



# Moorlands Primary School

*High Expectations, High Achievements, Challenge and Enjoyment for All*

## Behaviour Policy

<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>	<b>Approved by Governors</b>
Becky Freeman	January 2017	January 2018	Jan 2017
Hannah Woodhouse	May 17		July 2017
Hannah Woodhouse	March 2018	July 2019	
Becky Freeman/Chris Duffy	July 2019	July 2020	
Becky Freeman	June 2020	July 2021	June 2020
Becky Freeman	June 2021	June 2022	
Becky Freeman	September 2022	September 2023	29 <sup>th</sup> Sept 22

**Aims:**

At Moorlands Primary School we will create a safe and secure environment for all children. Honesty, fairness and politeness are encouraged at all times. Everyone is expected to exercise self-discipline, take responsibility for their actions and show care and concern for people, the school and its contents.

Discipline is a crucial part of the school. All staff, children, their parents and governors should have a clear understanding of the principles contained within this policy.

This policy is intended to reward appropriate behaviour whenever possible though we must acknowledge that it is sometimes necessary to sanction inappropriate behaviour.

**Responsibilities:**

Every member of the school community has responsibilities in promoting good behaviour at Moorlands. No adult should pass on responsibility for a child's inappropriate behaviour to another.

The Headteacher has overall responsibility for monitoring that the practice in school reflects this policy document.

The School Management and School Leadership team has the responsibility for the practice of the policy in school.

Class Teachers are responsible for ensuring that the children understand the Code of Conduct and for ensuring that the policy is put into practice in the classroom.

The Inclusion coordinators will liaise with staff to ensure that they are aware of any strategies which may need to be adopted for individual children. They will also keep a register of these children.

Educational Teaching Assistants and lunchtime staff have a responsibility for ensuring that the policy is carried out.

The Lunchtime manager and Senior Lunchtime supervisor are responsible for ensuring that the code of conduct is upheld at lunchtimes as well as keeping a record of infringements.

Lunchtime supervisors are responsible for ensuring that the code of conduct is upheld at lunchtimes.

All children have a responsibility to help to formulate their own classroom rules as well as complying with the schools Code of Conduct.

Parents, carers and governors have a responsibility to support the Headteacher in implementing the behaviour policy.

**Well-being and behaviour**

Prior to the process of awarding sanctions, staff should consider any pastoral issues or any Mental Health Care Plans in place. **Sanctions and processes should still be followed** but different routes to addressing issues may be taken.

In all cases, where a yellow or red card have been awarded, staff will follow up with a well-being conversation. This will happen after the incident has been dealt with and all parties have had a chance to de-escalate. It may be with an adult who was not involved in issuing the card. The well-being discussion will be based on 'Space 2 Speak' to include listening to how they are feeling, to let them explain what led to the incident and whether there is anything else they would like to discuss. These conversations will be non-judgemental.

Teachers will also use their discretion to follow up any unusual incidents of behaviour with well-being conversations.

Staff will follow the school's procedures to follow up any incidents.

### **Parental Responsibility:**

1. Make every effort to ensure your child attends school regularly and on time
2. Informing the school of any absence as soon as possible
3. Telling school about anything which may affect your child's work
4. Supporting the school's code of conduct
5. Offering help and support with learning at home

### **Code of Conduct:**

**Show respect for our school and the people within it.**

**The class will make it as easy as possible to teach so that everybody can learn.**

**Move carefully and quietly around the school.**

**Speak politely and appropriately to everyone at all times.**

**Equipment brought to school should be named**

**Always let the teacher know where you are**

**Help to prevent bullying**

**This code of conduct is discussed with pupils and staff on a regular basis.**

### **Bullying:**

The school has many procedures in place to tackle bullying:

- The class teacher is responsible for ensuring the children have an understanding of what bullying is as opposed to more general unpleasant behaviour
- The work is backed up with assemblies on the subject

- Year 5/6 pupils are trained as play leaders and are available to children at playtime and lunchtime
- The head must be made aware of any bullying incidents reported to teachers. This will result in those responsible being given a red card and where appropriate the head will talk to the children and /or their parents

### **Homophobia:**

- Homophobic, biphobic and transphobic bullying. name-calling should always be challenged in the same way that racist or sexist behaviour is. Normal anti-bullying strategies should be used when reacting to incidents
- Homophobic, biphobic and transphobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset.

