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Our Vision

Every Child a Reader, writer and numerate

Every Child emotionally resilient

Every Child respectful

A school where every child is prepared for a future of possibilities, aiming high each and every day

At Barton Moss we want to create a school environment where everyone feels safe, where everyone is tolerant of each other, where pupils are ambitious about their learning and where resilience shines through. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same in line with our core values:

- Secure
- Tolerant
- Ambitious
- Resilient

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognises behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Explicitly teach appropriate behaviour through positive interventions.

Expectations:

At Barton Moss, we have agreed that we expect to see from all our staff, governors, trustees and visitors the following behaviours: Calmness, tolerance, consistency, empathy, reflective practice and positive reinforcement.

All Staff

- 'Meet and Greet' the children on the playground at the start of the school day.
- Refer to our core values STAR and core behaviours 'Be kind, respectful and honest, work hard, co-operate'.
- Model positive behaviours and build relationships.
- Consistent use of praise and sanctions.

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- Plan lessons that engage, challenge and meet the needs of all pupils.
- Prevent before sanction.
- Never ignore or walk past learners who are misbehaving.

Key Stage Leaders

Key Stage leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the Key Stage to encourage appropriate conduct.
- Support class teachers to ensure the needs of all pupils are met both inside and outside of the classroom environment, in consultation with the SENDco.
- Support staff in returning learners to learning by sitting in on reflection meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders will:

- Meet and Greet learners at the beginning of the day.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess the behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.

Pupils

Our 3 core behaviour expectations of pupils are that every day they are:

- **Kind, Respectful and Honest**
- **Hard working**
- **Co operative**

Our School Core values are:

- **Secure**
- **Tolerant**
- **Ambitious**
- **Resilient**

STAR

Behaviour Curriculum

Our Core Values	Our School Rules
We want our children to be: Secure Tolerant Ambitious Resilient	Be kind, respectful and honest Work hard Cooperate

1. We attend school every day and on time.
2. We wear full school uniform.
3. We walk calmly, quietly and safely when moving around school.
4. We allow teachers to teach and learners to learn.
5. We are kind, respectful and honest.

Be kind, respectful and honest	Work hard	Co operate
Our school is a place where we are kind and considerate to each other. Where honesty is always valued highly.	Our school is a place to learn and grow. We make the choice to work hard everyday and allows others to learn.	Our school is a place where we co operate with all and cheer each other on. We make choices that keep us and others safe.



EYFS Incentives and Rewards

Be kind, respectful and honest, work hard, co operate

At Barton Moss we develop children's character through our behaviour curriculum. We want to support our pupils to grow into adults who are kind, respectful and honest. We reward children in Early Years for positive behaviours which may include attempts to manage their feelings and behaviours, being able to express their emotions, being empathetic towards others and forming positive, respectful relationships.

We provide support and scaffold for children during their time in the Early Years to achieve things and ensure that all children are rewarded for positive behaviours. The children in Early Years are learning about rules and acceptable behaviours all of the time and we use rewards to enable and support them with their development. We want to celebrate all of our children's achievements and acknowledge their successes.

Daily rewards and achievements

All children start the day on the green traffic light. Throughout the day children have the opportunity to progress to the Golden Plate. It will be shared with the pupil why they have progressed to the Golden Plate and they will receive 5 dojos for their House.

'I am putting (insert name) on the Golden Plate because they are (describe exactly the behaviours they are doing).'

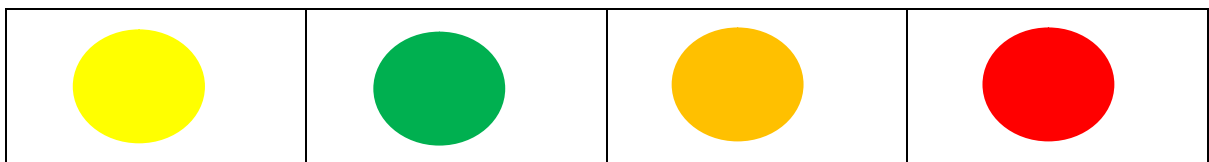
Stickers will also be used throughout the school day to reward achievements and encourage children to follow routines and rules. At times children will come down to see the Head of School to gain a special sticker or certificate as a further reward.



