

Moss Side Primary School Policy

Positive Behaviour Policy



This policy reflects the values and principles of Moss Side School and sets out a framework within which teaching and non-teaching staff can operate.

It is consistent with our school aims and acknowledges that these aims cannot be met if behaviour in the school is not effectively or consistently managed.

The aims of the school are:

- To develop each child's individual abilities to the full.
- To develop confidence, independence, resilience and a sense of responsibility.
- To provide a friendly and stimulating environment.
- To develop respect and consideration for others and the environment.
- To establish an atmosphere of security and stability where each individual is valued.

To achieve these aims it is important to set out the rights and responsibilities of all members of the school community.

- a. all school shareholders have the right to operate in a positive and orderly environment where effective teaching and learning can take place;
- b. all school shareholders have the right to a safe, secure environment through the clarification of expectations, roles, rights and responsibilities;
- c. all school shareholders should be treated with respect and understand the need for the rights of others to be respected.

The Moss Side Way

- Respect for others
- Respect for school and the environment
- Respect for learning
- Respect for ourselves

Good behaviour comes from good relationships and high expectations. We aim to increase a child's self-discipline and independence and help them to accept responsibility for their own behaviour. At the start of the year, each class will look at our Moss Side Way and interpret it for their age group. It is important when drawing up a class specific code that "what we do" is stressed, rather than "what we don't do" (i.e. positive rather than negative expectations). Every pupil should be encouraged to contribute to the class discussion so that the whole class has ownership of the final code which can then be displayed in the classroom, being referred to throughout the year.

Encouraging good behaviour

At Moss Side Primary School, we believe in encouraging good behaviour and over the years have seen the benefits that a whole school approach to the rewarding of good behaviour can produce. Rewarding positive behaviour reinforces good behaviour rather than focussing on undesirable behaviour.

Effective from October 2021

Examples of positive behaviour we promote:

- Honesty
- Taking responsibility for own actions
- Active participation in all things
- Good manners
- Co-operating
- Kindness/care
- Empathy
- Resilience/ perseverance
- Safe play
- Valuing of equipment and the environment
- Respectful movement around school
- Sharing/ taking turns
- Tolerance
- Being inclusive and showing consideration for others
- Speaking appropriately to all
- Actively participating in a wide variety of aspects of school life

Staff employ a range of positive feedback techniques and other attempts to reinforce positive behaviour that, although not identical in every class, follow the school ethos. These include:

- Housepoints
- Choosing children to do special jobs
- Modelling of reciprocal behaviour ie. An adult holding a door for a child
- Stickers
- Golden Time
- PSHE groups eg. Ginger Bear, circle time
- Peer recognition of positive behaviour/ work
- Star of Week (in assembly and on Friday letter)
- Mrs Burdin's tree
- Lots of verbal praise
- Non-verbal praise eg. thumbs up
- Certificates of achievement
- Class points system eg. ClassDojos, team points
- Family Support Worker support eg. informal counselling, Lego therapy

It is important that such rewards are, in the main, not materialistic eg. praise, stickers, extra playtime, more than sweets or toys. In some years Friday afternoon 'Golden Time' is used as a class reward. Circle time is an ideal opportunity to discuss behaviour issues within the class.

Our junior house system is to enable all staff involved with the children to award points for behaviour and attitude. Each week the winning house is recognised in Friday's letter and with extra playtime, whilst a special award for the winning house at the end of each half term is enjoyed by all house members. At the end of term the captains of the winning house choose their house reward in addition to the awarding of the house cup.

It is through such reinforcement of positive approaches to all aspects of school life, not just behaviour, that enables Moss Side School to successfully achieve its positive ethos.

Effective from October 2021

Responsibilities

All members of our school community have a part to play in the achievement of good behaviour.

Staff Responsibilities

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To recognise that each child is an individual and to be aware of their particular needs – making adjustments to learning programmes or adapting responses accordingly, especially for vulnerable pupils.
- To create a safe, pleasant environment both physically and emotionally.
- To set out and use the Moss Side Way and deal with its application clearly and consistently.
- To ensure rewards and consequences are followed through.
- To be a good role model and set a good example.
- To make every effort to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To offer a framework for social education and encourage children to be aware of the needs of others.
- To develop rules with children so that they are very clear about how they are expected to behave.
- To encourage children to take care of their own property, their school, and the property of others.

Children's Responsibilities

- To do their best to contribute to a positive learning environment and allow others to do the same.
- To treat everyone, including all adults in the school, with respect.
- To take responsibility for their own behaviour before focusing on the behaviour of others.
- To tell the truth.
- To follow the instructions of all school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be actively involved in creating class code of conduct.

