



Promoting Positive Behaviour Policy



The Moorland Federation of schools

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Reviewed Sept 2021

This behaviour policy is written in line with the nurture focus of our schools, where the foundation is that 'all behaviour is communication.' As such, this is a positive behaviour policy where the purpose is to ensure all our pupils learn in a safe environment where kindness, good manners and reflection are valued. Pupils take an active responsibility for ensuring our school remains a happy place to develop, learn and grow. Our family ethos ensures a measured and supportive approach to helping pupils develop good social, emotional, moral skills. These life skills are important in aiding their progression as positive citizens and successful adults.

Our staff are all trained in emotion coaching, ACEs, Recovery, and Mental Health supportive curriculums, Attachment aware schools, Trauma informed schools and members of leadership are trained as Mental Health First Aiders. We also have trained ELSA support staff onsite as well as additional therapeutic staff.

We have a wellbeing policy which is co-written with stakeholders that should be read alongside this policy.

In the Moorland Federation we aim to meet the needs of all pupils by

- ✓ creating a caring, positive ethos
- ✓ ensuring that the planning of programmes and day to day Learning & Teaching guarantee the inclusion of all children using a range of teaching approaches, teacher-pupil interaction and questioning
- ✓ ensuring equality and equity of opportunity for every child
- ✓ providing an appropriate education that ensures a curriculum for excellence and challenges children to be responsible citizens, confident individuals, effective contributors and successful learners
- ✓ equip pupils with the skills, attitudes and expectations necessary to prosper in an everchanging society
- ✓ creating a high level of achievement and a welcoming atmosphere for all
- ✓ encouraging equality, equity and fairness through developing strong relationships between pupils, staff and parents
- ✓ promoting an ethos of team work encompassing all members of the community
- ✓ ensuring all pupils are challenged in their learning at a level appropriate to the individual needs of all

Behaviour & Discipline Policy

Promoting Positive Behaviour



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We believe that every individual has the right to be an effective contributor within a community therefore we have a responsibility to promote a stimulating, positive and safe environment for all to thrive and succeed. We actively promote an environment where relationships are based on mutual respect, kindness and high expectations.

The ultimate aim is for our pupils to be happy and confident individuals who are intrinsically motivated to learn and behave well.

Aims and Objectives

The overall aim of our whole school policy is to create, develop and build a structure that nurtures positive behaviour, a structure which allow the community to be reflective and adaptive thus continuously improving and evolving to meet the needs of all pupils:

Aims

- To promote learning and positive behaviour
- To ensure the ethos and expectations are explicit and owned by all
- To encourage pupils to follow whole school and individual class rules agreed by staff and pupils
- To develop and encourage a sense of respect and acceptance of others
- To promote within each individual a sense of belonging and self-worth
- To develop life skills which will enable pupils to participate effectively and safely in society and enable peaceful resolutions to conflicts and disagreements
- To encourage self-discipline and responsibility for one's own actions
- To offer tools that can be used to resolve conflicts e.g. Circle Time, peer mediation and play monitors and Golden Time
- To strategically allow for reflection leading to improved adaptations to continuously meet the needs of all pupils
- To focus on the needs of the child

Objectives

In order to achieve our aims the following objectives are set, and staff leading by example will

- Adopt a consistent nurture, emotion coaching approach across the school
- Model and promote non-confrontational strategies to deal with difficult situations
- Be fair and seen to be fair
- Encouraging self-discipline
- Encourage openness and honesty
- Listen to and encourage pupils to share their feelings with staff and each other
- Respect pupils' views and values



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- Celebrate pupils' achievements, successes and work
- Praise good work, effort and good behaviour
- Reward good behaviour Celebrate children's cultural background and faiths
- Work in partnership with parents/carers and value their views
- Work in partnership with external agencies, and special schools to ensure expert advice is adopted in a timely and accurate manner to support individuals needs

Roles and Responsibilities

A supportive and positive ethos does not happen by chance and must be planned and worked towards with everyone contributing.

Parents/Carers

Parents have an important and active part to play and should work in partnership with the school to encourage and maintain good discipline and behaviour.

