

**Moorside Primary Academy**  
**Behaviour for Learning Policy – 2021-22**

**Changes have been made to this policy in light of our current situation**  
**(COVID-19).**

**Rationale and Purpose**

High quality behaviour is a vital element of school life at Moorside Academy, affecting teaching and learning as well as the wider school environment. Everyone at Moorside Primary Academy – children, staff, governors and parents – work together to maintain **high expectations, clear routines** and **consistent responses** to create a safe, purposeful community where all members feel they are valued and respected.

The Moorside Behaviour Policy uses the following school rules to establish **the types of behaviour that enable teaching and learning to go well as well as the habits and aspirations that will prepare our pupils for the rest of their lives.**

**Whilst we have high expectations for all pupils, we do recognise that for some children their additional needs mean that they need tailored support for their behaviour. In these cases, a plan will be put together in partnership with the child's parents or carers.**

**At Moorside Primary Academy we are always:**

- 1. Striving for Excellence**
- 2. Respecting each other and Learning Together**
- 3. Taking Pride in our school community**

**At Lunchtime we always:**

- 1. Play Safely**
- 2. Show respect to each other and the lunchtime staff**
- 3. Line up, come in and out of school quietly**

**Monitoring**

All incidents and information pertaining to a child is logged electronically on **CPOMS (Child Protection Online Monitoring and Safeguarding system)**. It is the responsibility of the member of staff who dealt with an incident to report the facts surrounding the incident. These incidents are monitored and reviewed by the Senior Leadership Team and the Pastoral Team who may need to take further action. A child whose behaviour is affecting their progress or that of others will be discussed at pupil progress meetings and plans will be put in place to reduce this risk.

## The Moorside Classroom

*"I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."* Haim G. Ginott

The behaviour of adults has a profound effect on that of pupils. Therefore, all adults are expected to adopt a pro-active approach towards establishing and maintaining good relationships with pupils so that when things go wrong it can easily be resolved.

All teaching staff are responsible for the behaviour in their classroom and it is their professional duty to make Moorside Academy a happy and safe place to learn by providing:

1. A calm and organised classroom.
2. The language and behaviour from all adults are supportive and assertive, never aggressive or sarcastic, building children's self-esteem and sense of belonging. Great relationships are key!
3. Clear expectations, recognitions and consequences – explained, displayed and revisited with pupils.
4. Well planned and differentiated lessons/activities that engage all children **and have considered every child's needs and potential**. TA will be deployed from the start of the lesson.
5. Equipment always ready at the start of every lesson.
6. Every class will display a set of Academy and Class Rules signed by the children and a Traffic light display.
7. Clear routines which are consistently applied so that they are second nature for the pupils which allows for children to learn more easily.
8. Teachers will use a variety of routines and strategies to ensure that every pupil is on task and able to make progress in every lesson. These include:
  1. Countdown of five
  2. All eyes on me / Let's look like a listener
9. Posture: all children will be reminded of their best posture for learning:
  1. Tummy near table
  2. Bottom back of chair
  3. Six feet on the floor
  4. Correct pencil grip

