

**2022-2023**

Moorside Community Primary School  
Head Teacher – S Lawler-Smith



# **MOORSIDE COMMUNITY PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

This behaviour policy will be reviewed by the Head Teacher and full governing board every 18 months. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board every 18 months.

# Behaviour Policy

## Moorside Community Primary School

Head Teacher: S. Lawler-Smith

### Named personnel with designated responsibility

Designated SLT	Deputy designated SLT	Nominated Governor	Chair of Governors
S. Lawler-Smith	S. Cooper	S. Corlett	S. Corlett

Next Review Date	January 2023
Committee Responsible	Governing Board
Document locations	Shared Drive

### Change History

Version	Date	Change Description	Stored
1	Sep 2020	Addition of COVID information	Staff Drive
2	Oct 2020	Rewording of Internal exclusions to MHS	Staff Drive
3	May 2021	Amendment of Deputy designated SLT	Staff Drive
4	Jan 2022	Addition of 'Theory Behind Our Practise' and aims of the behaviour policy linked with new curriculum Inclusion of 3 Golden Rules (Rewording of responsibilities to be in line with this) Phase rewards/PE rules now replaced with consistent whole school rewards and rules Inclusion of preventative measures Change to behaviour steps to reflect the removal of the traffic light system and the replacing of detentions with restorative meetings. General layout changes and inclusion of visuals	Staff Drive
5	Sept 2022	Addition of 'Teams' and team tokens	
6	October 2022	Addition of behaviour levels. Addition of agreed script for walking around the school. Inclusion of after school restorative meetings for KS2	

**This policy should always be read in conjunction with the School's Safeguarding and Child Protection Policy and the most recent version of Keeping Children Safe in Education**

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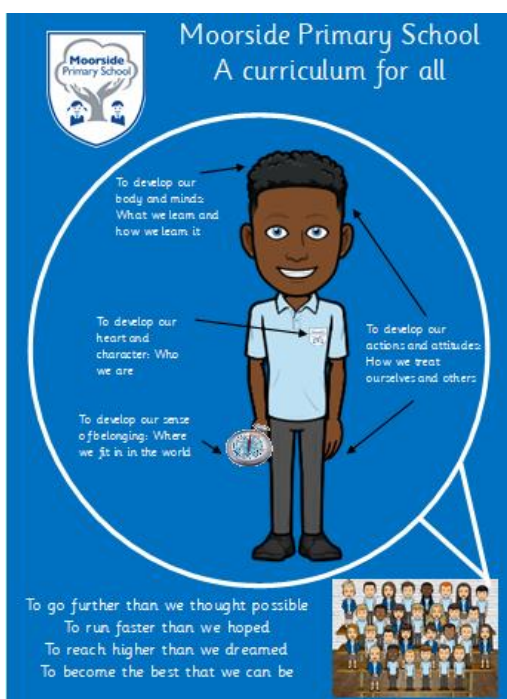
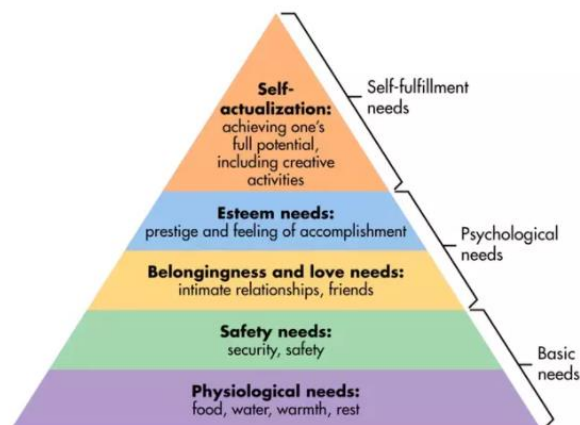
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## The Theory Behind Our Practise

Our Moorside Mission Statement is based around the idea that we aim for every child to reach their full potential:

- To go further than we thought possible**
- To run faster than we hoped**
- To reach higher than we dreamed**
- To be the best that we can be**

In order for every child to reach their full potential we recognise that a number of other needs need to be met first. We have developed our behaviour and bullying policy based on Maslow's Hierarchy of Needs and the need for basic needs to be met before the psychological needs required for appropriate relationships and behaviour can be achieved.



Our curriculum is based around four main aims with our Behaviour and Bullying policy focusing on 'developing our actions and attitude' and 'developing our sense of belonging'. The Moorside curriculum is 'a curriculum for all' and every child is given the opportunity to make right choices. Staff have the belief that all children can improve their behaviour over time with the right support.

