pupils are nominated by staff at the end of each term.

| <b>Autumn</b> | <b>Spring</b> | <b>Summer</b> |
|---------------|---------------|---------------|
|               |               |               |

### **Gold card:**

Daily, a gold card is awarded to one pupil in each class which signifies that they have excelled in work and/or values for that day. Pupils are able to choose a prize from the class prize box for this achievement.



### **Values stamp:**

If a pupil has displayed strong school values in the work they have produced, a values stamp may be used as recognition of this.

### **Name and Fame Board:**

At the front of each class there is a Name and Fame board. This is where the first name of pupils who are working well or showing school values within the lesson is written.

## **7. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

Adults consider whether a pupil's change in behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

## **8. Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff are expected to maintain Quality First Teaching to support behaviours. Work is carefully planned and pitched to scaffold and challenge learning; the classroom environment is organised and calm, lesson resources are prepared in advance.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques following the Emotion Coaching strategies, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising (see Appendix 2).

### **8.1 Consequences:**

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future, whilst considering their needs.

The school may use one or more of the following consequences in response to unacceptable behaviour:

Personal circumstances of the pupil will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

|                                   |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early concerns                    | Minor disruption to learning in class e.g. talking over someone, calling out.<br>Lack of co-operation.<br>Not moving safely around school. Loss of focus.                  | These incidences are low level and are not formally recorded.<br>Action by the adult who identifies it.<br>Discussion with adult in class to explain why; this to be done quietly and in private – avoidance of in front of others.<br>Non-verbal prompts.<br>Reference to Behaviour Toolkit to identify strategies to support the need.                              |
| <b>Level 1 Yellow</b>             | Name calling or unkindness to others.<br>Taking or damaging property.<br>Being rude or disrespectful.<br>Not following adult instruction.<br>Repeated low level behaviour. | These incidences are not formally recorded unless becomes persistent.<br>Discussion with adults involved (adult who identifies it).<br>Clear expectations and reference to the Moorlands Rules and/or school values.<br>Move within the location they are in and expectations reminded.<br>Reference to Behaviour Toolkit to identify strategies to support the need. |
| <b>Level 2 Yellow</b>             | Repeated Level 1 Yellow behaviour.<br>Inappropriate language<br>Medium-level physical behaviour e.g. intentional pushing<br>Lack of effort.<br>Refusal to work             | Implementation of a range of behavioural strategies.<br>Logical consequence depending on behaviour.<br>Calm down time.<br><br>Formally recorded with explanation using ABC - <b>Antecedent</b> (the trigger), <b>Behaviour</b> (the action), and <b>Consequence</b> (the outcome).<br><br>Discussions with parents if deemed repetitive or of a higher intent.        |
| <b>Orange</b>                     | Repeated Level 2 Yellow Behaviours                                                                                                                                         | Where repeated behaviours at Level 2 severity are displayed, the Deputy Head Teacher or Head Teacher with collaboration with Class Teacher may implement a Behaviour Tracker.<br>SEMH profiling takes place.<br>Parent meeting arranged.                                                                                                                              |
| <b>Red</b><br>Severe misbehaviour | High-level physical behaviour e.g. fighting.<br><br>Intimidating others<br><br>Racism                                                                                      | Formally recorded with explanation using ABC - <b>Antecedent</b> (the trigger), <b>Behaviour</b> (the action), and <b>Consequence</b> (the outcome).<br><br>Formal communication with parents.<br><br>Next step identified dependent on incident.                                                                                                                     |

|                                   |                           |                                                                           |
|-----------------------------------|---------------------------|---------------------------------------------------------------------------|
|                                   | Continued refusal to work | Dealt with by Head Teacher or Deputy Head Teacher case dependent.         |
| <b>Red</b><br>Severe misbehaviour | Case dependent            | Internal suspension<br>Suspension/Exclusion<br>Dealt with by Head Teacher |

## 8.2 Behaviour Toolkit:

Staff have created a collective behavioural toolkit based on experience with Moorlands' pupils or advice from professionals. This is the first place to refer to when behaviours are present. Staff may be asked to monitor behaviours over a period of time to identify possible causes of it and consequently be able to identify possible support strategies.

