

Moorlands Schools Federation

Behaviour for Learning Policy

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BEHAVIOUR FOR LEARNING POLICY CONTENTS

Section 1: Learning to be the best we can be

Our Vision and Values

Our Ethos

The Moorlands Code

Section 2: Our commitment

Our Statement of Principles

The Aims and Objectives of the Policy

Section 3: Rights, Responsibilities and Partnerships

Our Rights and Responsibilities Charter

Our Rights & Responsibilities - Consistency and Fairness

Our Rights & Responsibilities – Specific Roles

Our Partnerships

Section 4: Managing Behaviour

4.1 Making the right choices

Our Expectations of Good Behaviour

How We Promote Positive and Good Behaviour

4.2 What happens when the right choices aren't made

4.2.1 Our Consequences and Sanctions

4.2.2 Extreme Incidents and Unacceptable Behaviour

Exclusions; Internal, Fixed-Term And Permanent Exclusions

Our Anti-Bullying Measures

Appendices:

- 1 Rights and Responsibilities Charter**
- 2 Specific Guidelines for Behaviour in Certain Circumstances**
- 3 Celebrating through Assemblies**
- 4 Consequences Staircase**
- 5 Conflict Resolution**
- 6 Staff Guidance on how can we manage incidents when a child loses control or a potential explosive situation**

1. LEARNING TO BE THE BEST WE CAN BE

Our Vision and Values

At Moorlands Schools Federation we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing high standards of behaviour throughout the school. Behaviour has a profound effect on all work that is undertaken. Therefore a well thought out approach to behaviour contributes directly to both the social and learning aspects of our schools.

Our core values of trust, respect, honesty, empathy, equality, kindness and responsibility are reflected within and taught through our personal goals. These are:

- ❖ Thoughtfulness – I am able to think twice, check and reflect on my work, myself and others.
- ❖ Morality – I always do the right thing.
- ❖ Respect – I treat others the way I want to be treated.
- ❖ Resilience – I keep trying until I succeed.
- ❖ Enquiry - I discover new things by asking questions.
- ❖ Co-operation - I work together within a team.
- ❖ Communication – I share my ideas and feelings in many different ways.
- ❖ Adaptability – I fit in with anyone

The values and personal goals are essential when helping children to discover and understand the world in which they will live. Our aim is to prepare each child to become responsible, caring learners and citizens of the future. As a community school we seek to put '*great learning, great teaching and great fun*' at the heart of all we do and to unlock the potential in every child so they can achieve their best whilst '*making people feel good*'.

It is recognised that the quality of learning experiences in the classroom have an impact on behaviour choices. High expectations from staff, delivering a curriculum and lessons matched to children's varying needs, will ensure pupils are motivated, promote self-esteem and develop confidence. External influences on children will be taken into account when making decisions regarding discipline and behaviour along with our Federation expectations. We aim to foster good communication and relationships with parents to support our school's children.

In order to promote good behaviours and attitudes we believe it is important to praise and acknowledge those who behave well and make the right choices. We encourage children to build resilience, learn self-discipline and to accept responsibility for their actions and behaviour,

understanding if they need to make changes. A shared understanding of what is acceptable and unacceptable is made explicit through this policy so that high expectations and consistency are maintained.

We recognise the importance of everyone - staff, parents and children - in having a shared understanding of what is acceptable and unacceptable behaviour. By promoting good, positive behaviour and choices we aim to build individual and collective esteem and encourage high quality, strong personal relationships so that Moorlands Federation:

- is a safe, caring and happy place where the Moorlands Code '*making people feel good*' is evident in and around the school
- promotes good citizenship, high self-esteem, self-discipline and great learning behaviour and attitudes
- eliminates bullying, discrimination and actions that prevent others achieving their best.

At Moorlands Schools Federation we have due regard for our duties under the Equality Act 2010 ensuring that the Governing Body's functions are carried out with a view to safeguarding and promoting the welfare of all children and have taken account of the Education Acts, advice and guidance from the DfE including *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (January 2016)* and *the Education and Inspections Act 2006*.

Our Ethos Statement

We believe that children learn most effectively in a secure and caring environment, where each individual can strive to be the best they can be and feel a happy and valued member of the school community. This can be achieved where there is effective discipline. The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves wherever possible, so that they can become independent, thoughtful and responsible adults. We encourage children to be caring individuals who show respect and consideration towards others whatever their race, culture, gender, ability or disability and to treat all property sensibly and responsibly both within school and the wider community.

The aim of the Behaviour for Learning policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way by:

- Encouraging children to understand the responsibility they have to manage their behaviour in school and beyond
- Ensure children understand the rights they and others have to be in an effective learning environment
- Understanding how and where good choices of behaviour are recognised
- Accepting that we are all different, but equally important and our behaviour demonstrate this
- Promoting self esteem

- Focusing on learning and how we best learn
- Helping children to problem solve
- Understanding and managing emotions
- Developing resilience
- Encouraging self-motivation
- Developing social skills

This can be seen through:

- Our vision of '*Great learning, Great teaching, Great fun!*'
- Our values and personal goals
- the example set by members of staff in their relationships and communications with children
- the support and relationships that staff have with one another
- the sense of community within the schools and that all children are ambassadors for Moorlands Schools Federation
- the nurturing environments within the schools and across the federation
- varied opportunities for all children to see their talents, gifts, interests and achievements celebrated

The Moorlands Code - '*Making People Feel Good*'

This is an overarching code which encourages children to think for themselves, develop independence and assists in making the right choices.

Under this sits the '**Handful**' of Rules' which are:

- to listen and learn
- to behave safely
- to always be honest
- to respect people and property
- to achieve my best

2. OUR COMMITMENT

Statement of Principles

This statement is to be taken in conjunction with the school behaviour and discipline policy and the home school agreement, which are regularly reviewed by the governing body. Governors and staff are committed to creating an inclusive environment, where everyone is cared for with respect and encouraged and supported to work, play and learn to achieve their potential. When choosing to send a child to Moorlands Infants or Moorlands Junior Schools, parents and carers are agreeing to support and abide by the policies of Moorlands Schools Federation.

Our principles are:

- Teachers have the right to teach and children the right to learn in an environment where they feel safe and secure
- Staff, parents and pupils will be polite and respectful at all times, to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly.
- Staff will provide opportunities for pupils to take responsibility and be involved in decision making.
- Expectations of staff, parents and pupils will be explicit and consistent.
- Staff will be fair and consistent and foster a culture in which pupils' achievements and differences are recognised and celebrated.
- The schools will be empowered to take prompt and effective action when pupils behave inappropriately or make poor choices.
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly.

