



**MOOR PARK
PRIMARY SCHOOL
AND NURSERY**

**PUPIL WELLBEING POLICY
(Behaviour)**

April 2022

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

Blackpool Council model policy	None available <i>Blackpool procedures and guidance followed</i>
Reviewed by	Jane Rhodes and Claire Singleton
Date	April 2022
Approval level	Headteacher
Adopted	06/04/2022
Next review due	April 2023

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.

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 Well-Being 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.

A whole school approach starts with 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

FRIENDSHIP - We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community

RESPECT - We develop self-respect and encourage everyone to show respect and concern for the needs of others and their property. We encourage everyone to appreciate and value the diversity of people's circumstances and backgrounds.

RESPONSIBILITY - To take responsibility for the way we lead our lives; how we use our talents, how we use our rights and how we approach opportunities given to us.

PERSEVERANCE - We encourage everyone to have an "I can" attitude and aspire to achieve goals.

KINDNESS - Show care and concern, and exercise goodwill towards others.

BEHAVIOUR - We have the highest expectations for behaviour. We constantly reinforce our school values with the children and our aim is to develop self-discipline and the ability to take responsibility for their own choices and behaviour.

To achieve this the children will:

- Follow instructions from peers and adults
- Use words and actions that help and don't hurt
- Respect other people and their property

- Move safely and sensibly around the school.

Moor Park Primary staff will:

- Actively listen to children and provide enough thinking time
- Use consistent approaches to meet a child's individual needs i.e. 5 point scale
- Build positive relationships which promote safety and belonging in the environment
- Will intervene early and use de-escalation strategies
- Value and validate children's feelings and separate this from the behaviour shown
- Help children to recognise and manage difficult emotions in an appropriate way
- Recognise the differing needs of children and respond appropriately
- Provide weekly circle solution sessions.

Parents as partners

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 behaviour expectations.

The School's Well-Being Policy is accessible to all parents/carers via the school website.

If the school has to implement consequences against a pupil, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in this Well-Being Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Head teacher who will take appropriate action.

Key premises of our approach

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)**
- **Behaviour is a form of communication.**
- The 2014 Code of Practice of Special Educational Needs (SEN) views **behaviour as a communication of an emotional need** (whether conscious or unconscious), and responding accordingly
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.**
We encourage all adults in schools to respond in a way that focuses on the **feelings and emotions that might drive certain behaviour, rather than the behaviour itself.** Children with behavioural difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

(From Colebourne Primary School’s Behaviour Policy)

- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters **connection, inclusion, respect** and **value** for all members of the school community
- **Maintaining clear consistent boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help a child feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, high expectations and appropriate responses to behaviour. These must be in place – taught and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequence strategies that follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour
- **Not all behaviours are a matter of ‘choice’ for some children,** and not all factors linked to the behaviour of a child are within their control
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children’s SEMH needs.**

“The parent–child connection is the most powerful mental health intervention known to mankind”

(Bessel Van Der Kolk)

Through this approach we:

- Promote, teach and support a high standard of behaviour by providing a nurturing environment
- Promote and teach self-awareness, self-control and acceptance of responsibility
- Create and maintain a positive and safe school climate where effective learning can take place.

Pupil are successful when:

- School is consistent, safe and caring and all staff have high expectations and maintain boundaries at all times.
- Staff use a variety of approaches in their interactions with a child.
- The choice to behave responsibly is placed on the child, and children learn how to make responsible behaviour choices.
- Children are provided with excellent role models.
- Children and parents understand that all behaviour choices have consequences, which are appropriate to the child.

Moor Park Primary is committed to providing positive role models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight a child's appropriate behaviour to their peers.
- Older children are given opportunities to act as positive role models to younger children.

As a school we recognise that encouragement, praise and positive reinforcement ([see Appendix 1b](#)) teaches children that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour, and encourage children who are choosing inappropriate behaviour to make different choices.

