

Moorside Community Primary Academy



Behaviour for Learning Policy
2024 - 25

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.

This is an emotionally intelligent educational establishment. We all work together to enhance the life chances of ALL of our children. In order to do this, we 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 limits are not placed on their potential. We have high expectations for children behaviourally, as well as educationally and holistically.

The purpose of our behaviour policy is: -

- to provide a safe, happy and secure environment in which children can enjoy their learning.
- to enhance children's educational and social opportunities.
- to ensure that our school environment is fair, 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 a consistent approach and commitment from all involved including staff, pupils, parents and trustees.

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, where children feel safe.
- We strive to ensure that individuals are treated with fairness in a climate of mutual respect in a consistent manner by ALL staff.
- Good relationships and communications with children, parents and staff are fundamental to the development of good behaviour.
- To promote good standards/culture of behaviour we follow the school rules and the principles outlined by the Jigsaw/PSHE programs (see below).

The code of conduct

Staff will follow the code of conduct and model positive behaviors when working with children and around school.

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 and values, using the Learning Mentor and senior staff for guidance with the aim of enabling children to make increasingly better choices.

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 staff's 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

We play together and look after each other.
We let other people get on with their own games.
We look after the equipment and help to put it 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.
Peacekeepers are used at playtimes/lunchtimes as a way of helping children to sort out disputes. Reading buddies will be doing the same thing at lunchtimes with infant children.

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 and how to sustain healthy relationships.
- 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.
- To teach children to make positive choices about their behaviour.

Rewards

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

- Responsibilities will be earned for children who always try hard to keep their behaviours positive. We have developed a culture for rewarding children who 'go above and beyond'.
- 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, showing respect, etc.
- Each week children from each class are nominated for a Star Award. Children are praised for their good work, effort or behaviour and are given a certificate and a prize in recognition of their achievement.
- Children can be sent to the Headteacher to receive stickers for excellent work/behaviour/attitude.
- Children are selected by teaching staff at the end of each Jigsaw/PSHE unit (termly) to receive special recognition for their contribution.
- The use of Dojo points, shared with parents. This is in addition to text messages, Parent Mail and messages given to parents at the end of each day.
- Staff in each classroom will use praise pads for children who show that they are going 'above and beyond' in any aspect of their learning or behaviour.
- Children are nominated by their peers each half term for demonstrating behaviour which is consistent with our school values.

Behaviour Steps

Staff must be clear about behaviour expectations. They must follow the steps outlined below and must follow up on any sanctions given. It is preferable not to carry sanctions over to the next day where possible.

- If a child forgets or breaks a school/class rule they will be reminded of the rule and given a verbal instruction.
- If the behaviour continues, then the child will be given a second instruction.
- If still the behaviour continues, then the child will be asked to leave the classroom and spoken to in a quiet area of school by a calm adult in a compassionate manner /visibly supporting the child.
- Any further incidence of unacceptable behaviour in a day the child will be removed from the class (with work) and sent to either their partner class or a quiet area in the school after meeting with the Learning Mentor.
- Partner classes are as follows – Rec and Y2, Nursery and Pod, Y1 and Y3, Y6 and Y4/Y5.
- Any unacceptable behaviour will be recorded in a class record book.
- If a child has a second incidence of particularly unacceptable behaviour in a week the teacher will discuss this with the Learning Mentor and the Headteacher. The Class teacher may arrange to meet the child's parent. (Strategies will be discussed with the class teacher, relevant TAs/Learning mentor, the parents and the child themselves).
- Persistently disruptive, aggressive or defiant behaviour may be referred to the Learning Mentor/SENDCO and strategies will be outlined. If a child's name is entered into the record book 3 times in a short space of time, the parent is contacted and a meeting with Headteacher and Learning Mentor is arranged.
- Sometimes a lunchtime exclusion may be needed if behaviour cannot be changed/improved.
- After school detentions will be given if necessary.

- Suspensions will be given to children who display unacceptable behaviours at Moorside (as per Government guidance). See 'severe behaviour' section.

Behaviour is monitored daily. We investigate any negative behaviour to find the cause e.g. 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/transphobic or continually refuses to comply they will be sent to the Headteacher. Adults in school will be authorized to use reasonable force to prevent any child from being hurt in any incidents of physical aggression. In this instance, the behaviour steps outlined above do not need to have been followed first. Parents will be informed and the Headteacher will choose an appropriate sanction. This could be an after-school detention or suspension/exclusion in more severe cases. All exclusions will be in line with LEA guidelines.

If a child's behaviour is very poor and they refuse to leave the classroom, then it may be necessary to remove the rest of the class from the situation. The SLT must be alerted straightaway by phone to deal with this.

Suspension Reasons

CSO10	Suspension or Permanent Exclusion Reason
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
BU	Bullying
RA	Racist abuse
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent or general disruptive behaviour
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health
OT	Other

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 or Peacekeeper, any adult in school (including the Learning Mentor) or can complete a bullying slip and put this on the head teacher's desk, which will then be read and pursued by the Headteacher (and a record made in a log-book of incidents). We have a 'trusted-adult' system in place where all children have a preferred member of staff to discuss problems with.

If there are any incidents or suspected incidents relating to sexual violence or sexual harassment, in person or online, this will be reported to the DSL team immediately and a full investigation will be undertaken. Suitable consequences will be given depending on the age of the child/children and parents

will be informed. Support will be put in place where needed for families and children. (See safeguarding policy)

Lunchtimes

All lunchtime staff use a consistent approach. Any persistent negative behaviour is reported to the Learning Mentor and a log is kept in each classroom and shared with parents on that day.

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 then a second warning is issued.
3. Continued negative behavior means a time out period of 5 minutes is issued (until the child is calm).
4. Further problems -this will be referred to the 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 Learning Mentor will liaise with the class teachers.

In classrooms there are behaviour logs to record behaviour incidents in.

These logs are monitored by the Learning Mentor and discussed with individuals when necessary.

The Headteacher/Assistant Headteacher/Learning Mentor is called upon when needed to support, especially when behaviour is escalating, this needs to happen as soon as needed in order to de-escalate, restore and repair.

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. Our school values (Happy, Peace, Nurture, Inclusion, Respect, Resilience, Community/Family, Challenge and Love of Learning) are fundamental to all we do.

Support systems

Some children need extra support to help them learn to behave appropriately. For children with Special Educational Needs an individual plan will be established in consultation with parents, the child, the Classteacher, 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 Classteacher 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.

Culture

Moorside's approach to behaviour is underpinned by the principles of social and emotional aspects of learning as a way of supporting behaviour for learning through: -

- planned weekly teaching through Jigsaw lessons 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 theme each term through planned teaching, assemblies and other curriculum areas (e.g. RE, Literacy).
- implementing an emotionally intelligent 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 an emotionally, intelligent and kind approach consistently when dealing with issues in school; with adults remaining calm at all times and in control of their own emotions Prior to dealing with the child.
- 'VISIBLE CONSISTENCY/VISIBLE KINDNESS'- we grow behaviours with love, develop high quality trust-based relationships with children and their families.
- We teach and re-teach our children expected behaviours both in and out of school.
- At the end of each term certain children will be 'noticed' for their contribution and awarded certificates in line with the current Jigsaw theme.
- Planned assemblies throughout the year reinforce the Jigsaw 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.
- We have implemented the JIGSAW scheme to develop children's understanding of social and emotional aspects of learning and also developing responsibility in children.
- We have a well-established Mental Health Policy/strategy that also helps to assist children cope with school life/wider life.

Policy review

To be reviewed by September 2025 using 'When the adults change everything changes' chapters 6-11
 Shared with staff September 2024.