All parents will be made aware of how we aim to promote positive behaviour in the form of a Guide for Parents which will be issued at the beginning of each year. This will be signed by both parent and child in recognition of the expected behaviour and the desired ethos being fostered at Dunster First School.

Parents will be informed 'when appropriate' of problems with discipline and/or behaviour at the earliest opportunity and invited to discuss the problem with the teacher and/or Senior Management Team so we can work in partnership to resolve any issues.

Pupils

Pupils in our Schools have a responsibility to:

- Participate in the making of class rules
- Work to the best of their abilities and allow others to do the same
- Follow the Golden Rules whole school rules and specific class rules
- Be kind
- Take time to think
- Try their best
- Treat others and the school with respect
- Take active responsibility

Class Teacher: It is the role and responsibility of the Class Teacher to:

- ✓ develop annually in consultation with pupils, a clear set of rules enhancing the Learning & Teaching environment.

When devising a set of rules they should be:

- Clear and understandable for all
- Appropriate for the age taught
- Positive in nature and provide opportunities for reward
- Reflective of the desired ethos of school
- Fair and achievable by all pupils
- Kept to a minimum (maximum 6)
- Continually emphasised and reinforced
- Shared with parents in class newsletter/ web page/ notice

Class teachers should:

- ✓ use rules and sanctions clearly and consistently
- ✓ create an inclusive, safe, warm, welcoming and stimulating environment
- ✓ provide a challenging and interesting curriculum
- ✓ recognise that each child is an individual and be aware of individual needs
- ✓ build positive relationships with school and community
- ✓ record misdemeanours on the appropriate paperwork as required
- ✓ Liaise effectively with external agencies and or special schools to seek advice to adapt and improve to meet all needs

Roles and Responsibilities

Incident Report

When a serious incident occurs teachers/support staff will complete an incident slip. This should be sent to the Senior Management Team where the incident will be dealt with and recorded on the incident report form and returned to the class teacher for information and storage in discipline file. Copies may be kept as appropriate. If restraint has been used there should be a completed entry in the Bound and Numbered book as per the Team teach training.

Roles and Responsibilities

Support Staff

All members of staff should be familiar with the school behaviour policy, modelling and upholding the commitment to nurture and our emotion coaching ethos. Support staff should report any incidents of misbehaviour to the class teacher who will then decide on the appropriate action. Support staff can award stickers and/or house points for good behaviour in the playground and around the school. Support staff at lunch can nominate pupils for the 'lunchtime awards.' Support staff can also



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issue certificates for presentation at assembly as a reward for positive behaviour in the playground/dinner hall noted as 'Good News.'

Senior Management Team

It is the role and responsibility of the Senior Management Team to support staff through the implementation and monitoring of the Promoting Positive Behaviour Policy and

- To lead an inclusive community with a focus on nurture, emotion coaching and equity
- To communicate the policy to staff, pupils, school board and school community
- To offer support to all pupils and especially those whose behaviour is causing most concern
- To continue to develop partnerships with parents and the community
- To liaise effectively with external agencies and special schools for timely advice and support
- To encourage pupils to be involved in all aspects of school life
- To inform parents and seek their support regarding our expectations and policies

We Promote Positive Behaviour within the Moorland Federation of Schools

One of the major factors which determines behaviour is expectation. At our Schools we have high expectations of pupil attendance, behaviour, discipline and equally we encourage pupils to have high expectations of themselves and others. We acknowledge the academic and non-academic achievements of pupils and the schools as a whole. We also actively teach assertive skills to support pupils in communicating successfully, clearly and kindly.