Responding to behaviour choices

Due to the differing needs of our children, some may not follow an instruction due to their individual level of cognitive and emotional understanding of a situation, however boundaries are expected to be maintained and all staff deal with the situation in a **calm consistent manner**. ([see appendix 2a ; 2b](#))

It is important that children are supported to understand that inappropriate behaviour choices lead to consequences and that it is the **child's behaviour choices that are inappropriate, not the pupil**. ([See appendix 2b;2c](#))

Continuous unacceptable behaviour choices

If a child persists in making inappropriate behaviour choices then there are a variety of options that may be taken:

- Whole class circle solutions led by class staff to restore issues.
- The class teacher will work collaboratively with the child to identify any reasons, concerns or difficulties which may be leading the child to make inappropriate behaviour choices and discuss actions to help alter the behaviour.
- If there is no change in the child's behaviour, the child will discuss their behaviour with the SLT or learning mentor.
- More targeted teaching of behaviour and self regulation.

Severe unacceptable behaviour

In cases of severe unacceptable behaviour (absconding, assault, bullying including cyberbullying, damage to property, racism and homophobia) it may be necessary to internally or externally exclude a child. The parents will be informed. If a child struggles at more unstructured times such as break, or is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member or in some cases, attend nurture. This will be within an agreed timescale.

If the school has to implement consequences for behaviour, parents should support the actions of the school. If parents have any concern about their child, they should initially contact the class teacher. The school expects all members of the community to adhere to the principles as set out in this Well-Being Policy and therefore to behave in an appropriate manner within school.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parents and on occasions may request them to accompany their pupil on a visit.

Procedures for Absconding

If a child absconds, from the school building parents/carers are informed immediately and staff, where possible, will also follow. We will inform the Police. If a child does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the child as a missing person.

Procedures for Damage to Property

We believe children will behave appropriately if they learn to be accountable for their actions therefore if a child wilfully damages property parents / careers may be expected to pay a contribution towards the repair.

Recording behaviour

Moor Park Primary monitors child's behaviour and records incidents, including when positive handling techniques are required using an electronic system called safeguard and (where appropriate ABC sheets).

Positive Handling

Although every opportunity will be taken to diffuse a situation there will be occasions when a child will need Positive Handling. Parents will be informed if their child is involved in any significant incident. Designated staff are trained in positive handling.

Appendix 1a - Restorative practise

All participants should be sitting in an open circle. Only one person speaks at a time.

Can you tell me;

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

Appendix 1b– Positive reinforcements

Positive reinforcement may take the form of:

- Acknowledgement of positive learning behaviours
- Special mention in school
- Positive messages communicated to parents i.e. text message home to parents/carers
- Individual reinforcement such as visiting another member of staff
- To celebrate Golden Book
- Responsibilities around the school
- More subtle forms of praise for pupils who find overt praise difficult to accept e.g. thanking pupils for the task
- Recognising and celebrating achievements whilst in and out of school.
- Earning team points
- Coco time
- Mentoring roles for peers

The use of positive reinforcements:

- Creates a positive, respectful school environment.
- Increases pupils' self-esteem
- Reduces pupils' need for extrinsic motivation and increases intrinsic motivation.
- Promotes a model for appropriate behaviour and positive relationships.

Appendix 2a – Calming Strategies

Due to the differing needs of children sometimes they are in a state of dysregulation / high anxiety and so we can offer a child different calming strategies and areas around the school for them to regain composure with support

Areas around school include:

- Sensory Room
- Family room
- Calm down zone in intervention room
- Library
- Headteacher's room
- Learning Mentor's Area
- SEND Support Assistant's area
- SENCO's Room
- Low distraction room for pupils to who are displaying highly aggressive behaviours and/or disturbing the learning of others. This offers pupils the opportunity to regain composure in a sensory – free room.

Calming strategies include:

- Pesky Gnats / Go Noodle / mindfulness programs
- Individual 5 point scale
- Positive touch
- Following behaviour plans related to 5 point scale
- Use of regulation rooms
- Interventions specific to their needs
- Coco time
- 1:1 Mentoring
- Walk and Talk therapy
- Theraplay
- LEGO therapy
- Check in, check out
- Stress toys

- Key Adults / change of face / change of environment
- Sensory Circuits
- Learning mentor group sessions
- Access to SEND Support Assistants

Appendix 2b – Responding to behaviour choices

- Consequences may follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using a restorative approach.
- Staff will teach children appropriate strategies which will support a child making positive behaviour choices.
- Consequences will never involve taking away a previously earned privilege or any intervention time. The consequences given will be related to the behaviour choices.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils.
- Following a consequence, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour.
- Pupils will be supported to reflect on their behaviour and be given an opportunity to make amends.
- It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success.