



Moss Hall Schools Federation

Behaviour in Schools Policy, Exclusions & Behaviour Principles Statement

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Reviewed by: Executive Head teacher

Signed by:

_____ Executive Headteacher Date: _____

_____ Chair of governors Date: _____

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Behaviour principles written statement

This document is not policy or practice, rather it is a statement to set out Moss Hall School Federation's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the executive head teacher, who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the ethos and culture across the federation and that effective learning and development relies on good standards of behaviour.

This is why we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

- The federation's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The schools will create and maintain an ethos and culture of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in each school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently taught and applied across each school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around each school is expected and will be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- Within each school, appropriate to the age and stage of our children, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities will be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail.

- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself respectfully and/ or safely, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom. Children move quietly in the buildings supported by consistently calm and confident adult behaviour.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs. We believe in teaching children our behaviour expectations and will rehearse and practice these , as with other learning
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils are expected to show good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and modelling calm, consistent and confident adult behaviour
- To keep the pupils and staff safe, the executive head teacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Please refer to DFE guideline on the use of Reasonable Force <https://tinyurl.com/y8fu9jgz>
- Everyone in the Moss Hall school community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Moss Hall Schools Federation.

Statement of intent: *Be kind - work hard - make a difference.*

At Moss Hall we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. All of our children have the right to a stimulating learning environment where they are motivated to learn through the provision of a varied, relevant and exciting curriculum.

We are committed to:

- Expecting excellent pupil behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Acknowledging our expected good behaviour
- Recognising exceptional behaviour.
- Challenging and disciplining poor behaviour choices.
- Providing a sense of belonging for all children within a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Values Based Learning – *Our Values*

Our values-based approaches to federation ethos, culture, curriculum and organisation ensures a culture of high academic and social standards are nurtured and developed all through a child's experience with us.

Our Values

- Be Kind
 - Show courage
 - Show empathy
- Work Hard
 - Be ambitious
 - Take responsibility
- Make a difference
 - Show compassion
 - Demonstrate integrity
 - Stand for something

1. Key roles and responsibilities

The governing board has overall responsibility for the implementation of this policy and the procedures at Moss Hall Schools Federation.

The governing board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's **Complaints Policy**.

The **executive head teacher** will be responsible for the implementation and management of this policy and **Heads of Schools**, the day- to- day procedures of the schools relating to the policy .

Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently and made accessible to children according to their age and development.

Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to **a member of staff**.

2. Definitions

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. This includes peer on peer harassing behaviour or unwanted attention or remarks
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language including gender based unwanted comments, remarks or language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate language with others
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

“Low level Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach. In our experience, it is the repetitious nature of “low level unacceptable behaviour” that is the most damaging to other pupil’s well-being, the climate for learning in the classroom, the feelings of safety for others and undermines and disrupts teaching.

3. Training of staff

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter **induction**.

Our “Behaviour Blueprint” sets out the Rules, Relentless Routines, Visible Consistencies, Over and Above recognition, stepped boundaries and script that ensures our ethos becomes embedded

Teachers and support staff will receive regular and ongoing training as part of their development.

Staff will “teach behaviour” and expect children to learn how to behave well.

4. Pupil expectations

Pupils will be expected to:

- Conduct themselves around the premises in a responsible, safe and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow instructions given by teachers and support staff equally, both in the classroom and on the playground.
- Behave in a respectful and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our **rules** by teaching them how to behave sensibly, such as how to:

- Be ready, responsible and responsible
- Move quietly and calmly around the buildings
- Track the speaker, give 100%, work hard
- Show exemplary manners towards others
- Raise their hands when they wish to speak in class or assemblies.
- Work as a team and respect others’ views, beliefs and faiths when engaging in tasks.

5. Smoking and drugs policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

Pupils and staff are required to follow the school's **Drug and Alcohol Policy**.

6. Rewarding “over and above” behaviour

The school expects good behaviour from all pupils at all times. Exceptional or “over and above” behaviour may be rewarded. Staff will determine what is good or exceptional as this may differ child to child.

The school will use a selection of following rewards for displaying good or exceptional behaviour:

- Certificates
- House points
- Postcards home
- Phone call home
- “Tea with the Head”
- Learning Hero award
- Golden Book
- Verbal praise
- Table points
- Marbles in a jar
- Head of School sticker
- End of term house rewards

7. Unacceptable behaviour

Unacceptable behaviour will not be tolerated at the school.

Breaking any of the rules laid out in this policy will lead to review and if necessary a ladder of sanctions and disciplinary action.

