



BEHAVIOUR AND DISCIPLINE POLICY

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Signed (Chair of Governors)	

Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

OVERVIEW

Good behaviour is central to all we do At Moorfield Primary School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school rules will be learnt and followed by all and the Rewards and Sanctions Policy will be used to underpin and reinforce good behaviour. We will work in close partnership with parents to ensure that the school's values become central to the lives of learners.

OBJECTIVES

- To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and to promote positive relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.

STRATEGIES

- The school rules of '**READY, RESPECT and SAFE**' will be promoted at all times by staff and learners and will be visible in classes and around school.
- All children will be taught to treat others well and their behaviour will reflect this.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
- Rewards and sanctions will be used sensitively and proportionately by staff to encourage and promote good behaviour. They will also be displayed in all classrooms and around school.
- Each member of staff is held to be responsible for the good behaviour of the children in their care.
- Where a member of staff requires support with a behaviour issue or problem they will discuss it with the Head teacher/ SENDCo/Behaviour Lead who will help to agree an appropriate strategy.
- The class teacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour, the Head teacher/SENDCo will, where appropriate, involve outside agencies.
- Incidents of significant behaviour problems or frequent behaviour problems for a child will be recorded on CPOMs.

MOORFIELD SCHOOL RULES

All behaviour and conduct at Moorfield Primary School is centred around 3 underlying principles:

- **Be READY,**
- **Be RESPECTFUL,**
- **Be SAFE.**

READY

We expect children to be READY to learn and READY to access the wide school curriculum. Being READY includes having the right attitude to learn as well as having the correct materials and resources. Wearing appropriate school uniform and PE kits is another way to demonstrate READINESS.

RESPECT

Respect is a fundamental British value that is promoted throughout every aspect of school life. Children will be taught and expected to RESPECT differences whether they be simple differences of opinion or differences between cultures. Teachers will model RESPECT by the way they interact with children, parents, and colleagues and interactions will be RESPECTFUL at all times.

SAFE

It is our responsibility to keep children SAFE at all times but we also have a duty to teach children to keep themselves, and others, SAFE. Discussions about SAFE conduct will be frequent and sensitive to ages and stages of development.

These three fundamental principles of READY, RESPECT and SAFE will be the invisible threads that are woven throughout the planned curriculum at all times. There will consistent, visible reminders of these principles in all classrooms and around the building.

ADULT BEHAVIOURS

The following behaviours and routines will be promoted and modelled by all teachers, at all times.

- Everybody will use the 5, 4, 3, 2, 1 (whilst raising hand in the air) signal to get children's attention wherever they are and whatever is happening. Whilst counting down, adults will immediately draw attention to those children who are following the instruction.
- Smooth transitions at the start of the day and after playtimes and lunchtimes will be promoted at all times. Children will go straight into focused activities at these points in the day. A range of activities could be used at these points but the purpose is to get the children focused on learning straight away. Any niggles/small problems can then be dealt with privately with the appropriate children.
- After playtimes and lunchtimes, all adults will stand at the front of the line to ensure high expectations are set.
- Each staff member will walk their class into their school in a quiet, orderly fashion. ALL children will return to classes at this point to allow the school to settle. Once the classroom, corridor areas are quiet and all children are settled, toilet visits and specific jobs/roles can be undertaken.
- All teachers will plan at least one circle time/discussion time per week which can be used to proactively address any behaviour concerns or issues. A handbook of ideas is available.
- At all times, teachers need to be using their peripheral vision to monitor the whole class (the lighthouse method). Therefore, positioning of the teacher is crucial during lessons. Adults should always position themselves on the outside so that they can 'look in'. When working with a guided group, the class teacher will patrol/survey the classroom regularly to ensure other children are on task.
- Basic table/classroom resources need to be checked regularly to ensure they are fully working and functional (e.g. pencils should be sharp and whiteboard pens working). This will avoid unnecessary disruption during lesson time.
- Redirecting language should be used when children try to disrupt teaching by telling tales e.g. 'Maybe s/he did but at this point in time I want you to' These can be dealt with during circle times or at more appropriate moments such as playtimes or lunchtimes.
- Specific, descriptive praise should be used e.g. 'That's really good Joshua – you have your hands by your side' or 'Well done Joshua you followed the instruction first time.'
- Specific instructions for behaviour need to be used e.g. 'I want you to put your pencils down and look at me.'
- Adults should speak in an assertive manner using their adult voice. Patronising or babyish voices should not be used.
- Pupil movement around the classroom during teaching and learning time should be minimal (except in Foundation Stage). Teachers should have an agreed strategy that children use to let teachers know if they are finished and should not be seen going to teachers with their work. Hands up should be used if a child needs to leave their work place.