The Aims and Objectives of this Policy

To encourage increasing independence and self-discipline so that each child learns to take responsibility for his/her behaviour we:

- ensure that children understand their right to learn in a safe environment without disruption from the behaviour choices of others
- value, listen and respect the views of others; promoting mutual respect between pupils and staff and pupils
- build resilience when faced with matters beyond their control
- develop high self esteem
- foster, promote and demonstrate caring and positive attitudes towards each other
- acknowledged, value and celebrate everyone's achievements
- develop a well-disciplined environment where effective learning takes place
- develop children's communication skills so that they can express their feelings without becoming frustrated.
- make sure children are engaged in meaningful learning tasks, where the level of challenge is appropriate, have a clear sense of short and long term goals.
- have a consistent, fair and firm approach across the whole school/federation with parental involvement and support.
- share and agree, with children what is considered to be acceptable and unacceptable behaviour in school and out in the wider community
- help children develop responsibility towards others and themselves
- involve parents at an identified stage, firstly by the class teacher and then by members of the Senior Leadership Team.
- make reasonable adjustments for those who cannot conform to the normally expected patterns of behaviour
- use a multi-agency approach wherever appropriate e.g. Parent Support Advisor (PSA), School Nurse, Educational Psychologist

3. RIGHTS, RESPONSIBILITIES AND PARTNERSHIPS

Our Rights and Responsibilities Charter (attached at Appendix 1) sets out our expectations for learning, playing and working together. At Moorlands Federation we believe that all teachers have a right to teach, support staff have the right to carry out their duties and all children have a right to learn. Behaviour and discipline is seen as a key feature of school life and beyond. This has led to developing a policy in which there is a clear and consistent understanding and a shared responsibility between teaching and support staff, parents, children and Governors to manage behaviour and attitudes so that all children have access to the National Curriculum, the Schools' Curriculum so they can achieve their best.

Our Rights and Responsibilities Charter has been drawn up with the children. It has been developed to help children to learn about taking greater responsibility and provide clear guidance on what is acceptable and unacceptable and develop the understanding that there are positive and negative consequences to their actions. Each class will also develop and establish their **Class Charter** which all individuals involved are expected to sign. These will be negotiated with each group of children and will be linked to the **Moorlands Code, Handful of Rules & Our Rights and Responsibilities**. These will be displayed in each class to create a positive ethos within our schools.

(Please note that there may need to be additional rules for some other activities, for example, playing and moving around the school, circle-time, and P.E.)

Our Rights & Responsibilities - Consistency and Fairness

Children need to know that the system is fair and that they can politely ask for clarification about a decision and/or that time will be made so that they can calmly give their version of events. Staff will need to be aware that there is often a precursor/antecedent that led up to a problem or issues and this need to be investigated by an adult in order to develop trust, honesty and respect. Following an incident between children it is also important that staff take the time to go back to the child who may have been affected and explain, without disclosing details, that action has been taken by the school to address the incident.

Each day will be a fresh start unless something occurs late in the day and consequences need to be carried over. It is important that all staff make time to listen to the children and use conflict resolution techniques to explain what will happen if.....and why.

When dealing with a situation or incidents between children it is easy to take it on 'face value'. However there is usually a greater explanation behind what has happened and why, such as provocation. Staff may need to provide an immediate response so that no time to learning is lost or to enable them to maintain order and keep children safe. However all staff are expected, when it is possible, to look into

more serious incidents and use conflict resolution strategies to demonstrate the importance of developing understanding, empathy and fairness and consistency.

It is important that any incidents reported by a child are taken seriously and the child feels that they have been listened to. Children should be reassured that their complaint has been taken seriously and action has been taken.

Our Rights and Responsibilities – Specific Roles

All staff at Moorlands Schools Federation are delegated the responsibility to discipline children if they do not adhere to or follow **the Moorlands Code, the Handful of Rules, our Rights and Responsibilities Charter** as well as their **Class Charter** when moving and learning on site and/or participating in out of school activities or trips. It is the joint responsibility of all members of staff to monitor children's behaviour and this in turn will be monitored by members of the Senior Leadership Team.

Staff Responsibility

The power to discipline also applies to all paid staff with responsibility for pupils as set out in this policy. All staff are required to complete incident logs when a serious incident occurs, in the case of extreme behaviour or when requested to by a line manager or member of the SLT.

Class Teacher and Senior Leader Responsibility

Teachers have a duty and want to help children succeed at school. They teach them the behaviours and attitudes which will help them succeed.

The class teachers and support staff must have high expectations of the children with regard to their behaviour and will set clear and consistent rules as set out in the Moorlands Code, Rules and Charters as described above. On some occasions the teacher may make the professional judgement to delegate this responsibility to a designated adult; for example when a parent is supervising a group on a school trip/visit.

Teachers have a responsibility to provide consistent positive encouragement to motivate children to behave. They will monitor all incidents and consult parents informally. If children continue to make the wrong choices or disruption persists, the class teacher will begin to record this in their Behaviour Book. They will seek advice from their Phase Leader, in the first instance and inform the Inclusion Leader if they need further advice and guidance or they have concerns. They may choose to inform the DHT/HT in the absence of the above colleagues or if they consider it diligent to do so. With the support of other leaders, the class teacher will make other staff or adults aware of the agreed appropriate ways in responding to a child at the early morning briefings, Key Stage or staff meetings or individually when appropriate. The

class teacher will remain the main point of contact with parents for regular updates or on progress being made. The class Behaviour Book will be monitored by the Phase Leader and referred on to the Inclusion Leader (IL) or DHT if it is a cause for concern. The class teacher together with and supported by the IL, will make a referral to external agencies, as necessary. All serious incidents will immediately be reported to the DHT or HT. Individuals/or groups will be referred immediately to the HT or DHT, in her absence, in the case of extreme or persistent disruptive behaviour.

Head Teacher Responsibility

The Head Teacher is responsible for the implementation of the Behaviour for Learning policy so that it is consistently applied across the Federation and will report to Governors, when requested, on the effectiveness of the policy. The Head Teacher is supported by the Deputy Head Teacher and Inclusion Leader in the implementation of this policy and will delegate specific tasks/actions/responsibilities accordingly or as and when required. (This includes management of and for children on an IBP –See below.)

The Head Teacher supports the staff to set the standards of behaviour expected when implementing this policy.

The Head Teacher monitors records or logs which are kept on all reported serious incidents of misbehaviour.

