

# Moorlands Junior School



## Relationship and Behaviour Policy

Consulted on with staff autumn 2022

Ratified by Governors February 2023

## Table of Contents

Aims .....	3
Staff Responsibility.....	4
The Role of the School Staff.....	4
The Role of Parents, Guardians, and community of Moorlands.....	4
Class Expectations at Moorlands .....	4
Morning Routine .....	5
Celebrating Positive Behaviour .....	5
Consequences .....	6
Physical Intervention / Team Teach.....	6
Crisis Management .....	6
Exceptional Circumstances and Extremely Challenging Behaviour .....	8
Power to Confiscate and Power to Search .....	8
Suspension/Exclusion.....	9
Well-being Support Plan .....	9
Monitoring and Reporting Behaviour Patterns .....	10
Support for Adults to Ensure Consistency .....	10
Additional Needs.....	10
Appendix 1 .....	11
Micro scripts for restorative meeting.....	11
How to conduct a Restorative Meeting .....	11
Appendix 2 .....	12

Moorlands Junior School has developed school values that underpin our approach to school life:

- Support and care
- Respect and value
- Make the most of every opportunity
- Be inspired to learn, achieve, and grow

## Aims

Moorlands Junior School (Moorlands) aim to create a safe, stimulating and supportive atmosphere in which children feel respected, valued and happy.

It is an expectation of the school and governors that all children should behave in a manner that demonstrates our four school values as they are the key fundamentals that underpin all aspects of life at Moorlands.

This policy is intended to support children in learning regulation skills and understanding the feelings of themselves and others. Staff are to focus on the feelings and emotions that may drive a certain behaviour, rather than the behaviour itself. It also outlines the support that adults give children in relation to modelling positive behaviour and managing challenging behaviour.

We recognise that behaviour is communicative and often reflects underlying feelings and emotions. The role of adults in our school is to teach the children to be able to self-regulate their emotions and manage their behaviour.

Our policy is founded on the following premises:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Children at this age are discovering how to behave appropriately and how to regulate. It is the role of the adult to support children.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure.
- In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour.

These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- Not **all** behaviours are a matter of 'choice' and not **all** factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for Children's Social, Emotional and Mental Health (SEMH) needs.

## Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

### The Role of the School Staff

It is the responsibility of the class teacher to provide a safe and secure learning environment, which includes setting clear and consistent boundaries with routines and structure. Class teachers consistently maintain high expectations of pupils with regard to behaviour, and strive to ensure pupils work to their potential, living and breathing the values, "Support and care, Respect and value, Make the most of every opportunity, Be inspired to learn, achieve, and grow." The teacher is a social, emotional, and learning role model for all pupils, demonstrating how to treat others with respect and understanding. When the class teacher is not responsible for their class, the adult in charge adheres to this policy to maintain a culture of certainty for the children.

### The Role of Parents, Guardians, and community of Moorlands

Parents agree to a Home School Agreement based on our school values when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any concerns or queries firstly to the class teacher, then to a member of the Senior Leadership Team. Our aim is to work with families to achieve a shared and consistent approach between home and school to support their child's emotional and behavioural development.

### Class Expectations at Moorlands

- At the beginning of the academic year, all classes discuss the school values and outline the expectations of how these will be followed.
- To gain the full attention of all pupils whether in the classroom, playground or school hall the staff will use a raised hand and a countdown from 5 to 1.
- When walking around the building as a class we use the 4S's (smart, sensible, straight, silent)
- Staff focus on and use positive vocabulary rather than negative when referring to low level disruption/behaviours in class.
- Each class will have a Recognition Board (RB). Children will be rewarded with their name on the RB if they demonstrate any of the school values within or outside the classroom.
- Introduce children to **classroom expectations**. This is to be presented at the beginning of each term and displayed in the classroom in A3. In addition, these expectations can be used

for teacher guidance, including supply teachers (see appendix 2).

## Morning Routine

The purpose of the morning routine is to connect with each child individually and create a sense of belonging within the class. It is the responsibility of all teachers to ensure that the morning routine is implemented daily.

- Meet and greet - Children seeing this respect and kindness are more likely to demonstrate these behaviours themselves.
- Emotion/Feelings check in - The moment you name and acknowledge a feeling that you have you reduce its intensity.

Zones of Regulation use four colours, blue, green, yellow, and red to help children identify how they are feeling as they enter the classroom.



**The Green Zone** means you're feeling calm and alert, or "just right". Being in the green zone means you are calm, focused, happy, relaxed, or ready to learn.

**The Yellow Zone** describes when you have a **heightened sense of alertness**. This isn't always a bad thing, and you still have **some control** of your actions when you're in the yellow zone.

**The Blue Zone** is used when a person is feeling low.

**The Red Zone** describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions.

When using the regulation zones to help regulate a child, the choice of whether to use their toolkit will be an option.