The use of Reasonable Force/Physical Intervention

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DfE Circular July 2013: The use of reasonable force.

There are two main reasons why a member of staff may choose to use physical intervention:

- To control pupils
- To restrain pupils

Physical intervention/reasonable force can be used to prevent a child hurting themselves or others, from damaging property or from causing disorder.

The use of physical intervention should be considered a safeguarding response. If de-escalation and pre-emptive work has not alleviated a situation, staff may use the **'LEAST AMOUNT OF FORCE NECESSARY'** in order to restore good order. In such cases, staff must be able to demonstrate that the force used was proportionate, reasonable and necessary. Reasonable force/physical intervention should never be used as a punishment.

When dealing with behaviour that is extreme or volatile, every attempt must be made to seek the support of another adult. This is to protect everyone involved. At all times, staff must remain calm and controlled.

If a physical intervention has been used during the school day, staff are expected to record the incident in as much detail as possible on the CPOMS system. Parents/Carers will be informed if physical restraint has been used. Following the incident and once calm, children will be given a debrief in order to better understand their thoughts, feelings and emotions. Pastoral support will be offered if required dependent upon the individual needs of the child.

In the event that a child complains when reasonable force has been used, the Head teacher will investigate promptly and thoroughly. It may be necessary to refer to the 'Allegations Against Adults' procedures available from the Local Authority. Suspension is not an automatic response.

Other Forms of Physical Contact

It is not illegal to touch a child and there may be other occasions when physical contact, other than reasonable force, is appropriate and necessary. Examples might include:

- Holding a child's hand to lead them
- Comforting a distressed child
- Congratulating or praising a child
- Supporting physical activity
- Giving First Aid

Confiscation and Searching

Teachers have the right to confiscate pupils' property. However, in all situations, adults must consider the risk of escalation balanced against the need to confiscate the item. In the case of a child refusing to submit the item and if there is no risk to the child or others, it may be more appropriate to avoid further escalation and seek the support of the parent in the event of a child refusing to hand over an item that is potentially dangerous or could cause risk to others, then support should be sought from the SLT.

REWARDS

At Moorfield Primary we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at Moorfield Primary:

- Immediate verbal feedback to recognise and reinforce positive behaviour
- House points are used to reward good behaviour on a daily basis
- At the end of each half term, the house with the most points receives a reward

- Regular praise assemblies
- Certificates of merit
- Star of the week –certificate given by class teacher on a Friday
- Head teacher commendation and awards
- Letters/postcards to parents/carers from the Head teacher
- Phone calls and text messages home.
- Extra playtime
- Stickers

SANCTIONS and strategies for dealing with poor behaviour

It is important to ensure that sanctions are used sensitively and proportionately by all adults. Adults need to be calm and sensitive in deciding what should happen but all incidents of challenging and difficult behaviour should be seen as a learning opportunity. At Moorfield, we use a range of sanctions that include:

- Restorative conversations
- Paying back work time
- Loss of play time
- Discussion with AHT or DHT
- Phone call to parent
- Internal exclusion away from class
- Reflection room

Restorative conversations are really effective in bringing about real change if used in the right way. The following 5 questions are useful when framing a restorative conversation:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

All teachers have a class behaviour log in their classrooms which is used for recording rewards and sanctions. If a teacher/member of staff notices that a child is regularly being sanctioned, s/he may discuss the matter with the head teacher. Where a child displays regular behavioural issues/being sanctioned these should be recorded on CPOMS as part of an evidence base with clear details of the behaviour incident, actions taken and outcomes.