## Moorside Traffic Light Behaviour System (Years 1-6)

**All pupils start every day on Green.**

Green	Reminder	Amber	Red
<p><b>Positive Dojos linked to Academy Rules and Class Targets</b></p>		<p><b>Amber</b></p> <ul style="list-style-type: none"> <li>- pupil moves name Traffic Light</li> <li>- 5 minutes in at lunchtime to re-set <u>at teacher's discretion.</u></li> </ul>	<p><b>Red</b></p> <ul style="list-style-type: none"> <li>- 5-15 minutes in other class or shared area at teacher's discretion.</li> </ul> <p>For less serious incidents <u>e.g. talking repeatedly, being silly, making silly noises or lack of effort etc...</u> teachers are to reflect with pupils at a <u>convenient time on the same day</u> and remind parents that if this continues they will attend a formal reflection.</p> <ul style="list-style-type: none"> <li>- Negative Dojo</li> <li>- Recorded on C-POMS</li> <li>- Reflection time (12.30 same/next day)</li> <li>- Parents informed</li> <li>- Can sometimes result in a Behaviour Plan</li> </ul>
<p>Following the class rules without being reminded.</p> <p>Following instructions first time or without being asked.</p> <p>Listening to the teacher and each other respectfully.</p> <p>Trying hard and learning from mistakes or challenges.</p> <p>Moving around school sensibly.</p> <p style="color: red;">Following altered routines for arrival and departure.</p> <p style="color: red;">Following school instructions on hygiene.</p> <p style="color: red;">Moving around school as per specific instructions e.g. one way system, social distancing.</p> <p><b>VIP's</b></p> <p>Class teachers can reward the child with the most Dojo points at the end of the week.</p>	<p>The Look.</p> <p>This gives a short (30 seconds) assertive and supportive reminder of the expectations as well as a chance for the pupil to apologise.</p> <p>I am reminding you about our rule/expectation that 'we listen to each other' ... If you carry on you will move onto <b>AMBER.</b></p> <p><i>Do you understand the expectation?</i></p>	<p>Not following the class or school rules after being reminded.</p> <p>Shouting out or rudely interrupting a teacher.</p> <p>Running out of the classroom or away from an adult.</p> <p>Continuing to run inside the school building after being given a reminder</p> <p>Not following the playground/ lunchtime rules.</p> <p style="background-color: yellow;"><b>At playtime pupils can be asked to stand to one side or with teacher on duty for 5-15 minutes.</b></p>	<p>Two or more <b>AMBER</b> days in a week can convert to a <b>Negative Dojo</b> (at teacher's discretion).</p> <p><b>Persistent defiance of reminders in class or around school to follow the school/class rules despite an AMBER sanction.</b></p> <p>Lying about behaviour or answering back whilst being reminded.</p> <p style="background-color: #FF0000; color: white;"><b>Straight to Red – phone call home, Dojo message and recorded on C-Poms</b></p> <p>Violence of any kind.</p> <p>Aggression or behaviour intended to intimidate.</p> <p>Inciting violence or hatred in others (racism, homophobia)</p> <p>Sexualised language and behaviour</p> <p>Stealing.</p> <p>Spitting.</p> <p>Swearing</p> <p>Dangerous play which is putting themselves or others at risk.</p> <p>Throwing any object or school equipment recklessly, in anger or frustration (SEN and personal behaviour plans will help to inform decisions in certain circumstances)</p> <hr/> <p style="color: red;">Consistent breaching of social distancing despite reminders.</p> <p style="color: red;">Any children repeatedly breaking rules and expectations will move straight to a fixed term exclusion.</p>
		<p><b><u>Back to Green</u></b></p> <p><b>Pupils always have the chance to redeem their behaviour and return to green if the teacher believes there has been a sustained effort to improve by the pupil.</b></p>	



***Above and Beyond***  
Recognised through  
Notes Home and  
certificates. Teachers  
can move children  
onto 'Diamond' for  
displaying excellent  
learning behaviours.

**Reflection Time** may be followed by a Behaviour Plan, put in place relative to the severity of the incident. This could include further reflection time, isolation or exclusion.

## Guidance for Adults

### Recognition

At Moorside, we celebrate children's successes and achievements in many ways. Each week, the class with the best attendance or highest Dojo points tally are awarded a trophy and special gold tokens to add to the display in the hall. This is to celebrate punctuality and excellent learning behaviours.

At the end of every half term, the class with the highest number of attendance tokens receive a voucher to spend on equipment and books for their classroom. The trophy and vouchers are presented to the children by Mrs Taylor or a member of SLT in a special celebration assembly.

As part of our school behaviour policy, there are 'Dojo Point' signs throughout the school which are there to reward pupils for displaying excellent learning behaviours. Each pupil and member of the Teaching Staff are assigned to a colour (Green, Red, Blue, Yellow and Orange) and pupils are encouraged to collect points throughout the term by displaying positive behaviours linked to our Moorside Values (Aspiration, Collaboration, Understanding and Pride). The winning team's colour is announced each week during our celebration assembly and the team that collects the most points at the end of each term is allowed to wear non-uniform in the final week.

During 'Sports Week', the children win special badges for their participation and effort during sports day. Special certificates are given to those who showed excellent sportsmanship. These certificates and awards are shared during our annual 'Sports Week' assembly where the overall winners are revealed.

Early Years Foundation Stage (EYFS) use their own tailored version of the traffic light system to match childhood discourses. These discussions alongside Class Dojo and positive reinforcement help to encourage and develop excellent learning behaviours. This includes the use of 'Diamond' for those pupils who go above and beyond. There may also be times when 'calming cushions' and 'thinking chairs' are used to help pupils reflect and modify their behaviour.

