



Morecambe Bay  
Community Primary  
School

Behaviour and Wellbeing  
policy

September 2023



The behaviour and wellbeing policy at Morecambe Bay Community Primary School, inclusive of social, emotional and mental health, is central to our vision and ethos. It runs through every element of school life, it underpins every interaction within our school; it is reflected in the positive relationships of trust and defines how our school aims to teach and learn. In addition, our ethos and holistic approaches reach beyond the school grounds, distinguishing us as an important part of our community.

This policy is a document that should be shared, understood and used by the whole school community.

Key principles underpinning this policy:

- \* That everyone has social, emotional and mental health and that all have the right to be safe and to be treated respectfully.
- \* Systematic approaches to behaviour— this recognises that there are a range of systems, in and out of school, that impact on behaviour and mental health
- \* Humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving
- \* Developing children's emotional literacy through the promotion of positive values, alongside explicit teaching, is an integral part of children's learning

- \* Growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and a resilience that is essential for great accomplishment.
- \* A Whole-school positive ethos which develops co-operation, self-respect and consideration
- \* All relationships within the school are respectful and the role of the different staff are understood
- \* Children know how to behave positively in school and beyond
- \* Children are encouraged to take responsibility for their own behaviour and their impact on others
- \* That parents are involved in all aspects of their children's learning and are supported by staff as and when necessary
- \* That at all available points, children's emotional needs are provided for and that we promote positive behaviours for learning appropriate to age. Additional provision for emotional wellbeing is available as and when necessary.
- \* Reward and sanctions systems, if needed, are clear and personally designed
- \* There is a system to combat bullying \* The school has a system for working with outside agencies for support
- \* Exclusion is only used as a last resort

At Morecambe Bay Community Primary School we acknowledge that:

- All children deserve to attend a school where they feel safe and confident in order to learn.
- All behaviour is communication and we resist the use of stigmatising/ judgmental language when describing the behaviour we are seeking to manage. (See trauma-informed language appendix)

- Traumatic experiences/ damaged attachments and food/home insecurity can create deregulated behavioural responses from the children/young people we are seeking to teach.
- Relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e. knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging/ challenging incidents.

At our school we are proactive in teaching children/ young people what good behaviour in our learning environment is and how individuals can learn how to be successful learners. Our school Values are clear about the characteristics of successful learners.

At Morecambe Bay we are **HAPPY, KIND, RESPECTFUL, RESPONSIBLE, BRAVE learners.**

In discrete PSHE lessons these values are taught and reinforced (See PSHE Policy and Curriculum map). We teach all of our children/ young people about developing a Growth Mindset and develop a language and understanding about how emotions are experienced and managed by individuals.

When interventions are required, our Learning Mentors deliver specific programmes for small groups/ individuals e.g. safe touch, how to be a good friend, managing conflict.

A small number of children require personalised behaviour support plans, that are agreed between the child, classroom staff and SENDCO/ SLT.

### Roles and Responsibilities

All adults have a role and a responsibility for promoting a high standard of behaviour. Even within nurturing, creative and differentiated lessons, where high levels of engagement are fostered, there can be circumstances of poor behaviour. Classroom staff (teachers and teaching assistants) are responsible as a first measure for acknowledging positive behaviour as well as identifying poor behaviour. Consistency within class and across school, when managing behaviour, is achieved by using the list of Encouragement Strategies Stair case (see figure 1). These strategies are used alongside classroom-specific positive behaviour systems. If behaviour persists and the 'Encouragement Strategies

Stair case' is exhausted then the child enters into STAGE 1 of our behaviour pathway (see figure 2 - outlining process of escalation, recording responsibilities and expectations of the school as a team). REDLINE BEHAVIOURS have been clearly identified (see figure 3). On such occasions the child moves directly to STAGE 2 of the behaviour pathway (figure 2).

Things to note...

- It is the class teacher's responsibility to ensure that the necessary contact has been made either face to face or via phone by the staff member responsible before the end of the school day. This may mean chasing up as to whether higher tier management have met this expectation. If not, this may mean doing it yourself (CT) or asking someone to do on your behalf NOT A MEMBER OF SUPPORT STAFF. Higher tier management may instruct CT to make the contact on certain occasions if they are unable to do so themselves.
- IMPORTANT TO NOTE - All procedural guidelines within this policy form a framework for professional decision making. The context of each situation will differ dependent upon personal backgrounds and events and there will be difference in the scale and speed of consequences of behaviour.

Persistent low-level classroom disruption

3 or more incidents in a half term.

This is despite the continued use of encouragement strategies.

Class teacher responsibility – informs parents – include frequency and planned and reviewed strategies.

Issue sanction if appropriate.

Recording on CPOMs – inclusive of records of the above

Phase leader responsibility – discussion with child, issue sanction if appropriate, possible discussion and delivery of a behaviour plan.