Behaviour System

Be kind, respectful and honest, work hard, co-operate

All children start the day on the green traffic light, which is the expected level of good behaviour. Children will move on to the Golden Plate for their achievements throughout the day and for following the school rules and core values. Children will be moved down the traffic light if they do not display desirable behaviours.



Warning

A staff member will give a warning when disruptive behaviour is displayed or behaviour that is in breach of one of our core values or core behaviour rules. The staff member will remind the child of their choices and give them a chance to improve their behaviour. This will include adult interaction and modelling.

The use of positive reinforcement and lots of restorative support will be offered at this point.

Moving to Amber

If the child continues to display disruptive behaviour or continues to break a core value/school rule then the member of staff will move them onto amber. Children will be given lots of opportunities to move back onto green by the end of the session. Each new session is a fresh start.

‘You are now going on amber because you have continued to (behaviour stated clearly). I would like to see that you can be kind, respectful and honest, work hard, co operate before the end of the session and then we can move back onto green.’

Timeout/ parents informed

If the child continues to disrupt learning or break a core value/behaviour then they will be issued with a timeout meaning they miss their break or 15 minutes of their dinnertime. Parents will be sent a red dojo informing them of the cause of the timeout. If a pupil received 3 times outs over ½ a term then parents will be invited into school for a partnership meeting.

Partnership Stage: If your child receives three red warnings in a half term, the partnership stage will be implemented where there is a cause for concern with a pupil’s behaviour, either from continual low-level disruption or for more serious breaches of the behaviour policy.

During this stage the class teacher will:

- Assess the need for an Early Assessment to be completed or a behaviour plan. Reviewed every 6 weeks.
- Develop appropriate written targets with the pupil and parent/carer.
- Provide a behaviour record card to the pupil, which is shared with parents daily stating targets, actions, and review dates.
- Discuss both the consequences for the pupil if not meeting the required targets and the positive outcomes for everyone if conduct improves.

Restorative Conference

Should the pupil not meet the targets within the given time set, a restorative conference will take place. This meeting will include the Class Teacher, Pupil, Parent /Guardian, and in the first instance the Key Stage Leader. A member of the Senior Leadership Team will be in attendance at any subsequent meeting if improvements to behaviour have not been achieved. The meeting will address the pupil's attitude and behaviour and achievement.

- Every effort will be made to encourage and support a change in the pupil's behaviour.

If the pupil's behaviour does not improve then the Head Teacher will issue a final verbal warning and suspensions and exclusion will be considered.



Incentives

Be kind, respectful and honest, work hard, co operate

At Barton Moss we develop children's character through our core values and behaviour curriculum. In order to build conscientious members of society, we define behaviours and habits we expect pupils to demonstrate. We want to support our pupils to grow into adults who are kind, respectful and honest and adults that are secure in themselves, tolerant of others, ambitious about next steps and resilient toward challenges.

Daily Rewards and Achievements

All children start the day on the green traffic light. Throughout the day children have the opportunity to progress to the Golden Plate. It will be shared with the pupil why they have progressed to the Golden Plate and they will receive 5 dojos for the House.

'I am putting (insert name) on the Golden Plate because they are (describe exactly the behaviours they are doing).'

Dojo points are schools' main incentives to reward good behaviour choices or when children have displayed the school core values. Children are allocated a School House: Bridgewater, Irwell, Mersey or Tame. Dojo points will be collected each week and the house with the most amount of points will get a trophy sticker displayed next to their house shield in the school hall. At the end of a term, the house with the most trophies will win a morning reward.

Weekly Rewards

Each week two pupils from every class will be chosen as Stars of the Week. Children will be presented with a certificate during celebration assembly every Friday morning.

They will then have lunch on the VIP table that day.