Parents' Responsibilities

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To encourage their child to take responsibility for their own behaviour before focusing on the behaviour of others.
- To encourage their child to tell the truth.
- To show an interest in what their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school Moss Side Way and expectations.

The Role of the Head

The head is responsible for developing the behaviour policy, deciding on the standard of behaviour expected of pupils, how this standard will be achieved and setting the school rules, rewards and consequences.

The Governors' Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy at our school. They must consult the head, staff, parents and pupils when developing these principles.

The head teacher has the day-to-day authority to implement the school's positive behaviour policy and advise the governors about particular disciplinary issues.

It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body reviews the policy every three years.

Dealing with unacceptable behaviour

Whilst acknowledging the positive approach to behaviour at Moss Side, it has to be realised that unacceptable behaviour does sometimes occur. To list all of these here would not be worthwhile but we believe that by using the following guidelines, school staff will be able to apply the rules consistently across the school.

The school follows a 'phase' system of behaviour (see appendix). Any pupils who are involved in a behaviour incident will be asked to reflect upon this via a 'Think Sheet'.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, can be a powerful punishment.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction made between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- The conversation should also be balanced, reinforcing the positive aspects of a pupil's behaviour but identifying the specifics that need to change.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to the head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or local Behaviour Hub may be necessary. This would be discussed with parents, prior to arrangements being made. Pages 5 and 6 of the Lancashire Behaviour Support Tool outline some of these steps and are available to view if requested.

Levels of behaviour and potential consequences are outlined on the next page. It should be noted that each class may have slightly different terminology but the ethos and level of expectation remains the same. Consequences are considered based on precedent, severity and any mitigating circumstances. Each time, staff attempt to resolve situations fairly and, hopefully, stop any future reoccurrence of the unwanted behaviour.

Should pupils reach Phase 3 (see appendix), the involvement of the headteacher, assistant headteacher(s) or other member of SLT is highly probable, certainly for persistent offenders. The procedure for repeated problems is as follows:

- a. Headteacher/ member of SLT notes situation and monitors it on a day to day basis;
- b. Headteacher/ member of SLT advises class teacher to request parental contact to discuss concerns;
- c. Headteacher/ member of SLT requests parental contact to discuss concerns and course of action (outside agencies may be contacted – see SEND policy);
- d. Headteacher (and member of SLT if they have already been involved, after discussion with class teacher, parents and pupil, puts pupil on Behaviour Management Plan. (See appendix) This will set targets and detail how they are to be achieved.
- e. If the above action does not achieve the required improvements, pupils will move to Phase 4, where permanent exclusion is a potential final option.

It is felt that stages a and b show the pupil that, although the headteacher/SLT has been informed, the class teacher is still 'in charge'. This can be seen to change as the pupil moves to 'c' and allows the pupil to realise the seriousness of the problem is escalating. The pupil still has the opportunity to modify their behaviour accordingly.

Think Sheets will be kept to give an overview of the pupil's behaviour over time and will also provide evidence should it be required at a later date. They will be kept by class teachers but transferred to the head teacher if required, who will also monitor these on a regular basis. Behaviour Management Plans should be entered into the pupil's records when finished with and, if necessary, transferred to high school.

Playground Arrangements

Break and dinner times still fall under the above system but have some whole Key Stage aspects. Any issues should be investigated by staff and, if they consider there to be a potential that it is a Phase 2 matter, children will be asked to go inside and fill in a 'Think Sheet'. This does not automatically mean that it is considered that the child has broken school rules but is an opportunity for them to a) put across their side of the story *and* b) calm down if they are still frustrated.

The Think Sheets will then be reviewed and, if necessary, consequences applied. Deliberately hurting another pupil will mean missing the next playtime (whether that be the next break or first half of dinnertime). Staff will use their own judgement to decide if the Think Sheet needs immediate punishment, possibly by going straight to the class teacher or SLT, or if this is to be dealt with during the next playtime by the class teacher.

Lunchtimes

At lunch-times, our welfare staff are on the playground to deal initially with any problems or conflicts occurring during this daily break. If an issue arises necessitating the involvement of the senior management team, a member of the team will always be on duty in the hall or on call in the staffroom. Any Think Sheets will be completed inside, in the science room (Juniors) or resource area (Infants).

How children can sort out their own difficulties

Children should be encouraged, whenever possible, to take responsibility for sorting out their own minor disagreements. This means that adults, parents and teachers, must take responsibility for teaching them a sense of fairness, modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive but **not aggressive**, to express their feelings and to resolve conflicts without resorting to violence, swearing or abuse but always mindful of the feelings of others. Eg "I don't like that. I want you to stop. I'm going to tell a teacher."

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In the Infants, this conflict resolution should take place in the "Talking Triangle". Junior children are often provided with an appropriate space in which to discuss any issues with one another. They can also use the Quiet Area.