Higher tier SLT responsibility – HT, DHT or AHT

No direct involvement other than informed by CPOMs

Class teacher responsibility – attend meeting organised by Higher tier SLT. Provide additional and specific information if necessary

Phase leader responsibility – to remain fully informed and up to date. Record actions and observations on CPOMS.

Higher tier SLT responsibility – HT, DHT or AHT

Contact parents/ carers informing them of the situation. CPOMS all actions to inform the wider school community if appropriate.

Meeting arranged between school team and parent/ carer. IPBP reviewed, outside agency referrals/ SENDO/ PRU input.

Persistent/ escalating behaviours that are not responding to the actions listed above.

Issues continue despite phase leader involvement.

Redline behaviours – staff member pass to higher tier SLT.

If there are any questions about actions taken that you are unsure of ask a member of the senior leadership team (SLT).

## **RED LINE BEHAVIOURS**

### **PERSISTENT REFUSAL OF WORK**

Where a child is persistently refusing, over a protracted period, to access classroom tasks despite phase leader, parental and behavioural interventions being in place and impeding the learning of others.

### **VERBAL ABUSE TOWARDS OTHERS, CHILD OR ADULT**

Distinction to be drawn inappropriate language, not considered red-line and abusive language which is.

Inappropriate language

Verbally abuse eg. Intended personally towards another.

### **BULLYING**

Acts that are persistent, intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards an individual or group.

(see Bullying and Harassment Policy for wider definitions).

### **ANY VIOLENT ACT, AGGRESSIVE AND/ OR INTIMIDATING ACT TOWARDS A CHILD OR ADULT**

Where the act leaves a child with a mark or is dangerous to others; or is shocking in intensity. This includes intentional intimidation with physical presence and gestures.

Classroom-specific positive strategies will vary from class to class. Below are some class examples of positive systems and possible classroom sanctions.

Examples of classroom positive systems	Examples of classroom sanctions
<p>Growth mindset teaching practices  Zones of Regulation  Reflective area – ‘safe spaces’  Public celebrations of good work  Purple Points  Regular reading points  Table points  Building positive relationships  Values  Lunchtime Stars</p>	<p>Time out  Missing time from play time  Class discussion of appropriate sanctions  Children are separated  Recurrent problems discussed with parent  Home/school diary  Behaviour chart  Extra-curricular entitlement reduced  Restorative sessions</p>
Whole school positive systems	Whole school sanctions
<p>Golden stickers and Headteacher's Award  Readers reward time — termly basis  Purple Points  The Golden Books  Positive Postcard home  Senior Leadership Team praise  Over praise and catching positive choices as much as possible.  End of year trophies  Celebration of outside of school achievements.  ‘Always’ children  Head boy and girl responsibilities.  Corporate responsibility  CPOMS observations</p>	<p>Missing playtimes  Time in phase-leader's classroom  Parental involvement  Senior leadership (DHT followed by H T)  Restorative sessions  Fixed term exclusion  Permanent exclusion</p>



## Appropriate Language in a Trauma Informed Setting

Inappropriate Term	Suggested Alternatives
<p><b>Chosen behaviour</b></p> <ul style="list-style-type: none"> <li>• Assumes intentionality.</li> <li>• Ignores role of brain architecture in response to trauma.</li> <li>• Pits child against adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Learned behaviour</li> <li>• Deregulated behaviour</li> <li>• Survival response</li> </ul>
<p><b>Aggressive/ confrontational</b></p> <ul style="list-style-type: none"> <li>• Focus on risk child poses.</li> <li>• Blame laden.</li> <li>• Judgemental.</li> </ul>	<ul style="list-style-type: none"> <li>• Hyper- vigilant to threat</li> <li>• Mis-reading threat level and responding to perceived threat</li> <li>• Needs help to calm threat response</li> <li>• Is in survival mode</li> <li>• Deregulated</li> <li>• Fight/ flight response triggered</li> <li>• Sensitive to criticism or failure/ low self esteem</li> <li>• Difficulty in taking chances/ risks in learning</li> </ul>
<p><b>Lacking aspiration/ disengaged</b></p> <ul style="list-style-type: none"> <li>• Not responding to need of individuals.</li> <li>• Imposing value set of observers.</li> <li>• Blame of those focused-on meeting basic Maslowvian level of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on basic needs</li> <li>• Needs to feel safe/ understood before able to learn</li> <li>• Difficulty in accessing learning</li> <li>• Reluctant to speak publicly – feels exposed to judgement of others</li> <li>• Requires sensory programme/ stimulation</li> </ul>
<p><b>Uncooperative/ disruptive</b></p> <ul style="list-style-type: none"> <li>• Assumes intentionality</li> <li>• Blames child</li> <li>• Encourages/ feeds adversarial relationship</li> <li>• Expects child to resolve issue</li> </ul>	<ul style="list-style-type: none"> <li>• Finds it difficult to participate in class routines or meet expectations</li> <li>• Survival brain, withdrawn</li> <li>• Finds it difficult to access learning</li> <li>• Shut down</li> <li>• May benefit from sensory program/ mindfulness activities eg box breathing</li> <li>• Needs time/ assistance to regulate emotional state</li> </ul>
<p><b>Uncommunicative/ truculent</b></p> <ul style="list-style-type: none"> <li>• Assumes intentionality</li> <li>• Blames child</li> <li>• Encourages/ feeds adversarial relationship</li> <li>• Expects child to resolve issue</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to communicate effectively</li> <li>• Needs time to calm/ regulate verbal responses</li> <li>• Shut down and locked in behaviour</li> <li>• Requires sensory programme/ stimulation</li> </ul>

