



Diocese of Norwich  
Education and  
Academies Trust

# MOORLANDS CE PRIMARY ACADEMY

“I can do all things through Christ who strengthens me.”

Philippians 4:13

## Behaviour & Conduct Policy

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Person responsible for review: Headteacher

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013, Use of reasonable force July

2013. This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

### **Mission Statement, 'The Moorlands Way.'**

We believe that our school should be at the heart of our community.

We believe all children should be immersed in a high quality learning experience that prepares them to be 21<sup>st</sup> Century Citizens. This means not only leaving Primary School being literate, numerate and well-rounded, but also being collaborative, creative and reflective.

We believe that, in conjunction with parents and carers, it is our responsibility to enable and support children to make the best progress that they can and not place any limitations on what they can achieve.

We believe that children should be supported by Core Values that rejoice both in what it is to be a citizen of the world and to be part of a school community with a Christian soul.

### **General Principles**

The key to any behaviour policy is consistency. This needs to be consistency by all of the adults in the building; the idea that 'this is how we do it here.' This is the simple concept that underpins everything.

"The consistency that is needed to bring an organisation from chaos to calm is the same as is required to go from good to great.....it is a consistency rooted in kindness, not in the machismo of zero tolerance."

**Paul Dix**

### **How the Moorlands Core Values translate to the behaviour policy**

- We will be **respectful** of other people and things
- We will be **resilient** in the face of difficulty
- We will be **honest** when speaking to adults and children
- We will have **empathy** for others
- We will be **responsible** around others
- We will be **compassionate** towards others
- We will have **belief** that things can get better

### **Aims**

The aims of the behaviour policy are not just to set standards for behaviour of the children but to:

- **set the standards for the adults approach to behaviour** and thus to building a positive learning environment
- Ensure that there is a **visible positive consistency** with expectations of conduct and behaviour.
- create a **safe environment** based on mutual respect for all, free from disruption, bullying, violence or harassment.

- **promote positive attitudes**; self-esteem, self-discipline, self-regulation and achievement.
- set **clear boundaries** and ensure fair, consistent and predictable responses.
- Ensure that recognition is given in public but consequences are given in private.
- promote a restorative approach
- **develop a partnership approach** with parents and carers

In our academy, where necessary, staff will follow agreed procedures and strive to use restorative practice to build relationships, promote discipline and prevent further harm and conflict occurring.

### **How this translates for our children:**

#### **We will:**

- Be Respectful of other people and things
- Show Resilience in the face of difficulty
- Be Honest when speaking to adults and children
- Be Responsible around others
- Show empathy and understanding for others
- Be Compassionate towards others
- Have Belief that things can get better

### **Classroom Rules**

Classroom rules, supporting the Academy rules will be developed at the beginning of each year with the class. This is vitally important for the sake of ownership by the children. These should be as simple as possible and be based on the core values. There should be an understanding from all staff that recognition is more powerful than 'naming and shaming,' or, as some see it 'naming and faming.' Once these rules have been agreed (during the first couple of days of the year) they should be displayed in a place where all children can see them.

### **Enforcing Rules**

Again, consistency is key. A 'warning' for a child should be issued quietly and not in front of the whole class. Likewise, any follow up actions need to be done in the same way. It is the SLT's job to support teachers where necessary, but it is also important to ensure that the class teacher is enabled to be proactive in their own classroom.

"When children behave badly, give them what they don't want: a cool, mechanical, emotionless response. Save your emotions, passion, enthusiasm and excitement for when it has the most impact - when behaviour is over and above.." Paul Dix

## Getting the Basics Right

Visible consistency makes everyone feel safe.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

<b>Welcoming Children</b>	At the start of the day, children should be welcomed into school and into the classroom. This includes the Head/SLT being visible on the doors and staff standing at their classroom door.
<b>Lining Up</b>	Children must line up quickly and quietly. Each class needs to have a clear lining-up order, where children who may trigger behaviour issues with other children are not together or near each other. This needs to be adhered to when walking around the school and sitting in assembly. Please make sure that your class lining up order is on display in your classroom.
<b>Breaktimes/end of lunchtime</b>	Teachers need to be out promptly at the end of breaktimes/lunchtimes and be proactive in ensuring that the children are ready to go into school.. Teachers on duty need to be in the playground a minute before the start of breaktime, taking their class with them.
<b>Collective Worship</b>	Classes must be accompanied into assembly by their teacher, even if the teacher's presence is not then required. Children need to come to assembly in silence - it is the class teacher's responsibility to ensure this. Children who may disrupt the assembly need to be seated near the end of the line so that incidents can be dealt with without major disturbance (this links back to lining-up order) Staff staying in assembly are expected to be supportive and proactive when dealing with behaviour. It is not down to the member of staff leading the assembly.
<b>Conduct around the building or Responsible Conduct</b>	It is important that the children are calm and sensible when moving around the building. The expectation is that children walk around the school at all times and for all staff to be proactive in challenging this if it is not the case. Children should not be disruptive to others and this should also be challenged.
<b>Uniform</b>	It is important that children follow the uniform policy and where this is not the case, the class teacher should raise this with the parent at