#### **We also like to recognise pupils who go 'Above and Beyond' through:**

- ✓ Notes Home, catching parents at the door and phone calls home
- ✓ Weekly 'Pupil of the Week' and Weekly 'Principal's Award'
- ✓ Merits to recognise 12 or more achievements
- ✓ Termly non-uniform days for the winning Dojo Team
- ✓ Celebrating fantastic attendance through certificates, vouchers and a special trophy

- ✓ Specific and enthusiastic praise for effort or meeting an Academy/Class Rule
- ✓ Positive Dojo points linked to Academy Rules or Class targets that can be given by any member of staff

### Reminders

- **The look**
- **Proximity:** Teacher will move closer to the child and use non-verbal clues to remind the child of the expectations. (e.g. *pointing at chair with smile*)
- **Calm and specific reminder** of expectations and choices
- **Praise for making the right choices**

### Consequences

Depending on the type of incident, level of severity and frequency of events, these consequences can be adapted to take into consideration any exceptional circumstances.

1. If no change is observed following one reminder, then the child will receive an **AMBER**. If necessary, the pupil will spend time (5-15mins) spent in another classroom with work – this must not disturb the other class. At the end of this time the Teacher then 're-sets' the pupil reminding them that they can return to Green
2. If a pupil is **AMBER** at the end of the day then this is recorded as an **AMBER** point on Dojo they will be reminded by the teacher that if they have another **AMBER** day that it can convert to a **Negative Dojo** which is picked up during the next **Reflection Time**. (Two or more Amber days in a week = Could result in Reflection Time)
3. **Negative Dojos** are also awarded **immediately** for **socially inappropriate behaviour**. For example, abusive or bad language, physical or sexual violence or any behaviour outside school that is not in line with school values. (see table)
4. Children in receipt of a **Negative Dojo** can be required to attend **Reflection Time** (for more serious incidents) on the subsequent dinnertime (12.30-12.45) with a member of Leadership Team. They will complete a consequential thinking reflection on their behaviour and agree a way to make better choices in the future. *The cause will be recorded on C-POMS*
5. Parents will always be informed of any **Negative Dojos** and behaviour plans
6. The ultimate sanction is that of exclusion. This can take various forms (including internal exclusion, fixed term exclusion or permanent exclusion).
7. The decision to exclude a student permanently will only be taken:
  - in response to serious or persistent breaches of our Behaviour Policy;
  - and where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy. In addition to this, in exceptional circumstances where, in the Headteacher's judgement it is appropriate to permanently exclude a child for a first or 'one off' offence. This may include:
    - Serious actual or threatened violence against another pupil or a member of staff
    - Sexual abuse or assault;
    - Possession an illegal drug;
    - Carrying an offensive weapon;
    - Serious deliberate damage to school property.
    - Inciting violence

- Theft

It may also be necessary to involve the police or other agencies.

Support strategies must be sourced and actioned for every step. Children are responsible for their own behaviour but we must ensure that they are being taught how to make the right choices. We will provide a scaffold for positive behaviour and will support a child individually to achieve good behaviour.

Support within school may come from SLT, the Pastoral Team, SENCO and colleagues. It may also be necessary to secure support from external agencies such as Pupil Support Services, Educational Psychologists or further specialist teams.

In the rare cases of exclusion, the school follows the procedure laid down in Enquire Learning Trust Exclusion Policy as well as the Local Authority guidelines and DfE Guidelines.

### **The Use of Reasonable Force**

During the current situation (COVID- 19) staff will be following social distancing guidelines. Therefore, the use of positive handling may not be used, unless the child is putting themselves or others at risk. Positive handling will be used as a last resort.

In very rare circumstances, a member or members of staff may need to use 'reasonable force' to control or restrain a pupil for their own or others' safety. School staff follow the guidance from the DfE (July 2013) on the use of reasonable force and accept that this is an element of our duty of care to all pupils.

In order to use reasonable force safely, we invest in 'Team Teach' training (positive handling) for a number of Key Staff in each building so that they are the first people called should anyone foresee a situation occurring where these techniques may need to be used. This reduces the possibility of accidental harm. Usually, if there is a child in school who displays behaviour which may result in the necessity to use reasonable force, a behaviour support plan is in place which mentions this possibility and a risk assessment is carried out.

However, there may be very rare occasions when reasonable force needs to be used on children for whom there is no risk assessment or behaviour plan in place, and it may also be by a member or members of staff without Team teach training. Situations which constitute this would be where a child is causing harm to themselves or others, damaging property or causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and should always depend on the individual circumstances.

### **Individual Risk Assessments**

Where a child's behaviour poses a risk to themselves or others an Individual Risk Assessment will be carried out by school. Parents will be invited to contribute to the Assessment and will be given a copy. This may form part of the Behaviour and Support Contract.