## Pastoral Support

At Morecambe Bay Community Primary School, we are aware that some of our children experience challenges outside of school or, for various other reasons, require an extra level of nurture and support. These include:

- Nurture groups
- Learning Mentors
- Higher level teaching assistants (HLTA)
- Home/School Liaison worker
- Family Support Worker
- Refer to Wellbeing and Early Help Prevention Service
- Child counsellor/Therapeutic services
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHs)
- Barnardo's educational mental health workers

All teachers keep a CPOMS chronology which feeds into regular Pastoral Team Meetings, at which some or all of the above professionals discuss issues that arise and programmes of support for children or families are implemented.

## Individual Positive Behaviour Plan (IPBP)

There may, on occasion, be individual pupils who exhibit repetitive challenging behaviours that relate to areas of need outlined in the SEN Code of Practice.

- Communication and interaction.
- Cognition and learning, Social, emotional and mental health.
- Sensory and/or physical.

On these occasions an Individual Positive Support Plan is opened. This is a monitoring and intervention process that begins to track strategies and their effectiveness for the individual addressing their specific difficulties. The plan is created by the classroom staff who know the children best along with a member of the SEN team (shared via CPOMs to relevant parties). Regular meetings are scheduled to update details and assess strategy effectiveness.

Where these events involve harm to the child in question or other children, damage to property, a risk assessment will be conducted and implemented. External specialist support and advice will be sought and staff training provided if necessary.

### Positive physical intervention — Team Teach

Team-teach training in the theoretical aspects of behaviour management and positive handling strategies ensures that staff are informed and confident in delivering a holistic and whole school approach to behaviour management. Restrictive physical interventions are a very small part of this training and only used as a last resort in order to keep everyone in school safe. Staff may only use restrictive physical interventions whilst their training is up to date.

It must be noted that Team-teach techniques always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

## Searching, screening and confiscations

“Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed,” (pg6, DfE 2022)

“Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.” (pg 6 DfE 2022). If necessary, parental consent will be requested by school in the event that a child refuses to agree.

### Prohibited items:

- Tobacco and cigarette papers
- Vapes and accompanying paraphernalia
- Fireworks
- Inappropriate images (pornographic images, violent images not age appropriate)
- Knives and weapons – real or replica
- Alcohol
- Illegal drugs
- Stolen items
- Any article that a staff member reasonably suspects to commit an offence or cause personal injury to or damage property to person.

## Exclusions

If a child's behaviour is very difficult to manage and/ or poses a serious threat to the wellbeing of staff/ children, or is having a sustained and considerable impact on the learning of their classmates, then it may be necessary for the school to exclude a child. Restorative sessions within school are sometimes an option, giving the child and a member of staff time to reflect, restore relationships and move forward.

Exclusions can be in the form of external fixed term exclusion or permanent exclusions. In such instances, the child's parent will be informed in writing of the reasons for the exclusion, length of exclusion, steps taken to avoid exclusion and how to appeal the decision. Work arrangements will be made so that the child does not fall behind their classmates and a full re- induction plan will be put in place and explained to the child at the first possible opportunity on their return to school.

Our school is very successful in avoiding the need to exclude, using this as a sanction of last resort.

## Malicious accusations

Disciplinary actions will be taken against pupils who are found to have made malicious accusations against school staff. Concerned staff would be supported by trades union involvement if necessary. Pastoral and SLT may both be involved in a case by case analysis of the incident and reach a suitable disciplinary action, which may well be in line with whole school sanctions.

## Bullying

Bullying is often misunderstood by children and parents, but the school is adamant that it is never tolerated and always acted upon. For further information please refer to the School Anti-Bullying Policy. This policy should be considered in conjunction with the following policies:

- Inappropriate Sexualised Behaviour
  
- Anti-bullying

- E-Safety.

## References

DFE, 2022.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)