



Moss Hey Primary School Behaviour Policy

Agreed: Autumn 2021
Review: Autumn 2022

Our Vision

At Moss Hey our challenging and creative curriculum inspires our children to know more and remember more. We develop curious, resilient and enthusiastic learners to prepare our pupils for the next phase of education and beyond.

Our Values

At Moss Hey, our Golden Thread of values underpins absolutely everything we do. They reflect what Moss Hey stands for and underlie the behaviour of everyone at our school.

Respect: we have self-respect and respect each other as individuals.

Tolerance: we are tolerant of each other at all times.

Kindness: we show kindness at every opportunity.

Friendship: we're thankful and appreciative of our friendships every day.

Happiness: we always approach school life with happiness and a positive attitude.

Our Learning Behaviours:

We will harness a thriving teaching and learning environment, where we specifically teach children to develop these learning behaviours:

Confidence

Independence

Teamwork

Creativity

Resilience

Our objectives:

- To clearly define acceptable behaviour
- To promote self esteem, self discipline and positive relationships
- To create a positive climate with realistic expectations
- To encourage relationships based on our Golden Thread Values of kindness, respect, happiness, friendship and tolerance.
- To create positive behaviour for learning through our learning behaviours
- To teach the appropriate social skills that support the values of the school
- To ensure fair treatment for all regardless of age gender, race, ability and disability
- To encourage consistency of response to all forms of behaviour
- To apply a consistent system of positive and restorative justice when resolving conflict.
- To ensure the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Standards of behaviour

All children bring to school a wide variety of behaviour patterns based on differences in their home values, attitudes and parental expectations.

Our school has a number of school rules which help promote good relationships and positive behaviour between all members of our community throughout the school day. At school these expectations are founded in our Golden Thread Values of:

Respect
Tolerance
Friendship
Kindness
Happiness

These are displayed in the classrooms and are familiar to everyone.

Moss Hey Behaviour System

The most effective discipline results from positive relationships between adults and children through reward, praise and encouragement.

This a list of some of The Moss Hey's rewards:

- Merit certificates linked to our Golden Thread Values
- Award stickers linked to our learning behaviours
- Star of the week – linked to our Class Dojo rewards
- Class rewards chosen by the pupils – linked to Class Dojo

Class Dojo

Class dojo is an online based behaviour and communication tool. It allows us to celebrate children's great choices and achievements with parents. Children can earn points through making good choices and demonstrating our Golden Thread Values and learning behaviours.

Each class will receive a reward of their choice when they reach their set target of points. Examples are; pyjama afternoon, picnic, movie afternoon etc. Once they have reached their target points are reset and they aim to reach a new target.

Expectations for behaviour:

Acceptable behaviour

- Demonstrate our Golden Thread Values: respect, tolerance, friendship, kindness & happiness
- Our learning behaviours: resilience, team work, concentration, creativity & independence
- Follow class rules which now include expectations for keeping themselves and others safe around Covid-19

Unacceptable behaviour

The following is a list of some examples of behaviours where a child would receive a warning:

- Shouting out
- Not following a given instruction
- Misuse of equipment
- Talking whilst others are talking
- Distracting others from their learning
- Running in the corridors
- Low level physical contact (i.e. pushing in a queue – non confrontational)
- Not sharing
- Unkindness

Unacceptable behaviours which have been added:

- Refusing to wash their hands
- Deliberately not following the catch it, bin it rules around sneezing and coughing
- Spitting

Consequences:

Occasionally children do not make the right choices and when this happens our school procedure is:

1. A verbal warning is given
2. A second warning is given
3. Reflective time is given – children will have time out in their classroom or in a safe space outside the classroom and will also miss a short period of their playtime and a restorative discussion will take place.
4. If a child has had two restorative conversations within a week, the class teacher will contact their parent/ carer.
5. If within a half term school has had to contact home more than three times, parents/carers will have a meeting with the class teacher and either the Headteacher or deputy headteacher and a plan will be developed detailing actions that both school and home will take. This will be reviewed regularly.

We may also take advice from the Primary Behaviour Support Service and implement an Individual Behaviour Plan (IBP). The programme will identify causes of concern and what can be reasonably required of the pupil. The involvement of parents/carers is essential if a successful outcome is to be achieved. The IBP will set targets which are SMART (Specific, Measurable, Achievable, Realistic, Time limited).

Straight to reflection:

In some cases when it is in the interest of the child or other children a behaviour may trigger an immediate reflective time out. The following is a list of some examples of behaviours where a child would need time out straight away to diffuse the situation:

- Refusal which results in the child or other children being unsafe or preventing the children in the class from learning
- Physically hurting another child intentionally
- Spitting at another child
- Arguing with a member of staff

- Swearing with intent
- Racist/homophobic/discriminative remarks
- Damaging property deliberately
- Theft

In this situation the class teacher will contact the child's parent / carer.

All behaviour incidents are recorded electronically and analysed to identify any patterns or triggers for behaviour.

Restorative Approach

We use a Restorative Justice approach to resolving conflict in school. Following an incident, after a calming period, all children involved are given the opportunity to explain what happened from their perspective to an adult and subsequently they are given the opportunity to discuss the matter openly with each other in the presence of an adult. The children involved are encouraged to decide on an appropriate resolution, including sanctions.

Children with Special Needs

The whole school behaviour policy applies to all pupils. However, there is the understanding that at certain times 'reasonable adjustments' will be made to ensure we have a positive and inclusive environment.

Parental Concerns:

If any parent has a concern about the behaviour of their own or other children, in the first instance this must be brought up in an unthreatening way with the class teacher.

If a parent feels there is no resolution and would like to meet with a member of the SLT, an email should be sent to admin@mosshey.stockport.sch.uk

Exclusion:

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole community.

Depending on the type of exclusion, in most cases the parents have the right to make representations to the Governing body. In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

School is under a duty to provide suitable full-time education for the excluded pupil from the sixth day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth day of permanent exclusion.

Care and Control

There are occasions when the restraint of pupils is necessary. School staff are authorised to use reasonable force to control or restrain pupils should the need occur. The use of reasonable force is to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property

The school adheres to guidance given in Stockport Local Authority's 'Care and Control' document (January 2010) on the care and control of pupils. This policy is available on request.

Evaluation and Review

We believe that this policy underpins the well-being of the life of the school community. This policy will be reviewed regularly. The Governing Body will receive termly reports on racial incidents, exclusions and any physical intervention.