## Our Key Moorside Routines

**During the current situation (COVID 19) Moorside routines for the day are slightly different. See School Day document for current timings.**

- Doors open at 8.50am – children all go to their classrooms and start IA work
- 8.55am doors shut to allow time for pupils and staff to get to class
- Any pupils not in by 8.55am go to the office to be signed in
- 8.50-9.10am register taken and pupils complete IA activity. (Good Morning x) and pupils and teachers to make eye contact
- 9.05am class lines up and goes quietly for Assembly
- 9.10-9.30am Assembly (Monday (Principal), Tuesday (Newsday), Wednesday (Class assembly/PSHE), Thursday (Singing) and Friday (Celebration))

9.35-10.30 – Session one – EYFS, Y1,2,3,4 (Tuesday – 10.15 Assembly)	9.35-10.55 – Session One Y5,6
10.30-10.45 – Y1,2,3 Playtime	11-11.15 – Break time Y5,6
10.50-11.05 – Y2 phonics Y1 phonics (11:35-11:55)	11.20 – 12.20 Y5,6 Session Two
11.05-11.55 – Session Two – Y1,2,3,4	

### Lining up for assembly and playtime

- Pupils work together to tidy up their equipment five minutes before the end of each lesson.
- Pupils line up sensibly and quietly at the door.

### Moving around school

- Everyone walks quietly on the left.
- Pupils and teachers hold doors open and thank each other with eye contact.

### Changing for PE (when whole class changing)

- Groups are sent for kit while other pupils are tidying up tables or doing an activity.
- Pupils change in the classroom (Y5 and 6 discretion allowed) and put their clothes on their chairs and line up quietly table by table.

### Lunchtime

- All children to be quietly lined up and ready for arrival of lunchtime supervisor at 12 midday or 12.30.
- Teachers to be ready for pupils in the classroom at 1pm or 1.30pm.




















### End of the day

- 3pm/3.05: day will end with a story or calm activity.
- 3.10-3.15pm: pupils line up when told, quietly – ‘Good afternoon’ parting. Pupils taken to cloakroom by Teacher or Teaching Assistant.
- 3.20pm/3.25pm: Cloakroom is left tidy; doors locked; all pupils have either left the building, are at a club or being taken to the Main Entrance if parents/carers are late.

## Class Dojo

Class Dojo is an excellent way to record pupils’ behaviour as well as communicate with parents/carers. All classes will have the following Dojos but can also add other positive Dojos that are relevant to their class or age group. **All points are cleared weekly**

# 'Striving for Excellence'

 1 5Ts	 5 Above and Beyond	 1 Aspirational	 1 Classroom Responsibilities
 1 Collaboration	 1 Great Idea	 1 Green All Day	 1 Homework
 1 Lunchtime Award	 1 On Task	 1 PE KIT	 1 Pride
 1 Principal's Award	 1 Pupil Of The Week	 1 Reading Record Signed	 1 Resilient
 1 TTRS	 1 Understanding	 	



Amber day in class

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Reflection Time

-1



## The Moorside Playtime and Lunchtime

- ✓ In the playground all children are expected to:
  - Play safely
  - Respect each other and lunchtime staff
  - Line up, come in and out of school quietly.
  
- ✓ Failure to play responsibly will result in children being asked to stay with the member of staff on duty, teacher or lunchtime organiser for part of or the remainder of the break.
  
- ✓ All pupils must **stay still on the first whistle** and **move quickly to their line on the second whistle.** (10.45, 11.15am 12.55pm and 1.25pm)
  - **Lunchtime Organisers** are expected to explain behaviour expectations to pupils in a calm way and to look out for examples of good behaviour – it is never acceptable for a lunchtime supervisor to shout at a child.
  
  - **Lunchtime Organisers** are expected to bring pupils in quietly and if pupils do not line up and walk into school in a calm way then they need to go back and practise. The teacher will be informed.
  
  - Poor behaviour at playtime or dinnertime will be dealt with by the members of staff on duty using the agreed sanctions. If further action is needed at dinnertime then the nominated lunchtime supervisor (Sarah Ballinger) will complete a lunchtime behaviour report on C-POMS so that no teaching and learning time is wasted. A member of SLT will then follow up this situation if necessary.

## Pupils' behaviour outside school

The Principal and Teachers have the power to hold children to account for misbehaving outside the school premises. When the child is:

- Taking part in any school-organised event or activity, for example, representing the school in sports, on a school trip
- Travelling to and from school
- Wearing the school uniform or Identified as a pupil at the school
- Or if the misbehaviour-
  - a) Has repercussions for the running of the school or could affect the reputation of the school.
  - b) Poses a threat to another pupil or member of the public.

### Linked Policies:

**SEND Policy**

**Exclusion Policy (DfE)**

**SEND Information Reports**

**Anti – Bullying Policy**

**Enquire Exclusion Policy**

### Appendices

1. Traffic Light Template
2. Reflection Time Template