

“Every child has the right to an education.”

Moston Lane Community Primary School



Behaviour for Learning Policy 2018 - 2019

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Principles

It is the right of all pupils and staff to work in an environment conducive to learning where respect for others is highly valued. Everyone is expected to be polite and courteous to each other. Behaviour management focuses on praise and reward rather than sanction and criticism. It is our expectation that parents will work in partnership with the school to promote good behaviour.

School Commitment

To ensure excellent standards of behaviour, we are committed to:

- *teach good behaviour through framework of rights and responsibilities*
- *demonstrate respectful behaviour at all times*
- *involve pupils in agreeing their classroom charter*
- *use solutions focused approaches to improving behaviour*
- *make parents aware of our rights respecting framework*
- *inform parents of any difficulties the child may be facing as soon as it arises.*
- *ensure staff understand and implement the policy through INSET and monitoring*
- *use a whole school approach to cooperative learning, focussing on helping and encouraging and active listening.*

Pupil Commitment

To ensure excellent standards of behaviour, pupils are expected to:

- *demonstrate respectful behaviour*
- *take responsibility for their own actions and behaviour*
- *observe the class and school charters*
- *work cooperatively*

Parent Commitment

To ensure excellent standards of behaviour, parents are expected to:

- *demonstrate rights respecting behaviour*
- *support children in all aspects of school life and praise success*
- *work in partnership with the school to achieve high standards of behaviour*

Positive Behaviour: (Making the right choices)

At Moston Lane School, positive behaviour is modelled, taught, rewarded and actively encouraged at all times. In September we have a 'learning to learn' week which focuses on cooperative learning, behaviour, techniques and establishing a class charter clarifying children's rights and responsibilities within the classroom and the school.

Reward System

All classes in Key Stage One have a 'Rights Respecting' and a 'Think About It' side.

Adults endeavour to place every child on the RR side every day to celebrate positive behaviour, together with collaborative points and smart slips.

Any child who needs more guidance is referred to the 'Think About It' side.

Children can add up to 3 ticks next to their name for additional positive behaviour choices.

Rewards for three ticks are to visit the Head Teacher and have their name in the 'Happy Book'.

All adults use a variety of stickers, verbal and non verbal praise, smart slips etc. to encourage positive behaviour both in and out of class.

All classes meet with their key stage every Friday in Celebration assembly where two class 'Stars of the Week' are chosen to be rewarded with a prize and sticker.

Parents are actively encouraged to attend via a personal invitation from the Behaviour Lead (Kathryn Walker).

In Key Stage Two we believe in celebrating excellent behaviour using a variety of reward systems including 'The Ladder of Success', SFA points and Star Slips.

Pupils have a peg on the 'Ready to learn' step that can be then moved up to 'Superstar Learner' and on to 'Outstanding Achiever' as reward for active learning.

In addition to this, 'Success For All Points' are awarded for team work during our school day, moving on to Star Slips to celebrate individual success.

The Star Slips are used during our Celebration Assembly each Friday where 3 children's names are chosen at random for recognition in front of the other children.

Lunchtimes

Our Lunchtime Organisers all follow our Behaviour for Learning Policy and model the language of 'Rights and Respect'.

Each Friday a child is chosen from each class who has shown exemplary behaviour to sit on the 'Friday Table' where they receive a prize.

Making Wrong Choices:

Solution Focused Framework

Where incidents of poor behaviour choices occur, a solution focused approach using a common language of 'Rights and Respect' is used. The following sequence of questions are asked:

1. What did you do?
2. Whose rights have been spoilt?
3. What will you do next time?
4. Who can help?
5. How can you put it right now?

The language of 'rights and respect' is reinforced by all staff.

The following support systems are in place for poor behaviour choices

TYPE 1

- The vast majority of incidents of poor behaviour choices are dealt with by individual class teachers and teaching assistants.
- Verbal warning only
- Name peg moved to warning
- Second verbal warning – peg moved to reflection (in class)

TYPE 2 (Failure to respond to above)

- Child sent to Key Stage Coordinator (with suitable independent work to complete) stating reason
- Child will work in isolation in their partner isolation class for remainder of the individual session ; Class 7 to 14/15, Class 8 to 13, Class 9 to 12, Class 10 to 11 and vice versa.

TYPE 3 – (Problems in time out or refusal)

- Behaviour Lead (Kathryn Walker) to get involved.
- If a child has to go to isolation on three occasions in a term their parents/carers will be called to a meeting with the Behaviour Lead (K. Walker).

SEVERE CLAUSE

On the rare occasions that something very serious happens e.g. fighting , the Behaviour and Attendance Lead will be called. If not available then the Deputy Head will be called who may involve the Head teacher. This allows the Senior Management Team to judge and evaluate the situation, determining whether it is necessary to contact parents immediately or write to them inviting them to come to school to discuss the issues.

Exclusion

If a very serious incident occurs then the Head Teacher will consider excluding a pupil for a fixed period of time. The school follows guidelines issued by the DFES and the LA

Special Educational Needs

A small number of our children may require additional support.

For the small number of pupils who have specific emotional and emotional problems, a variety of support packages are implemented, intervention and modification programmes are established and pupils are considered as having special educational needs.

IEPs may be required outlining realistic and achievable steps to achieve success which encourage the child to monitor/record their own progress. If a pupil is at risk of exclusion then a Pastoral Support Programme (PSP) is prepared. IBPs and PSPs are reviewed on a regular basis and are used to determine any future course of action and whether the child needs support from outside agencies. Parents are invited into school to discuss their child's inappropriate behaviour and appropriate strategies are considered.