### **Racist Incidents:**

Racist incidents are to be instantly reported to the Deputy Headteacher or available member of SMT and logged on the “Racist Incidents” site. The Deputy Head will monitor incidents and report any cause for concern to the Headteacher and these will be log on CPOMS and child’s official record.

It is important to emphasise again that it is the responsibility of all staff to enforce this procedure with all children. A class teacher should not discipline a child for behaviour seen by another member of staff. It is the responsibility of the adult observing the infringement to give the card.

### **Leaving School without permission:**

All children should clearly understand that leaving school (or class) without permission is unacceptable because it is dangerous. Neither does it help anyone deal with the problems they are experiencing. Children should also understand that they will be issued with Red card for such an incident. If a child leaves class/school without permission, then the following procedures needs to be applied.

1. Immediately inform the Headteacher, or available member of SMT, do not follow the child.
2. If the child has not returned to school the headteacher or available member of SMT, must inform the child’s parent/carer so that they know that the child is outside the sphere of the school’s responsibility.
3. The local police will be notified if parents/ carers cannot be contacted.
4. When a child returns to school the headteacher will warn the child about the inappropriate behaviour. The Headteacher will decide the step on the behaviour record at which the child will be placed.

### **Individual behaviour plans**

In certain situations, children may require their own behaviour management system or strategy. In these cases, all parties involved will have the opportunity to contribute to its development and all will agree and sign.

### **Rewarding Good Behaviour**

The 'Good to be Green' behaviour system is used throughout school. Charts are displayed in every classroom. Every classroom has displayed a 'Good to be Green' wall pouch, where every child has a named pocket, small pegs, yellow and red cards are used to indicate inappropriate behaviour.

### **Green frogs**

Children who have not received any pegs all week receive a green frog sticker to take home. Teachers keep a log of the children who have been 'Green' all week. At the end of the term they will receive a treat from the Good to Be Green treat box.

### **Moorlands Reward System**

Merits: All children have a merit card with space for 200 merits. There will be a certificate for 50, 100, 150 and 200 merits

### **A Merit will be awarded for:**

- \* Being a role model- great behaviour, being very well mannered, being kind and caring.
- \* Work effort and quality of work produced.
- \* Spelling test - beat your own score or full mark.
- \* Reading record signed- whole page filled.
- \* Good to be green all week get a merit.

### **Giving Merits:**

- \* M in circle in books
- \* Verbally given when seen being a great role model.

### **Team Points**

- \* All children to be grouped into four teams- children will stay in these houses throughout their time at Moorlands. Children will work to collect house points for their team.
- \* Team points to be collected weekly and winning team will be announced and will appear on the newsletter the week after.
- \* One merit equals one house point.
- \* Classes to decide how their merits are collected
- \* There will be termly winners - the winning gets to wear non-uniform.
- \* Frogs still to be given out to children staying green all week.
- \* Leaves and petals for the British values tree are worth 5 merits and therefore 5 team points

### **Exclusions**

It may sometimes be necessary to exclude a child from school, for unacceptable or violent behaviour. In rare cases it may be necessary to permanently exclude a child from school, but this step will only be taken in extreme cases of violence or risk to the health and safety of others in school. In all cases of exclusions, school will follow the guidance of Kirklees and DFE 'Exclusions from schools and pupil referral units in England'

## **The Behaviour Procedure – classroom procedure**

### **Pegs on the 'Good to be Green' chart**

1. Children verbally reminded about behaviour (no peg given)
2. Spoken to again about behaviour- 1st warning peg given.

(BACK TO GREEN AT THE END OF THE DAY, BUT THEY DO LOSE THEIR FROG FOR THAT WEEK)

When a peg is given, the child's name should be written on the board.