## Celebrating Positive Behaviour

Positive awards are available for pupils throughout the day, week and term. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour. These include:

- a) Verbal praise and personal feedback on behaviour and engagement for example "I am impressed by the way you..." "I am proud of..." "You have challenged yourself today." "I like the way you..."
- b) Non-verbal feedback such as smiles, thumbs up, whooshing fives, high fives and fist bumps.
- c) Values tokens awarded to children who show our school values through individual effort with work or by setting an example to others. Once a value tube is filled, the class will gain 5 minutes extra playtime.
- d) Sharing work with other teachers, the senior leaders and the Head teacher.

- e) Star of the Day certificate awarded by the class teacher to a child who has shown determination throughout the day, challenged themselves or upheld a school value
- f) Star of the week certificate aligned to school values, given to one pupil in every class each week.
- g) Postcard home from a member of staff to celebrate with parents.
- h) Hot chocolate with The Head presented to one child from each class each half term for outstanding achievements.
- i) Millionaire reader certificates to mark every million words read by a child.
- j) Royal Reader Awards for those children who have persevered with their reading.
- k) Two children from each class are awarded Star of the Year by their class teacher at the end of each academic year. These awards are given to individuals who excel with Moorlands' values throughout the entire year and are an exemplary role model to all.

## Consequences

At Moorlands we have high expectations of behaviour based around our four school values. When children see the sense of it, or know you've taken their opinions into account, they are more motivated to co-operate. Challenging behaviour can take many forms but essentially comes down to whether it causes low level disruption or high-level disruption.

**Low level disruption** can be characterised as unauthorised talking, moving around the classroom without permission or being obviously inattentive such as flicking pencils, tutting, pulling faces, shouting out, or similar. Reasonable adjustments will be made for children with additional needs on an individual basis.

We prescribe to a restorative meeting approach for all low level disruption behaviours.

The following procedure will be followed by all staff

- Each child will receive two verbal warnings within the classroom, explaining why the warning has been given. Use a firm voice if needed.
- If a third warning is necessary the child will be informed that they will have a short **restorative** discussion during playtime to talk about their behaviour. During this time reinforce the **school values** and have **high expectations** of their behaviour.

For restorative meetings staff have examples of micro scripts and how to conduct these (**see appendix 1**).

## Physical Intervention / Team Teach

**High-level disruptive behaviour**, such as aggression, abusive language or violence, endangering other pupils and staff must be dealt with immediately using an appropriate strategy, as the safety of all is paramount. This does not need to be in line with the low level examples above.

## Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in each situation.

Members of the Leadership Team are available to help in a crisis.

If a child leaves the school premises without permission senior leadership will be informed and the child's parents contacted and asked to intervene to bring the child back to school. If the

parents cannot be contacted the police may be informed. If possible a member of staff will follow the child at a safe distance and encourage the child to return to school.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Phoning or sending a child for help from other staff
- Issuing instructions for the child to stop, clearly using their name and using a firm voice if needed.
- Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraint
- If necessary, taking the class out of the room leaving the child with an adult if possible
- Reassuring the class afterwards

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. **The power to use reasonable force** will only be used when all other options have failed, and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents /carers will need to receive an honest report of any incident including concerns raised.

Staff at Moorlands receive induction training before being required to work with people who present challenging behaviours. Team Teach is provided as part of an in house training programme. The 'Team Teach' model emphasises that 95% of behaviour management is the employment of de-escalation techniques. Team Teach provides a gradual and graded approach using Team Teach techniques for when physical intervention is necessary, therefore techniques range from the least intrusive to more restrictive intervention. It emphasises the minimum amount of reasonable and proportionate force for the minimum amount of time possible. All training is refreshed formally as recommended and required by Team Teach.

Normally, only staff who been trained to an appropriate level should be sanctioned to use restrictive physical interventions. However, in an emergency, the use of force by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed. In these circumstances, the use of force should be reasonable and proportionate and, whenever possible, it should reflect the person's previous training in the appropriate use of restrictive physical intervention. (Guidance for Restrictive Physical Interventions - How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder 2002).

Staff should normally only use methods of restrictive physical intervention for which they have received training. Specific techniques should be closely matched to the characteristics of individual service users and there should be a record of which staff are permitted to use different techniques. It is not appropriate for staff to modify the techniques they have been taught.

All staff members at Moorlands Junior School have a legal power to use reasonable force. It can also apply to people whom the head teacher has temporarily put in charge of pupils e.g. agency staff.

We always try to avoid using physical interventions and regard them as a last resort for a small minority of situations. We provide a properly planned and differentiated curriculum that provides appropriate levels of challenge to all pupils, and maintain an effective school Regulation Policy that is known and understood by all staff and pupils.

Physical intervention is our method of last resort, after all other approaches have been tried or in situations of clear danger or extreme urgency. We utilise only the minimum force required to resolve the situation safely. How we respond always has regard to the circumstances and to the age and understanding of the child or young person.