Good behaviour and good choices need to be taught and modelled by staff, parents and peers. They are not automatically learned and therefore, through assemblies and PSHRE, building relationships and developing our actions are explicitly taught.

PSHRE overview:

Relationships		
Families and Friendships	Safe Relationships	Respecting ourselves and others
Living in the Wider World		
Belonging to a community	Media Literacy and Digital Resilience	Money and Work
Health and Wellbeing		
Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe

### Basic Needs- Physiological and Safety

<ul style="list-style-type: none"> <li>• Physical comfort – right conditions for learning established</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils have their own area (tray, peg, place for belongings etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• Visual Timetable- children know what is coming next</li> </ul>
<ul style="list-style-type: none"> <li>• There are clear systems and routines – children understand what, when, why, who and how</li> </ul>
<ul style="list-style-type: none"> <li>• Well organised learning environment where children can freely access resources.</li> </ul>
<ul style="list-style-type: none"> <li>• 'Safe spaces' available for those children who have additional needs</li> </ul>

## Three Golden Rules

Our behaviour policy is centred around three simple rules: Be Ready, Be Respectful and Be Safe. Each of these 3 rules is linked to one section of our overall curriculum intent.

Be Ready – ‘To develop our body and minds’

Be Respectful- ‘To develop our sense of belonging’

Be Safe – ‘To develop our actions and attitudes’

## Responsibilities

To develop the school's ethos of ‘Team Moorside’ we aim to develop secure relationships between staff and pupils and pupils and their peers. Clear expectations are set for all stakeholders and everyone is clear about the 3 simple rules that have been developed to ensure the children are able to develop a sense of belonging.

Responsibilities of parents and carers	
Ready	<ul style="list-style-type: none"> <li>- To ensure pupils attend school regularly and arrive on time (any absences are reported to the school office)</li> <li>- To ensure school is informed of anything which may affect children's work and well-being</li> <li>- To encourage independence and self-discipline</li> <li>- To help support with learning at home where appropriate</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>- To fully support the behaviour policy and other school policies.</li> <li>- To establish good communication with school staff, following the procedure stated in the complaints procedure if any concerns need to be raised.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>- To encourage respect and positive behaviour and to make their children aware of inappropriate behaviour</li> <li>- To support, and work with, staff to address and review any behaviour issues.</li> <li>- To ensure children follow all health and safety procedures including appropriate uniform (e.g. no jewellery, sensible footwear)</li> </ul>

Responsibilities of pupils	
Ready	<ul style="list-style-type: none"> <li>- To listen carefully to others</li> <li>- To try their best at all times</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>- Be kind and polite to all members of Team Moorside and any visitors</li> <li>- To take care of property and the environment in and around the school</li> </ul>
Safe	<ul style="list-style-type: none"> <li>- To move sensibly around the school</li> <li>- Think about how your actions might hurt others</li> </ul>

Responsibilities of staff	
Ready	<ul style="list-style-type: none"> <li>- To listen to all pupils</li> <li>- To be a good role model for pupils</li> <li>- Attend relevant training</li> <li>- Maintain high expectations</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>- To treat all children fairly- using rewards and sanctions clearly and consistently.</li> <li>- To raise children's self-esteem by praising children and rewarding good behavior.</li> <li>- To develop effective relationships with parents.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>- To follow all policies and procedures (including logging incidents)</li> </ul>

Responsibilities of Governors	
Ready	- To ensure staff undertake appropriate behavior management training.
Respectful	- To ensure that the behaviour policy is shared with parents - To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
Safe	- Ensure that behavior policies and procedures in place are in accordance with local authority guidance, locally agreed inter-agency procedures and government guidance. - To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. - To nominate a governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.

## Behaviour Management System

We adopt the principles of 'PiP' and 'RiP': Praise in Public and Reprimand in Private whenever possible.

### Rewards

We strongly believe that children respond best to praise and encouragement and must try to find every opportunity to praise children when they are showing appropriate behaviour. Therefore, it is very important that praise and reward should have great emphasis.

- The Head teacher holds a Friday morning Celebration Assembly on alternate weeks for KS2 and KS1/EYFS in which there are the following opportunities for praise:
  - Head teacher's Award presented to one member of each class for excelling in school life. Parents/guardians are invited to attend to share this achievement. (Every effort should be made to reward the achievements of every child in a class over the course of the year).
  - Stickers for pupils nominated by their class teacher for embracing school life in the form of a 'best smile'.
  - Recognition is given to success of differing kinds in or out of school, e.g. presentation of swimming and cycling proficiency awards, sporting achievements, musical achievements etc.
  - Trophy for the class with best attendance for that week (Attendance Award).
  - Trophy for the class behaving and participating well in PE lessons (Sports Award).

