



## Moorlands Primary School



**“Anything is Possible!”**

### **Behaviour System**

#### **Vision:**

Our vision is to be an inspiring school which has a significant role in our pupils developing into children who are academically and emotionally ready to maximise their learning and become effective citizens of a culturally enriched community.

#### **Steps to achieving the vision:**

- Evolving teaching practices which deliver new ways of learning to deliver the curriculum
- Readiness for the digital age / world
- Building of resilience
- Happy and successful children
- Making mistakes is recognised as a stepping stone to being successful
- Holistic approaches across the school to help develop children’s knowledge, skills and strategies to cope emotionally with the modern day challenges
- A passion for reading which excites and develops children’s imagination
- Through the values ethos across the school, children develop as responsible citizens
- Embracing the cultural diverse community and celebrating differences

#### **Aims**

It is the policy of the school to set high standards of behaviour which will support teaching and learning by providing pupils with a framework of positive support and encouragement. Moorlands Primary School also promotes certain values as part of the values education policy.

The ‘Good to be Green’ initiative is used to promote and reward positive behaviour as well as an additional reward process for demonstrating school values.

#### **Values**

**Values are at the heart of who we are, driving what we do and how we do it.**

The school has a set of core values that are embedded within the school and sets the expectations for learning. The values are taught throughout the curriculum, assemblies and promoted by pupils, staff and governors.

These key values are:

- Respect
- Responsibility
- Co-operation
- Equality
- Peace
- Perseverance

## **Rewards**

Pupils are valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Recognition is identified through assemblies, Praise Assemblies, which parents are invited to (or where covid restrictions apply, is delivered virtually by the pupil leadership team), house tokens which promote working as a team, an incremental value reward system, stickers and appointments to positions of responsibility (such as House captains; School Council, School buddies). Each day (outside of covid restrictions) a pupil is chosen for the VIP table at dinner time, this is a pupil who has shown effort and determination in their attitude to school work or displayed one of our core values.

Wherever possible, the positive aspect of a pupil should be emphasised and designed to enhance a pupil's feeling of self-worth. Values that are taught as part of the curriculum and are embedded in the school ethos are celebrated using the reward system.

House tokens are awarded to pupils who are identified as displaying one of the school's core values through their work and these are rewarded by tokens being awarded and collected by the house teams in each year group. During Monday assemblies, these tokens are shared and transferred into the whole-school collection.

Each week one pupil from each class is chosen for the praise assembly that have displayed one or more of our core values and why.

### **Value points:**

For rewards to the individual pupil, a value point can be awarded by putting a sticker on the Value Chart. Pupils who collect 18 value points (completing the chart row) will receive a values reward. In KS1 this is a card for the 'Good to be Green' chart, and in KS2, it is a values badge. If the values award is collected in all three terms in the academic year, there is a further reward:

1<sup>st</sup> year – bronze star badge

2<sup>nd</sup> year – silver star badge

3<sup>rd</sup> year – gold star badge

Gold tokens are awarded by lunchtime supervisors for the demonstration of the school values and orange tokens are rewarded by the Head Teacher and Deputy Head Teacher. Value ambassadors are chosen if a pupil is consistently demonstrating the values, they represent their class.

### **Incentives in class:**

Class teachers as part of their behaviour management strategies may include additional incentives such as raffle tickets, collecting marbles in a jar etc.

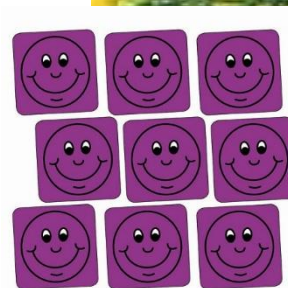
### **Sanctions:**

Sanctions are applied where appropriate. See behaviour structure below:

**Moorlands Primary School: Good to be Green**

**Good to be Green behaviour**

Two pupils receive the 'Good to be Gold' card/sticker per day.






**Value points awarded on chart. Once completed, pupil receives value award for the term. This is restarted each term.**









**Once the value chart is completed by the pupil the following cards (for KS1) and badges are received.**

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>KS1</u></b>	Certifi-CARD for Good to be Green board and reward pencil. 	Certifi-CARD for Good to be Green board and reward pencil. 	Certifi-CARD for Good to be Green board and reward pencil. 
<b><u>KS2</u></b>	Values badge 	Values badge 	Values badge 

**Long Term - KS2: If pupils receive a values badge each term they will be awarded with a star badge:**

1 <sup>st</sup> Year (Year 3)	2nd Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
			

**Reward opportunities:**

Level	Work Attitude	Values	Consequence
	Work Award in Praise Assembly	Values Award in Praise Assembly	Parents invited for celebration.
	VIP dinnertime token awarded (Not currently used due to Covid)	Maintaining Good to be Green for whole week – Parents informed through Good to be Green certificate.	Parents Informed of achievement. Exceptional efforts sent to senior leaders for reward of achievement.
	Work achievement: Token awarded in their team colour. Stickers/class teacher chosen incentives.	Consistently showing school values or going above and beyond in a value area.	In-class recognition. Reward of presenting the tokens in assembly.
	Not putting best effort into work. Distracting others from learning. Teacher discussion	Minor disruption to learning in class e.g. talking over someone, calling out. Lack of co-operation. Not moving safely around school.	Discussion with adult in class to explain why they were given verbal warning.  When improvement shown, the pupil returns to Green.
	<b>1 Yellow – can be reversed</b> Persistent lack of effort: Teacher discussion	Name calling or unkindness to others. Taking or damaging property. Being rude or disrespectful. Not following adult instruction. Repeated low level behaviour.	Discussion with adult in class referring to Pupil Charter and Class Charter. Where appropriate, move location within class.
 	<b>2 Yellow</b> Persistent lack of effort or persistent Yellow card behaviour.  Refusal to work	Repeated Yellow Card behaviour. Inappropriate language Medium-level physical behaviour e.g. intentional pushing.	10 minutes of break time to be missed with class teacher. Inform phase leader.  This to be logged on weekly behaviour tracker. SLT to monitor for patterns.
	Continued refusal to work.	High-level physical behaviour e.g. fighting.  Intimidating others  Racism	Mrs Roberts or Miss Smith informed. Incident on Safe Guard created as appropriate. Next step identified