## Exceptional Circumstances and Extremely Challenging Behaviour

If a child is persistently misbehaving in a non-serious way it might be appropriate to consider, in consultation with the Pastoral Lead and SENCO, other sanctions:

"A behaviour contract" the child promises to follow certain behaviour(s) for a set period, usually a week.

Behaviour books half daily, daily, and weekly as appropriate; used to keep parents regularly informed of their child's behaviour.

There may be circumstances where careful adherence to the Relationship and Behaviour Policy and guidelines has failed to be effective. Such cases will be treated on an individual basis. The class teacher, pastoral lead, support staff, senior management team and potentially outside agencies will work together to modify behaviour. It will be the responsibility of the pastoral lead and class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up a Well-being Support Plan (WSP). This to be reviewed regularly.
- Designation of a member of the senior management team (Pastoral Lead) to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support-internal (ELSA)
- External agency support
- Pastoral Lead, SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education, Health Care Plan in the longer term, if appropriate.
- At least weekly liaison with parents/carers.

## Power to Confiscate and Power to Search

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. Headteachers and staff they authorise have a statutory power to search a pupil or their



possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.

3. Power to search without consent for prohibited items including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Here at Moorlands Junior School if any of the above items are found in a child's belongings the parents will be asked to attend school for a meeting with the Head Teacher to discuss the matter.

## Suspension/Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will suspend pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term suspension or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to Trafford LA following local and national guidance.

## Well-being Support Plan

Where an individual needs persistent adult support to regulate behaviour, they will be placed on a Well-being support plan (WSP). The WSP is a School based and coordinated intervention to help support individuals to improve their social, emotional and behavioural skills. The WSP should identify precise and realistic outcomes for the child to work towards. It will act as a preventative measure for those children that are at risk of exclusion.

In addition, the support plan provides a template for staff to coordinate appropriate provision to help pupils develop appropriate skills and abilities to regulate their emotions and cope with events at school and at home.

A nominated staff member should coordinate and oversee the WSP planning and process. It should be focused on meeting the needs of the child, be practical and manageable. This process can involve, SLT, Class Teacher, SENCO, pupil, parents and any outside agencies.

**Additional information will be outlined in the Well-being policy.**

## Monitoring and Reporting Behaviour Patterns

Every adult is able to report behaviour using our online monitoring system, CPOMS. This system is monitored by the senior leaders.

Patterns, trends, actions and impact are reported to the Governing Board termly. No individual pupils are identified.

### **Support for Adults to Ensure Consistency**

All new staff will meet with the Pastoral Lead as part of their induction training which includes the ethos of our school and this policy is outlined and explained along with Trauma training. All staff have received training which is reviewed regularly.

All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising. All staff have the opportunity to meet with our onsite Play Therapists to discuss strategies in which they can help support their class, individuals or themselves as part of their continuous development.

Here at Moorlands, we have a well-being team, led by Mr Chaudhry (Assistant Head Teacher-Pastoral) assisted by Miss Davidson (Mental Health and Wellbeing Lead), Miss Eccles (ELSA) and Mrs Drinkwater (private play therapist/counsellor); the team meet with the SENCO's each half term to triage referrals and allocate them the appropriate in school support.

### **Additional Needs**

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND Information Report should be read for how additional needs are supported in the school.

## Appendix 1

### Micro scripts for restorative meeting

#### The Micro script for Restorative meeting (tailor to age and needs of the child)

1. **What happened?**
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?**
5. **Who has been affected?**
6. **How have they been affected?**
7. **What should we do to put things right?**
8. **How can we do things differently in the future?**

### How to conduct a Restorative Meeting

- Provide a short, non-judgemental reminder of expectations and the school values.
- Give the child time to process your words and choose their next actions.
- If it happens at the end of the day, let them know they will be spoken to the next day.
- Deliver the intervention using an appropriate tone of voice (firm or calm), without sarcasm or accusation.

Small things matter...

- Body Language
- Meeting Place
- Tone of Voice

Offices are not ideal spaces. Consider somewhere less formal and more familiar for the child...

- Discussion inside their own classroom
- Walk alongside the child and talk
- Engage in a collaborative activity
- Sit alongside in a neutral and familiar space.

## Appendix 2

### Classroom expectations (example)

I want to introduce you to some of the things we do in our classroom.

We need a **calm** and **quiet** room so that everyone can **concentrate** and complete their work. I expect everyone to **work hard, sit in their chairs** and always **try their best** with every activity. Sometimes we'll work in **silence** to show what **everyone** can do independently. At other times, we'll **share** ideas and opinions in a **discussion** always **listening** to each other. We put our **hand up** if we want a turn to speak.

We use a **54321 signal** in the classroom to show when **everyone** needs to stop their work and **listen** to instructions.

We always need to use **good manners** and **treat people kindly**, both in the classroom and outside on the playground. When we **walk** in from the playground or to assembly we use the **4S's** making sure we are **smart, sensible, straight** and **silent**. This is for a **good classroom atmosphere** and to show we are ready to learn.

Thank you for reading