Where the problem is of a more serious nature and the possibility of bullying is suspected then there will be recourse to the below anti bullying section.

A 3 step strategy for resolving conflict

Minor conflicts can be resolved using the following approach:-

1. All parties to be listened to until it's their turn to speak. Eye contact should be established.
2. Each child has a turn to say:
 - What the other(s) has / have done to upset them.
 - How they feel about it.
 - How they can make amends.
 - How they would like the other(s) to behave in future.
3. No-one is allowed to interrupt or argue. Turns are taken until everyone has finished. The adult is there to resolve the situation, to make sure that turns are taken and that they listen to each other and maintain their eye contact. If the children cannot resolve the conflict, after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Anti-Bullying Strategy

At Moss Side, the key to tackling bullying of any form remains the Moss Side Way. By consistently reinforcing values of mutual respect, pupils share a level of tolerance, understanding and care for others. However, this does not mean that bullying does not occur or could never occur and, as such, it remains important to have a clear approach to this available at all times.

Who to talk to?

Pupils are encouraged to talk to any member of staff that they feel comfortable with if they have any concerns of bullying; some pupils choose staff within their own class, the family support worker, the headteacher or a member of the welfare staff. It is consistently reinforced to pupils that any member of staff in school can be approached with any worries. There is an active culture of teamwork which also means that pupils often share with peers, including older role models. Year 6 pupils wear green school jumpers in order to make it clear that they can be considered possible options as role models, especially House Captains who have been voted for by Junior pupils. Peers may then support each other in approaching a member of staff.

No blame approach to bullying

At Moss Side School we understand bullying as **"repeatedly intimidating others by verbal or physical means"**. This definition was created after much work throughout the school as to what bullying is and reinforced regularly.

It can often be motivated by prejudice against particular groups, eg on grounds of race, religion, gender, sexual orientation or home problems.

Any approaches to dealing with this should always be led by the victim, in order that they feel comfortable with the approach and that it is proportional to the current situation. Sometimes pupils ask that they are monitored closely, or a quiet conversation is taken to try and resolve any issues.

In cases where we suspect that bullying can be identified, one strategy that might be applied is the No Blame Approach. This concentrates on the feelings of the victim and adopts a group counselling approach:-

- i. The victim is interviewed and he / she is asked to tell the interviewer (teacher) how they feel or write about how they feel as a result of the incident.
- ii. A meeting is then set up with some of the victim's friends, representatives from the School Council or House Captains and the child suspected of using bullying tactics. The victim is not present at this meeting.
- iii. The group is presented with a scenario of what has taken place and asked to consider how the victim (this term is not used to describe the child) may feel about what is happening to him / her. The child who is suspected of using bullying tactics is not named but the victim is. The group is steered towards agreeing that the situation is wrong and are asked to suggest ways in which they can improve things. They should be encouraged to make suggestions as to how each member of the group can support the victim. A meeting should be arranged in approximately one-weeks' time.
- iv. The next meeting includes the victim within the group. The victim should be asked about how they are currently feeling and how they may have been helped by the members of the group.

This approach focuses on the victim and improving his / her situation and feelings rather than giving attention to the child using bullying tactics. This approach may not work in all situations and other responses may be required.

Peer-on-Peer Abuse

Although not confined to bullying, school safeguarding procedures identify the need to act in order to stop any peer-on-peer abuse (further details are available in the safeguarding and CP policy). These will follow the same approach as the rest of the positive behaviour policy but should be immediately brought to the attention of the headteacher/DSL so that the following may be considered before proceeding:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

Any incidents of peer-on-peer abuse automatically fall into phase 3 or phase 4. These will require logging via CPOMS in addition to any Think Sheets involved so that the DSL can identify if external support is also required.

Conduct Outside the School Gate

We expect our children to maintain these standards of behaviour when:

- Taking part in any school organised or school related activity.
- Travelling to and from school.

The same consequences will apply as in school.

Confiscation of Inappropriate Items

Members of staff have the power to search, without consent, for prohibited items such as:

- Knives and weapons

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- Stolen items
- Pornographic images
- Alcohol
- Illegal drugs
- Tobacco
- Mobile phones

If such items are discovered they will be confiscated and disposed of as deemed appropriate. The local police Early Action Team will be informed in the majority of instances.

Use of Reasonable Force

The vast majority of instances are dealt with without the need for any form of physical intervention. In extreme circumstances, it should be noted that force can be applied following DfE guidelines:

- 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.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Completion of Assigned Work

In addition to the outlined behavioural issues and the consequences discussed already, staff are also likely to enforce clear targets for both the quantity and quality of work required. Some pupils may be required to complete classwork and homework during break and dinner times if it is judged to have fallen below an acceptable standard. This is so that pupils are clear that there is a minimum amount of effort and application required to all tasks and so that they can see consequences if they do not fulfil these standards. Pupils will be aware of these standards in every class, whether through a consistent class ethos or through explicit targets for individual piece of work eg. a set amount of questions completed in maths.

