



## Moorside Academy

### Behaviour for Learning policy 2019

This is an emotionally intelligent educational establishment. We all work together to enhance the life chances of our children. In order to do this we all pay due regard to our own emotions and those of the children in our care. We know the importance of developing character that makes the most of the chances life has to offer us.

Our school motto – “Lighting the flame of learning” is fulfilled when we ensure that everyone is in the right frame of mind to take part in the learning process. In this school we nurture children carefully to achieve and all children thrive in our positive culture where lids are not placed on their potential.

**The purpose** of our behaviour policy is:-

- to provide a safe, happy and secure environment in which children can learn.
- to enhance children’s educational and social opportunities
- to ensure that our school environment is calm, happy and enriching.

We have systems in place for rewarding good behaviour and a range of sanctions for dealing with unacceptable behaviour.

The success of the policy calls for commitment from all involved including staff, pupils, parents and governors.

We acknowledge the role that parents have in helping their children to behave well and in supporting the work of the school. We believe that it

is important to work together with parents to agree and implement strategies that will have the greatest effect on their children's behaviour.

### **Aims and expectations**

- We are committed to providing a learning environment in which children are secure and protected.
- We strive to ensure that individuals are treated with fairness in a climate of mutual respect.
- Good relationships with children, parents and staff are fundamental to the development of good behaviour.
- To promote good standards of behaviour we follow the school rules and the principles outlined by the SEALs programme (see below):

### **The School Rules**

Do be gentle, don't hurt anybody.

Do be kind and helpful, don't hurt others' feelings.

Do be honest, don't cover up the truth.

Do look after property, don't waste or damage things.

Do play co-operatively; don't spoil other people's fun.

Do listen to people, don't interrupt.

We acknowledge that children may need extra help to learn how to behave appropriately in different situations. We will provide this help in a caring and sensitive manner in accordance with our school aims.

### **Classroom rules**

At the beginning of each year every class discusses and identifies its own set of positive rules and these will be produced as a 'Class Charter' displaying children's and staffs rights and responsibilities in every classroom.

These rules would include the concepts that:-

- everyone has the right to feel safe
- everyone has the right to be respected
- everyone has the right to learn

## **Playground rules**

When the whistle goes, we stand still.

We play together and look after each other.

We let other people get on with their own games.

We help to put equipment away at the end of playtime.

We tell an adult or peacekeeper if we feel sad, lonely or have a problem

We listen to adults and peacekeepers doing our best to be calm and explain any problems or upsets.

We understand that adults investigate and find out what has happened if there are fallouts.

We understand that being honest is absolutely vital and that we can all make mistakes but telling the truth is a non-negotiable.

Peace keepers are used at playtimes as a way of helping children to sort out disputes. Playground buddies are used on the infant playground in the same way.

## **Our objectives** are:-

- To create a safe environment where children are helped to develop their own understanding of appropriate behaviour and choose ways of behaving in accordance with school values.
- To teach children to respect and value each other.
- To teach children a range of strategies to help them access support and resolve conflict.
- To make expectations of desired behaviour explicit to the children.
- To adhere rigorously to the reward / sanctions outlined in the established framework.
- To ensure that a climate of mutual respect exists for all pupils.

## **Rewards**

We celebrate and praise positive behaviour at Moorside in a variety of ways:-

- All staff use verbal praise to reinforce positive behaviour in both classrooms and/or on playgrounds/communal areas.
- Children gain rewards (which will vary from class to class according to the year group and what motivates each cohort) for an act of kindness, excellent behaviour, helpfulness, effort with their work, presentation, homework etc.
- Each week children from each class are nominated for a Star award. Children are praised for their good work or behaviour and children's names are put into the newsletter in recognition of their achievement.
- Children can be sent to the Headteacher to receive a sticker and certificate for excellent work and/or behaviour.
- Children are selected by teaching staff at the end of each SEALs unit (termly) to receive special recognition at our Secret SEAL assemblies.
- The use of housepoints/Dojo points

## **Steps/Traffic light system**

- If a child forgets or breaks a school/class rule they will be reminded of the rule and given a verbal warning.
- If behaviour continues then the child will be given a second warning. The teacher moves the child down on the chart (orange).
- If behaviour continues then the child has a third warning and loses time from the next playtime or other privilege relevant to the year group (red) – 10 minutes.
- Any further incidence of poor behaviour in a day the child will be removed from the class (with work) and sent to a partner class.
- At the end of the day the class teacher records any exceptionally poor behaviour in a class record book.
- If a child has a second incidence of particularly poor behaviour in a week the teacher will discuss this with the Learning mentor and

possibly the head-teacher. The class-teacher may arrange to meet the child's parent/ guardian. (Strategies will be discussed with the class teacher, relevant TAs/Learning mentor, the parents and the child themselves).

