



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

BEHAVIOUR POLICY

February 2023

'Moor Park Primary is a Happy, Caring School Where Everyone Matters'

Policy	Behaviour Policy
Blackpool Council model policy	None available <i>Blackpool procedures and guidance followed</i>
Reviewed by	Jane Rhodes and Claire Singleton
Date	January 2023
Approval level	Headteacher
Adopted	01/02/23
Next review due	January 2024

Mission Statement

Moor Park Primary is a Happy, Caring School Where Everyone Matters and is Encouraged and Challenged to be the Best they can be.

1. Aim

The aim of this policy is to promote good positive relationships. This will prepare young people to meet the challenges and demands of an ever- changing world by becoming resilient life- long learners.

At Moor Park Primary, it is vital that every member of the school community feels included and supported and that each person is valued and respected. The School Behaviour Policy is designed to enable all members of the school community to work together in a supportive way. It promotes an environment where everyone feels happy, safe and secure.

This policy ensures that all members of the school community understand what is meant by good behaviour and the consequences of poor behaviour. The aims and objectives of Moor Park Primary School set out the conditions within which staff and pupils can enjoy an environment conducive to providing the best opportunities for learning.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online **Legislation and statutory requirements**

3. Definitions

Low Level Misbehaviour is defined as:

- Disruption in lessons, in corridors, at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious Misbehaviour is defined as:

- Repeated breaches of the Moor Park Way
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Deliberately hurting a pupil or adult
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - Fireworks
 - Inappropriate images

4. Bullying

The school has adopted this collaborative definition of bullying.

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

Types 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

Homophobic/Transphobic	Disrespectful comments and actions linked to gender and sexuality
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

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Governing bodies have a duty to:

- Ensure that the school complies with this policy.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored.
- Ensure that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising.
- Support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.

The Chair will reasonably consider any appeal against a decision made in relation to this policy.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Following a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Senco, Assistant Senco, SEND Team and senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

At Moor Park we create a team around the child to achieve common goals. Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. The school promotes strong links with parents and good communication between home and school. The school ensures that parents are kept informed about their child's behaviour, so that children receive consistent messages about Moor Park Way behaviour expectations. Parents are encouraged to engage fully and be involved with the process of addressing and planning support for children's behavioural needs.

Parents are expected to:

- Support their child in adhering to the Moor Park Way.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher or Send Team

6. School Behaviour Curriculum Aims

A whole school approach starts with our ethos

At Moor Park Primary, we strongly believe that responding to the needs of a child is not the responsibility of a few staff in school; **it is everyone's responsibility.**

We believe that our Core Values provide the right ethos and environment for positive behaviours to be shown and effective teaching and learning to take place



SAFETY

We take care of our emotional and physical safety, respecting the things put in place to help us. We reduce risks of harm by protecting each other and use controlled ways to enjoy school life in our community.



LOVE

We show care and concern for each other and show respect to ourselves and others. We consider others wellbeing and interests-supporting each other. We show understanding and appreciation that everyone has different needs and are considerate of this.



COURAGE

We encourage strength and resilience in the face of difficulties with a 'I can' attitude. We take responsibility in the way we live our lives and show strength mentally and morally, making right choices, even when it is hard.

To achieve this everyone at Moor Park is expected to *always*:

- Follow instructions from peers and adults.
- Use kind words and actions that help and don't hurt.
- Respect themselves, other people and their property.
- Move safely and sensibly around the school.
- Are considerate of others needs and are supportive
- Have an I can attitude to support themselves
- Make the right choices

We aim to:

- Create a positive climate where everyone feels valued with tolerance for diversity
- Develop self-control
- Develop a sense of self-esteem and self-worth
- Develop a growth-mindset and resilience
- Be respectful of others
- To maintain a safe and orderly environment
- Ensure equal opportunities and fairness for all
- Understand actions and the impact on others
- Adopt a democratic attitude, sharing and valuing others' point of view

Rewards

- Children earn dojos as a whole school reward system. These can be awarded by any member of staff and can be earned for better than expected behaviour,

excellent learning, hard work and demonstrating any of the characteristics. Dojos form part of the hierarchy for when children's names are moved up.

- Moor Park Way Time – this is specifically related to staying on the Moor Park Way. Any pupil who has managed to stay on the Moor Park Way for the week takes part in Moor Park Way Time. For children who have lost their Moor Park Way Time in the week, they take part in a Circle Time to discuss their choices and how to gain their Moor Park Way Time back.
- Golden Book - class teachers select a pupil each week to award their star of the week award to during Friday's assembly. The certificate is awarded to a pupil who has shown the characteristic of the week, which is shared during Monday's assembly.

Consequences

These are designed to encourage the pupil concerned to reflect on the consequence of their actions. All consequences are discussed in terms of the part of the Moor Park Way that has not been followed, the unacceptable behaviour shown, the impact on self and others and the preferred future choice.

The range of responses includes:

- Stage 1 – Reminder – reminder about expectation of Moor Park Way
- Stage 2 - Warning – requests to stop the unacceptable behaviour. Should a second warning be required the child's name is then moved down the hierarchy
- Stage 3 – 'Talk Time' – Class staff talk with the child to discuss what is going wrong, how to resolve it and remind the child about the Moor Park Way
- Stage 4 - Removal from the classroom to discuss the situation with a member of the SLT and missed learning time paid back in the Hub
- Stage 5 - Removal from the classroom by SLT to reduce disruption to others and play time / lunch time missed
- Stage 6 – Serious discussion with DHT/HT internal seclusion
- Stage 7 – Headteacher's office immediately Fixed Term suspension
- Seclusion - Removal from the classroom to the Hub where they are always supported by an adult for a set period of time. Parents are always informed due to the severity of the consequence
- Fixed term exclusion
- Permanent exclusion (in the most extreme instances after other approaches have been exhausted)
- There are some occasions where the use of hierarchy is not appropriate and consequences are at the discretion of Hub team/SLT.

