

Behaviour Policy



This policy sets out the standard of Behaviour expected by Moorlands Primary School.

To be read in conjunction with:

- [DfE Guidelines: Preventing and Tackling Bullying](#) document
- Anti-bullying policy

This policy sets out Moorlands Primary School Behaviour Policy and procedures.

Signed by Head Teacher _____

Signed by Chair of Governors _____

Review Date _____



Behaviour Policy

At Moorlands Primary School we aim to:

- Create a community in which mutual respect is the principle for all relationships;
- Ensure that children and adults display high standards of good behaviour and courtesy at all times;
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;
- Ensure that pupils develop self-esteem and self-discipline;
- Prevent aggressive behaviour and bullying;
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;
- Fully involve all members of the school community in the application of this policy.
- Remember pupils have a right to learn and teachers have a right to teach

Our success is measured not by the absence of problems but by the way we deal with them.

Ensuring that our children know that we are pleased with them is central to the success of this policy.

We:

- ✓ Follow our school rules: “Be safe, Be kind, Be helpful, Be polite, Be our very best!”
- ✓ Always treat people as we wish to be treated ourselves
- ✓ Follow directions immediately
- ✓ Keep hands and feet to ourselves
- ✓ Walk quietly in and around the school
- ✓ Speak quietly and listen without interrupting
- ✓ Take care of our own and other people's property

Guidelines for Implementation:

Our School adopts a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, it is the adults within the school who determine the environment in which good relationships can develop. For example, we aim to:
 - Start dialogue positively
 - Greet pupils with a smile
 - Deal with misbehaviour
 - To ignore it is to condone it
 - Set high standards of speech, manner and dress
 - Build positive relationships with children
- Developing correct attitudes towards behaviour is an important part of the school curriculum and children are taught from Year R onwards. It is important that teachers monitor this to ensure all pupils are fairly rewarded.
- It is recognised that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures. However, we should always promote high standards of behaviour from all children.



- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another, as well as pride in everything we do. Good behaviour in class is very strongly influenced by the quality of classroom management and teaching. A calm working atmosphere should be encouraged and talking should always be related to the task. Noise levels should always be under proper control.
- Expectations of behaviour in the shared areas of the school are expected to be the same as those in the classroom.
- Good behaviour should be praised and instances of poor or discourteous behaviour must not be ignored.
- Everyone in the school should expect to give and receive respect.
- Class teachers and phase leaders should always log instances of poor behaviour using SIMs. Seriously poor behaviour may be escalated to Senior Leaders.
- The duty staff and lunchtime supervisors should properly monitor playground behaviour.
- Adults other than the school staff should not normally be put in a position whereby they are responsible for correcting pupils' behaviour.
- Everyone will know the rules and are a clear statement of the behaviour we want.
- Classroom rules and specific situation rules may be used as examples but not as ADDITIONAL rules.
- Children should be actively involved in setting up classroom rules so that they have a sense of ownership and responsibility. These should echo the five school rules and be displayed for everyone to refer to.
- All agreed rules or targets should be positive statements of the behaviour we expect **Do rather than Don't**.
- We **all** (not only the children) should understand the need for rules and the consequences for disregarding them.
- There should be opportunities to apologise.



Appendix A

A structure of rewards and sanctions at Moorlands Primary.**Rewards:**

- ✓ Verbal praise or non-verbal signal (nod, smile).
- ✓ Immediate reward such as a sticker or stamp on a piece of work.
- ✓ Use of positive rewards
- ✓ Offer a child an area of responsibility.
- ✓ Use as a model to others or by setting an example.
- ✓ Communicate to parents either verbally or in brief notes.
- ✓ Visit to other members of staff, including the *Head Teacher*!
- ✓ Model to other classes and year groups.
- ✓ Be presented with certificates at **Merit Assembly**, including the celebration of external certificates and trophies.
- ✓ Be presented with stickers for models of positive attitudes during assemblies, play and lunch times and out of school visits.
- ✓ Have other strategies such as class certificates, a “golden” award tree or a lucky ticket.
- ✓ Good news slips sent home.
- ✓ Ticks under happy side = house points.
- ✓ Visit Senior Leadership Team.
- ✓ Visit Phase Leaders.
- ✓ Marbles given for attitude and effort against secrets of success – 100 marbles = reward time.
- ✓ House points given for individuals’ effort, progress and attitude.
- ✓ Work copied and sent home.
- ✓ It is important to catch children being good by praising and encouraging

All children are different and with varying needs and levels of challenge but wherever possible all should be included in being rewarded. Our expectations for all should be high.