Each pupil will also have the opportunity to be chosen for a Headteacher Award. These children will receive a certificate and a badge. They will also sit on the VIP table during Friday lunch time.

We will share our Stars every Friday with parents via class dojo.



Zero Tolerance

Be kind, respectful and honest, work hard, co operate

- **Physical violence**
- **Bullying**
- **Disrespect towards a member of staff**
- **Swearing**
- **Homophobic behaviour**
- **Racist behaviour**

Suspensions and Permanent Exclusions

Where extreme behaviour is demonstrated or repeated behaviours show no sign of improving, a child may need to be removed from the school at the Head Teacher's discretion following government guidance using a suspension (fixed period of time - up to 45 days) or permanent exclusion.

In the event of a suspension or permanent exclusion, parents, the Local Authority and Chair of Governors will be informed.

In the event of a permanent exclusion, the following applies:

Parents may make representations to Pupil Discipline Committee. Permanent Exclusion (Pupil Discipline Committee Decision) Parents, Chair and Clerk of Discipline Committee, LA Officer informed.

Discipline Committee meet and consider all representations and reports (parents/child may attend). Discipline Committee either reinstate or uphold exclusion.

Parents notified of right to appeal. If appeal successful, child is reinstated; if appeal unsuccessful, remove child from school roll.

Using reasonable force

Teachers may use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so, prevent a pupil behaving in a way that disrupts a school event or a school trip or visit, 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, prevent a pupil from attacking a

member of staff or another pupil, or to stop a fight in the playground and to restrain a pupil at risk of harming themselves through physical outbursts.

What we explicitly teach our pupils

At Barton Moss, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be always applied when teaching the curriculum.

	EYFS		KS1	
	Teacher	Child	Teacher	Child
Environment	- Adult must point out, explain rules and have visual reminders displayed. - Adult to model respect for class rules and explain why they are important, for example "We don't run around because it is not safe and we want everyone to be safe" - Establish routines for respecting the environment in which the children learn through regular tidy up time – ensuring things are placed back	- Line up in silence. - Walking in straight line, with hands by our side. - Facing forward in our line. - Follows classroom rules without being reminded. - To know if they have broken a class rule. - Have respect for the environment in which they learn and have regular opportunities to maintain the environment.	- Set up and maintain inspiring and engaging classroom environments rooted in mutual respect. - Ensure all children have respect for the classroom environment – having high expectations for establishing and maintaining a tidy learning environment.	- Line up and walk silently without leaning on or touching walls. - Hang my coat and bag up. - Pick up someone else's items off the floor and return to the peg/classroom. - Ask staff to enter or exit the classroom/building. - Enter the classroom calmly and sit down in my seat, ready to learn. - When staff members' hands are raised ensure we stop, be



	where they belong.			silent and stand still and when called I walk to my line and line up silently. - Follow classroom rules without being reminded. - Ensure my learning environment is well maintained and my working area is always kept tidy.
Social norms	- Adults provide opportunities to visit different places, and models the correct behaviours. - Adults will model inviting another child to play. - Adults will model finding a solution to a problem, for example, "We need to take turns, let's play with something else while we wait." - Modelling ways to calm yourself down, for example, take a deep breath, adult uses emotion coaching strategies. - Explicit teaching of feelings through PSHE curriculum.	- Arrives at school promptly and well-presented - Listens and responds to simple instructions 'Get your coat and bag'. - Say Good Morning (insert teacher name) as they walk through the door. - Saying please when asking for something and thank you when receiving something. - Carry out simple tasks given by adults to help e.g. tidy up. - To act appropriately when in new social situations. - Can tell a teacher how they feel or if something is wrong.	- Adults will model use of social phrases towards children and other adults. - Adults give explicit instructions for children to communicate appropriately in the hall and classrooms. - Adults can model how actions can have impact on others. - Adults will ensure all children are eating appropriately at lunchtime.	- Comes to school in full school uniform and with the required equipment e.g. school reading book. - Says social phrases for example; "Good Morning / Good Afternoon, how are you?" - Can explain how their actions might make others feel. - Open the door for adults or other pupils. - Greet members of staff with a smile. - Say please and thank you when collecting dinner and ask for food politely. - Use a quiet inside voice when in the hall and classrooms. - I use a knife

