



Moorlands Schools Federation

Behaviour for Learning Policy

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Created by Governing Body	Gina Scott	1.0

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1. **Rationale**

We believe that in order to allow children to flourish educationally, socially and emotionally, we need an atmosphere in which there is firmness, consistency and fairness displayed by all adults who work in school. In order for children in the school to make good progress, teachers need to be able to give their attention to teaching. Good behaviour minimises distractions and ensures that children give their full attention to the learning process.

We believe that all children can behave well or can be encouraged to improve their behaviour. This positive expectation is consistently celebrated and shared with the children.

Aims

Everyone at MSF works hard to ensure it is a calm, purposeful and safe environment where teachers can teach effectively and children can learn. We aim:

- to foster caring attitudes, being polite and respectful, where achievements at all levels are acknowledged and valued.
- to encourage increasing independence, resilience and self-discipline so that each child learns to take responsibility for his/her own behaviour and actions.
- to have a consistent approach throughout the schools and federation with parental involvement and support as well as outside agencies.

2. **Golden Rules**

The 'Golden Rules' for behaviour are derived from the aims listed above. They are displayed throughout the school, are on our website and apply to the whole school community.

The Golden Rules are:

- ✓ Be kind, friendly and show respect to others
- ✓ Try your best and help others do the same
- ✓ Look after our school and everything in it.

Classroom Strategies

Class Rules

Each class has its own set of rules that sit alongside the Golden Rules. These are observable behaviours described at an age appropriate level e.g. use kind words, keep your hands and feet to yourself. After discussion with the children, the rules are prominently displayed in the classroom and regularly referred to. If the rules are broken, agreed sanctions are applied (see below).

Routines

Alongside the class rules are whole school routines of "Wonderful walking", "Terrific transitions", "Legendary lining up" and "Moorlands Manners". These are explicitly taught in each class and recognised by all staff and pupils.

3. Rewarding Good Behaviour

Positive reinforcement for expected behaviour is by far the most effect tool to promote excellent behaviour in MSF. A behaviour chart is displayed in every classroom showing the Golden Rules, Golden, Shine and Diamond standard. Good behaviour is praised and rewarded in the following ways:

Individual rewards

- Every child starts every day “being golden”.
- All staff use verbal praise often and regularly spot children following the rules “being golden”.
- Rewards such as showing work to a chosen teacher, stickers, notes/messages to parents are used at the teacher’s discretion
- When children are spotted going “above and beyond” the golden rules their name goes on the “Shine” board.
- Exceptionally positive behaviour will result in a child’s name going on the “Diamond standard” board. Only the class teacher (or Headteacher) should award the “Diamond standard”
- Children who have reached the “Diamond standard” receive a diamond card, are celebrated in assembly and are rewarded with a Celebration Cafe with the Deputy/Headteacher.
- Certificates are awarded in Celebration assembly for those children displaying the LEARN values

Whole Class rewards

- At the end of each week, ‘Golden Time’ (to a maximum of 15 minutes) is awarded according to the Golden Minutes the class teacher awards during the week. If the whole class are Golden all day an extra minute is awarded.

House rewards

- House points are awarded for displaying LEARN values and the Golden Rules and celebrated in Phase assemblies.
- Lunchtime staff award a physical ticket as a House Point.
- House points are totalled termly and the winning house receives additional playtime.

Playground Strategies

The ‘Golden Rules’ are displayed on the playground and regularly referred to by all staff. High standards of behaviour are expected on the playground. The Inclusion Leader works with the School Meals Supervisory Assistants (SMSAs) to ensure consistent expectations for behaviour within the classroom and outside at play.

4. Managing Behaviour

Dealing with Unacceptable Behaviour

In the event of a child displaying inappropriate behaviour, the class teacher should use his or her knowledge of the child to de-escalate the behaviour and give the pupil an opportunity to make the right choices. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the pupil to choose. If a child chooses to continue with unacceptable behaviour the following steps are put in place; the child will move to the appropriate colour on the behaviour chart. It is important that children understand the school's expectations; what is acceptable and unacceptable behaviour. This aim is to get back to golden, and back to learning, as quickly as possible.

White: 1. Reminder of expected behaviour; 2. Verbal warning; 3. Move the child within the classroom.

Amber: 1. Missed time at playtime; 2. Time out/thinking time in a "buddy" class

Red: 1. Sent to Phase Leader / Senior Leader; 2. Sent to Deputy/Headteacher

Incidents of swearing, deliberate damage to property, stone throwing or verbal abuse / physical injury towards another adult or child immediately go to Red, bypassing all other sanctions.