### Whole-Class Reward System: Class 'Smilies'

Each class can collect Class Smilies for noteworthy achievements in attitude, behaviour or work of the whole class. These can be awarded by any member of staff, not just the class teacher, and are recorded on a chart displayed in the classroom. When a class achieves a bronze, silver or gold award then they may have an appropriate class treat of their choice including class party, class disco, additional art/ICT/PE lesson, movie etc. **Only one Class Smiley can be given by any one person at any one time and Class Smilies cannot be withdrawn once given.**

Any noteworthy behaviour -1 Class Smiley (recorded on class chart)

15 Smilies - Halfway to Bronze - Extra afternoon playtime

30 Smilies - Bronze Class Award (One session reward)

45 Smilies - Halfway to Silver - Extra afternoon playtime

60 Smilies - Silver Class Award (One afternoon reward)

75 Smilies - Halfway to Gold – Extra afternoon playtime

90 Smilies - Gold Class Award (Full day reward)

### Individual Reward System: Moorside Points

Pupils are also rewarded individually for demonstrating good behaviour and team work by being given Moorside Points. Points are collected on a wall chart displayed in the classroom and pupils can exchanging groups of 25 points for prizes such as pencils, pens and novelties. There is no expectation for teachers to provide their own prizes; these will be purchased by school.

No more than two Points may be given at any time by any adult.

Children can also be 'moved to the crest' in recognition of excellent behaviour. This may be for excellent work, behaviour, effort or being helpful to name just a few. The school crest is on display in each classroom, and once a child's name has been moved they will receive a gold card. The teacher will sign and date the card and state the reason the child has been placed on the crest. This gold card will be sent home at the end of the day.

## Teams

All children within the school will be split into one of four coloured teams. Across the year there will be a number of school events encouraging cross age activities and team work. Each team will be lead by a phase leader and once per half term a 'Team Assembly' will take place.

Good behaviour outside, in PE, moving around the school, in assembly at Moorside Plus, etc will earn a team counter. These coloured counters will be place in display boxes in the KS2 entrance and KS1, EYFS areas. Each week team captains will count the counters and at the end of each half term the winning team will receive a reward.

All team points plus individual Moorside Points collected throughout the year will count towards the teams end of year total. At the end of the year a team cup will be presented to the winning team.

## Moving around the school

EYFS and KS1 staff members to collect their line from the classroom doors. KS2 staff to collect pupils after break and lunch from the main playground.

Pupils should move around the school in a single file.

The adult leading the line should raise one hand to gain the pupils attention.

Remind pupils EVERY TIME before moving of expectations: facing forward, arms by their sides, no talking, holding onto the handrail when walking up/down stairs, walking on the left hand side.

Give the pupil at the front of the line a set point to stop eg 'X please lead the line to the next door and then wait there'

Staff member to observe the line walking, praising pupils for following the instructions. If anyone is not following the instructions in the line, the behaviour policy is followed.

Once all pupils have got to the given point, wait until all pupils are displaying the expected behaviours and then move on to a new given point.

Repeat this process until the class is lined up quietly outside of the classroom. Pupils then enter the classroom quietly and ready to learn.

The same expectations are set for entering and leaving assembly.

## Prevention of Poor Behaviour Choices

In addition to praise for demonstrating good behaviour and achievements we also have systems put in place to reduce the likelihood of inappropriate behaviour including:

The use of visuals: each classroom has a visual timetable (located on the staff drive) so that children are aware of what is coming next thus reducing anxiety. Some children, particularly in EYFS, may also benefit from reduced language and a visual support for certain tasks. Staff members have visuals on their lanyards which can be used to demonstrate what behaviour is expected.

In line with our Anti Bullying Policy, we teach our children to be assertive and use the phrase, "Stop- I don't like that". Where a child appropriately uses this phrase and the other child responds, it is not usually necessary for an adult to get involved.

Adults will model sharing and suggest ideas for children to resolve conflict. Some examples may include:  
" Can I have a turn?" "You can have it next, when I am finished"

" We can play your game now and then my game at lunchtime"

" We can use a timer to know when it is time to swap"

" You hurt me, please can you tig me more gently next time"

Counting to 10, breathing deeply, walking away

Asking an adult for space

Fostering opportunities for giving children greater responsibility in school e.g. Playtime Buddies, Monitors, Sports Leaders, Pupil Governors etc.