## 8.3. Behaviour Trackers:

Where behaviours reach the orange level, the Head Teacher or Deputy Head Teacher may decide a Behaviour Tracker is appropriate (see Appendix 3).

At the set-up meeting, the parents/carers, Class Teacher and Deputy Head Teacher establish targets for the tracker along with a suitable monitoring scale. Scores are awarded for six sessions throughout the day. The pupil discusses these scores with the Class Teacher. These are regularly shared with parents/carers throughout the week. Copies of the completed Behaviour Tracker are given to the Deputy Head Teacher weekly.

A meeting with the parents, Class Teacher and Deputy Head Teacher will take place every three weeks. In this meeting, SEMH profiling takes place which identifies positive parts of the week along with discussing negative behaviour incidents (see Appendix 4)

## 9. Serious Misbehaviour

### 9.1 Internal Suspension

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom. Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Communication with parents is immediate and agreed actions recorded.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

## **9.2 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **10. Responding to misbehaviour from pupils with SEND**

### **10.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include but is not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as neurodivergency, sensory support, SLCN, emotion coaching, Team Teach.
- Consideration of sensory overload
- Adjustments to the curriculum to ensure the level of work is pitched to the pupils' level of learning.

### **10.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Inclusion Support, occupational therapists, speech & language teachers, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **11. Reasonable force, Searching, screening and confiscation**

### **11.1. Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

**Refer to Positive Handling policy.**

### **11.2. Searching**

The Head Teacher and staff authorised by the Head Teacher have the power to search pupils and their possessions (including bags, clothing and lockers) where there are reasonable grounds to suspect a pupil is in possession of a prohibited item.

#### **Searching with consent**

Any member of staff may search a pupil's possessions (such as a bag or outer clothing) with the pupil's consent. Searching in this way can be used to look for any item, not only prohibited ones.

#### **Searching without consent**

The Head Teacher and authorised staff may search a pupil or their possessions without consent where they have reasonable grounds to suspect the pupil is carrying a prohibited item. A same-sex search must be conducted wherever possible, with a witness present. An opposite-sex search may only take place in urgent circumstances where there is risk of serious harm and waiting is not practical. All searches conducted without consent must be recorded and parents/carers informed.

### **11.3. Confiscation**

Any member of staff may confiscate, retain, or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so. Items that are illegal (e.g. weapons, controlled drugs) will

be handed to the police. Items that are harmful but not illegal may be confiscated and either destroyed or returned to parents/carers at the discretion of the Head Teacher. All confiscations of prohibited items must be recorded. The school's full approach to searching, screening and confiscation complies with the DfE's statutory guidance (Searching, Screening and Confiscation: Advice for Schools, 2022).

## **12. Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Online misbehaviour**

If social media is involved with the online misbehaviour, the parents are directly involved where the age of social media being above the age of pupils. The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **13. Pupil Induction and Transition**

### **13.1 New pupils joining the school**

When new pupils join Moorlands Primary School, they will be inducted into the school's behaviour culture as a priority. This induction will include: a clear explanation of the school's rules (Ready, Respectful, Safe); the school's values and how they are put into practice; the reward systems in place and how to earn them; the consequences that apply if expectations are not met; and the support available to them if they find it difficult to meet the expected standards.

Parents and carers of new pupils will be provided with a copy of this policy and the key rules at the time of joining. The school will make all reasonable efforts to ensure that the family understands the behaviour expectations and is able to support their child in meeting them.

### **13.2 Re-induction following suspension**

When a pupil returns to school following a suspension, a reintegration meeting will take place before or on the day of their return. This meeting will involve the pupil, their parent/carer, and a member of the senior leadership team. The meeting will: review the incident that led to the suspension; re-establish expectations; agree any support that will be put in place; and set out a clear plan for the pupil's successful return to school. The pupil will be re-inducted into the relevant behaviour norms and any additional monitoring arrangements will be explained.

### **13.3 Annual re-induction**

At the start of each academic year, all pupils are re-inducted into the school's behaviour expectations. Class teachers revisit the school rules, values and routines explicitly with their new class so that expectations are clearly understood from the outset. This ensures that the behaviour culture is consistently renewed and understood by all.