If more than one Red incident occurs in a school week, a meeting is set up with the child, parents, class teacher and Headteacher /SENCo /Inclusion Leader to agree appropriate targets for improvement such as a report card system. The outcome of this will identify whether a child then progresses onto a Behaviour for Learning Plan.

Use of Reasonable Force

In line with advice in the DfE publication 'Use of reasonable force': Advice for headteachers, staff and governing bodies (2013), if de-escalation strategies have failed or the circumstances do not allow for de-escalation, staff at MSF can use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Circumstances in which reasonable force might be used include:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the school site; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Moorlands Schools Federation will not use force as a punishment; this is unlawful.

Behaviour for Learning Plan

From time to time a child may exhibit on-going behaviours that are unacceptable. In such cases, meetings will be held with the child's parent/s or carers and the underlying reasons for the behaviours will be explored. Led by the Inclusion Leader and/or SENCo, a 'Behaviour for Learning Plan' will be drawn up to provide a structured framework for behaviour improvement. The Behaviour for Learning Plan will include: behaviour targets; strategies to help achieve the targets and actions the school will use to manage any on-going, unacceptable behaviours. The Behaviour for Learning Plan is signed by the Headteacher/SENDCO, parent/carer and child. The support of external agencies such as Family Support worker or Behaviour Panel may be sought.

From January 2018 staff will report behaviour incidents on our behaviour spreadsheet so that the Inclusion leader can track behaviour in school; behaviour logs can be generated if necessary for evidencing referrals.

Exclusion

Exclusion (temporary or permanent) is an extreme step and will only be taken in cases where:

- long-term misbehaviour is not responding to implemented strategies and the safety and learning of others is being seriously hindered.
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Permanent exclusion may take place when an incident of extreme seriousness has occurred, following the failure of a range of other strategies. Details can be found in the school's exclusion policy.

Bullying

The school has an Anti-Bullying Policy, which is available from the school website or on request from the school office.

Implementation of The Behaviour Policy

This Behaviour Policy has been written by the governors and staff of Moorlands Schools Federation to manage behaviour in our school. It is owned by staff, pupils and volunteers who, under the direction of the Headteacher, share responsibility for implementing it. If it is to be effective, everyone must adhere to the Behaviour Policy with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. swimming pool, science or technology lessons but the same principles of promoting good behaviour through the policy will always apply.

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.

Appendix 1 : Rewards and Consequences

REWARDS

Playpod session **Certificates**
Diamond Standard
Celebration Cafe **Shine!**
Praise
Work displayed **Being Golden**
Stickers *Golden time/playtime*
Celebration assembly
Show your work to another teacher

CONSEQUENCES

Reminder of expected behaviour	Class teacher
Warning	Class teacher
Time lost at playtime	Class teacher
Thinking time in another class	Class teacher Parents
Phase/Senior Leader	Phase leader Parents
Deputy/Headteacher	Deputy/Headteacher Parents

Appendix 2: Emotion Coaching and Restorative Conversations

In situations where a child's behaviour has fallen below the expected standards, where they have behaved in an inappropriate way or have lost their temper, the following process is the most effective way to get back on track

- **Remain calm and in control of your own emotions**
- **Acknowledge the child's feelings/emotions** - *"I can see you are feeling angry/upset... it's ok to feel that way.. I understand why you might be feeling that way."*
- **Remind the child of the expected behaviour** – what is acceptable and what is not – *"It's ok to feel xxx but it's not ok to do xxx"* *"We can't behave that way even if you are upset/angry because it's not safe"* *"We all follow the school rules so we can't behave that way"*
- **If required, suggest an immediate, alternative way of behaving** – *"Instead of xxx you could choose to do xx"* *"This is not a safe place to feel angry/upset.. Let's go to a safe place to talk."*
- **Find out what happened** – *allow the child to speak and listen carefully to them without judgement. It is equally important to give your own dispassionate account of the event.*
- **Acknowledge that others have been affected** – *"How might your actions have made others feel?"* *"Who else has been affected by what happened?"*
- **Ask the child for solutions to the problem** – *"What might we do to make this better?"*.
- **Consider future responses** – *"How can we do things differently if this happens again?"*
- **Follow through the solution** – *Restore, redraw, repair. A handshake, nod of the head or a kind word can bring the problem to a close or end. 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 are ready to 'move on'*
- **Get back to learning as quickly as possible** – *"Let's get back to being golden, let's get back to learning"*

It is important that children feel they have been listened to and have been treated fairly whilst also being clear of what is acceptable behaviour in school. This technique also helps them to manage their feelings, develop greater independence and learn to manage and resolve issues for themselves.