Additional support put in place for some children (please see additional support section)

**When witnessing behaviour that does not meet the expectations set out by the school, staff will always return to the knowledge that 'all behaviour is communication' and will always try to find the root cause of a behaviour before implementing a sanction.**

## Sanctions

There is an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially for teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCOo and support agencies.
- Do everything reasonably possible to avoid suspension/exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child** i.e. 'that was a silly thing to do because...' and not 'You are a silly boy'

### Sanctions Guidelines

Before the following section is read it must be noted that this behaviour policy is not designed to cover every eventuality. It is a statement of intent to be fair and consistent as far as possible while understanding that certain pupils, at certain times, may be dealt with other than outlined below (including those children with Special Educational Needs and Disabilities (SEND)). This is because we believe that every child is unique and some children have needs which must be understood and dealt with on an individual basis. That is not to say that the behaviour policy does not apply to them, but rather that the Head Teacher reserves the right to apply the behaviour policy according to each child's specific needs, following guidance and advice from the SENDCo and other professionals who understand certain trigger points, calming strategies and de-escalation tactics for specific children in our care.

In a similar way some incidents may carry different consequences depending on such criteria as the context, the age and understanding of the pupils involved, motive, past history and validity of witnesses. Every adult in the school has a duty of care to investigate each incident as fully and impartially as possible, with the Senior Leadership Team ensuring a consistent approach is maintained throughout the school.

Children should be familiar with our procedures and know what will happen next if they continue with the behaviour. Consistency is important, although these steps below are guidelines since professional judgement is always needed when dealing with situations of unacceptable behaviour. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 to 4 applied in daily management of classroom/playground behaviour. **De-escalation must always be the main priority of the staff.**



## Agreed Sanction Process

Stage		Action	Examples/script
1	Reminder classroom management techniques	Reminder of the 3 rules: Ready, Respectful and safe delivered privately. Repeat reminders if reasonable adjustments are made.	Verbal reminder: look at the board to show me you are ready. Name reminder- integrate name into teacher talk. Proximity praise- praise a pupil for following expectations to direct another pupils without drawing attention to negative behaviour. Behaviour direction- use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks- keep direction brief. "Sam, I need you to be being respectful and sharing that equipment with your friends. Thank you" Partial agreement- partially agree and then redirect. I understand that you feel/think... but I would like you to... because... Stuck record- I would like you to...the rule is... X... you are finding it difficult where you are in the line, try walking at the back
2	Warning	Clear verbal warning delivered privately where possible.	"This is your warning" Make pupil aware of their behaviour and outline consequences if they continue. "If you continue with (name behaviour) your consequence will be.... (with in class)" Use the phrase 'Think carefully about what will happen next.'
3	Consequence	<u>Deliver consequence</u> '30 sec intervention' – do not get into a debate. Deliver the consequence. Do not respond to secondary behaviours.	I noticed you still are.... (having trouble getting started/wandering around the classroom, talking to others.) It was the rule about (being ready/respectful/safe) that you have broken You have chosen to (move to sit on your own, complete the work at lunchtime, speak to me about the incident at lunch) Do you remember last week when .... (you did amazing maths, helped a friend, got on the crest)? That is who I need to see today. Thank you.
		<u>Restorative meeting</u> -Teacher restorative conversation  - DHT restorative conversation (if child requires removing from the classroom or investigations need to be undertaken)	Restorative meeting held to talk about the behaviour, impact on others and how this problem can be 'fixed'  It is most useful for restorative conversations to be held with the staff member who dealt with the behaviour initially. These meetings can usually take place at playtime or lunchtime. Sometimes teachers may take the child out of class for 5 minutes to have this conversation. Any learning missed due to this will be completed during the child's own time.  Other, more serious behaviour, may require further time for the child to re-regulate themselves and further time and space for a restorative conversation. In these instances it may be required that this takes place with a DHT. If deemed in the best interest of the child, they may spend up to half a day working alone. Parents to be informed.

## Behaviour Consequences

(Please note this is not an exhaustive list and the context of the situation, age of child etc. must be taken into account)

Level	Behaviour	Action	Consequence
Yellow	Not ready to learn: - Not listening - Not sat properly - Not getting on with work	Follow steps 1-3	If reaching step 3: Restorative meeting during break, lunch or after school to discuss impact of actions on learning.  Catch up with missed learning. (time missed from play aligns with time missed in class)
	Not being respectful: - Using unkind words - Not looking after equipment - Not following instructions	Follow steps 1-3	If reaching step 3: Restorative meeting (15mins) during break, lunch or after school to discuss impact of actions.