Hierarchy System

+20 Dojos
+10 Dojos
+5 Dojos
The Moor Park Way
Stage 1 - Reminder
Stage 2 – Warning
Stage 3 – Talk Time
Stage 4 – Walk and Talk with SLT missed learning paid back
Stage 5 – Time out SLT missed play/lunch time or both
Stage 6 – DHT / HT internal seclusion
Stage 7 – HT fixed term suspension

Removal of Moor Park Time

Children who continually disrupt the classroom and the learning of others will lose their privilege of Moor Park Time. This will be at the Stage 4 of the behaviour hierarchy. The children will take part in a circle time instead of Moor Park Time to discuss their behaviour choices and how they can earn their time back the following week.

The Hub

A designated space in school known as 'The Hub' is used to support the pupil's social and emotional development with a strong focus on children developing their own ability to self-regulate. It is used by the SEND / Behaviour support Team who carry out pro-active behaviour intervention with a range of targeted pupils/groups.

The Hub is also used to support the consequences stated in the hierarchy. Pupils who have moved down the hierarchy owe time to consider their behaviour choices as part of the hierarchy, do so in the Hub.

Stage 4 – Pay back lost learning time 5/10/15 mins

Stage 5 – Missed play / lunch /both

Stage 6 – Internal seclusion / consequences dependent upon the individual.

If an incident occurs before lunch, the consequence will be carried out on the same day. Any incidents that occur during an afternoon, the consequence will be completed within the last 15/30 minutes of the day as appropriate.

Behaviour Intervention and Behaviour Management plans

Pupils who are frequently moving down the hierarchy may require behaviour intervention. This can range from a short-term or long-term intervention.

The Class Teacher and the Senco/Assistant Senco will meet and discuss the most appropriate method of managing a pupil's behaviour. A plan will then be created specific to the pupil's needs. Staff who are in regular contact with the pupil will then have access to the plan and will be expected to support implementing the plan. Parents/carers will be invited in to read the plan and sign.

Moor Park Primary School values its relationship with parents and carers. When it is clear that poor behaviour has adversely affected the learning of pupils in a class, a pupil's parents or carers will be contacted. If the misbehaviour increases in seriousness, parents or carers will be increasingly involved.

School will make every effort to support the pupil through input from other professionals (e.g. The Behaviour Advisory Teacher, Inclusion Team, Educational Psychology Service) to understand the individual's problem in modifying their behaviour and aiming to help them. There will be situations, despite repeated and concerted attempts to correct behaviour, when the relationship between the school and a pupil may have deteriorated beyond recovery. School has to ensure that it is fulfilling its duty to all pupils and this might lead to exclusion or even a change in provision. Such decisions are not undertaken lightly and would include consultation and due reference to the governing body and the Authority.

Suspension and Permanent exclusion

Although the school will go to great lengths to work with parents/carers of a pupil who is presenting severe behavioural problems, eventually it may be necessary to suspend the pupil for a period of time. Usually there will have been regular contact with parents/carers to try to sort out the problem, so the decision to suspend will not be unexpected.

The decision to suspend is solely that of the Headteacher. In the letter to parents/carers they are reminded of their right to appeal to the Governors if they disagree with the suspension.

In extreme circumstances the decision to permanently exclude a pupil may be taken. However, this is in very rare circumstances and all other avenues will have been exhausted before this decision is taken.

Searching and confiscating items to safeguard children

Moor Park Primary School has a responsibility to safeguard children's safety and well-being. Following guidance from DfE, school staff may search pupils and their possessions for any item that may cause harm, disrupt teaching or go against the principles of this policy.

Please see: Searching and Confiscation Policy DfE guidance: Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies 2014.

Pupil Behaviour outside the school premises.

Moor Park Primary School acknowledges its responsibility to our pupils outside school and those who are not behaving appropriately. If staff or parents report an incident of poor behaviour or bullying to school, an appropriate member of staff will thoroughly investigate and a consequence will be applied, if necessary. Consequences as set out in this policy may be applied as may exclusion, under the discretion of the Headteacher.

Subject to the behaviour policy, teachers may follow this policy and use consequences with pupils for:

- misbehaviour when the pupil is taking part in any school-organised or school-related activity
- or travelling to or from school
- or wearing school uniform
- or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of poor behaviour the teacher can only give consequences to the pupil as above.

Safe use of Physical Control

Pupils and staff need to be safe and protected and sometimes this will involve handling designed to bring control to the actions of a pupil who has lost control. Such control is carried out within a legal framework agreed with the Local Education Authority and would be applied in the following situations:

- to ensure the safety of all children and staff;
- to protect the child from causing injury to themselves, other people or damage to property;
- to prevent a child from behaving in a way that affects the learning and good orderly behaviour of others within the School;
- to enable each child to fulfil his/her potential within a safe, secure and supportive environment.

Whenever staff use safe handling, parents and carers are notified of the reasons why and the subsequent action taken. A record of the event is maintained and monitored by the

SLT. A range of staff (10) have received training in Team Teach. This is a procedure that offers a safe and effective way of dealing with situations that may require the safe use of physical control. The staff are committed to using safe and effective forms of controlling pupils' behaviour and control is used under the guidelines adopted as part of Team Teach.

Malicious Accusations Against School Staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.