At Moorfield we use a hierarchy of sanctions, which are laid out below in our behaviour steps. For them to be effective they must be followed consistently by everyone.

Step 1	<u>Re-direction</u> This is where a member of staff deals with low level disruption. The adult should use a range of normal classroom management strategies, such as distraction, gentle encouragement to change the direction of behaviour; maybe a small act of kindness.
Step 2	<u>Reminder</u> A reminder of the expectations: Be Ready, Be Respectful, Be Safe will be delivered. Adults will use de-escalation strategies to avoid direct confrontation.
Step 3	<u>Caution</u> A clear verbal caution. Adults will make the learner aware of their behaviour,

	clearly outlining the consequences if they continue.
Step 4	<u>Time out.</u> Adults will give the learner chance to reflect away from others. The child will normally be sent to the Key Stage Leader. They will take with them prepared work. This should be done swiftly with as little disruption as possible. The sanction will be recorded by the class teacher in the class behaviour log. Following time spent out of the classroom the child has a 15-minute loss of their own time during the next break. For more serious incidences or repeated patterns of inappropriate behaviour the child may be sent directly to the Head teacher.
Step 5	<u>Reflection Room.</u> Staff will record on CPOMs the reasons why a child has been sent to the reflection room. SLT will monitor these incidences and discuss actions. These will be set in accordance with the needs of the child. If the child continues to be sent to the reflection room parents/ carers will be invited into school for a discussion with the Head teacher/ Behaviour Lead.
Step 6	<u>Exclusion</u> In the final instance, the child's parents/ carers maybe contacted and if necessary a period of exclusion may follow. Exclusion is an extreme sanction and whether for a fixed term or permanent is only administered by the Head teacher.

Children with additional Social, Emotional or Mental Health needs

Continued concern about a child's behaviour may lead to an Individual Behaviour Plan (IBP) being put in place. This should be done in consultation with the SENDCo/SLT and promptly following concerns arising. A number of strategies can be considered when dealing with behaviour at this level. The Graduated Approach on Halton's Local Offer has a number of strategies that can be used to support these children. Support from the Local Authority Behaviour Team, Educational Psychology Team and SEND team may be sought at this level.

The Local Authority Behaviour Toolkit is another tool that may be considered at this stage as a means to analyse and support a child that is having ongoing difficulties.

In some cases, extremely challenging behaviour may lead to a temporary (fixed-term) suspension. The decision for this must be made by the Head teacher.

Peer on Peer Abuse

Children can harm other children. This is known as peer on peer abuse. There are a number of underlying reasons why children may harm other children. At Moorfield Primary School we aim to keep all children safe. If there is a concern about peer on peer abuse, we will treat the incident as confidential and will work with both the child who has experienced the abuse and also with the child who has presented the concerning behaviour in order to ensure the best outcomes for all involved.

Two types of peer on peer abuse are bullying and harmful sexual behaviour towards peers.

Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and

young people and which may be harmful or abusive (derived from Hackett, 2014).

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults.

It is harmful to the children and young people who display it, as well as the people it is directed towards.

Children and young people demonstrate a range of sexual behaviours as they grow up, and this is not always harmful.

Sexualised behaviour sits on a continuum with five stages:

- appropriate – the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development
- inappropriate – this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group
- problematic – this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation
- abusive – this often involves manipulation, coercion, or lack of consent
- violent – this is very intrusive and may have an element of sadism

Examples of Harmful Sexual Behaviour

Examples of harmful sexual behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images or videos (sexting)
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- Sexual violence
- sexual or sexist name calling

(Contextual Safeguarding Network, 2020).

If a child is unsure about whether or not they have been sexually abused, they may not tell an adult because they might be worried about causing a fuss or getting someone else in trouble for 'no reason'. Children may not always understand that they have experienced or carried out peer-on-peer sexual abuse.

(NSPCC, 2018).

Signs that a child has experienced harmful sexual behaviour

Indicators that a child has experienced peer-on-peer sexual abuse may be physical or behavioural. A child or young person may: -

- appear withdrawn, frightened or begin to act differently from usual.
- display physical signs such as noticeable discomfort in their genital or anal area.