			Actions taken to try and 'fix' problem. Eg apology letter, tidying equipment etc
	Not being safe: <ul style="list-style-type: none"> <li>- Not moving around the school sensibly.</li> <li>- Being silly in the line</li> <li>- Pushing/shoving</li> </ul>	Follow steps 1-3	If reaching step for: Restorative meeting (15mins) during break, lunch or after school to discuss impact of actions.  Plan created about how to stay safe next time.
Amber	Not ready to learn: <ul style="list-style-type: none"> <li>- Refusal to work</li> <li>- Leaving the area without permission</li> </ul>	Straight to step 2 (warning) If it continues, timer begins	Restorative meeting during break, lunch or after school to discuss impact of actions on learning.  Catch up with missed learning. (time missed from play aligns with time missed in class)
	Not being respectful: <ul style="list-style-type: none"> <li>- Purposefully damaging school property</li> <li>- Verbal reaction towards peer actions.</li> <li>- swearing</li> </ul>	No warning: (15mins off break)	Restorative meeting (15mins) during break, lunch or after school to discuss impact of actions.  Actions taken to try and 'fix' problem. Eg apology letter, tidying equipment etc
	Not being safe: <ul style="list-style-type: none"> <li>- Physical reaction towards peer actions.</li> </ul>	No warning: (15mins of break)	Restorative meeting (15mins) during break, lunch or after school to discuss impact of actions.  Actions taken to try and 'fix' problem. Eg apology letter, tidying equipment etc
Red	Swearing at staff or pupils Unprovoked physical assault (deliberate kicking, punching, hitting, biting) Discrimination based on any of the protected characteristics including racist remarks.	Referred to PL for initial investigation	Miss lunch/break for a set period Internal suspension Fixed term suspension Permanent exclusion

Pupils will miss the next available break time (playtime or lunchtime) Consequences for inappropriate behaviour in KS2 during the afternoon session will take place after school at 3.15pm. Parents will be informed by 2.30pm. Incidents occurring after 2.30pm will result in a consequence the following day. EYFS/KS1 children will receive 'time out' with the phase lead/DHT for any behaviours which occur during the afternoon session.

A child friendly version of this should be available and referred to in all classrooms.

Note that zero tolerance is given for swearing at staff, physical assault, deliberate kicking, punching, hitting, biting or damaging property as well as any form of discrimination based on the protected characteristic (age, gender reassignment, being married or in a civil partnership, being pregnant/on maternity leave, disability, race – including colour, nationality, ethnic or national origin, religion or belief, sex) . This will result in bypassing steps 1-3. In this case, the following shall be adhered to:

1. Reported to their phase leader who complete a brief investigation, assess the severity of the situation and provide an appropriate consequence;

- Missing lunch/break for a set period of time.
- Internal suspension within school.

2. Should the phase leader deem a child's actions to be more serious, then they will take the child to their respective DHT. DHT will review the circumstances and either reinforce the two sanctions written above or refer to the Head Teacher to consider the following consequences;

- Fixed term suspension away from school.
- Permanent exclusion.

At all stages, parents will be informed either by the phase leader (Stage one) or the DHT (Stage two). Should the Head Teacher deem it appropriate to issue a fixed term suspension both the HT and respective DHT will attend the reintegration meeting. If the Head Teacher is absent then the respective DHT and Phase leader will complete this meeting.

Incidents of racism will also be reported to the Local Authority.

## Restorative Measures

At Moorside we encourage children to take responsibility for their behaviour by thinking through the causes and consequences of their action. If adults consistently tell children what they have done wrong and the consequence they will face, children don't learn about the responsibility they had in a situation and how it affected others. We therefore take a restorative approach to behaviour.

Traditional		Restorative
What's happened?		What's happened?
Who's to blame?	becomes	Who's been harmed and in what way?
How should we punish them?		What needs to happen in order to put things right and ensure it doesn't happen again?

What matters is that the child who has caused harm/disruption and the person they harmed/disrupted are given the space to hold a restorative conversation. This is so much more powerful than a simple "Sorry," and allows children to understand responsibility and develop empathy for others' feelings.