The Head Teacher is responsible for internal/external exclusions and fixed term exclusions for serious acts of misbehaviour.

For very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the Governors have been notified.

The Governors' Role and Responsibility

The Full Governing Body (FGB) has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The FGB supports the Head Teacher in adhering to and implementing these guidelines. The Head Teacher has the day-to-day authority to implement the Federation's policy but the Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher will take this advice into account when making decisions about matters of behaviour.

The Governors are responsible for monitoring the success of the policy and ensuring it is administered fairly and consistently. The Governors will pay particular attention to ensure that the school abides by the guidance documents: The Duty to Promote Race Equality, Single Equality and any other published guidelines or recommendations as published by the Department for Education.

The Governors will review this policy every two years. However, they may review earlier if the government introduces new regulations or legislation.

The Parents' Responsibility (this term includes carers)

The significant support received from parents is very highly valued by the Governing Body of the Federation and support from parents is vital if this policy is to succeed. The Federation actively promotes a collaborative and partnership approach with parents so that children receive consistent messages about how to behave at home and school. The expectation is clearly stated that whilst pupils are in school, they must follow the Federation Codes and Charters set out within this document, or consequences will follow.

Supporting children to make the right choices and understand the importance of accepting consequence of their actions is essential. Parents are always welcome to discuss their child's behaviour or any queries they may have with the class teacher at any mutually convenient time.

Parents are expected to support their child's learning, and to work collaboratively with Moorlands Schools Federation as set out in the Home School Agreement. Our aim is to develop a supportive dialogue between the home and school and parents will be informed if there are concerns about their child's welfare or behaviour.

Concerns, from a child or parent, will always be considered and investigated. If we have made a mistake we will rectify it as quickly as possible. Equally, if the consequence is found to be correct, parents are expected to and support the school in the decisions which have been made.

If a parent believes their child has received consequences outside of the policy or without reason, the class teacher should be politely approached for clarification. If the sanction was applied appropriately according to the policy, then the parent will need to accept this and support the teacher and policy. If this is not resolved, the matter should be brought to the attention of the Head Teacher/Deputy Head Teacher.

Any concerns over the policy itself should be addressed to the Head Teacher or Governors and should be made as soon as practicable after the concern is perceived. In all cases of concern it is the school's intention that an amicable agreement is reached.

OUR PARTNERSHIPS WITH CHILDREN AND PARENTS/CARERS

The children's views have been sought on how best to achieve our Moorlands Code of 'Making People Feel Good'. The overwhelming majority asked for and supported changes to be made on how and where they learn, move and play across the whole site to enable all children to benefit from greater relationships, resources, space, when learning in play with and from each other. There will be some children who need a more personalised approach for their specific behavioural needs, therefore other programmes of intervention and support may be used in conjunction with parents and external agencies.

Moorlands Schools Federation works collaboratively with parents, so children receive consistent messages about how to behave at home, at each school, across the federation and within the community. We explain the **Moorlands Code, Our Rights and Responsibilities Charter** as well as the **Class Charters** and additional rules in this document, and home school agreement. We expect parents to read these and support them. We aim to build a supportive dialogue between the home and each school and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour. When concerns are raised we respond promptly. If each school has to use a consequence to sanction a child we expect parents to support the actions of the school as set out above in Roles and Responsibilities of the Parent.

OUR PARTNERSHIP WITH THE LOCAL COMMUNITY

We are committed to our local community and therefore, we encourage children to make good behaviour choices beyond the school gate. If a child is seen to be making poor behaviour choices beyond school, whether taking part in a school organised or related activity, travelling to or from school, wearing school uniform or in some way identifiable as a pupil at school by a member of staff or if this is reported to the school by another source we will follow the procedures stated in this policy. This policy also applies when poor behaviour choices of a child from the school outside of school could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

4: MANAGING BEHAVIOUR

4.1.1 Making the Right Choices: Our Expectations

In the interests of safety, number and age of pupils and the large campus the schools put in place rules and expectations which may be different from those used at home or by parents/carers when out and about. When on the school site we expect parents/carers to support the school and apply the same rules and expectation when supervising their children. This will avoid confusion for the children, ensure we have consistency and develop an understanding that different rules apply in different places.

Everyone should move around the school calmly and quietly. They should be polite, courteous and have respect for other people and their surroundings at all times. The table below provides guidelines as to what we expect but please note this list is not exhaustive. We will praise, acknowledge and reward children/classes who set a good example.

In the classroom	Assemblies	Lunchtime	Inside	Outside	Basic Rules	Wet Playtimes	Wet Lunchtimes
<p>The children should follow the Charters and be:</p> <p>Tidy Calm Industrious Respectful Attentive Co-operative Courteous Kind</p>	<p>The children should enter and leave the halls quietly or as instructed.</p>	<p>The children should enter and leave the areas quietly and calmly.</p> <p>Good manners are expected & should be insisted upon at all times.</p> <p>See lunchtime rules</p>	<p>Safe movement is essential inside and around the school.</p> <p>Walking, not running, is required</p> <p>The children should walk on the left-hand side of the corridors and in single file/pairs as directed.</p> <p>Children should form orderly lines/queues when required</p> <p>No leaning on walls or displays</p>	<p>Safe movement is essential outside and around the school</p> <p>The children should walk on to the steps and paths when moving around the learning campus</p> <p>Walking and climbing on walls is not permitted.</p> <p>Cycling, scooting or ball games are not permitted before or after school unless part of specific school activity.</p> <p>Climbing and swinging from trees is not permitted unless as an organised school activity</p>	<p>Children must stay in the playground and on view to the duty teacher.</p> <p>Children need to ask an adult if they need to go the toilet or inside for any reason</p> <p>Children are only allowed on the field if permission has been given.</p> <p>All litter must be placed in bins.</p> <p>No balls from home should be brought to school unless directed</p> <p>No picking up or carrying other children</p> <p>Also see Playtime/Lunchtime Behaviour</p>	<p>Teachers should stay with their own class.</p> <p>Non-teaching staff will distribute drinks and help to supervise the toilets and corridors</p>	<p>Play Leaders will supervise the children in their classroom and according to the separate timetable.</p> <p>Play Leaders will send for a senior leader if additional support is required</p>

.More detailed and specific guidelines for behaviour in certain circumstances are set out in Appendix 2.

