



Moorlands Behaviour Policy

2023 - 2024

Policy written: September 2022
Review Due: September 2024



Diocese of Norwich
Education and
Academies Trust

Behaviour Policy

Aims

The aim of Moorlands CofE Primary Academy is for every member of the school community to feel valued and respected and for all persons to be treated fairly. We are a caring community, whose values are built on Christian teaching enabling us to build a family. The academy behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules, but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn and reach their full potential.

Moorlands CofE Primary Academy does not tolerate unacceptable behaviour of any kind. If we discover that an act of this kind has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

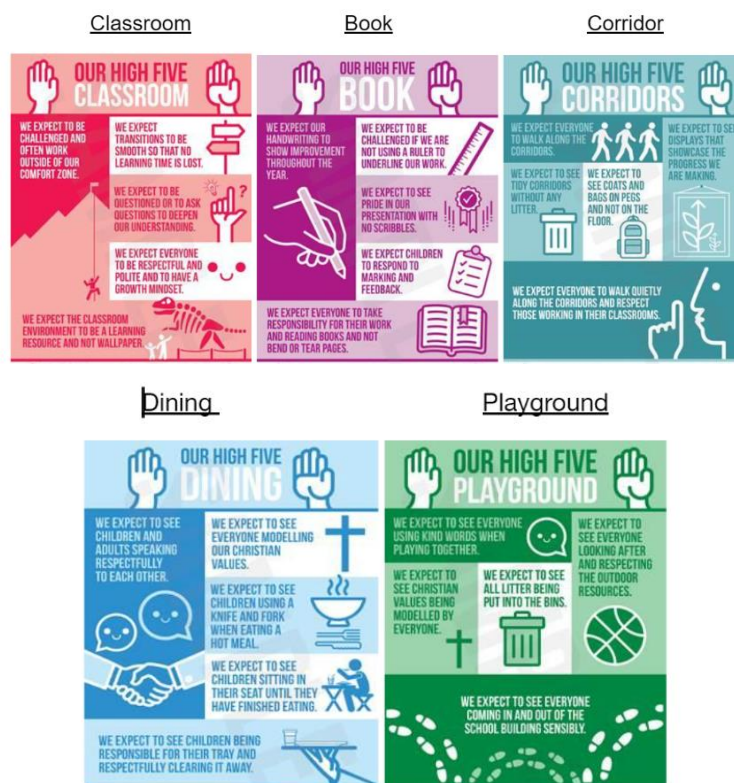
The beliefs of Moorlands CofE Primary Academy are that:

- Children's behaviour can change and that, given the opportunity, every child can be successful.
- A system of rewards, including the use of praise, is more likely to promote positive behaviour. Using a positive system of rewards will increase children's self-esteem and help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.
- Children will learn to respect the rules and the authority of the academy and the community.
- All behaviour is communication and all children must be given the opportunity to discuss and reflect on their own actions.

We expect the parents and families of the children in our academy to work closely with us to implement this policy.

High Five Expectations

As an academy we have high expectations of behaviour and attitude and this is promoted through our HIGH FIVE EXPECTATIONS. There are High Five expectations for the classroom, for books, for corridors, the dining room and playground. These are prominently displayed around the school, shared regularly in collective worship and promoted by all adults



Christian Values

The core Christian values of the academy are woven into everyday life. Our values are:

- Compassion
- Belief
- Resilience
- Responsibility

The children and staff are all aware of these values, their theological relevance and their importance. It is then expected that the staff, children and parents will reflect them in all that they do.

Procedures for promoting positive behaviour

We praise and reward children for good behaviour and for exhibiting the core values in practice, in a variety of ways:

Whole School

Praise Assembly

A weekly celebration, where teachers are able to nominate a 'Star of the Week' who will receive a certificate, badge and have the opportunity to have lunch with a member of the SLT on a Friday.

Curriculum teaching

All classes will dedicate curriculum time to teaching children how to build positive relationships with each other and adults through the teaching of PSHE and in whole school collective worship.

Head Teacher's Awards

The Headteacher has the ability to hand out a Head Teacher's Award to any child who has displayed consistent exceptional behaviour at any point in the year. This award takes the form of a special pin-badge that can be worn on the academy jumper. The Headteacher award can also be awarded to adults that have gone above and beyond.

Behaviour Awards

Each week we have a focus on a different learning behaviour. A short video is prepared explaining the behaviour and how it benefits learning. This video is shown in class and discussed with the children. It is also sent to all school staff as well as being shared on our website and social media pages so that all members of the school community are aware of the focus. At the end of the week, staff are asked to nominate children for a behaviour award: parents are informed if their child has been selected and head of school visits each class to give out special award stickers.