- go missing or running away
- commit criminal offences
- begin to use drugs or alcohol
- form new friendships
- develop issues around sleep or food

Response to harmful sexual behaviour

At Moorfield Primary School all members of staff promote healthy and respectful relationships and will challenge language and behaviour which is sexually harmful or indicates peer on peer abuse. We will not accept that such language or behaviour is 'fun', 'a joke' or 'having a laugh'. The school will follow the guidance set out within this document to respond to any incident of HSB or peer on peer abuse.

All members of staff at Moorfield Primary School are trained in recognising and responding to harmful sexual behaviour. We have also received training to recognise normal sexual development so that we can identify behaviour which is becoming a concern at an early stage. Where Harmful sexual behaviour is identified we will support the child in exploring the underlying cause of the behaviour and ways in which the behaviour can be modified to prevent the behaviour from escalating in the future.

We will respond to any issue of harmful sexual behaviour following the schools Safeguarding procedures as identified in our Safeguarding Policy. This will be used in conjunction with the information presented in this Behaviour Policy to provide support for all involved and, where appropriate, sanctions for the person presenting harmful behaviour, in order to ensure the wellbeing and safety of all members of the school community.

Children where necessary will receive a pastoral response for both the victim and the perpetrator. All action taken is taken in line with the guidance included in Keeping Children Safe in Education.

Sexual Violence and Sexual Harassment

At Moorfield Primary School, we have a zero-tolerance approach to sexual violence and sexual harassment. We recognise allegations of sexual violence and sexual harassment as potential serious breaches of our Behaviour Policy and reserve the right to enforce our behaviour policy on that basis.

We will ensure that processes and protocols are put in place to ensure the protection of any 'victims' as well as attempting to ensure the anonymity of the 'perpetrators'.

We will consider whether any such allegation highlights safeguarding concerns and will make appropriate referrals if harmful sexual behaviours are identified.

We acknowledge that our burden of proof in such allegations is 'on the balance of probabilities' and not 'beyond reasonable doubt' as it would be in the case of a criminal investigation.

If the allegations are found to be untrue or malicious, we also reserve the right to enforce our behaviour policy.

Bullying

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
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Children, parents and carers are encouraged to speak to a member of staff as soon as possible if they are concerned about bullying. The sooner we know about something; the sooner we are able to deal with it. When a member of staff deals with an incident that may be bullying, the details must be recorded on CPOMS using the 'bullying' tab.

All incidents of and concerns about bullying are taken seriously and looked into as soon as possible. They are investigated thoroughly to establish whether the concern is founded or unfounded. Details of all conversations that take place as part of the investigation are kept and the findings are shared fully with the victim, perpetrator/ alleged perpetrator and parents/carers of all involved.

Victims and perpetrators of bullying are supported at Moorfield Primary School. For the victim, close monitoring and 'checking in' by adults is carried out together with follow up contact with parents/carers to ensure the child is settled and well. For the perpetrator of bullying, we take a restorative approach to what has happened in order to educate and support understanding of how actions and words can impact on others. If a child is responsible for more than one incident of bullying, senior leaders will consider further sanctions and support that may be required such as separate playtimes/lunchtimes and individual programmes of support.

The school curriculum offers planned opportunities for talking about and promoting positive attitudes and behaviours. Each half term, the whole school uses a carefully chosen book, usually with a strong PSHE theme, to focus on issues that can affect everyone. In addition to that, school assemblies are used as a vehicle to further discuss and share

important messages about valuing and supporting everyone.

RECORD KEEPING

It is a statutory requirement for all teachers to keep clear and concise records of behaviour. At Moorfield Primary we use the schools electronic recording system (CPOMS) for this purpose. These also include incidents where a child has been sent out of the classroom or has attended the reflection room. It is the class teacher's responsibility to update the class behaviour book with all behaviour incidences and the actions taken. It is the role of the SLT to monitor these records with a purpose of identifying trends and patterns of behaviour for individual children, classes and year groups. The behaviour lead will also analyse behaviour incidents on CPOMs each half term, reporting these finding to the governing body.

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.