4.1.2 Making the Right Choices: How We Promote Positive and Good Behaviour

This policy has been designed to promote good behaviour rather than merely deter anti-social or unacceptable behaviour. Pupils will be taught appropriate behaviour e.g. respect for themselves and others, rights and responsibilities, empathy, fairness and caring, through a range of curriculum activities and lessons. Moorlands Schools Federation notices and rewards good behaviour both within school and if spotted outside of school hours it will be recognised, as we believe that this will develop an understanding of our values and ethos.

We endeavour to create a learning environment indoors and outdoors where there are a range of activities and opportunities for children to be actively involved in making choices. We believe that by providing and caring for stimulating environments children will be more likely to make good behaviour choices.

We encourage children to make good behaviour choices using the Moorlands Code and our Rights and Responsibilities Charter which emphasises, reinforces and promotes the good attitudes and behaviours expected to become successful global citizens of the future.

4.1.3 Positive reinforcement, rewards and celebrations for good choices made

This is done in a variety of ways and involves the whole school community – children, teachers, other adults, parents and Governors. Not all children enjoy public recognition or standing up in assemblies. As an inclusive school we are sensitive to this and will take the lead from each child.

- Adults

All adults positively reinforce good behaviour by constantly modelling and demonstrating what is required through smiles, words and deeds.

- all adults can award reward house points
- a fortnightly certificate is awarded celebrating good choices in phase assemblies
- children are able to bring certificates/achievements received outside of school for presentation in the fortnightly celebration assembly
- significant achievements are also shared in the Federation Assembly which are conducted by the Head Teacher each term
- all staff can give stickers
- teachers speak to parents at the end of the day to share good choices made
- teachers can also text, email or telephone parents

- **Children**

Children nominated for 'Making People Feel Good' have their names read out in Phase Assemblies, given a certificate to take home and are included in the Federation Times.

Children work together, collaboratively, to earn class Golden Time. This is a special 15 minute shared activity a week, to celebrate the learning that has taken place as a result of good behaviour and choices. Every child starts off the week positively and is working towards sharing in their class Golden Time. How this is recorded and celebrated in class is at the teachers' discretion, but the activity will be a collaborative, shared experience.

- **In Class**

- 2 x certificates for achievement and learning behaviours (Making People Feel Good & Great Learning) will be awarded each week (teacher keeps record so that every child's achievement is recognised)
- 3 x per year a special treat (visit/trip etc) is organised for the house who have gained the most house points
- House points – all children will be awarded house points. Class teachers in YR and Y1 will set up a class record system so that each child knows how many they have achieved. From Y2 onwards each child will have a house booklet to record their individual house points.
- When each child gets 25 points, they achieve a bronze sticker, 50 for silver and 100 for gold. Upon achieving 25 house points the children see the Deputy Head Teacher; when fifty house points are achieved, the children see the Head Teacher.
- class Golden Time
- stars/stickers/charts
- extra privileges and responsibilities e.g. leader for the day, additional privileges
- Circle Time to celebrate

In Assemblies

Assemblies are a key time for recognising and celebrating our successes and achievements. We welcome parents attendance at these events and ensure, where appropriate, we inform you in advance if you child is receiving an award. The Federation will join together for one assembly per term, at which the following awards will be made.

- The Headteacher's 'Working your Socks off Award' will be awarded to a child in each class for the outstanding contribution to our federation personal goals including good manners, attitudes and behaviours within our schools

- Black Beauty will be awarded to the class who has best represented the Federation Values for the term. (Nominations may be made by individuals including children, parents, community, staff and visitors). The annual winner will be announced at the End of Year Assembly and each child within the class will receive 'a reward' before the end of the academic year
- Termly attendance award will be announced and the class winner will be awarded a 30 minute treat to be taken the first week back.

Other assemblies include Phase, Class and Celebration assemblies. The timetable for these is published in the Federation Times and details of what happens at each of these assemblies is given at Appendix 3.

Other Communications and Opportunities to Celebrate

Wherever possible, the names of children/classes who deserve congratulations for particular competitions, achievements, service, roles or responsibility, attendance and birthdays etc will be included in the Federation Times. We also value the contribution of concerts and plays and school visits to celebrating our Federation's successes.

Circle time and its role within the Behaviour for Learning Policy.

We aim to develop our pupils into independent, sensible and caring adults. Children need to listen and be listened to. They need to understand others whilst recognising their own strengths and weaknesses. A way to develop these skills is through Circle Time. Circle time has an intrinsic role in developing self-esteem. Each class will have a circle time box where children may raise issues anonymously or privately.

Circle time is a positive activity where children:

- Listen to each other
- Learn the importance of taking turns
- Help each other with behavioural issues
- Raise issues of concern in a safe place
- Celebrate achievements
- Discuss and make class/whole school decisions
- Time to solve problems and issues

The above provides examples of what guidance, teaching and support is given to help children take responsibility for the choices they make

4.2 What happens when the right choice isn't made

4.2.1 Our Consequences and Sanctions

To help children to understand there are consequences to their behaviour choices they need to be clear about what will happen if they make the wrong choices or continue with inappropriate or disruptive behaviours. Moorlands staff, pupils and parents/carers understand and acknowledge the need for high expectations to be maintained in school and clear guidance and support will be given as and when required or requested. Any behaviour which is considered disruptive (including low level) will be dealt with as quickly as possible so that continuity of learning and calm is maintained.

Consequences or sanctions do not need to be severe to be effective. All staff are expected and empowered to use their professional judgement when making a decision as to what form this will take place and use the guidance given. A range of consequences will be applied should a child choose to disregard class and any school charters or rules or to follow a reasonable instruction. These will usually follow a graduated response and which clearly spell out what happens from the first time a rule is broken to the fifth time the same child breaks the same rule, the same day. Ideally, the first consequence should always be a warning.

The teachers or phase leaders will supervise or arrange supervision for children who miss part of their break. They will decide on what the consequences or sanctions are and ensure they are appropriate. Some examples of these include: Lines, writing a letter of apology, litter collection, tidying/cleaning up, quiet reflection, behaviour card/charts, finishing or repeating work which is not to the standard expected and/or children sent to a 'Partner Class' for time out. These will be established and agreed at the start of each academic year. Those who spent time in The Sanctuary at lunchtime will usually be supervised by the Headteacher, DHT or Inclusion Leader who will also speak with the child about their behaviour choices and how they can put this right and/or give sanctions as deemed appropriate.

It is not the intent that is given a consequence, but the action. When dealing with more than one child it is usually very difficult indeed to establish who started a disagreement or an argument. Because of this it is the behaviour that will be sanctioned for each child involved. This also means that retaliation will be dealt with in the same way as other misbehaviour. For example, if A hits B and then B hits A back they have both hit and will both be disciplined. Provocation will also be considered when dealing with incidents and sanctions.