Appendix 3: Behaviour for Learning Plan



INDIVIDUAL BEHAVIOUR PLAN

School: Moorlands Schools Federation

Name:	Year:	IBP No: 1	Plan Date: Term	Review By Date: Term
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Target: To ensure	Positives:
Identified Triggers:	
Pro-active strategies:	Early Warning Signs:
<ul style="list-style-type: none"> . 	Facial expression Body Language and tone of voice Behaviours
Verbal Aggression / Physical Aggression / Damage to Property	What should staff do:
<ul style="list-style-type: none"> . 	<ul style="list-style-type: none"> .

Appendix 4: Incident Log



Moorlands Schools Federation STAFF USE ONLY - Incident Log 2017-18

Name of Child/ren								
Class:		Date of incident:		Time reported:				
Where:		When? Lesson play lunch/dining room unstructured times (e.g. moving around site)						
Nature of the incident:	Safeguarding (detail below)	Aggressive Behaviour: Physical	Aggressive Behaviour: Verbal	Leaving classroom/work area	Avoiding/destroying work	Other:		
What happened <u>first</u> for the incident to occur: 								
Further details if appropriate: 								
Witnesses (including adults/children and classes)								
Name of person completing this form		Role:						
Bullet Summary of Class Teacher Action (Include when/how parents are informed and incident details of follow up to child reporting incident)	Spoken to child	Collected statements (if appropriate)	Informed SLT	Informed parents (if appropriate)		Followed the Behaviour Policy /IBP (if appropriate)		
	Further details if appropriate: 							
Name of Senior staff informed		Date:			Time:			
SLT action taken:	Spoken to staff involved	Spoken to child(ren)	Spoken to parents (if appropriate)	Further sanction: yes/no				
Completed by SLT ONLY				Reasons:				
Further details if appropriate: 				Missed lunch	Work with SLT	Individual Support Needed	Internal Exclusion	External Exclusion
What does this incident involve:	Safeguarding/CP/Bullying/Discrimination/Radicalisation/Physical/Restraint							
Name: & Role Signed:		Date		Time:				

Please complete ALL the relevant sections where appropriate and hand in to SLT member to action.

Appendix 5: Behaviour Chart Expectations

<p>Diamond</p> 	<ul style="list-style-type: none"> • EXCEPTIONAL behaviour • Celebration Café (Weekly with SLT) • Celebration in Assembly (Friday) • Text home • Diamond card awarded (Recorded in Diamond Book) • Two house points • Play Pod Lunchtime
<p>Shine</p>	<ul style="list-style-type: none"> • Excellent behaviour • Two house points • Play Pod Lunchtime • Recorded on tracking – if a child has multiple (3 or more) “shine” days in a week, teachers should text parents
<p>Gold</p>	<ul style="list-style-type: none"> • Start each new day here • <u>Expected behaviour</u> • All children on this or above at the end of the day = 1 Golden Minute • Children who have been on gold or above for the entire term receive a golden treat with member of SLT e.g. Golden Playtime and a biscuit or movie and popcorn.
<p>White</p>	<ul style="list-style-type: none"> • Verbal Reminder • Verbal Warning • Chance for child to move elsewhere in the classroom • No further sanction
<p>Amber</p>	<ul style="list-style-type: none"> • Make up lost learning time at break/lunch: Class teacher based (2 min reflection time) • Time out in buddy class (on same corridor). Conversation with parents: teacher • Recorded for tracking • If a child is on Amber 3 times or more in a fortnight- track for behaviour intervention
<p>Red</p>	<ul style="list-style-type: none"> • Sent to phase/senior leader: Break time(s) missed: Reflection sheet (with SLT). Parents contacted: Phase /senior leader • Sent to Deputy or Headteacher. Break/lunchtime(s) missed: Reflection sheet (with SLT). Parents contacted, letter sent home: Deputy/Headteacher • Child removed from class • Recorded for tracking • If more than one red incident in a fortnight a meeting is set up with child and parents to agree targets e.g. report card. The outcome of this will result in whether a child goes on to a behaviour for learning plan.