8. Sanctions (see flowchart)

There is no corporal punishment in the federation

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

At Moss Hall Schools Federation, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance of serious disruptive behaviour, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the teacher will give a second warning, advising that if they continue, they will have time out either in the classroom or be removed from the classroom.
- If the pupil continues the behaviour following the previous warning, the teacher will remove the child from the class and send to the year group leader or a member of senior leadership team and may issue another sanction. This will now be logged on using a **'behaviour incident reporting form'**. The leadership team will monitor the forms using the **school's behaviour log** fortnightly. Any serious concerns (see appendix 6) will be raised on, **'My Concern'** to raise awareness to the safeguarding team within school. An **analysis** of the behaviour log will be completed half termly and reported to the Governing Body.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil is sent to another classroom, misses playtime or receives another sanction, a member of staff will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by an adult at all times.

At Moss Hall, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Their behaviour may be as a consequence of other needs and therefore, advice will be sought from the **Inclusion Manager/ SENCO** or **Learning Mentor** for additional support, including setting up a learning support plan.

Staff will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the YGL/AHT/head of School
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour (**YOYOB**)

- Contacting external agencies such as social services
- Excluding the pupil

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the head of School (HoS) using an [incident reporting form](#).

Each HoS will keep a record of all reported incidents.

The school does not take **serious unacceptable behaviour** lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation/ away from other children, though supervised, whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

9. Items banned from school premises

(items not listed but deemed dangerous or detrimental by the school leadership team will also apply)

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives, including pen knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks

- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum & sweets
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Any other toys which are deemed hazardous.

10. Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under [part 2, section 2 of the Education Act 2011](#), teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, a member of staff will contact the parents/carers to advise them of the procedures which were undertaken.

11. Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

12. Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

13.Exclusion - Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will systematically intervene, drawing up an action plan with the child, parent and teacher. **The Executive Headteacher / Head of School** has overall responsibility for sharing data with class teachers and analysing the data. It is the inclusion lead, learning mentor, class teacher’s, parents’ and the child’s responsibility to ensure the action plan is followed.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school’s rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the Executive Head or the most senior member of staff, in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Types of Exclusion

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or with the senior leadership team. An internal exclusion is a discretionary measure, where a pupil’s behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour

escalating to a point where a fixed term exclusion is necessary (examples: YOYOB, behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc)

Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time.

This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Executive Headteacher will consult with senior leaders and Chair of the Governing Board as soon as possible in such a case.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of the school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident.

Persistent or cumulative problems

Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with **the** inclusion manager, target setting, home/school communication book etc.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's

learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. In such cases the Executive Head or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to

give his/her version of events and the Head of School/designated senior leader will check whether the incident may have been provoked, for example by bullying or racial harassment. The Governing Board will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to exclude

If the Executive Head or senior leader decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

Work Set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6 continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'. Parents may be asked to attend trips if their previous behaviour suggests they may require support.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Executive Head/inclusion manager should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Executive Head and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Executive Head may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Executive Head may assist the parents in placing the pupil in another school.

Reintegration meeting

After every period of fixed term exclusion the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting targets will be agreed for improving behaviour.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Board and handled through the school and LA appeal procedure.

13. Monitoring and review

This policy will be reviewed by the headteacher and governing board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix 1 - Ready, Respectful, Responsible

It is essential that children have a clear understanding of what is expected of them and that adults share responsibility for “teaching” our expectations in a calm, confident and consistent way. At Moss Hall Juniors we use Ready, Respectful and Responsible to underpin all our discussions regarding behaviour and behaviour choices:

<i>Ready</i>	<i>Respectful</i>	<i>Responsible</i>
<ul style="list-style-type: none"> • Come to school on time • Look at and listen to the teacher talking • Follow instructions first time • Start work straight away • Wear the correct uniform • Line up in order, keep up • Come to school with the correct equipment 	<ul style="list-style-type: none"> • Greet all adults politely on arrival each day • Thank the adults we work with at the end of the day • Pick up and tidy up after ourselves and others • Do things for others because it is kind • Work hard in lessons • Notice when others have done things for us • Hold doors open 	<ul style="list-style-type: none"> • Move around inside and outside school calmly • Use play and other equipment correctly • Use kind hands and feet • Tell an adult if something is wrong • Use technology responsibly

We use a theme called ‘Learning Heroes!’ at **Moss Hall Infant School** to help the school community know what behaviour we are looking for make sure that we are all safe, happy and learning.