	the end of the day. The SLT can be utilised to provide further support where necessary. The uniform policy will be enforced and spot checks will be made. In particular, no jewellery, no nail varnish and no trainers must be worn.
<b>Drinks</b>	The only drink allowed in the classroom is water. If a child has a particular issue where they will only drink juice, this must be kept in the cloakroom in a bag, where it can be accessed at breaktimes.
<b>Changing Room Behaviour</b>	The expectations around the children changing in the changing room are exactly the same as them working in class.
<b>Breaktime/lunchtime</b>	Children should not be hanging around in the corridors or rooms during breaktime and lunchtime. It is the responsibility of all staff to challenge this.
<b>Litter</b>	It is important that everybody is respectful of their environment. Nobody should be littering around the school. Any cases of this must be challenged.

## Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does.”

The green, silver and gold charts have proved to be largely successful. However, placing children publicly on amber or red is less successful for a number of reasons. By renaming these as Recognition boards, then we can effectively focus purely on the positive. They can be used as a focus for specific behaviours also, such as ‘speak at an appropriate volume’ or ‘speak politely.’ They can also be used to highlight learning behaviours, such as ‘supportive learning partner work.’ The point then is that also pupils who have received private sanctions can also be caught showing positive behaviours.

## The Behaviour Pathway

***This is a simple way of tracking behaviour strategies and needs to be applied consistently.***

The methods we use for recognition of positive attitudes are illustrated in the green section of the Behaviour Pathway

The actions that we will take where behaviour is less than positive are illustrated in the red section of the Behaviour Pathway

**Conduct around School, including in lessons, transitioning between lessons and collective worship**

We expect all of our children to conduct themselves appropriately and safely around school. This means that things like running in corridors or messing about in changing rooms are not appropriate and will be challenged. Consequences will be appropriate and proportionate. If appropriate, a Red Book letter may be issued.

## Conduct during less structured times and at Playtime & Lunchtime

It is important that children feel safe and have a positive and enjoyable experience during break times and lunchtimes. Inappropriate behaviour will be challenged and appropriate consequences given, including entry into The Red Book for serious incidents. Details can be found on the Behaviour Pathway.

### A Key Consideration

It is vital that behaviour issues are dealt with consistently and equitably. This doesn't mean that there should be a rigid list, ie for this behaviour, there will be this consequence, as the policy needs to fit around the children, taking into account their personal needs, prior record and any pertinent circumstance. The idea of this policy is to enable the adult to work professionally to moderate the behaviour of the child in order to support their development and growth. This does not mean that we make excuses for behaviour but that we deal with it effectively and appropriately.

### Practicalities

Detentions	Short playtime detentions of 1-2 minutes should be conducted by the class teacher where possible. It is not practical or desirable to have a central location for this.  Longer periods, for example 5,10 or 15 minutes of lunchtime need to be arranged with the office.
Time-Outs	If a TA is available, time outs can be arranged to take place in the calm room. if this is not suitable, classes should buddy up with another class for time outs.
SLT Role	Some children will require a closely controlled system, especially if there have been a number of incidents. In this instance, they should be referred to the SLT who will ensure that this is taken care of.
Quick Response	If a quick response by a member of the SLT is required, please either phone through to the office or send a child with the code phrase.

## **Additional Information**

### **Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

### **Roles and Responsibilities**

In line with the Education and Inspections Act the governing body, in consultation with the Head teacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. The Head teacher must publicise the behaviour policy, in writing, to staff, parent/carers and pupils once a year. (see the academy's website [www.moorlands.dneat.org](http://www.moorlands.dneat.org))

The governing body must provide clear advice and guidance to the Head teacher on which **he** can base the school behaviour policy. The following should be covered in the behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and may be searched for)
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Head teacher will be responsible for the academy's policies and procedures and may delegate aspects of its day to day implementation and management to a designated member of the academy's leadership team. There will be support for staff faced with challenging behaviours.

All academy staff will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the Head teacher of the effectiveness of these.