Consultation, Monitoring and Evaluation

This policy was drawn up following consultation with staff and pupils. It is monitored regularly during staff meetings. It is revised annually and freely available to parents on the web site.

Outcomes

We hope that by the approaches set out in our Positive Behaviour Policy our children are:

- Happy – enjoying school and all that it has to offer.
- Independent – managing resources, resolving their own problems, on task.
- Open minded – accepting difference, listening to others, trying new things.
- Respected – others asking their opinion, going to them for help and advice, listened to, views taken seriously.
- Resilient – able to accept that others do not always act in the way that they may wish but responded proportionately to that and having the skills to deal with it.
- Respectful – treating people the way you would want to be treated, understanding consequences and accepting consequences of actions, polite to everyone.
- Confident – speak up, being brave, having the courage of their convictions, not following the crowd.
- Self-motivated – willing to give it a go, persevere even when it is difficult, not always needing a “carrot”.
- Safe and secure – talking about things that are upsetting them and making them unhappy.
- Proud – sense of worth, proud of themselves and proud of their school, recognising their achievements.

- Caring, sympathetic and considerate – looking after children who are finding something difficult, supporting others, not making fun of others difficulties, understanding how someone else feels.
- Healthy – eating healthy food, happily running around during playtimes, actively involved in PE and after school sport, have an understanding of what is a healthy lifestyle.

Links

This policy should be read in conjunction with the following documents:

Safeguarding policy

SEND policy

Equalities policy

E safety policy

Attendance policy

Health and safety policy

Physical contact policy

Home school agreement

Lancashire Behaviour Support Toolkit

Use of reasonable force (DfE guidance)

Behaviour and discipline in schools (DfE guidance)

Appendix - Phases of Behaviour

	Problem	Consequences	Comments
Phase 1 Low-level aggravation	<p>Shouting out/talking over teacher Disturbing/upsetting others Not doing work to expected standard Rolling eyes at teacher Use of inappropriate language Running inside Not respecting equipment Rough play</p>	<ul style="list-style-type: none"> • Warning(s) • Move to Phase 2 if behaviour does not change. 	<ul style="list-style-type: none"> • Consequences do not need to be recorded at this point. • Every classroom will have a slightly different system.
Phase 2 Becoming more serious	<p><i>Persistently demonstrating above behaviours and/or</i></p> <p>Hurting others eg. pushing, playground games becoming potentially dangerous Deliberate misuse of school property Answering back to staff Refusing to co-operate Swearing Dishonesty Antagonistic/ provocative behaviour towards others eg. enticing Unpleasant comments to others Inappropriate conversations</p>	<ul style="list-style-type: none"> • Possible loss of break or dinnertime for 15 minutes. • Possible removal to another area within classroom or resource area. • <i>Completion of Think Sheet and any class work missed (staff to add comment where necessary).</i> 	<ul style="list-style-type: none"> • Think Sheets kept in class as a monitoring tool. • If report sheets become frequent, referral made to SLT, with possible movement to Phase 3.
Phase 3 More serious	<p><i>Persistently demonstrating above behaviours and/or</i></p> <p>Disproportionate and overly aggressive behaviour to other pupils and/or staff eg. clear fighting Threatening behaviour Bullying Bringing inappropriate items into school Potential racist incident Deliberately destroying the property of school or others Stealing</p>	<ul style="list-style-type: none"> • Referral to SLT, where issue will be discussed and logged on CPOMs. • Possible loss of break or dinnertime play(s). • Removal to another classroom and/or member of SLT. • Discussion with parents. • Use of a Behaviour Management Plan for pupils with frequent incidents. • <i>Completion of Think Sheet and any class work.</i> 	<ul style="list-style-type: none"> • If phase 3 incidents become frequent, SLT to refer to headteacher (if they are not already involved). • If interventions (new strategies) do not achieve required results, movement to Phase 4.

<p>Phase 4 Extremely serious</p>	<p><i>Persistently demonstrating above behaviours</i></p> <p>Unacceptable violence Clear racist incident Vandalism Inappropriate sexual behaviour</p>	<ul style="list-style-type: none"> • Internal seclusion. • Fixed term exclusion of up to 15 days. • Extreme cases may warrant permanent exclusion/ discussion of a managed move. 	<ul style="list-style-type: none"> • Headteacher has the authority to apply these consequences, or the assistant headteacher acting on their behalf if necessary.
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