## **14. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour strategies, including training on:

- › The proper use of restraint through Team Teach
- › The needs of the pupils at the school using Inclusion Support, Speech & Language Teachers, Occupational Therapists or other professionals.
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **15. Monitoring arrangements**

### **15.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents recorded on CPOMS when Yellow Level 2 or beyond
- Permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives across specific groups.

### **15.2 Monitoring this policy**

This behaviour policy will be reviewed by the Head Teacher and adopted by the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling policy
- Mobile phone policy
- Attendance policy
- Equality policy
- SEND policy
- Social Media policy

Appendix 1 – School Rules Poster



# THE FOUR STEPS TO EMOTION COACHING

## AND HOW THIS MIGHT BE USED AT SCHOOL



notice

### 1 NOTICE (Tune in)

Take time to notice.

- What's going on for you?
- Are there any needs not being met?





name

### 2 NAME (Label & Validate)

**BEHAVIOUR**  
hitting, screaming,  
not listening,  
being withdrawn

- You seem angry to me.
- I can see you're feeling upset.
- I can see you're angry, it's okay to feel that way.
- It seems like you're feeling sad, tell me about it.
- It's okay to feel that way.



It seems like you're feeling sad, tell me about it.



set limits

### 3 LIMIT SETTING

- I understand you're feeling sad. It's not okay to hit.
- It's not okay to shout at your friends. Let's find a better way to handle this.

Moorlands Primary School Rules



Ready



Respectful



Safe



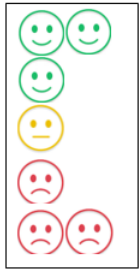
problem solve

### 4 MAKE A PLAN (Problem Solve)

- Who has been affected?
- What needs to happen to repair it and put it right?
- ..... What could you do next time?



### Appendix 3 – Behaviour Tracker

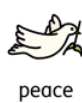
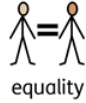



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Moorlands Primary School



Targets: \_\_\_\_\_








|                                                                                                    | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------------------------------------------------------------------------|--------|---------|-----------|----------|--------|
| AM                                                                                                 |        |         |           |          |        |
| Break<br><br>play |        |         |           |          |        |
| AM                                                                                                 |        |         |           |          |        |
| Lunch<br><br>play |        |         |           |          |        |
| PM 1                                                                                               |        |         |           |          |        |
| PM 2                                                                                               |        |         |           |          |        |




### Appendix 4 - Behaviour Profiling:

#### Period of observation

Behaviour observation taken to spot patterns in behaviours.

- 

| Visual                                                                              | Numerical value | Meaning on sliding scale                                         | Meaning on discrete achieved/not achieved objective |
|-------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------|-----------------------------------------------------|
|  | +2              | Exemplary behaviours against targets.                            | Achieved                                            |
|  | +1              | Good behaviours against targets.                                 |                                                     |
|  | 0               | Low level adult early reminder resulting in corrected decisions. |                                                     |
|  | -1              | Low level difficulties in relation to targets.                   |                                                     |
|  | -2              | Significant difficulties in relation to targets.                 | Not achieved.                                       |

| Profiling outcomes           |                                                                                                                         |                                                                                                                    |                                                                                                                      |  | Daily scores<br>(Range-12 to 12 daily)<br>Colour shows lowest session rating. |   |   |    |   |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------|---|---|----|---|
| Week<br>30 sessions per week | Percentage non-disruptive sessions<br> | Percentage low-level sessions<br> | Percentage disruptive sessions<br> |  | M                                                                             | T | W | Th | F |
| 1                            |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |
| 2                            |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |
| 3                            |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |
| 4                            |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |
| 5                            |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |
| 6                            |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |
|                              |                                                                                                                         |                                                                                                                    |                                                                                                                      |  |                                                                               |   |   |    |   |

|                                  |
|----------------------------------|
| <b>Positive Observations</b>     |
|                                  |
| <b>New Positive Observations</b> |
|                                  |
| <b>Triggers identified</b>       |
|                                  |
| <b>New Triggers Identified</b>   |
|                                  |
| <b>Negative Observations</b>     |
|                                  |
| <b>New Negative Observations</b> |
|                                  |
| <b>Actions</b>                   |
|                                  |
| <b>Pupil comments</b>            |
|                                  |