Contacting a parent or sending a child to a senior leader will usually be near to the end of a graduated response and are for children who persistently and continuously receive warnings about their behaviour choices or for children who have an Individual Behaviour Plan (IBP).

When implementing a graduated response we reserve the right to immediately manage severe or serious behaviour, and the response to this will be at the Head Teacher/Deputy Head Teacher's discretion. Behaviour that is a health or safety issue may require an immediate

response. A support request card should be prepared by the class teacher in advance for use in emergency and sent to the main office. The card should include the words: "Head Teacher: Urgent assistance required in class XX". The Head will be informed immediately and will attend. If this is not possible the next most senior staff member will be contacted.

Management Strategies and Techniques

We are an inclusive school and children do not always enter with or have the same skills and knowledge as each other. Teachers and staff are skilled in using a variety of strategies and techniques to support those children who have greater difficulty in understanding how to behave in a way that is expected of them in school.

Management strategies are used when a child needs reminding or correcting. These include:

- Positive reinforcement of appropriate behaviour
- Praising those modelling the expected behaviours
- Prompting and encouraging
- Tactical ignoring of inappropriate behaviour
- Reinforcing and explaining what are acceptable and unacceptable behaviours
- Confiscation of property
- Imposing sanctions
- The use of reasonable force*

(* Use of Reasonable Force :Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Wherever possible force or confrontation will be avoided and de-escalation strategies employed. However, if reasonable force, physical intervention or restraint is deemed necessary staff at the school will follow advice set out in in the DfE *Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies* as well as make use of external agency advice and guidance.)

Techniques used to manage these strategies can include:

- Setting boundaries
- Providing a high level of consistency between all adults who work with the children
- Providing structure and routine where the children learns to predict events and the consequences of his/her actions
- Modelling appropriate responses and behaviour

- Positive expectations
- Praise positive reinforcement
- Setting small, achievable tasks to increase confidence and self-esteem
- Using clear, simple and /or direct language
- Reminding and prompting and encouraging – verbal, physical and gestural to make good choices.
- Raffle Tickets/rewards and sharing time.
- Use of stickers, charts and logs
- De-escalation strategies

Supporting Children with Social and Emotional Difficulties and Differences

At Moorlands it is important to be fair however this does not mean treating everyone the same as we know all children have different needs, difficulties and sometimes disabilities. From time to time there are a few children who find managing their behaviours, the normal school routines and the consequence process (see below) much more difficult than others for a variety of reasons. These children often require greater support and encouragement that can be different to or from the main body of pupils within the school. These children's needs are known to school staff and often external agencies. In these cases a child will have either an Individual Behaviour Plan (IBP) or an Education and Health Care Plan (EHCP) which details a personalised response from the school and staff to behaviours, consequences, sanctions and rewards. An IBP is designed according to a child's individual needs and is prepared by the class teacher and the child in consultation with the SENCo/Inclusion Leader, other agencies and the child's parents. (For details on an EHC Plan please see the SEND Policy and/or Local Offer.)

It is important to note that an IBP or Education and Health Care Plan are not an excuse for inappropriate behaviour choices. We seek to understand the cause, put in place strategies to help motivate and support an individual to take responsibility for managing their behaviours, deal with the consequences, learn to adapt and modify their behaviour choices, to improve social communication skills and interactions as well as prepare them for the next stage in their life.

Staircase of Consequences for the Federation

A staircase of consequences is provided at appendix 4 as a guideline for staff and children to help them understand what will happen should they continue to make the wrong choices. However at Moorlands we wish to focus on positive reinforcement of the right behaviour choices and 'Making People Feel Good'. Therefore each day will be a fresh start unless something occurs late in the day and consequences need to be carried over.

In the case of the Infants, if the behaviour has occurred at the end of Friday or there is insufficient time to carry out the consequence staircase, then usually a child will move straight to step 5 where the HT/DHT will come to speak to them so that the beginning of the new week is a fresh start.

Detentions

Detentions can take place during the school day or after school. During the school day, detentions include time out, loss of playtime and lunchtimes and are at the discretion of school staff. During any detention the person supervising can use their professional judgement and issue tasks such as litter collection, lines, letters of apology, making good any damage etc. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

The Head Teacher, or in her absence, the Deputy Head Teacher, has the power to apply an After School Detention of up to 40 minutes, within the guidelines outlined in the DfE advice documentation. These are extremely rare and examples of when they might be implemented could be for the following reasons:

- Refusal to accept consequences
- Persistent refusal to complete work during lesson time and in a way that is expected of the individual
- Deliberate damage to property
- Persistent and deliberate swearing (known as 'bold words' for younger pupils)

In this event, parents/carers will be informed and a letter confirming the details will be sent home at least a day before a child is given an after school detention and how long it will last. Detentions will be at the convenience of the schools and not the parents/carers. It is therefore important that parents keep the school updated with any changes to contact numbers and details. Children will be supervised by a member of staff although parents could be asked to attend the detention with their child.

4.2.2 Extreme Incidents and Unacceptable Behaviour

Moorlands staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, and we have set out within this policy our expectations and responses. However, there may be occasions when a member of staff is in an exceptional position of having to use their professional judgement to act immediately and appropriately in order to manage a situation effectively and safely, rather than specifically applying this policy in detail. The Governing Body of the Federation recognises the professionalism and integrity of our staff in these events.

On those rare occasions when an incident of extreme or serious behaviour occurs, it will be reported immediately to the Head Teacher (HT)/Deputy Head Teacher (DHT). There may be times when neither are in school and the responsibility of the schools is delegated to a Senior Leader. In this instance, they act on behalf of the HT or DHT but are not delegated the decision to externally exclude.

Parents of both the perpetrator and the victim will be informed as soon as possible when it is deemed to be an extreme or serious incident. An internal exclusion or external exclusion may be applied. Guidance laid down by the schools or Local Authority, would be followed when an external exclusion is applied.

Examples of behaviour deemed by the HT / DHT to be extreme, serious and/or unacceptable are:

- being offensive or any other verbal abuse intended to be derogatory including sexist, homophobic or racist remarks
- physically assaulting or attempting to assault a child/adult
- bullying (as defined by the Federation Policy)
- theft
- serious provocation
- group or gang like behaviours
- deliberately vandalizing/damaging school property
- Foul language or Swearing

Please note this list is not exhaustive.