We have developed the Hero’s High Five Code of Conduct. This code was developed in collaboration with the staff and most importantly the children and we have selected the five ways skills and behaviours that we think are the most important to show if we are to be Learning Heroes.

Hero’s High Five!



At Moss Hall Infants we:

- 1) Are kind and gentle to each other
- 2) Always try our best
- 3) Always stop and are ready to listen
- 4) Look after our school and everything in it
- 5) Always tell the truth



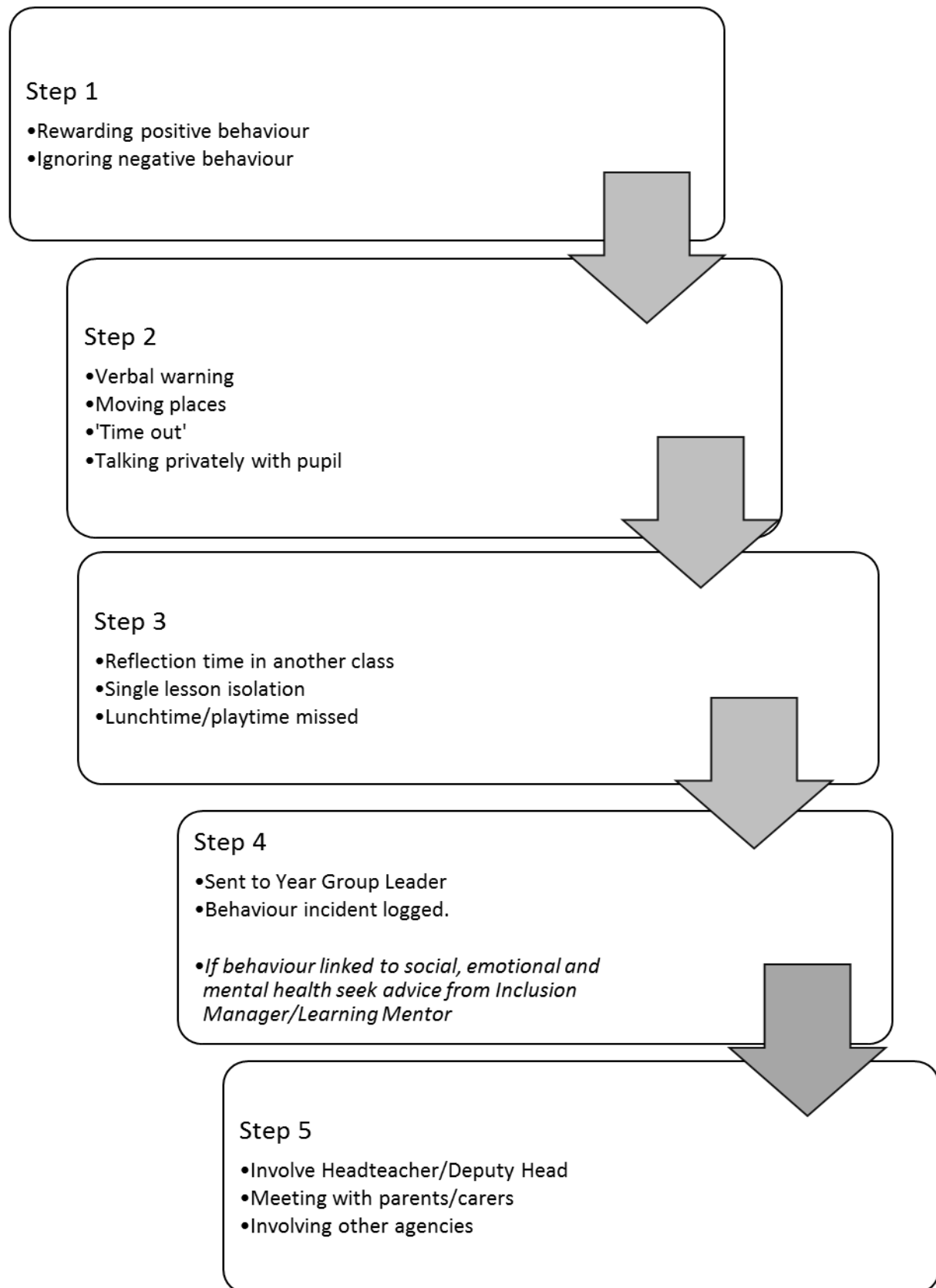

The Hero’s High Five will be displayed in every classroom and around the school and referred to when we are recognising positive behaviour choices and also when we are supporting the children to understand when they haven’t made the correct choice and supporting them to make a more positive behaviour choice.