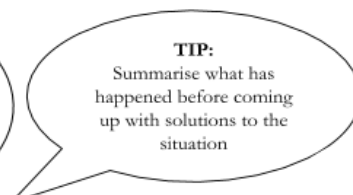
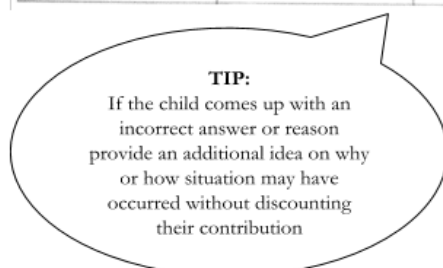
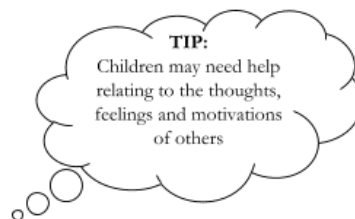
Speak to all parties involved. Allow everyone to have their voice heard.

- What happened? - Try to get as much detail as possible
- What were you thinking and feeling at the time? - refer to emotion monsters
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right? - Ask children how the problem could be solved and where possible find a solution based on their ideas. If necessary impose a solution and explain the reasons why.

With younger children we may simply focus on two question. Who else has been affected? How can we make things right?

## Comic strip conversations

Some children may benefit from the use of comic strip conversations



## Additional Support

### Step 5 RAMP

Children who regularly reach step 4 may need further support.

The class teacher must:

- Monitor behaviour incidents to identify areas of concern / possible causes/ appropriate targets. Record in CPOMS.
- Inform Deputy Head Teacher and relevant Assistant Head Teacher.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns and agree targets/support. (Record meeting in CPOMS)

Also consider:

- Removal from breaks/lunchtimes for a fixed period.
- Starting 'Behaviour Report Card'.
- Alternative behaviour management strategies.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Programme of pastoral support with Learning Mentor.
- Completing Family Assessment.

For these children a Reducing Anger/Anxiety Management Plan (RAMP) may be put in place. This document is designed to identify specific behaviours for individual children and the corresponding calming strategies that can be used by staff or the pupils themselves.

Where appropriate, children will have a child friendly version of this document for them to refer to within class.

**\*NAME\*-How am I feeling?**

<b>I'm out of control and ready to explode.</b>	What can I do? Tell an adult for a walk Go to the reading area.	What will my teacher do? Explain to others why I am upset.
<b>I'm getting too angry.</b>	Move away Count to 100 Go on Google Earth	Give my an object I can hold Talk to an adult Leave me alone for a few minutes.
<b>I'm feeling a bit worried.</b>	Run and play Listen to music	Thumbs up Smile.
<b>I am okay.</b>	Jump up and down outside. Give comments on how well I am doing.	Give comments on how well I am doing.

If I break a rule when I am angry, I will still need to fix it.

- Tapping over shoes/cleaning up the classroom → I tidy up.
- Being unkind or rude to staff or children → Write an apology letter.
- Not completing my work → Complete it during learning jobs time or at home.

**RED BEHAVIOURS**  
Hitting another child  
Hitting a teacher  
Putting myself in danger  
Time away from "CLASS"

**\* Name \***

When the teacher is talking:

- Good Listening
- Quiet Mouth
- Eye on the teacher
- Nothing in my hands

Remember to make good choices!

Now	Next
Teacher's Choice	child's choice

1. \*Teachers\* choice  
2. \*child's\* choice

Remember you are a superstar!

Moorside Community Primary School

RAMP- Reducing Anxiety/Anger Management Plan

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Class teacher: \_\_\_\_\_ TA: \_\_\_\_\_