An Incident Log must be completed by the adult and/or staff involved at the time or as close to as possible. All incidents will be investigated by the Inclusion Leader (IL), DHT or HT. The HT will be kept informed of any Investigation and outcome that takes place. All bullying and racist behaviours are reported to Governors and in the case of racism, to the Local Authority.

4.2.3 Exclusions; Internal, Fixed-Term And Permanent Exclusions

The school will comply with local and national policies and procedures as set out in the most recent DfE Guidance.

It is anticipated that exclusions will only be used when all other strategies and consequence have been tried or as the direct result of a single incident which was deemed to be of a sufficiently serious nature. External exclusions are often the last resort for the child, parent and schools or in response to a serious 'one off' incident and breaches of the school's behaviour for learning policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. If the decision to exclude concerns a

vulnerable child or child with Special Educational Needs the Head Teacher or Deputy Head, in her absence, will consult with the Inclusion Leader (wherever possible) prior to making a final decision.

We know that for some children it would be deemed more appropriate to provide an internal exclusion within the school building where the child is supervised by the parents/carers or an appropriate adult as agreed by the Headteacher.

All internal and external exclusions will be recorded and parents informed by letter.

Other types of less formal exclusions and isolation from others may be used to defuse situations that occur in school and require a pupil to be removed from a situation but not require removal from the school premises. The internal exclusion or isolation from others will be in a designated area within the school and for a given period of time.

4.2.4 Our Anti Bullying Measures

'Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave' Preventing and tackling bullying- Advice for headteachers, staff and governing bodies March 2014.

Methods of Prevention

To avoid confusion or mis-allegations we will use the Federation definition of bullying as outlined in our Anti-bullying policy and children who disclose bullying will always be treated seriously. Should an incident, either during the school day or outside of school, be reported by pupils, staff, parents or any other adults the matter will be investigated.

We create a supportive climate in the school which values self-esteem and self-confidence. We make it clear that bullying will not be tolerated. In order to promote an anti-bullying ethos in our school we have introduced the 3 B's; **B**elieve in yourself, **B**low the whistle and **B**an bullying! The 3 B's will also be displayed in shared areas around the schools. We teach children how to constructively manage their relationships with each other (please see appendix 5 – conflict resolution) and integrate effective anti-bullying strategies into our provision across the school for example a child friendly anti- bullying leaflet, Friendship Fridays, cooperative group work, circle time with anonymous message boxes, and PSHE lessons. The school actively engages in an annual Anti Bullying Week. We would also refer you to our Anti Bullying Policy and Anti- Bullying Leaflet for Children).

Anti Bullying – Reactive Measures

Children who disclose bullying will always be treated seriously. Should an incident, either during the school day or outside of school, be reported by pupils, staff, parents or any other adults the process of investigation is as follows:

- We never ignore the suspected bullying, and don't make premature assumptions.
- We will address the concern as a child protection issue and if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm' we will report our concerns to the local authority and may need to draw on a range of external agencies to support both the victim and perpetrator
- We hold brief, non-confrontational, individual meetings with each child – talking supportively with the victim and getting agreement from the bullying pupil that the bullied child is unhappy and that they will help resolve the situation.
- We seek to resolve the issue through mediation and conflict resolution strategies – which aims to enable victim and bully to identify problems and solutions, defusing tension and ensuring that everyone comes away with a sense that the outcome is fair to both sides.
- Records of incidents, investigations and outcomes will be kept and staff informed.
- An apology will be obtained
- Parents of both bully and bullied will be informed
- Action will be taken to prevent further incidents by some/all of the following:
 - Providing mentor support for the victim
 - Helping the bully recognise their unsociable behaviour and offering support to modify that behaviour
 - Imposing further sanctions or consequences
 - Follow up; ensuring bullying hasn't resumed/targeted someone else

This process of investigation seeks to resolve the situation in a calm and mature manner, with the children seeking to find possible solutions.

For children who aren't prepared to inform staff about their problem we will observe for signs of bullying, such as unwillingness to come to school, withdrawn isolated behaviour, and complaints about missing possessions. Staff will use their knowledge of pupils to identify changes in behaviour that might indicate bullying.

Where the incident has occurred outside of school or if deemed appropriate, the Headteacher may contact the police.

honesty trust respect empathy equality kindness



Moorlands Schools Federation Our Rights and Responsibilities Charter



- To prepare each child to become a responsible, caring learner and citizen of the future.
- To unlock the potential in every child so they can achieve their best



Moorlands Code 'Making People Feel Good'

We have a right to:

- learn
- be safe
- be listened to
- share your opinion
- kindness from others
- be equal but different
- be happy!

We have a responsibility to:

- make the right choices
- be honest and trustworthy
- be kind and considerate
- put words into actions
- take care of each other
- look after property and the planet

responsibility honesty trust respect empathy

trust honesty responsibility kindness equality

responsibility kindness empathy equality respect

Appendix 2: Specific Guidelines for Behaviour

Moving and Playing in our School

We expect children to:

- Listen and follow instructions from the adults who take care of us
- Walk sensibly in and around school at all times
- Keep to the left when walking down the corridor
- Use our voices appropriately (indoor voices/outdoor voices)
- Keep to the steps and paths when moving between sites and playgrounds
- Play our games and activities in the correctly designated areas
- Use kind words, actions, hands and feet
- 'Scrap on Scrap' only when playing with the Playpod
- Use the bins provided and tidy up after ourselves
- Walk our bikes and scooters within the school site
- Respect that ball games are not permitted on site after school unless part of a designated after school club

- At Playtime

In order to ensure a high standard of behaviour during playtime the following should be observed. The following should be noted:

- The teacher on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the children.
- It should be ensured that all children are supervised outside and not inside the building unless supervised by a member of staff.
- The members of staff on duty should circulate and keep a close eye on children and manage behaviour to avoid possible problems.
- The members of staff on duty should try to help children who find it difficult to mix and join in with others.
- Behaviour problems should be dealt with according to school procedures by all staff on duty.
- At the end of play the children stand quietly and still on hearing the first bell, on the second bell or when told to do so they will walk to their classroom and line up silently outside classes
- Children should only enter a classroom when told to by an adult
- All staff on duty should wear a 'high viz' jacket so that they are easily identifiable to the children.

- **At Lunchtime – See Play Leader Handbook**

During the lunch break Play Leaders (SMSAs) are responsible for looking after the children. Lunchtime should be enjoyable and calm at all times. Responsibilities are given to older children and ‘table captains’ to assist the Play Leaders during meal times. To build and develop relationships a Play Leaders should report to the class teacher any concerns and/or praise.