Learning Hero Challenge and Learning Hero Assembly

Each week in assembly on Monday the Head of School presents the children with a Learning Hero Challenge for the children to try during the week. At the end of the week each teacher chooses two children from their class who have met the challenge well to receive a Learning Hero certificate in our celebration assembly on Friday.

Appendix 2 - Managing in-class incidents flowchart

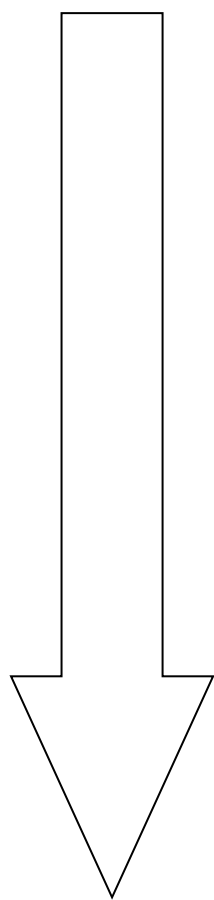
Classroom Sanctions



Zero Tolerance Behaviours

- Racist language
- Homophobic language
- Bullying
- Insulting someone's gender
- Insulting someone because of a disability
- Defacing or damaging any school property

Appendix 3 – Rewards Flowchart



Rewards for Appropriate Behaviour	
Teacher praise	
House point Table Points Stickers Marble in a jar	
Golden Book / Learning Hero assembly & in the newsletter Certificates Star of the Day	
End of term house rewards Postcard home	
Tea with Head of School	

Appendix 4 – Incident Reporting Form

Child's name: _____ Class: _____

Date: _____ Time: _____

Place of incident: _____

Name of person reporting: _____

Before the incident: What led to the behaviour?

Behaviour: What exactly did the child do?

Consequences: What happened afterwards?

Do you think it needs raising on My Concern?

☐

If yes, please state the date you logged it on 'my concern' _____

Appendix 4 – Guidance for Staff

a) Noticing an inappropriate behaviour choice:

All staff need to be relentlessly vigilant – if you spot inappropriate behaviour you need to do something about it. Remember to be calm, consistent and confident

- Call child over
- Drop your voice – slow and low
- Describe what you saw
- Reinforce what they know/the dangers/your needs/refer to rules – you can make any negative behaviour fit one of our school rules if you put your mind to it – learning / safety / respect!
- Ask what they will do next time
- Send them on their way

b) Responding to a behaviour choice that has been reported to you

- Drop your voice – slow and low
- Tell me what you did
- Ask which rule the child broke
- If the child chooses not to answer you fill the gaps – I think that you will be thinking of the xxx rule
- Ignore attempted diversion
- Ask what they will do next time
- Send them on their way

Language of Behaviour Management

We/Us/Our etc. Always use inclusive pronouns to build the team idea.

“At our school/in our class/at Moss Hall Junior School, the Moss Hall way ...”

Interactions – DESCRIBE and DIRECT

Don't ask can you/will you ... ? – you are simply opening yourself to a NO!

Instead:

- Describe what you see
- Direct what is required

Don't ask “Why are you talking?” – you don't want to know!


Instead: “X you are talking. This is whole class teaching time and you need to ...”

*Fiddling: “X you are fiddling with your pencil. That is distracting. This is teaching time and you need to ...”
or “Pencil down. It is time to .../You need to ...”*

Interactions need to be assertive, directive and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

Eg. for mealtime supervisors, “I have just seen you take the ball from year 4. That is not showing respect for the children playing. You need to go back and apologise please. Thank you.”

If the child interrupts, politely tell the child you are still talking and they will get a chance to respond if they feel they have something to say.

MHJ	<h1>Y.O.Y.O.B</h1> <p>You Own Your Own Behaviour</p>				
Name: Class: Date: _____ Day:					
Ticks: 1 tick = sometimes 2 ticks = mostly 3 ticks = always					Total
Morning 1					
Morning 2					
Afternoon 1					
Afternoon 2					
Target for today _____			Today's total _____		

Appendix 5 – Example of YOYOB

(Class Teacher) says...	(Appropriate Leader) says ...	(Child) says...
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You need to see the year group leader/Deputy Head/Headteacher every afternoon at 3.10pm to report on your progress

Appendix 6 – Guidance on ‘My Concern’

Some behaviours *may* need recording on My Concern:

- If the behaviour is linked to social, emotional or mental health difficulties
- If school property is damaged or defaced

The staff member must speak to one of the Safeguarding Officers before adding to My Concern.