The governing body, Head Teacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the academy. All parent/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour, to join with their child/ren, academy and agencies to seek solutions to any difficulties incurred.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

### **Powers to discipline**

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Decisions to discipline children for behaviours outside of school will be considered carefully and in liaison with parents/carers, and if relevant, the police.

Teachers, teaching assistants and all other paid staff with responsibility for pupils will model positive behaviour. All paid staff (unless the Head teacher says otherwise) have the authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or fail to follow a reasonable instruction.

### **Moorlands Primary Academy Code of Conduct**

Our whole school approach to behaviour management is based around our six core values. Each classroom has 3 posters that set out the guiding principles, the awards and the consequences. Pupils are encouraged and supported to make good choices and show how they use the values in the way they treat everyone and in how they learn. If a pupil is experiencing difficulties in maintaining positive behaviour staff will actively seek ways to support them in getting on track.

### **Classroom Consequences and Sanctions**

**1-3 are sequential.**

**4-5 are more immediate.**

1. Warning
2. Time out (in class)
3. Time out (sent to another class)
4. Sent to Senior Leader. Class teacher contacts parents to inform them
5. Senior leader makes contact with parents. Severe consequence depending on the investigation.

Minutes off breaktimes are at the discretion of the teacher

Academy staff with responsibility for pupils can impose any reasonable sanction in response to misbehaviour. Sanctions will be proportionate and reasonable with attention to pupil's age, any special educational needs, disability, religious or cultural requirements. Reasonable penalties can include missing extra-curricular activities, phone call to parent, missing part of their play time or lunchtime, internal exclusion or external exclusion for a fixed time.

Staff will endeavour to use restorative practice following an incident.

- Detentions: Teachers have a legal power to put pupils (under 18) in detention but will act reasonably and ensure the pupil's safety is not compromised.
- Lunchtime detentions: Where possible children will do detention time of 5 mins with their class teacher at the end of morning or afternoon session, this will allow for reparation and solution focussed discussion. Detentions of longer than 5 mins will be done at lunchtime in a classroom, this will be supervised by a member of the leadership team. Children will engage in a restorative discussion or complete a restorative questionnaire. Where possible children will complete any work missed during periods of misbehaviour. Children will always be allowed time to eat & drink and use the toilet.
- Inclusion – Moorlands CE Primary Academy has an inclusive ethos and hopes to avoid pupils being excluded. However there must be a significant response to particular incidents/behaviours. Senior Leadership will make the decision to place a pupil in Inclusion (removal from mainstream class for an identified period of time; 1,2 or 3 days) Pupils will need to demonstrate positive behaviours to be successful and return to mainstream class.
- Exclusion – The Head teacher will decide whether to exclude a pupil. This can be for a fixed number of days or permanently. When making this decision the Head teacher will take into account all circumstances, the evidence available to them and consider the needs of both the pupil and whole academy community. Parent/carers have the right to make representation to the governing body and the governing body will review the exclusion. (see Exclusions Policy)
- Screening and searching – All staff have the right to ask children to empty pockets/bags. If it is felt necessary to physically search a child, a member of the senior leadership team should be informed to authorise the search.
- Confiscation - Staff are able to retain pupil's property as a sanction. If lawful and appropriate, property will be returned to the pupil or parent/carer at the end of the day. Staff are protected from liability for damage to, or loss of, any confiscated item if they have followed school procedures to place the item in an envelope with child's name on it, in a locked drawer/cupboard.

**Use of reasonable force**

All members of school staff have a legal power to use reasonable force. In our academy staff are trained in Norfolk Steps and the Head teacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder.

**Involvement of outside agencies**

The academy works alongside parent/carers to meet the needs of the child. A behaviour support plan will be developed for pupils presenting on going behaviour difficulties. The academy works with parent/carers and agencies to ensure that the child's needs are met under the principles of the Every Child Matters & Early Help Support Program. Where relevant and with parental agreement, Family Support Plans will be developed.

**Anti-bullying**

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (see Anti-Bullying Policy)

**Equality**

All children will be treated equally and fairly throughout the implementation of this policy. The Head teacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children eg: if more boys/SEND/minority ethnic group are represented in the records.

**Training**

All staff have received 'Step On' training in Academic Year 2015 – 16. Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

**Monitoring**

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

**Review**

The policy will be reviewed every year, depending on changes in circumstance or legislation.

**Links to Other Policies**

- Anti-Bullying Policy
- Safeguarding Policy
- Harassment & Discrimination Policy including Racial Abuse
- Exclusion Policy