At lunch time Moorlands expects:

- all children to eat a healthy lunch
- all children to have good table manners
- all children to talk quietly with ‘indoor voices’
- all children to speak to the Play Leaders the same way they would like them to speak to them at all times
- all children put up their hand when they wish to leave the table or need some help
- all children to respect what other people are eating
- all children to keep their food and wrappers on the table and to pick up any that falls on the floor
- all children to take home their rubbish in their lunchbox
- all children to ask the Play Leaders to clean their table before they start to eat if the table is messy
- the Play Leaders to help children with raised hands as quickly as they can
- the Play Leaders to speak to the children the same way they would like the children to speak to them
- the Play Leaders to distribute lunchtime toys and equipment fairly
- the Play Leaders to move around their designated area to observe the welfare and safety of all children
- the Play Leader to seek the assistance of another adult if an issue arises with their own child

All staff on duty should wear a ‘high viz’ jacket so that they are easily identifiable to the children.

Steps for managing behaviour at lunchtimes

1. The child is encouraged to tell another child calmly to stop the behaviour as they don’t like it e.g. “Please don’t do that! I don’t like it!”
2. The child reports to a Play Leader, who speaks calmly to both children and monitors the situation, encouraging resolution. In the Juniors, the Play Leader may need to seek support from the staff member on duty in The Sanctuary for this.
3. Warning given
4. If the child reports another incident to the same Play Leader, the Play Leader will decide if 5 minutes time out is required (in a designated area)

5. For more serious behaviour the Play Leader will immediately contact a member of the SLT and/or send the child into The Sanctuary (for an incident involving inappropriate behaviour such as deliberately hurting another person, use of swearing ('bold words') and/or abusive language/uncontrolled anger.
6. Notable incidents or repeat warnings will be logged by the Play Leader and passed on to the class teacher (via a Play Leader Slip/Book) who will then decide where on the consequence stairway system the child should be placed
7. A child will only be kept in at lunchtimes for longer periods of time if it forms part of the formal internal exclusions or detentions process (see below). However sufficient time **MUST** be given for them to eat their lunch.

Appendix 3: Celebrating Success Through Assemblies

Parents are welcome to attend all assemblies and will be informed if their child is to receive a certificate. A detailed timetable of assemblies is published in the Federation Times.

Federation Assembly

- The Headteacher's 'Working your Socks off Award' will be awarded to a child in each class for the outstanding contribution to our federation personal goals including good manners, attitudes and behaviours within our schools
- Black Beauty will be awarded to the class who has best represented the Federation Values for the term. (Nominations may be made by individuals including children, parents, community, staff and visitors). The annual winner will be announced at the End of Year Assembly and each child within the class will receive 'a reward' before the end of the academic year
- Termly attendance award will be announced and the class winner will be awarded a 30 minute treat to be taken the first week back.

Other Assemblies

Parents are welcome to Phase, Celebration and Class assemblies. Class teachers and Subject/Aspect Leaders will inform the parents of a child receiving a certificate/award that week. A timetable for Class Assemblies will be published in the Federation Times.

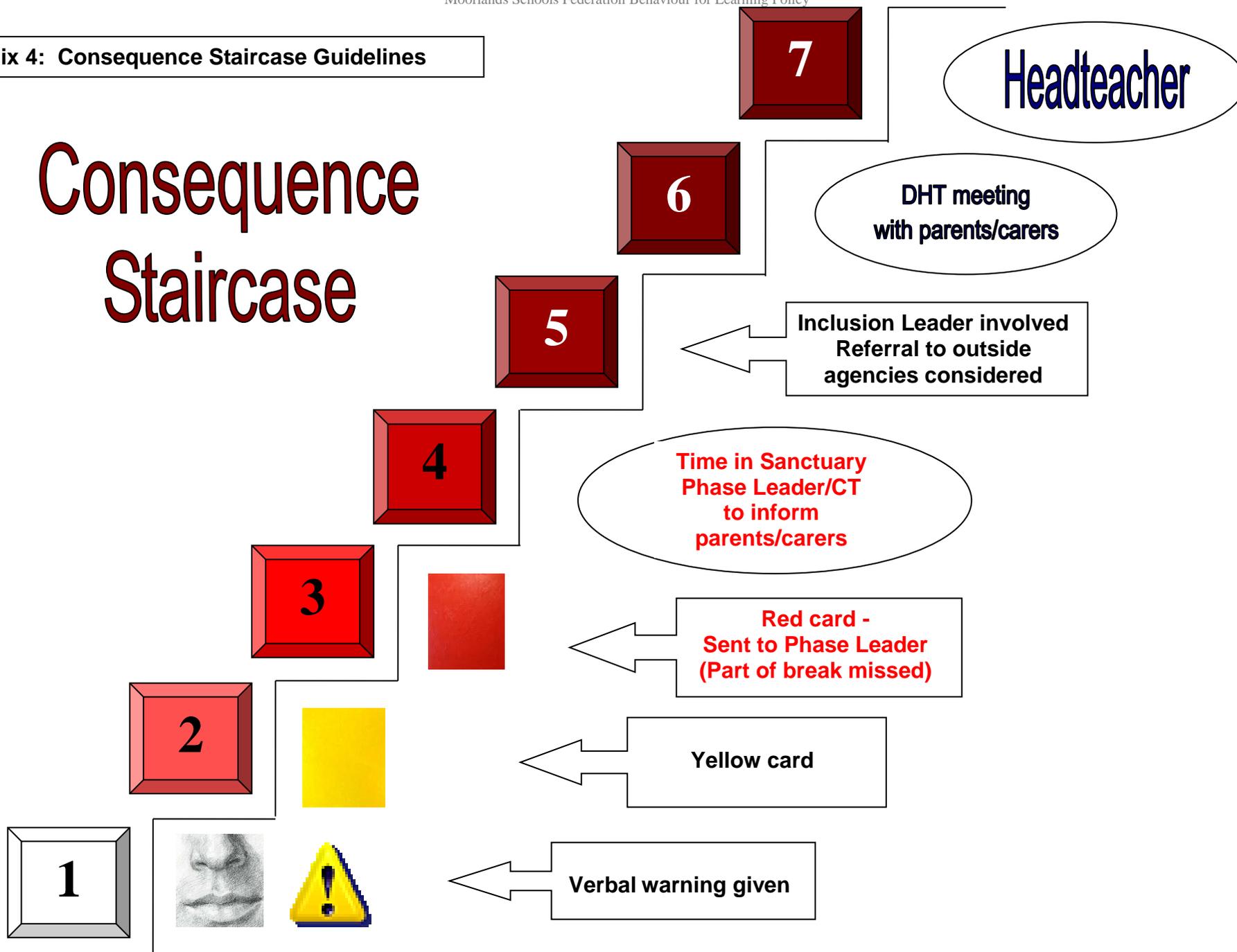
- Twice per year Class Assemblies (one focused on a book and one based around topic learning) led by each class
- Phase Assemblies (alternate weeks) Great learning and Making People Feel Good Certificates and House point awards will be given out during this assembly, As a school we strive for 100% attendance for pupils. The best class attendance cup will be announced and the weekly attendance trophy will be awarded. Birthdays will also be celebrated.
- Celebration assemblies (alternate weeks) will include certificates/cups/grading will be recognised and presented for learning and achievements outside of school. School sporting and other achievements certificates/cups e.g. music, ECO, (individual and team/group) will also be presented. All certificates and commendations are recognised and valued. The best class attendance cup will be awarded at this time and weekly attendance trophy will be awarded and birthdays will also be celebrated.