Classroom

All children are expected to:

- Follow the academy Christian values
 - Follow teacher / TA instructions
 - Always try their hardest and have a growth mindset
 - Adhere to the High Five expectations
 - Remain in the classroom (children must not leave the room without permission)
- (Class teachers are responsible for the behaviour of all children in their class)***

Classes will follow their own strategies and systems for promoting positive behaviour. At Moorlands we recognise that material rewards are not an effective way of helping children to sustain positive behaviour and therefore we work on a 'recognition not reward' system

designed to increase children's self-esteem, pride and sense of belonging. In order to achieve this, teachers are encouraged to use a variety of strategies through the year to ensure that the approach to behaviour management is fresh and positive. These include, but are not limited to, the following:

- Sending work to other members of staff
- Special responsibility jobs
- Dojo points
- Displaying work in class and public areas around school
- Marble Jar
- Awarding a sticker
- Contacting parents to share excellent behaviour or work
- Sending a recognition postcard home

Supporting vulnerable children

We are aware that some of our children find school a confusing and difficult place to be. We know that some children find whole class situations difficult and that certain children need differentiated provision in order to achieve. With this in mind, we have a wide-reaching pastoral provision in place to ensure that all children are given every opportunity:

Parent Support Advisor

The Academy has a full time Pastoral Lead. The Pastoral Lead is able to work with families to ensure that they are able to cope with the pressures that parenting can bring. The Pastoral Lead can be contacted via the school office.

Consequences: The Behaviour Pathway

It is important to note that teachers should use a range of strategies prior to implementing the appropriate consequences. It is vital the child understands what it is they have done to break a school rule. The adult must discuss/share what has happened with the child and explain why the behaviour is unacceptable. These restorative discussions are fundamental to building trusting relationships.

To support this, we use the following behaviour pathway:

(please note that the following is not an exhaustive list)

Blue Level

Verbal warning –
(A reminder about behaviour)

In class thinking time –
(Five minutes in class)

Thinking time in another class –
(Ten minutes with sheet)

Calling out
Disrespecting resources
Talking when an adult or child is talking
Throwing equipment (Eg pencil)
Minor name calling
Failure to follow instructions
Lack of attention
Making inappropriate noises

Orange Level

Lunch time detention

After school detention

Swearing with intent
Shouting and arguing
Inappropriate Language
Minor physical assault (Eg pushing)
Consistent disruption of teaching and learning
Ongoing disrespect to adults / peers
Refusal to follow instructions

Red Level

Internal exclusion

Suspension

Permanent exclusion

Sustained abuse/bullying
Intimidation
Violence/assault causing physical harm
Racist or other hate comments
Biting
Physical Assault on staff
Damage to school property (significant)
Fighting (severe)
Spitting (with aggressive intent)

Children with Special Educational Needs:

We recognise that not all aspects of The Behaviour Pathway will be appropriate for a small number of children at Moorlands. Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific additional needs, appropriate action will be taken to implement specific plans and strategies to target their needs.

1. Class teacher identifies needs with Head of School / SENDco and an Individual plan is written to tackle issues.
2. Advice may be sought to assist the school in devising strategies specific to that child.
3. Parents/carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including lunchtime staff will be made aware of the child's needs.
5. If appropriate, a personalised behaviour pathway may be created.

Playtimes

The academy aim of praising positive behaviour will continue at break and lunch times. All lunchtime assistants will be aware of the academy behaviour policy.

Blue Level Incidents:

Verbal Warning

A member of staff will remind the child of how to play/behave appropriately. This warning should be delivered in a non-threatening, yet firm tone and for smaller children the adult should come down to their eye-level before issuing any warning.

Time Out (on the playground)

Children can either have 5 minutes time out *or join the supervised activity for a short period of time (lunch times only).*

Orange Level Incidents:

Detentions

Behaviour should be referred to the child's class teacher who will discuss the incident with the children involved and then, if appropriate, issue a detention/after school detention. Queries relating to whether a detention is appropriate, should be discussed with the Phase Leader. *Children should join the supervised activity for the rest of lunch time.*

Red Level Incidents:

Suspensions & Exclusions

All red level behaviours must be referred to the head teacher or deputy if the head teacher is not available. *Children should be immediately to a member of the senior leadership team.*

Collective Worship

Children are expected to sit silently in assembly and listen to the member of staff / visitor. If a child behaves inappropriately, including speaking, during assembly time they will be asked to move to the end of their class line. If inappropriate behaviour continues, the child may be asked to leave the assembly and an appropriate consequence from the behaviour pathway will be issued.

Adults are also expected to be silent during assembly time. This will ensure that the adults are acting as good role models to the children.

Outside School

Educational Visits:

Pupils of Moorlands CofE Primary Academy are still expected to follow the academy rules when out on a visit. They will be reminded of the expected behaviour and if there are any special rules to be adhered to, these will be made clear to all.

If a child behaves inappropriately on a visit the following steps will be taken:

1. Inappropriate behaviour will be reported to the lead teacher and the child will be given a verbal warning.
2. If the lead teacher thinks it necessary, the child will be asked to stay with them for the remainder of the visit.
3. If a child has to be spoken to on numerous occasions during a visit, their parents will be spoken to and the SLT will decide if the child can take part in future trips.
4. In extreme cases where their behaviour threatens the safety of others, the academy will be contacted to collect the child.