LEVEL	PUPIL BEHAVIOUR	PUPIL SELF CALMING STRATEGIES	STAFF STRATEGIES	EVALUATION
LEVEL 5: ATTACKING/DISTRESSED STATE	<ul style="list-style-type: none"> <li>• Pushing</li> <li>• Kicking</li> <li>• Biting</li> <li>• Screaming</li> <li>• Hitting</li> <li>• Running away</li> <li>• Throwing objects and self</li> <li>• Pinching</li> <li>• Climbing</li> <li>• Acting like an animal</li> </ul>	<ul style="list-style-type: none"> <li>• Too distressed to enforce self-calming strategies</li> <li>• Needs to be left alone, but within sight, to calm eventually</li> </ul>	<ul style="list-style-type: none"> <li>• Try to ensure that the environment around "child" is safe (e.g. removal of objects)</li> <li>• Talk calmly reassuring her that she is ok.</li> <li>• If talking exacerbates the situation, keep calm and just observe her.</li> <li>• Give her time to make her own decisions.</li> <li>• Consider the presence of a change of face to initiate support.</li> <li>• Team teach strategies if necessary.</li> <li>• Empathy and reassurance is needed.</li> <li>• No negotiating.</li> <li>• Adult to have a calm and quiet voice at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Use her reward system to enable you to build a good relationship with her.</li> <li>• Always be strong, firm and make sure that you set clear ground rules.</li> </ul>
LEVEL 4: HYPER STRESSED STATE	<ul style="list-style-type: none"> <li>• Refusal to move</li> <li>• Charging through classroom/ hallway/ playground</li> <li>• Crying</li> <li>• No awareness of people around her</li> <li>• Animal noises</li> </ul>	<ul style="list-style-type: none"> <li>• Go to safe space</li> <li>• Follow instructions</li> <li>• Have a cuddle</li> <li>• Hold an animal/bear</li> <li>• Use her visual timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Try to ensure that the environment around "child" is safe (e.g. removal of objects)</li> <li>• Talk calmly reassuring her that she is ok.</li> <li>• If talking exacerbates the situation, keep calm and just observe her.</li> <li>• Give her time to make her own decisions.</li> <li>• Consider the presence of a change of face to initiate support.</li> <li>• Team teach strategies if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use her reward system to enable you to build a good relationship with her.</li> <li>• Always be strong, firm and make sure that you set clear ground rules.</li> </ul>
LEVEL 3: ANNOYED STATE	<ul style="list-style-type: none"> <li>• Refusal</li> <li>• Setting up out of seat</li> <li>• Copying/gossiping</li> <li>• Saying "No!"</li> <li>• Turning away to avoid eye contact and engagement with adults.</li> <li>• Imaginative play - involving others</li> </ul>	<ul style="list-style-type: none"> <li>• Go to safe space</li> <li>• Worry time - if she is engaging with another adult</li> <li>• Follow instructions</li> <li>• Have a cuddle</li> <li>• Hold an animal/bear</li> <li>• Use her visual timetable</li> <li>• Follow instructions</li> <li>• Stick to task plan</li> </ul>	<ul style="list-style-type: none"> <li>• Try to ensure that the environment around "child" is safe (e.g. removal of objects)</li> <li>• Talk calmly reassuring her that she is ok.</li> <li>• If talking exacerbates the situation, keep calm and just observe her.</li> <li>• Give her time to make her own decisions.</li> <li>• Consider the presence of a change of face to initiate support.</li> <li>• Team teach strategies if necessary.</li> <li>• Compliments- Verbal reminders.</li> <li>• Offer her to complete a job.</li> <li>• No negotiating.</li> <li>• Offer 2 options.</li> <li>• Use them/timeout</li> <li>• Adult to have a calm and quiet voice at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Use her reward system to enable you to build a good relationship with her.</li> <li>• Always be strong, firm and make sure that you set clear ground rules.</li> </ul>
LEVEL 2: ANNOYED STATE	<ul style="list-style-type: none"> <li>• Focusing on the spot</li> <li>• Looking thoughtful</li> <li>• No attention</li> <li>• Appears 'tuned out'</li> <li>• Disengaged</li> </ul>	<ul style="list-style-type: none"> <li>• Go to safe space</li> <li>• Worry time - if she is engaging with another adult</li> <li>• Follow instructions</li> <li>• Have a cuddle</li> <li>• Hold an animal/bear</li> <li>• Use her visual timetable</li> <li>• Follow instructions</li> <li>• Stick to task plan</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Distraction</li> <li>• Challenge</li> <li>• Safe space</li> <li>• Adult to have a calm and quiet voice at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Use her reward system to enable you to build a good relationship with her.</li> <li>• Always be strong, firm and make sure that you set clear ground rules.</li> </ul>
LEVEL 1: CALM/GOOD STATE	<ul style="list-style-type: none"> <li>• Completing work</li> <li>• Engaging well with staff and peers</li> <li>• Smiling</li> <li>• On task</li> <li>• Focused</li> <li>• Independent</li> <li>• Telling a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate own success</li> <li>• No more praise</li> <li>• Go to safe space</li> <li>• Worry time - if she is engaging with another adult</li> <li>• Follow instructions</li> <li>• Have a cuddle</li> <li>• Hold an animal/bear</li> <li>• Use her visual timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Distraction</li> <li>• Challenge</li> <li>• Safe space</li> <li>• Adult to have a calm and quiet voice at all times.</li> <li>• Sliders</li> <li>• Reward systems</li> <li>• Putting her name on the badge</li> </ul>	<ul style="list-style-type: none"> <li>• Use her reward system to enable you to build a good relationship with her.</li> <li>• Always be strong, firm and make sure that you set clear ground rules.</li> </ul>

As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision. This may be on an ad-hoc basis if there has been an unforeseen circumstance (e.g. family breakdown, bereavement etc.) that has affected a child's wellbeing. Other children will have more specialised support: play session, Lego therapy, counselling or time in 'quiet spaces'.

