



## **Behaviour Statement**

### ***Principles***

At Moulton Primary School we believe that the wellbeing of all children and adults in our school and community are important and we understand that positive behaviour is an essential factor in this. We aim to ensure that children feel happy and safe, enabling children to be successful and make good progress in their learning. We all have vital roles to play in modelling, developing, encouraging and supporting positive behaviour. We have high expectations of behaviour within a positive, caring ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

We follow a restorative approach alongside our 5 Golden Rules, which have clear, staged consequences. We have high expectations of behaviour within a positive, nurturing ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

Our 5 School Rules are:

1. Always be prepared to learn and try your best
2. Always listen carefully and follow instructions
3. Always be polite; use kind hands, feet and words
4. Always walk quietly and on the left
5. Always take care of our school

The Seven Stages address any behaviour that does not meet the school rules and values and the steps, and consequences, are as follows:

1. First verbal warning is a reminder of rules and expectations.
2. If this behaviour does not improve, a yellow card is issued and this is a further reminder of the rules and expectations.
3. Third occurrence or continued behaviour, a red card will be issued, and a child's parent or carers will be informed.
4. If behaviour continues to persist, they will spend time out in a partner class and will be spoken to by a year group leader – at this point the child will write a commitment slip to improve their choices and parents will be informed.
5. Restorative conversation: if the unexpected behaviour continues, or if there is a sudden serious behaviour. The child takes their commitment slip or writes one if the behaviour is sudden or unexpected to their Team Leader, to their Phase Assistant Headteacher; Miss Page, or Mr Brazier.

6. Continuing unexpected behaviour, or sudden, serious or unsafe behaviour. Spoken to by Headteacher, Assistant Headteacher or member of SLT and parents or carers will be asked to come into school.

7. On rare occasions, if the behaviour is serious or unsafe it is possible that there would be a suspension or exclusion.

### ***Communication and Parent Partnership***

We aim to build trust and support families openly and honestly alongside outside agencies to find ways forward to improve the behaviour and self-esteem of children whose boundaries and behaviours go beyond the five school rules. As needed, we engage with relevant professionals and tailor the provision for individual children with personalised intervention and behaviour/pastoral plans to support them. We always seek to work in partnership with families and support the children to make good choices to prepare them for the future and life outside school. We aim to have a robust, fair and consistent approach and we ask parents/carers to trust school to deal with incidences, to view all sides of a situation and reach a fair decision that is reasonable and proportionate considering all the circumstances. We ensure that support is in place both for the children making unexpected choices and those children affected by them. We endeavour that the focus on positive behaviour, restorative approaches and empathy will significantly reduce the need for more serious sanctions for individuals. However, we will not tolerate behaviour which is prejudicial towards others, including race, religion, gender or sexuality. When making decisions, the Headteacher and/or Senior Leadership Team, will balance the needs of the individual with those of the safety of the wider school community and the safe operational working of the school. This written statement and the policy on the website applies to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.