We promote positive behaviour by

Ensuring that the use of praise permeates the entire school

- ✓ Presenting Head Teacher Certificates at our weekly assembly and Head Teacher Stickers, this includes kindness awards and achievement awards shared in community assemblies
- ✓ Celebrating achievements and success at termly assemblies
- ✓ Using stickers and stamps in children's jotters and making positive comments about completed work
- ✓ Having displays in classes and around the school to highlight pupils work, achievements, events, (house points) and golden rules
- ✓ Using (house points), group, class and individual points to reward good behaviour

- ✓ Weekly circle time sessions where children have the opportunity to discuss issues arising in daily life, use of SEAL resources and schemes
- ✓ Ensuring every child has the right to Golden Time as a reward for good behaviour, allowing for the freedom of social learning and interaction between pupils
- ✓ Providing the opportunity through the student parliament and other leadership positions for pupils to have a platform for debate and ownership of the school and its development. Pupils on the parliament should set a good example and be a role model for peers
- ✓ Providing opportunity for pupils to be involved in committees e.g. eco, leadership, health, thus involving all stakeholders in contributing to school policy
- ✓ Promoting positive social skills through a system of buddies and playground pals. Learning games and managing friendships during free time and through liaison opportunities e.g. year4/reception liaison, is essential to developing intrinsic motivation and improving relationships

Sanctions

Dealing with misbehaviour

Good discipline within the class is the responsibility of the class teacher. It is the role of the class teacher to investigate alleged classroom or playground incidents and to record this on appropriate paperwork.

We have a whole school approach to dealing with misbehaviour. Sanctions for dealing with misdemeanours are discussed and agreed with classes when rules are being established at the start of term.

Children continually missing minutes from Golden Time should be recorded in class discipline file so that behaviour can be monitored. If the class teacher has a concern about repeated negative behaviour this should be discussed with the Head teacher and a behaviour plan introduced working with the SENCo. At this stage parents would be invited to a meeting in order for the plan to be produced in partnership.

Significant inappropriate behaviour results in contact with home at the early stage enabling us to work with parents/carers to remedy the situation.

The following are examples of types of behaviour and sanctions. While these sanctions are in place, it must be stressed that there is a positive approach to behaviour within our school.

It should also be stressed that placing a child out of the Learning & Teaching environment is not an appropriate sanction. A pupil can be given time out of the classroom to calm down, but this would need to be supervised appropriately by a member of staff in order for the aims of the time to be achieved successfully, positive reintegration and resolution.

Mild Behaviour Issues

These may include behaviour such as chatting at inappropriate times, disruption to the class, time wasting/not completing work, infrequent and rare verbal assaults on other pupils.

Sanctions

Sanctions related to mild behaviour issues may be a 'look' of disapproval with the desired behaviour requested politely, a verbal correction refocussing on the desired behaviours, loss of play/Golden Time minutes, a short term move within the class, completion of work during play/ golden time, sending of incomplete work home.

Moderate Behaviour Issues

These may include repeated disruption, more frequent (more than once or twice) verbal assaults on other pupils, minor physical assaults, intimidating others.

Sanctions

Sanctions related to moderate behaviour issues may be further loss of play/Golden Time, reduction in privileges and appropriate written sanctions, loss of break if the incident is physical or related to playground issues, peer mediation, a light touch liaison with home.

Serious Behaviour Issues

These may include verbal/physical assault on staff, intentional physical assault e.g. biting, constant disruption to work of the class, bullying and racial incidents. If immediate action is required by Senior Management Team then an incident report should be filled in and sent to the Head Teacher immediately.

Sanctions

On the rare occasions when behaviour is significantly affecting the running of the class school life, class teachers will meet the Senior Management Team to decide on appropriate action. In extreme cases it may be necessary to use exclusion in line with Somerset Policy. This would be used only as a last resort. In the majority of cases, and to attempt to avoid exclusion, the SENCo would be involved and a Behaviour Plan in place in partnership with home and possibly other external agencies.

COVID 19:

New exclusion criteria was brought in to support schools in dealing with pupils not adhering to the risk assessments in place to keep all staff and pupils safe. Pupils will be supported to make safe decisions by:

1. Being made aware of our **Rainbow Rules**- verbal and visual reminders.
Rainbow rules: Wash and Give space and Catch it Bin it Kill it.
2. Supported in understanding about hygiene – explicitly taught, and reminded



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3. All staff to support pupils in making safe choices.

Decisions about exclusions in regards to this specific aspect will be taken as per the guidance given to schools.