



Moor Hall School

Policy Name	Behaviour
Contact Person	Deputy Headteacher
Committee	Full Governing Body
Date of Approval	November 2018
Date of the next review	November 2019

Moor Hall Primary School Behaviour Policy 2018

Mission Statement

Moor Hall is a caring school that aims to create a stimulating learning environment in which every individual has the opportunity to be the best that they can be.

Unicef Rights Respecting Link

Article 28 Children have the right to a good quality education

Article 29 Education should help children use and develop their talents and abilities. It should also help children to respect other people.

Teachers have the right to teach and children have the right to learn in an environment free from disruptive behaviour.

Dealing with behaviour is a joint responsibility which involves the child, teacher, family and leadership and is most effectively managed through a team approach.

Core Principles

- * Every attempt should be made to maintain the dignity of both the adult and the child.
- * Misbehaviour will be viewed as an opportunity for individual problem solving and preparation for the real world.
- * There must be a logical connection between misbehaviour and resulting consequences.
- * Children should have the opportunity to express their side of the story when consequences appear to be unfair.

Aims

- To develop a caring school family community with a commitment to personal growth.
- To develop a well ordered environment.
- To ensure the well-being and safety of all those in the school community.
- To help children develop their self-confidence.
- To support and develop children's own thoughts on good behaviour.
- To encourage children to be thoughtful, and tolerant, of their and other's needs.
- To create a sense of belonging in a happy and caring school where positive self-control is the expected behaviour.

Children's Rights

1. To develop academically, socially and emotionally.
2. To be in an environment where members of staff set consistent positive limits while providing a secure and supportive environment for appropriate behaviour.
3. To be empowered to succeed.
4. To be kept safe if they become a danger to themselves or others

Staff's Rights

1. To establish rules that clearly define the limits of acceptable and unacceptable behaviour.
2. To ask for assistance from parents and senior members of staff when support is needed to deal with the behaviour of the children.
3. Teacher powers to search
 - Moor Hall School staff can search with pupil consent for any item which is banned by the school including alcohol, tobacco and mobile phones (to be handed in to the school office on arrival and collected at the end of the day (unless being used for emergency use).
 - Moor Hall School staff can search without consent where they suspect the pupil has a knife or a weapon, alcohol, illegal drugs, stolen items, tobacco, fireworks and pornographic material.
4. To use reasonable force.
 - Staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
 - Only certified "Team Teach" trained staff at Moor Hall School can use physical strategies as and when required.
5. To discipline students outside school
 - Staff have a responsibility to investigate and act on any incidences of inappropriate behaviour reported to have occurred outside the school premises, or outside school hours, when it has a detrimental impact on a pupil or member of staff in school. This includes the use of mobile phone footage and other social media.
6. False Allegations
 - The school will follow the consequences outlined in the procedures, when any child is found to have made a false or malicious allegation against a member of staff.

Staff response to behaviour can impact on pupil's self-esteem, and their success in school, therefore staff should display a "positive assertive" approach. Staff will clearly, confidently and consistently state the expectations to the pupil, so they will know the parameters that have been set for acceptable and unacceptable behaviour.

Positive Recognition

We aim to:

- Use positive recognition to encourage children to behave appropriately.
- Increase children's self-esteem through consistent, meaningful and positive recognition of their achievements.
- Praise children to support their positive contributions.
- Use a classroom and whole school reward system as a means to motivate children to learn.

EYFS Foundation Stage

- Each class will display a bucket
- Teachers can reward good behaviour with pom-poms (as many as deemed appropriate)
- Once the bucket is full, it should be emptied and the class rewarded with a Golden coin.
- The process is then repeated
- Class teachers to negotiate with their class the choice of reward once the totals of 5, 10, 15 and 20 coins have been reached.
- Individual children demonstrating exceptional behaviour may receive a "Privilege Card" - this may be exchanged for rewards such as being first in the line, choosing an activity, ringing the bell etc.

Rewards - Class

KS1

- Each class to display an empty jar
- Teachers can reward good behaviour with 1 pom-pom in the jar.(1 for each session of the school day + lunchtime)
- **Once a total of 5 pom poms** have been achieved, the class should be rewarded with 1 Golden coin (or equivalent).
- The jar should then be emptied and the process repeated.
- Class teachers to negotiate with the children their choice of reward once the class reach 5, 10, 15 and 20 golden coins.
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KS2

- Each class will use a 'classometer' ranging from -5 to 10 to monitor behaviour throughout the day.
- Once the children reach 10, they should be rewarded with a golden coin (or equivalent).
- Class teachers to negotiate with the children their choice of reward once the class reach 5, 10, 15 and 20 golden coins.

Rewards - Individual

Half term Golden Stars

- There will be a Golden Rules assembly each half term. Class teachers will nominate 7 children, one for each Golden Rule, who has demonstrated consistent positive behaviour.
- Children will receive a special certificate.