Behaviour before and after school:

Whilst the academy is not responsible for the behaviour of children outside of the school day and is unable to apply the behaviour pathway, we believe in supporting all members of the Moorlands community. Therefore, when inappropriate behaviour is reported to us we will support any children involved and, where appropriate, we will offer pastoral support.

Logging and tracking unacceptable behaviour

Pupil Asset:

With the exception of verbal warnings, all blue, orange and red level consequences must be recorded on Pupil Asset. Recording of blue and orange level incidents is the responsibility of the class teacher. Red level incidents should be recorded by a member of SLT.

Thinking Time:

Thinking time is designed to give children time to calm down and think about their behaviour and choices. It must take part in a quiet part of the classroom, ideally the back so that other children are not looking at the child having thinking time.

When children are having thinking time in class, the class teacher should provide an appropriate activity/resource to help the child calm down and re-focus. When sent to another classroom, the child should complete a thinking time sheet which will form the basis of a conversation with either the teacher or teaching assistant when they return to class.

Detention:

All detentions are run as restorative conversations where children are given the opportunity to discuss and reflect on their actions with a member of SLT. When a detention is issued, the class teacher should record the detention on Pupil Asset and inform the child's parents on the day of the incident.

Lunch time detention – child's name logged up to three times	<p>These will be run by a member of the senior leadership team and should last a maximum of 15 minutes.</p> <p>If a child receives three lunch time detentions in a half term, their behaviour will be discussed at a pastoral team meeting and the decision will be made regarding whether there is a need to step up the consequences to after school detentions. Parents will be informed if this is the decision.</p>
After school detention – child's name logged up to three times	<p>These will run for 30 minutes after school and will involve both a restorative conversation and a related learning activity.</p> <p>If a child receives three after school detentions in one half-term, the child and parents will be expected to attend a meeting with the phase leader or head of school where a plan will be made for how to further support the child with their behaviour.</p>

*If the behaviour involved is of a serious nature, certain steps above may be bypassed and the child will be required to go immediately on to a pastoral intervention or a suspension will be given.

Behaviour Trackers & Contracts:

Where a child is repeatedly demonstrating behaviours from an area of the behaviour pathway, a behaviour tracker or contract will be set up. This gives an opportunity for the child to gain recognition for good choices and behaviour, rather than seeking attention through inappropriate behaviour. In order for this process to be effective, it will need to be a collaboration between school and home.

Class Behaviour Tracker	<p>Where a child is consistently showing blue level behaviours and may be beginning to show some orange level behaviours, the class teacher will use a behaviour tracker as a way to provide recognition of good choices. These trackers will run for two weeks and during this time the children will receive additional support with their behaviour.</p> <p>Parents will be informed when a behaviour tracker is being used and will be kept up to date regarding their child's behaviour.</p> <p>At the end of the two weeks there will be three options:</p> <ol style="list-style-type: none">1. The tracker is no longer needed2. Extend use for another week if there is some progress but more time is needed3. Refer to SLT if there is no progress
Behaviour Contract	<p>If a child is consistently showing orange level behaviours or may have shown a red level behaviour, a behaviour contract will be introduced.</p> <p>Parents, along with the child, will be invited to attend a meeting with a member of SLT where the contract will be put in place.</p> <p>Once all criteria on the behaviour contract have been met, the child will be removed from the behaviour contract.</p>

Refusal to comply

Where parents refuse to comply with the behaviour policy, for example refusing to let their child complete a detention, or purposely keeping their child off school to avoid a consequence; the school will initially look to set up a meeting to discuss these issues and find a way forward. Where this is unsuccessful the school may be forced to issue a suspension as a way of ensuring that the sanction is completed.

Suspension & Exclusion:

Where the above steps have not been effective the academy will move towards exclusion, either internally, fixed term (suspension) or permanently. As a nurturing academy, we try to use this as a last resort. The following steps will be taken:

Internal exclusion

Pupils are internally excluded for serious incidents of poor behaviour, where it is felt that the threshold for fixed term exclusion has not been met. This may include:

- Damage of school property
- Consistent disruptive behaviour
- Racist or other prejudice related incidents
- Fighting

When a child is internally excluded the parents should be informed. The child will work away from other children and will be supervised by an adult. In order for this to be effective, the internal exclusion will take place as soon as possible – often on the same day as any incident. Internal exclusions can be for either part of or a full day, dependent on the behaviour that has led to the consequence.

Suspension

At the Headteacher's discretion a pupil may receive a fixed term suspension. The agreed procedures set out in DNEAT policies are strictly adhered to. The chair of Governors is informed if this step is taken.

Permanent exclusion

At the Headteacher's discretion a pupil may receive a permanent exclusion from the academy. In this case the agreed procedures as set out in the DNEAT policy are strictly adhered to and the Governors of the academy will work alongside Norfolk County Council. Although the Headteacher reserves the right to move straight to this step if the behaviour incident is serious enough to warrant it, at Moorlands, a permanent exclusion is only used as a last resort and only when other avenues have been exhausted. We aim to work with the Norfolk Inclusion Team wherever possible to find alternative solutions.