

# Moor Park Primary School

## Behaviour Principles



### Mission Statement

Moor Park Primary School is a happy, caring school where everyone matters and is encouraged and challenged to be the best they can be.



### At Moor Park Primary, we aim to:

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

- **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. (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 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, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences 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)