However, the following are some extra examples of negotiable strategies for some children that have Special Educational Needs for challenging behaviours or specific difficulties.

- 1) Individual charts so that “x” number of smiles deserve a sticker from the Head Teacher.
- 2) 10 stickers from the *Head Teacher* and rewarded with certificate (not at Merit Assembly necessary).
- 3) Behaviour charts for both lunchtime and play.
- 4) Some small area of responsibility. E.g. taking a message to the office.
- 5) Class acknowledgment of effort.
- 6) Communicate to parent (often they are in need of positive feedback too!).

Sanctions:

- 1) Non-verbal (“the look”, signal), semi-verbal (the cough).
- 2) Verbal by drawing attention to a child who is demonstrating good behaviour.
- 3) Direct comment starting with the child’s name and an “I” statement if possible. E.g.” Fred, I am waiting for you to listen”.
- 4) Praise if behaviour changes at this point.
- 5) Behaviour steps taken.
- 6) If this behaviour is repetitive then the Class Teacher, Phase Leader or Senior Leadership Team will decide when to involve parents.

Sanctions **may** be carried over to the following day in cases where they cannot be carried out on the same day.



If a child is noted to repeatedly reach step 3 or 4, the phase leader will investigate and meet with parents. It may be that a pupil requires an IBP to support them in managing their behaviour. Some misbehaviour will be dealt with at Step 4 or 5 immediately.

This includes items such as:

- blatant rudeness, such as swearing and answering back
- violence between children/unsafe behaviour
- refusal to co-operate
- theft
- cases of bullying (after investigation by the Phase Leader)

More serious behaviour should be referred to the Senior Leadership Team

At the discretion of the Head Teacher or SLT:-

- Lunchtime detention including contact with parents/meeting with parents/carers
- Referral to and involvement with other agencies
- Individual behaviour plan
- Withdrawal from extra-curricular activities
- Temporary internal exclusion
- Temporary and permanent exclusion in line with [DfE guidance](#)

For some children who have additional needs in respect of their behaviour, the systems outlined above are not appropriate. We may need to design a system for a specific child which means they are treated differently to other children with the aim of changing established behaviours. This sometimes includes sanctions which are agreed with that child and their parents and sometimes includes 'over reward'. At all times, we follow the best behavioural and psychological research available via the Educational Psychology Service.

Lunchtime Procedures

Children are able to have 'time out' in should behaviour be unacceptable. This allows the child to calm down and think about their behaviour in a suitable environment and enables staff to discuss the inappropriate behaviour with the child or children. Time out is instant and therefore not recorded, unless deemed necessary by a Middle or Senior Leader.

Where behaviour or an incident is deemed serious then it is brought to the attention of the SLT immediately. All incidents dealt with by the SLT are recorded and dealt with in line with the whole school policy.

Where necessary, children can have lunchtime detention and in extreme circumstances be sent home for lunch.

Incidents that occur at lunchtime are only to be recorded on SIMs by Middle or Senior Leaders.

Happy Side

Children's names are to be placed under the happy side at all times. A child will earn a house point for every tick they receive under the happy side. A child's name will remain under the happy side even if on the sad side.