Some behaviours *must* be recorded on My Concern. These include the following:

Zero Tolerance Behaviours

- Racist language
- Homophobic language
- Bullying
- Insulting someone’s gender
- Insulting someone because of a disability

Appendix 7 – Class Behaviour Overview

	A	B	C	D	E	F	G	H	I	J
1	Name of Child	Date of incident	Nature of incident	Outcome	Date of incident	Nature of incident	Outcome	Date of incident	Nature of incident	Outcome
2	xxx		bullying	parents called						
3	xxx									
4	xxx									
5	xxx									
6	xxx									
7	xxx									
8	xxx									
9	xxx									
0	xxx									
1	xxx									
2	xxx									
3	xxx									
4	xxx									
5	xxx									
6	xxx									
7	xxx									
8	xxx									
9	xxx									
0	xxx									
1	xxx									
2	xxx									
3	xxx									
4	xxx									
5	xxx									
6	xxx									
7	xxx									
8	xxx									
9	xxx									
0	xxx									
1	xxx									
2										
3										
4										
5	Nature of incidents		Outcome							
6	violence		continue to monitor							
7	bad language		parents called							
8	disruptive behaviour		parents invited in							
9	bullying		internal exclusion							
0	racist		exclusion							
1	homophobic		YOYOB							
2	cyber related		missed playtime							
3	defiance		my concern logged							
4	disrespectful									
5										

Appendix 8 – Covid-19 policy addendum – Sept 21

Staff

Staff will work hard with children , to re-establish routines and 'norms' to remind the necessary, new habits required. This will include explaining, showing and teaching children what good hygiene, health and safety behaviour looks like and being proactive. On the children's return to school, they will establish this immediately as their first lessons. They will remind children that they can only socialise as per the school's current risk assessments.

Pupils

- Children should bring water bottles into school and never share them with their friends
- Good hand, nose and oral hygiene will be expected
- If we have to change our routines suddenly – these will be explained and co-operation expected
- We will continue to celebrate the children for following these expectations.
- If children display unhygienic behaviour such as spitting, not washing their hands etc. then parents/carers will be asked to support and remind children of the right way to be sociable.

They MUST tell an adult straight away if they are feeling unwell.

No members of staff, parents/carers or children should be the victims of abusive behaviour or open to threats from parents/carers on the school premises.

Code of Conduct

Although children will still need to adhere to serious unacceptable behaviour expectations, low-level unacceptable behaviour expectations now include hygiene, health and safety. The code of conduct has been changed for this period and will be followed by the whole school community.

The code of conduct is:

1. Tell an adult straight away if you are feeling unwell
2. Follow instructions the first time
3. Wash hands properly (see earlier hygiene section)
4. If you sneeze or cough, catch it in a tissue and throw it away
5. Only use the toilets/areas in school an adult has instructed you to
6. Remain with children in your "bubble" before and after school and during the day.
7. Follow the school e-safety rules when working or communicating with school friends online

Appendix 8 – Learning Heroes

 The Moss Hall Way: Our behaviour and culture “blueprint.”		
<i>Be kind</i>	<i>Work hard</i>	<i>Make a Difference</i>
Rules	Visible consistencies	“Over and above” recognition
<ul style="list-style-type: none"> • Ready • Respectful • Responsible 	<ul style="list-style-type: none"> • Calm, consistent, confident adults • First attention to best conduct • Routines 	<ul style="list-style-type: none"> • Golden book/ Learning Heroes and Golden book / Learning Heroes assembly • Newsletter • Postcards home
Relentless Routines		
<ul style="list-style-type: none"> • Transitions in class 1,2,3 	<ul style="list-style-type: none"> • Quiet corridors 	<ul style="list-style-type: none"> • Track the speaker • 100% • Check for understanding
Stepped Boundaries	Learning Scripts	Behaviour Scripts
<ol style="list-style-type: none"> 1. Adult instruction 2. 1st warning 3. 2nd warning: sees SLT on duty at next break 4. Note on behaviour report 5. Repair conversation with teacher 6. Follow up phone call home (CT) 	<ol style="list-style-type: none"> 1. I want you to be successful 2. I know you can put in more effort like when you ... 3. I expect to see an improvement in your listening/ attention/ etc. 4. Thankyou (walk away & do not respond to secondary behaviours) 	<ol style="list-style-type: none"> 1. I've noticed... 2. I need you to 3. I need to see you 4. I know you will because .. 5. Thank you for ..

es