End of Year Assembly

- An End of Year assembly will be held. The Class winning the Black Beauty Values award will be announced.
- The parents of Y6 pupils along with any special visitors will be invited to this assembly.
- The majority of this assembly will be given over to the Y6 pupils leaving the federation and moving on to the next stage of their education

Appendix 4: Consequence Staircase Guidelines

Consequence Staircase



Appendix 5: Conflict Resolution Techniques

For the Child

These are important when resolving issues as every child has the right to be listened to and will want to have the opportunity to be heard. It is also helps them to manage their feelings, develop greater independence and learn to manage and resolve issues for themselves.

Step 1: Cool off.

Step 2: Say exactly what's bothering you, using "I messages."

Step 3: Each person repeats what they heard the other person say.

Step 4: Take responsibility.

Step 5: Brainstorm solutions and come up with one that satisfies both people.

Step 6: Affirm, forgive, or thank.

For the Adult Managing Conflict Resolutions with Children

Conflict resolution is about how we resolve disagreements or manage different points of views so that everyone feels comfortable and can move on from a situation that has occurred. It is about "us against the problem" and not "us against each other."

Step 1: Cool off.

Conflicts or disagreements can't be sorted when we feel cross, angry or out of control. So it is important to take a few moments or a few minutes or some time out before you start. This can include: taking some deep breaths, having a drink of water or going to splash your face with water, (Find the best that that works for you.) That way you can choose your response rather than just react. Then you'll be ready to go on to the next step.

Step 2: Say exactly what's bothering you, using "I messages."

Use the word "I" to explain rather than "you" so no one feels they are being blamed. By starting from "I" we can begin to take responsibility for the way we see the problem. It's important to avoid put-downs, guilt-trips, sarcasm, or negative body language. e.g. Instead of saying "You cheated when we were playing tag." You could say "I'm really upset about what happened as I thought we agreed that you couldn't tag someone if they were off the ground."

Step 3: Each person repeats what they heard the other person say.

Listening and repeating what has been said shows that we care enough to hear the other person's views, rather than just focusing on our own point of view. This helps develop empathy, one of our Personal Goals.

Step 4: Take responsibility.

In the majority of conflicts, both parties have some degree of responsibility. However, most of us tend blame rather than looking at our own role in the problem. Think about how your actions or reactions and the affect they may have had on someone else. When we take responsibility this allows us to think about the possibility of agreeing a solution.

Step 5: Brainstorm solutions and come up with one that satisfies both people.

Resolving conflict isn't always easy but seeking solutions can open our minds to different possibilities. There are often many solutions to a single problem. The important thing is the willingness to agree something that everyone can agree to.

Step 6: Affirm, forgive, or thank.

A handshake, nod of the head or a kind word can bring the problem to a close or end. Forgiveness is the highest form of closure. Being able to forgive somebody, say thank you or even say something like " I am glad we sorted it out." at the end of a conflict, sends a message that you can are ready to 'move on' as well as feel comfortable in each other's presence.

Conflict Resolution helps us to understand each other's feelings, develop and maintain and good relationships and work through problems that arise. This is how we learn, work and play together so everyone is happy at school.

Appendix 6: Staff Guidance on how can we manage incidents when a child loses control or a potential explosive situation

When children do not yet respond appropriately at the 'trigger' or 'fuse' stages they are likely to need adult support to regain control after an explosive/aggressive incident.

It is important to remember that at this stage the child will be in a highly emotional state and unable to think rationally. Staff will also find it difficult to respond quickly and appropriately as they too may be functioning at a higher emotional state. It therefore may be appropriate to have a '**deferred consequence**'. This means talking to the child when they are capable of debriefing calmly. Therefore being left alone to calm with an adult keeping just a 'watchful eye out' is often best. The following offer a practical response to the anger arousal cycle:

DO

- Remember this child needs your help to regain control
- Use non-threatening body language – intersperse normal eye contact with looking away briefly, turn your body so that it is at a slight angle to the person (this is also safer for you physically).
- Remain controlled, Match the mood – actively listen, acknowledge the problem. Match the general arousal level with your voice and body movements. The child will then begin to mirror your behaviour and you can slowly modify/reduce this to bring the child's mood down.
- Keep talking – show genuine concern and understanding, offer reassurance and support. You need to be perceived as someone who can offer help. (This can have implications for the involvement of staff that a child sees as mainly a figure of authority).
- Speak firmly and give clear directions, use simple language and possibly use the 'broken record' technique.
- Avoid provocative phrases e.g. 'don't be silly'
- De-personalise the issue, for example refer to the Moorlands Code or Rights and Responsibilities Charter etc.
- Once you are engaged move into problem solving as a way of moving to a safe place.

DON'T

- Use physical intervention unless other strategies have been tried and there are significant risks to personal safety and/or property.

SAFETY

- Adults need to move towards an appropriate space to support containment of the specific child
- Send for help (using red help card) – tell the child you are doing this to support them and help them regain control.
- Remove any audience

- Move away from or remove potential weapons
- Keep a safe distance – angry people are likely to need at least 3 times as much personal space.

If inappropriate behaviour persists external agencies will be contacted and a referral will be made to local authority professionals. For children in Early Years Foundation Stage a referral will be made to the Early Years Team.

All incidents of serious misbehaviour will be logged in the schools behaviour incident log including a written report by the staff involved. Incidents of racial harassment are reportable on a Racial Incident Report Form.