Golden Afternoon Tea

- Each half term, one child per class is nominated by the Lunchtime Supervisors to have afternoon tea with the Head teacher, and discuss their ideas to improve the school.

Golden Plate

- Each child will have a 'plate' template which is divided into 7 sections - each section will relate to a Golden Rule.
- Children will be awarded a sticker for specific section when they have demonstrated that rule exceptionally well.
- Children who complete their plate will receive an award at the end of each term.
 - Plate 1 - certificate and Moor Hall pencil.
 - Plate 2 - certificate and Moor Hall pen
 - Plate 3 - certificate and Moor Hall ruler
 - If a child is awarded all 3 plates within an academic year they will be rewarded with a Moor Hall enamel badge.

Consequences

This staged approach will be used for each session in Foundation and KS1 and across a half-day session in KS2.

Stage One - Focus on Golden Rules

- **Re-focus the child on the Golden rule they are breaking.**

"Sarah, you need to listen carefully in order to make sure you understand."

- **Positive reinforcement of the golden rules around the child who is breaking them.**

"Good sitting Harry, well done!"

- **Ask if everything is ok.**
- **Ask a question linked to a Golden rule.**

"Can you explain why you are not following our Golden rule?"

- **Make a statement indicating disfavour with the behaviour.**
- **Use an "I" message.**

"I get distracted when you're tapping your pencil."

Stage 2 - Manage their Environment

- **Make a statement indicating that the behaviour is misplaced.**

"That behaviour would be fine on the playground but it is unacceptable in here."

- **Set limits by describing what you allow without telling the children what to do about it.**

"I listen to children who put their hands up."

"I will dismiss the class as soon as desks are cleared."

- **Provide choices.**

"Would you rather work quietly with this group or move to another area?"

- **Change the child's location.**

"To help you work better, please come and work over here."

"Wait here for a moment and then we can talk."

The school will accelerate any incidence of serious negative behaviour (verbal abuse, physical injury to another child or staff, damage to school property) to Stage 5.

Stage 3 Playtime missed

If negative behaviour continues there will be an immediate consequence for the child = missing playtime.
For Foundation and KS1 this will be for 3 minutes.

KS2 children will be required to stand by the teacher on duty for 5 minutes.

Stage 4 - Putting it Right.

The "Put It Right" sheet is a strategy to help children reflect upon negative behaviour, offer an opportunity to rectify mistakes, and move on.

- "Put It Right" sheets will be completed when there has been a serious incident or consistent display of negative behaviour.
- Staff will review completed "Put It Right" sheet with the child upon completion.
- "Put It Right" sheets should be kept in a class file for future reference.
- Once a child has completed 3 "Put It Right" sheets, then they will progress to Stage 5.

Stage 4 - Involve Others

- If there is an incident of extreme behaviour including damage to school property, verbal abuse, physical injury to another child or member of staff) a member of the Senior Leadership team will be immediately notified. All parents of those children involved will be informed of the incident, and some may be asked to speak to staff personally, with their child in attendance.

For consistent negative behaviour

- * Staff will organise an appointment to talk about the problems with a senior member of staff - involving child, teacher and SLT (Senior Leadership Team) member. This should not take place in lesson time. Meeting needs to be as soon as possible.
- * The child, in collaboration with class teacher and member of the SLT, should put a plan of action into place to ensure they return to that environment. Parents will be informed at this point.

Stage 5 - Behaviour Monitoring (Report Card)

- * If a child is continually misbehaving, behaviour will then monitored session by session for a designated period of time, before being reviewed by class teacher, SLT member and parents. This is referred to as being on "report"

In extreme cases of physical or verbal assault to another child or member of staff, the school will follow LA exclusion procedures.

Appendix A: Moor Hall School Golden Rules

1. Do be gentle
2. Do listen
3. Do look after property
4. Do be kind and helpful
5. Do be polite
6. Do work hard
7. Do be honest

Appendix B: Banned Items

- Mobile phones - to be handed in to the school office on arrival and collected at the end of the day (unless being used for emergency use).
- Weapons - including knives / ball bearing guns
- Drugs - unless prescribed medicines.
- Fireworks
- Pornographic material
- Alcohol
- Tobacco
- Stolen items

Appendix C: Golden Plate

Appendix D: Put It Right Reflection Sheet KS1

Appendix E: Put It Right Reflection Sheet KS2

Appendix F; Team Teach information

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The TeamTeach Code of Practice is:

- Best interests of the service user
- Minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Reasonable and proportionate
- Action should be necessary
- Plans to reduce the use of restraint and restriction

Children's Rights (2004)

"Children and young people did not say that people who had got dangerously out of control should not be restrained. Their concern was much more clear than that. It was that: Staff who restrain children should know how to do it properly."

Children's Rights (2012)

*The final words of the report this time go to the child who summed up a lot of views about restraint
'Only do it carefully'*

Moor Hall School has a record of all those members of staff who are able to administer Team Teach methods.

