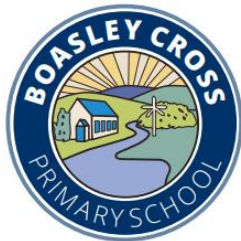


## **Moorland Hub Behaviour Statement**

This policy is a statement of principles, aims and strategies for promoting positive behaviour within the Moorland Hub of Primary Schools, including Boasley Cross, Bridestowe, Lydford, Milton Abbot and Northlew & Ashbury Primary School. The full behaviour policy can be viewing on the Trust policy site. [Behaviour Policy Primaries Dec 2022 - FINAL.pdf \(sharepoint.com\)](#)

We believe that a shared commitment from staff, families, advocates and the wider community is important in promoting good behaviour and developing positive attitudes and responsibilities. We ensure that all stakeholders are made fully aware of our positive behaviour management system and behavioural flow charts through newsletters, Flourish assemblies, discussions, half-termly Ethos Committee meetings and on our school website

### **Principles**



***Respectful, Resourceful, Resilient***

***A creative approach to learning where all pupils can succeed***



***With respect and ambition, we flourish together***



***Nurture, inspire, achieve.***

***A small school learning together in  
the local community***



***A place of happiness and  
learning.***



***Let your light shine.***

***Matthew 5:16***

In the Moorland Hub, we share and display our school vision and values. These are discussed regularly with all the children as part of our shared ethos and understanding. In addition to our school vision we have our 'Golden rules' which are:

**Be kind and gentle  
Make people smile  
Listen to each other  
Look after our resources  
Work hard to flourish**

Links are also made to our wider Trust Values and the fundamental British Values. The children receive positive praise for demonstrating positive behaviours that adhere to our school vision and Trust co-operative ethos. [Our vision and values | Dartmoor Multi Academy Trust \(dartmoormat.org.uk\)](https://www.dartmoormat.org.uk)

## **Aims of the policy**

All our schools foster restorative behaviour management with a view to developing young people to be able to become responsible citizens as they move on from primary school and into the wider world. Staff demonstrate a consistent approach to setting high expectations for behaviour developing respect, responsibility and positive relationships.

In the Moorland Hub, we believe that children and staff have the right to learn and work in a well organised, calm and safe environment. Staff work closely with governors and parents to maintain a culture of respect; promoting and encouraging all children to demonstrate our school's core values. Staff set clear boundaries and expectations, expecting zero tolerance of bullying, and work closely with parents to provide support to ensure positive pastoral care.

## **Strategies and promoting positive behaviour**

As a school we ensure every child feels a sense of belonging to our school family. By doing so, we create a culture that promotes and encourages responsibility and consideration of their own rights and the rights of others.

Adults make a focused effort to get to know each child as an individual. Becoming a trusted and safe adult, adults will show genuine interest in a child's life, interests, contributions and opinions. Through this process, adults understand the child's unique context, their influences at home and in the community and how this impacts on their choices and behaviour.

We create a supportive environment that promotes a positive attitude to mental health. Our Ethos and School Council groups work closely with adults to actively provide opportunities for children to have a voice, and act upon the results they receive.

Within our curriculum, we discretely teach learning and social behaviours that will help our children become positive local, national, and global citizens. We role model conflict resolution and focus on speech and vocabulary.

Classroom management is used pro-actively to ensure outstanding behaviour from our children. Expectations and boundaries are clearly stated and known by all which allows adults to have a sense of fun and playfulness in the classroom when appropriate. This builds enjoyment of school – making school irresistible to all children.

Through well planned lessons that are challenging for all abilities and through recognition and valuing effort and achievement, children are motivated to demonstrate a wide variety of positive behavioural choices and take responsibility for their own actions. Classroom layout, seating plans, working groups and line up areas are carefully considered to support positive behaviour whilst engaging children in challenging learning.

## **Positive rewards:**

We believe in positively praising and supporting behaviour.

- All of our schools use a 'Team points' reward system. Children from EYFS up to Year 6 are grouped into 'Teams'. These teams work together on joint projects such as Art, DT and Sports to foster a sense of belonging. Children are rewarded with 'points' for their team that build to a half termly treat, decided by the children. Children know their teams and encourage their peers to earn points for their team.
- Weekly, celebration certificates are awarded in a whole school assembly. These are linked to the school values and will celebrate those children who have shown exceptional examples of the values.
- Individuals who consistently show positive behaviours will be rewarded with roles and responsibilities around the school and community, which are highly coveted by the children.
- Adults will speak to families at regular intervals to celebrate daily achievements of the children, affirming the one approach from home, community and school.

All of the above is detailed in our 'Behaviour flow charts' which the children and families are familiar with.

## **Support and consequence:**

Of course, there are times when children communicate their needs through negative behaviours or make poor choices. We have a clear progression of support and consequence in this event.

1. Children will, in the first instance, be given a verbal reminder of the class expectations and boundaries. They may be referred to a visual representation of these and an explanation of why it is important to adhere to them.
2. If the behaviour persists, children will receive a further reminder and be asked to consider where they are on the zones of regulation. A discussion will be had about the impact of their choices/behaviour and, where possible, the child will be asked if they know a reason for their behaviour/choices.
3. If the behaviour persists the child will be supported to manage their behaviour to ensure they and all others can continue to learn. This may look like adapted provision such as moving seats within the class, a sensory break, additional adult support or provision of additional resources. It is important to note that the *behaviour*, not the *child* is being admonished. The child will be asked to complete a reflection on their behaviour and choices and explain why they were unacceptable. This is likely to be completed at a break or lunchtime with an adult. The voice of peers may be sought at this point. Parents will be informed that this has taken place.
4. There are very rare occasions when a child's behaviour may be severe enough to warrant moving straight to point 3.

5. If the behaviour persists or is repeated, alternative provision within school will be considered. This may be working in another classroom or individually (internal seclusion). This is a short term measure to provide class room based adults time to ensure provision meets the needs of the child and all others. Families will be informed. At this point, a relational support plan is required. It is likely that additional, external support will be sought for the family and child to address underlying issues for the behaviours shown.
6. If this is unsuccessful in meeting the needs of the child and promoting positive behaviour, a suspension may be necessary. A suspension from school allows adults time to ensure provision meets the needs of the child and all others in the school as well as sending a clear message that the behaviour will not be tolerated. It is possible that in very rare occasions, behaviour is severe enough to require moving straight to suspension. Parents will be informed. A detailed behaviour and relational plan will be completed. External support will be sought for the child and family to address the underlying issues for the behaviour.
7. A school has the power to exclude a child from school if their behaviour is not manageable over time with all support and intervention in place. This is a last resort and a decision not taken lightly. Alternative school provision will be sought for the child, this responsibility lies with the Local Authority (Devon). This may be in the form of a managed move.

All of the above is detailed in our 'Behaviour flow charts' which the children and families are familiar with.

Consistency in application of the behaviour policy is key – it is the number one improver of behaviour. This is not only within school, but also the community and home.

### **Children with SEND or trauma based vulnerabilities**

We are an inclusive Hub, and all children and families are welcome. As a result, we serve some children for whom adhering to behaviour expectations is more challenging through SEND or trauma based vulnerability.

Our expectations do not lower for these children. However, our level of support and tolerance increases as we understand their unique context. In these cases, an individualised targeted approach may be necessary.