



## The Moreland Way

The Moreland Way is the behaviour expectation for all pupils and consists of three words:

- Ready – being ready to learn
- Respectful – being respectful to all and our environment
- Safe – being safe and also keeping others safe

The 5 Moreland Rules	
1. Follow instructions	<ul style="list-style-type: none"> <li>• We listen carefully and do what we are asked to do first time.</li> <li>• We walk calmly and quietly around the school.</li> </ul>
2. Stay focused	<ul style="list-style-type: none"> <li>• We enter the classroom calmly and begin the task.</li> <li>• We show we are focused through positive body language - sit up, bodies still and look at the person speaking.</li> <li>• We pay attention to the task at hand and complete it avoiding distractions.</li> </ul>
3. Speak politely	<ul style="list-style-type: none"> <li>• We speak to everyone with respect and show good manners.</li> </ul>
4. Keep my hands and feet to myself	<ul style="list-style-type: none"> <li>• We listen to other's points of view and resolve problems using respectful words with everyone.</li> </ul>
5. Look after others, ourselves and our school	<ul style="list-style-type: none"> <li>• We self-regulate our emotions using our RULER tools.</li> <li>• We treat each other with kindness and care.</li> <li>• We look after the school building, playground, school resources and care for the environment.</li> </ul>

Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well = FIRST ATTENTION TO BEST CONDUCT.

Recognition and Rewards for Positive Behaviour
<ul style="list-style-type: none"> <li>• Verbal Praise</li> <li>• Responsibility e.g. prefects.</li> <li>• Phone calls home for children who have behaved well that day</li> <li>• Positive notes home</li> <li>• Stickers</li> </ul>

- Star of the Week – 1 child per class per week linked to learning behaviour, improvements and effort and thinking skills.
- Power of the Letter – 1 child in the school per week
- Head Teacher’s Tea Party/ Hot Chocolate– A number of children in the school per week who always demonstrate behaviour that is Ready, Respectful and Safe
- Head-teacher’s Award– 2 children in the school per week for good learning behaviours
- Attendance and Punctuality class awards
- Class Dojo points
  - Dojo points are awarded for children seen following any of the 5 Moreland Rules and showing one of the Thinking Skills.
  - Only 1 Dojo can be awarded at a time.
  - Dojo points cannot be removed.
  - Class Dojos can be awarded for when the whole class follows an instruction or demonstrates any of the 5 Moreland Rules.
  - Every 25 Dojo points = prize from class prize box.
  - When a class reaches a combined total of 250, 500, 750, 1000 etc., it will be announced in assembly and class will be rewarded with extra play.


Underlying our behaviour curriculum are the following principles:


1. Being Inclusive and fair
2. Being Positive
3. Being Assertive
4. Being Trauma informed




## Negative Behaviour Consequences and Sanctions - Agreed Procedures

Low level behaviours	
<ul style="list-style-type: none"> <li>• Talking over adult or children</li> <li>• Getting out of your seat without permission</li> <li>• Not listening/following instructions</li> <li>• Distracting others e.g.               <ul style="list-style-type: none"> <li>➤ Calling out</li> <li>➤ Fiddling with equipment</li> <li>➤ Not getting on with your work/task</li> </ul> </li> </ul>	
System to follow for low level behaviours	
<p>➔ (1) Positive reframing = Reminder of what they should be doing, such as being focused showing they are ready and respectful</p> <p>↓ (2) Drive by (low level doesn't draw attention) = reminder of expectations also positive reminder 'you can do this'</p> <p>↓ (3) Student given a verbal warning – the adult must refer to the 5 Moreland rules. For example, 'remember we need to follow instructions'.</p> <p>↓ (4) Student given a 5-minute reflection time in the classroom (a timer must be used, there should be a designated area/table for the student to have the chance to do this, there should be prompts to help the students reflect, such as breathing exercises, RULER). When the timer has finished the student returns to their place.</p> <p>↓ (5) If the behaviour continues, a final verbal warning must be given - the adult must refer to the 5 Moreland rules.</p> <p>↓ (6) If the behaviour continues move to step 1 of Mid-Level Behaviour system.</p>	
Mid-Level behaviours	
<p>Any of the behaviours below go straight to Mid-Level Behaviour system:</p> <ul style="list-style-type: none"> <li>• Physical aggression - pushing, grabbing</li> <li>• Swearing</li> </ul>	
System to follow for mid-level behaviours	
<p>➔ (1) The student is sent to their partner classroom. <i>If in the playground, they will go to the Eco Pod.</i> They will use their reflective area to reflect for 10 minutes – a timer must be used to ensure the student is not excluded from their own class learning.</p>	

 (2) The student returns to class. If the behaviour continues, the student is given 5 minutes off their playtime. This will be in class. If the adult is on break duty the student is sent to the partner class.

 (3) If the behaviour continues the student's parent/ carer and SLT will be informed and a more significant consequence will be discussed (e.g. missing of lunch break/restriction of activities at break and lunch).

 (4) The student completes a blue print at all points on mid- level behaviour.


- The system restarts every morning unless the student is missing break from an incident the previous afternoon.
- If mid-level behaviour happens twice within a week the teacher will discuss next steps with a member of SLT.
- The Class Teacher will log mid level behaviours on CPOMS.


### **Severe behaviour**


Any of the behaviours below go straight to Severe behaviour system:


- Intentional, physical aggression against staff
- Malicious, physical aggression against a peer = kicking/punching etc
- Purposely damaging school property = destroying displays, kicking doors/windows throwing items
- Prejudice based incidents and negative language involving any of the protected characteristics
- Bullying
- Leaving school premises without permission,
- Behaviour that endangers themselves or others.


### **System to follow for severe behaviour**


 (1) The student is sent to a member of SLT who will decide the most appropriate consequence which may include internal exclusion







 (2) When calm the student completes a Blueprint and discusses reparations with managing SLT

 (3) All adults responsible for the child should also be informed if they are not aware of the incident already

 (4) A member of SLT informs the student's parent/carers of the behaviour and consequence

 (5) Ongoing support/behaviour plan discussed and implemented including consideration of referral to external agencies e.g. NRC, CAMHS

 (6) The incident must be recorded on CPOMS by the person managing the initial behaviour. The member of SLT managing the sanction will also complete actions taken on CPOMS

<b>Suspension</b>	
	<ul style="list-style-type: none"> <li>• A serious or significant incidence of violence against staff/pupils</li> <li>• Continued refusal to follow adult instruction</li> <li>• Extreme or repeated discriminatory behaviour</li> <li>• Serious damage to property</li> <li>• Ongoing bullying including cyber bullying</li> </ul>
<b>System to follow for suspension</b>	
	(1) A suspension is discussed with the Head Teacher and the Head Teacher makes the decision to suspend.
	(2) The student is informed and the parent/carer contacted.
	(3) The office prepares a suspension letter which is given to the parent/carer.
	(4) The class teacher provides work for the student to complete at home and shares with the parent/carer
	(5) A reintegration meeting is held with the student and parent/carer when they return. This should include a restorative meeting with those affected by the student's behaviour.
	(6) A behaviour plan is implemented, referral to external agencies e.g. NRC is made if appropriate.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.