- There is 4 stages on the EYFS/KS1 chart and 3 in the KS2.
- Persistently disruptive, aggressive or defiant behaviour may be referred to the LM/SENCO and strategies will be outlined in an IEP/IBP. If a child is entered into the book 3 times the parent/carer is contacted.
- Sometimes a lunchtime exclusion may be needed if behaviour cannot be changed/improved.
- Partner classes are as follows – R and Y2, N and P, Y1 and Y3, Y6 and Y4 and Y6 and Y5.

Behaviour is monitored on a daily basis. We investigate any negative behaviour to find the cause eg antecedent what? Where? When? And why? This is all logged and kept.

### **Severe behaviour**

If a child causes physical harm to another child/ adult or property, uses abusive language, is racist/homophobic or continually refuses to comply they will be sent to the Headteacher. Parents will be informed and the Headteacher will choose an appropriate sanction e.g. after school detention or which may mean exclusion in more severe cases. All exclusions will be in line with LEA guidelines.

### **Bullying**

Bullying behaviour will not be tolerated and any instances of bullying will be dealt with immediately in accordance with Moorside's Anti-bullying policy.

Any child who experiences instances of bullying in any form can talk to a playground buddy, any adult in school (including the learning mentor) or can complete a bullying slip and put this on the head teachers desk. Which will then be read and pursued by the head-teacher (and a record made in a log-book of instances)

## Lunchtimes

All lunchtime staff use a consistent approach. Any persistent negative behaviour is reported to the lunchtime supervisor or/and learning mentor and a log is kept in each classroom.

At lunchtime we continue to reward positive behaviour with praise.

- 1.Children who show negative behaviour are initially warned but the situation may need to be investigated and all members of staff must ensure they do this.
- 2.If negative behaviour persists 2<sup>nd</sup> warning
- 3.Continued negative behaviour -time out period 5 mins (until child is calm)
4. Further problems -this will be referred to the mid-day supervisor or Learning mentor who will talk to the child and investigate further the situation and take appropriate action. This may include removal from the playground, removal of privileges, discussion of the child's behaviour with the child themselves and/or parents. The LM will liaise with the class teachers.

In classrooms there are behaviour logs to record behaviour incidents in. These logs are monitored by the Lunchtime Supervisor and discussed with individuals when necessary.

The headteacher is called upon when needed.

***Playground buddies*** (selected Year 5 and Year 6 children) are trained and used for supporting behaviour and promoting co-operation on the Infant playgrounds through planned activities.

**Peacekeepers** – a group of Y5 and Y6 pupils volunteer to become Peacekeepers. They are interviewed by the Y6 Peacekeepers who are leaving in the Summer and the Y5 pupils who are about to transition to Y6. Their role in school is to assist adults in ensuring we live according to our school motto – ‘This is our school, Let peace live here..’ They promote the values of being a good citizen who solve problems for others maintaining good order and showing care and compassion for others.

## **Support systems**

Some children need extra support to help them learn to behave appropriately.

For children with Special Educational Needs an individual behaviour programme will be established in consultation with parents, the child, the

Class teacher, the school's SENCO and any relevant support staff.

All staff will be aware of the programme and will support the implementation.

Parents can access support in school through appointments with the class teacher or Learning mentor. A record is kept of such interactions by teachers.

The Learning mentor works with children who have barriers to their behaviour and learning, and works with children and parents to overcome those barriers.

## **SEALs/Jigsaw**:-

Moorside seeks to implement the principles of SEALs (Social and Emotional Aspects of Learning) as a way of supporting behaviour for learning through:-

- planned weekly teaching which is focused on social and emotional aspects of learning (e.g. dealing with difficult emotions, how to achieve goals, resolving conflict, building self-esteem)
- addressing a particular SEALs theme each term through planned teaching, assemblies and other curriculum areas (e.g. RE, Literacy).
- Songs are an important part of reinforcing the key SEALs messages throughout the school year.
- implementing a 'SEALs' approach to dealing with behaviour issues (i.e. asking key questions: What happened? How do you feel about it? How do you think others feel? What could you have done differently? What could you do now to resolve the situation?)
- Using language with children to encourage the right 'choice'.
- Expecting everyone in the school (including all adults, staff and children) to implement a 'SEALs' approach when dealing with issues in school.

- At the end of each term certain children will be 'noticed' for being SEALs children and awarded certificates in line with the current theme.
- Planned assemblies throughout the year reinforce SEAL values and principles.
- Intervention (Sensory) groups are led by staff to enhance provision for vulnerable children e.g. anger management groups, social skill groups, self-confidence groups.
- Home/school diaries are put in place to support parents when they are having problems at home with behaviour. This is part of our important partnership with parents.
- This year we have implemented the JIGSAW scheme to run alongside the SEAL's scheme.

### **Policy review**

To be reviewed by September 2021