### Step 6 Behaviour Contract

- A last step before suspension.
- Clear specific rules which the child **must** uphold in order to remain in school.

- Further sanctions and immediate consequence of breaking the contract.
- Reviewed daily by DHT.
- Parents informed.

*If behaviour improves return to RAMP or general steps 1-4.*

#### Step 7 Internal suspension (up to 5 days)

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activity.
- Parents informed.
- Older pupils may spend an internal suspension at Moorside High School. This will only occur when sending a pupil home is not in their best interest.

*If behaviour improves return to class on a Behaviour Contract or RAMP. If not, consider fixed-term suspension or permanent exclusion.*

### Fixed-Term Suspensions and Permanent Exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on School Suspension and Permanent Exclusion (2022) are referred to in any decision to suspend or exclude a child from school. The Salford guidelines are published in the Policies section of [www.moorsideprimary.net](http://www.moorsideprimary.net). Only the Head Teacher (Or in the absence of the Head Teacher, The Acting Head Teacher) can suspend or exclude a pupil.

After a period of a fixed term suspension, a pupil and their parents will be required to attend a reintegration meeting with members of the leadership team. In this meeting the child will be welcomed back to school. Discussions about appropriate behaviour moving forward shall be discussed and any support put in place.

### Logging Incidents

Behaviour incidents will be logged online using CPOMS. If teachers are regularly logging behaviour incidents it is their responsibility to consider whether further steps need to be taken (e.g. creating a behaviour chart or RAMP) Teachers may seek further advice and support from the SENDCo or senior leaders. Senior leaders will also monitor behaviour incidents via CPOMS to identify any patterns in behaviour e.g. an increase in certain types of incidents across the school, or certain locations where many incidents are happening. Further measures will then be put in place if needed to reduce the number of incidents.

### Guidance on the use of reasonable force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on pupils that are showing signs of aggression and causing harm on either themselves, other children or staff, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Board have taken account of advice provided by the Department for Education (DfE) Use of reasonable force: Advice for Head Teacher, staff and Governing Bodies. In addition, we have also adopted the Hackney Learning Trust Policy on Positive Handling as well as the Team Teach approach.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at our school

### Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include, but are not restricted, to the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking another child or a member of staff.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### Recording an incident

A contemporaneous record (i.e. written as soon as possible and no longer than 1 hour after the incident has occurred) should be made by the staff member(s) involved in the incident and written in the bound and numbered book which is kept in the SENDCo's office. Similarly, contemporaneous notes will also be made by all other members of staff involved as witnesses or additional provider of support. The record will contain the following information:

1. The name(s) and the job title(s) of the members of staff who used reasonable force.
2. The name of the children involved.
3. When and where the incident took place.
4. Names of staff and child(ren) who witnessed the incident.
5. The reason that force was necessary.
6. Behaviour of the child(ren) which led up to the incident.
7. Any attempts to resolve the situation.
8. The degree of force used.
9. How it was applied.
10. How long it was used for.
11. The child's/children's response and the eventual outcome.
12. Detail of any injuries suffered by either staff or children.
13. Details of any damage to property.
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed).
15. Details of follow-up including contact with the parents/carers of the children involved.
16. Details of follow up involvement of other agencies, police, social services, child witnesses may also be asked to provide a written account if appropriate.

There will also be an entry made on CPOMS to state that the record has been made in the bound and numbered book.

### Debriefing arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A member of the SLT will provide support to member(s) of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head teacher will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

## Out-of-school-hours Behaviour

Our school is committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

- Good behaviour in Moorside Plus (breakfast club, after-school club and holiday club)
- Good order on all transport to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Our pupils to act as role models to other pupils from other educational establishments. When pupils do not act in our expected manner, then the same behaviour strategies as above can be applied.

## Related School Policies

The Behaviour policy is one of the essential Safeguarding Policies of the school. Safeguarding covers more than the contribution made to child protect in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

The following school policies are related to the Behaviour Policy:

- Safeguarding policy
- Health and safety policy
- Anti-bullying policy
- Online Safety and Mobile Technology policy
- Admissions policy
- Medicines policy
- Special educational needs policy.

## Legislation and Statutory Requirements

**This policy is based on advice from the Department for Education (DfE) on:**

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).