Name ✓

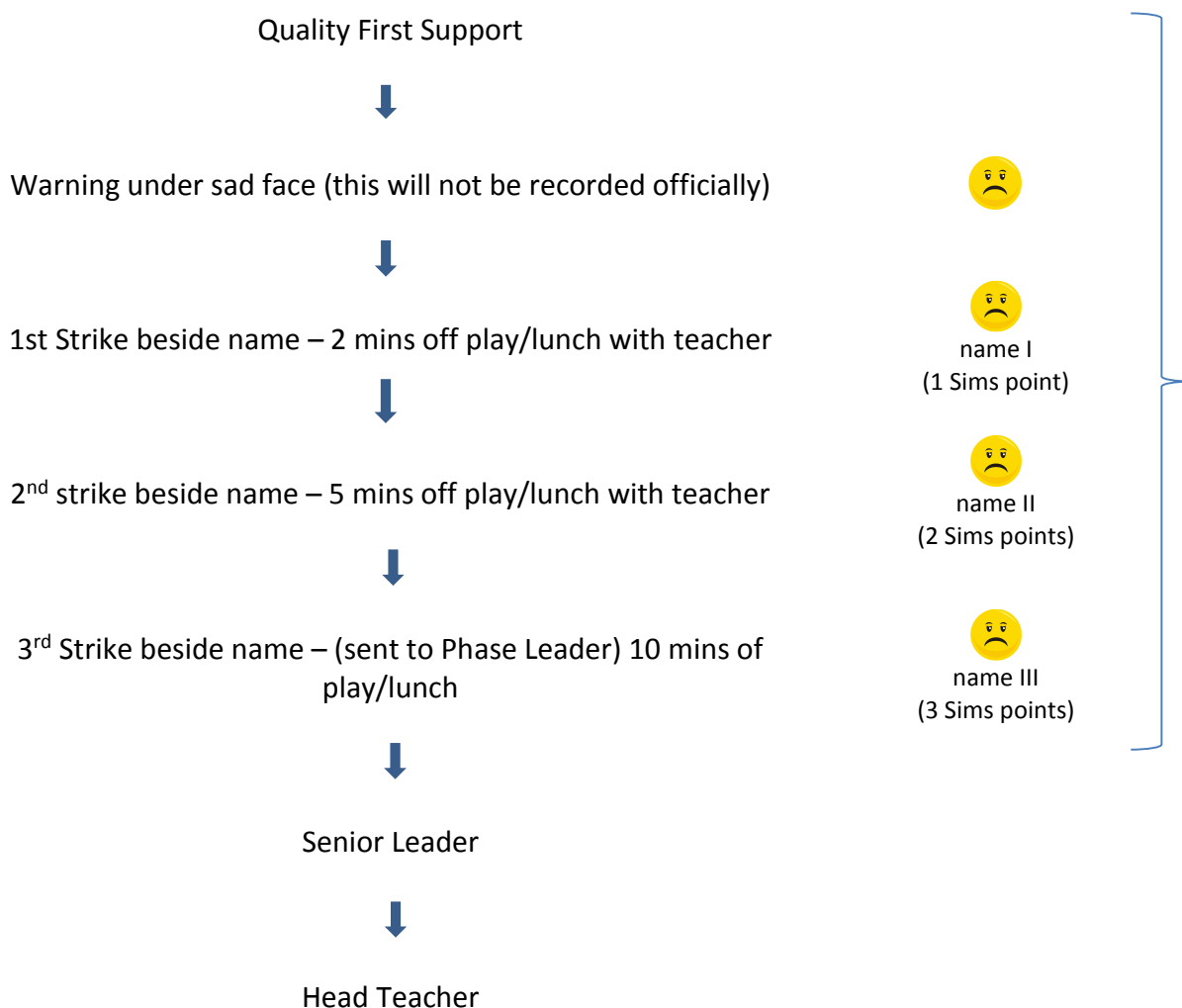
Name ✓✓



Appendix B

Behaviour Ladder

TIME OUT IS TO BE USED AS A STRATEGY TO SUPPORT THE CHILD AT ANY POINT

**A fresh start**

The sad side of the board will be cleared at the end of each session throughout the day. Every session is a fresh start for the children involved. A chance to 'turn it around'. There must be no names visible on the sad side at the end of the day.