If the child receives another peg the following day, the total can be cumulative and therefore issued with a 2<sup>nd</sup> peg. After the 2<sup>nd</sup> day the child's name is cleared.

3. Spoken to again- 2nd peg given

### **SANCTION for 2 pegs**

**KS1-** 5 mins off playtime walking round with member of staff.

**KS2-** Miss playtime- attend playtime behaviour room- KS2 (1 member of staff in 1 designated room/area each playtime)

PEGS REMOVED AT THE END OF THE DAY/AFTER MISSING PLAYTIME

### **YELLOW card**

4. For the fourth time of being spoken to- yellow warning card given and **complete behaviour record in red file.**

### **SANCTION**

KS1- miss whole playtime

PEGS REMOVED AT THE END OF THE DAY. BACK TO GREEN AT THE END OF THE WEEK/AFTER MISSING PLAYTIME

KS2- miss another playtime additionally to point 3 **PEGS REMOVED AT THE END OF THE DAY. BACK TO GREEN AT THE END OF THE WEEK/AFTER MISSING PLAYTIME**

**For RED card** (during lesson time or break times)

Lack of respect towards adults

Racist/Verbal Abuse

Swearing

Violence

In Yr 5/6 homophobic behaviour

On receipt of **instant RED card** **complete the behaviour record in red file. Pass on to SMT- see below.**

### **SANCTION**

**Red cards: SMT to be investigate the red card incidents and will write the red card letters.**

**All red and yellow cards must be added to the behaviour file.**

**SMT will log all red cards on to CPoms ensuring all linked children and staff members are tagged.**

**KS1:** Child to miss the next 5 consecutive playtimes. **KS2:** Child to miss 5 morning playtimes.

**BACK TO GREEN WHEN CHILD HAS MISSED 5 PLAYTIMES.**

**The Behaviour Procedure – recording behaviour in the red file**

If a child **gains less than 3** entries into the **Red behaviour file**, in any one term the start of the following term is returned to zero.

If a child **gains 3 or more** entries into the **Red behaviour file** in one term the number becomes cumulative automatically. There is no return to zero.

**If there are consistently getting yellow cards (3) parents should be spoken to by the class teacher.**

**After 3** entries into the **Red Behaviour file**, the child needs to see the year leader who discusses the child's behaviour and can award sanctions (miss playtimes). The first 3 offences, if red, will have letters home signed by the class teacher.

**After 6** entries into the **Red Behaviour file** the child sees the Phase leader who discusses the seriousness of the behaviour, awards sanctions and can set up an internal report to be signed by the Phase leader for a fixed period of good days. Red cards will be sent from the phase leader. N.B. in KS1 the report is a smiley face report.

**After 8** entries into the **Red Behaviour file** a letter is sent to ask parents to come to discuss the child's behaviour with the Headteacher and the class teacher. Steps will be put in place to support the child with their behaviour issues.

**After 9** entries into the **Red behaviour file** all 9 incidents go to the Headteacher Warnings are issued of fixed punishment if inappropriate behaviour continues.

**After 10** entries into the **Red behaviour file** at 10 incidents the child is sent to Headteacher Parents are asked to come and talk with Headteacher and the child is put on daily report.

### **Lunchtime behaviour**

**Positive reinforcement** – Staff to give merits for children who are behaving/playing/lining up nicely.

· **Negative incident 1** – verbal reminder, radio to tell other lunchtime supervisors, who will all monitor that child/ren.

- **Negative incident 2** – peg, radio to tell other lunchtime supervisors, who will all monitor that child/ren (class teacher informed via fire book)
- **Negative incident 3** – peg timeout area for 5 mins, radio to tell other lunchtime supervisors, who will all monitor that child/ren (class teacher informed via fire book).
- **Negative incident 4** – timeout area for rest of lunchtime, radio to tell other lunchtime supervisors (class teacher informed via fire book).

One member of staff from each year group will have the fire book and record any behaviour in it when informed via the radio.

Timeout: Stand in the timeout area or with an adult (depending on needs of the child).

Bottom playground – next to the bike sheds.

Top playground – next to the year 4 door.