All behaviour warnings will be recorded on Sims daily. This is to keep a permanent record and to allow the SLT to analyse trends and to create actions plans of support to eradicate poor behaviour and low level behaviour.

The behaviour ladder is to be displayed in all rooms.





Working well
My teacher will help me.



Oops!

Name under sad face

Step 1

Strike beside name
Miss 2 mins of play/lunch with teacher

Step 2

2nd strike beside name
Miss 5 mins of play/lunch with teacher

Step 3

3rd strike beside name
Miss 10 mins of play/lunch with Phase
Leader

Step 4

Senior Leader

Step 5

Head Teacher



Appendix B



THE HELP CARD: In certain circumstances a child's behaviour may be seen as being very serious and the pupil will receive a red card. In the event of this happening all steps will be by-passed and the pupil reported directly to the Head Teacher who will then decide on what course of action to take. Behaviours such as deliberately swearing at adults/pupils, hurting pupils/adults, abuse of furniture/resources may result in a red card.

IN EXCEPTIONAL CIRCUMSTANCES A CHILD MAY LOSE SELF CONTROL AND BE A DANGER TO HIMSELF AND OTHERS THEN:

- Remove the rest of the class from harm especially if the child is using furniture as missiles.
- Seek help from the Head Teacher or key stage leader by sending two sensible children with a verbal message.
- Do not approach the child but allow time for "cooling down".
- Gradually encourage moving to the "calm down area".
- WAIT, talk calmly.
- Discuss actions, effects and possible consequences.
- Restrain only as a last resort.
- Refer to Physical Intervention Policy regarding restraint, physical contact and reasonable force.
- If a child runs out or off-site stay with the rest of the class. If possible send an LSA to observe the child (not chase). Notify the Head Teacher or senior leader who will decide on whether to inform the parents or police. Supervise the child from a safe distance.



Appendix c

Playground Routines



✓ Your teacher will be on the playground at 8.50am to greet you



✓ You will line up in after one **long** whistle



✓ You will come into class **quickly** and **quietly** in your class line



✓ If you hear 3 short blows on a whistle- **get ready quickly!**



✓ You will be **careful** and **considerate** when using the play equipment



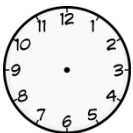
✓ Play equipment will be on the top playground

✓ You will have an allocated equipment day

✓ Football is only allowed on the field in good weather



✓ You must collect a band to go to the toilet or first aid



✓ Your teacher will be on the playground at 10.50am to collect you



✓ The adults will be looking out for good behaviour **at all times!**



✓ First Aid will be in the room off the hall by year 2

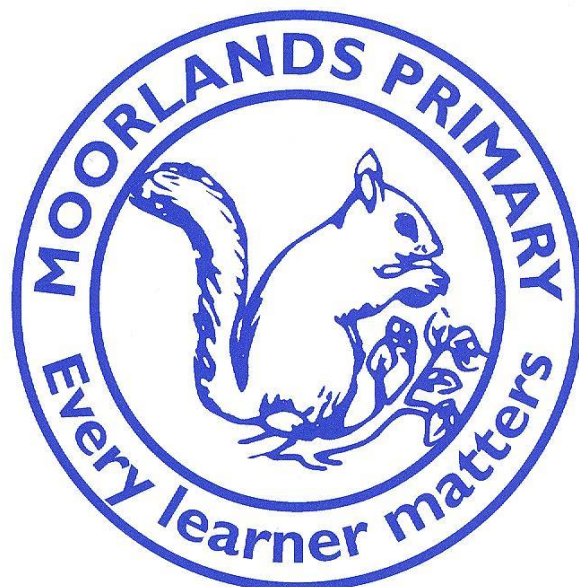


✓ You will use the year 2 corridor toilets



✓ Remember the rules....you don't want to get a **red card!**





Be Safe
Be Kind
Be Helpful
Be Polite
Be Our Very
Best!