		• Use strategies to calm themselves. • Don't speak when their mouth is full of food.		and fork correctly. • Respect people's personal space.
Friendships	• Highlight and praise children that have positive friendships and narrate what it was that was kind in their behaviour. For example, "You shared your toy with your friend and asked them to play that is very kind, well done!" • Give opportunities for children to work with others outside of their friendship groups. • Models sharing behaviours.	• Offering to help a friend when they have hurt themselves. • Ask a friend to play with them. • Listen to their friends' ideas when playing and agree a solution. • Shares objects and toys.	• Teach kind and unkind behaviour. • Model how to regulate emotions when unkind things are said to us. • Model how to resolve a conflict through conferences.	• Play safely without hurting anyone. • Do not play fight because we may hurt someone by accident. • Be kind and let someone join in with a game I am playing. • To know when someone is being kind/unkind and tell an adult if something is wrong.
Attitudes to learning	• Promote active listening skills "I can see you are sitting up straight and listening carefully that is why you have got the right answer!" • Model mistake making and how to positively overcome these mistakes. • Support the children to set goals.	• Carefully listens by sitting up straight, looking at the person speaking • Paying attention at all times. • Set a goal for themselves and try to achieve it.	• Provides explicit instruction for how to be successful within learning experiences. • Highlights positive behaviours for learning and shares with rest of class.	• Shows good listening, looking at the board, sat up straight with their arms folded. • Engaged in the lesson by answering and asking questions. • Uses resources/scaffolds provided, appropriately. • Takes pride in work being completed.

	Lower KS2		Upper KS2	
Expectations	Teacher	Child	Teacher	Child
Environment	- Lead my class into, around and out of school – modelling how we walk quietly and in lines. - Ensure routines are established to maintain a tidy learning environment in class and on the playground.	- Walking silently in a straight line, walking on the left side of the corridor. - When staff members’ hands are raised ensure we stop, be silent and stand still and when called I walk to my line and line up silently.	- Lead my class into, around and out of school – modelling how we walk quietly and in lines. - Ensure routines are established to maintain the whole school environment including the classroom, in the hall and the outside areas.	- Clear understanding of class and school rules and follows these consistently. - Walking in a silent line, walking on the left side of the corridors. - When staff members’ hands are raised ensure we stop, be silent and stand still and when called I walk to my line and line up silently. - Be responsible for maintaining a tidy whole school environment – starting with my learning space in the classroom, in the hall at lunch and on the playground.

Social norms	- Model a calm and polite tone when interacting with others. - Remind pupils of social queues when in social situations in and out of school. For example, "Please remember that when we are inside the church we sit sensibly and speak quietly when inside."	• Arrives at school on time, with full school uniform and with equipment needed for that day. • Understanding that a calm and polite tone is used to show respect. • Consistently use social phrases with all adults for example; "Good Morning, Good Afternoon, how are you?". • To confidently understand the social queues expected from different environments including; A place of worship. • Use eye contact during a conversation. • Accept other people's opinions.	• Share clear expectations for calm and polite communication and interactions. • Ensure expectations for how children present themselves in and around school are upheld – shirts tucked in / ties worn neatly.	• Arrives at school before the class begins to line up. • Is prepared with equipment needed for the day. • Is presented with the highest standards of uniform and this is maintained throughout the day. • Use calm and polite tones and use manners with all staff and pupils. • Offer help when someone is struggling in and outside of the classroom.
Friendships	• Model strategies for how to avoid conflict. • Mediate and model strategies for how to resolve a conflict.	• Know what games are appropriate to play in school and avoid those that aren't. • Have strategies to avoid conflict and if conflict arises know how to resolve this.	• Model and explore what effective communication among friends is by using appropriate language and tone. • Mediate and model strategies for how to resolve a conflict.	• Effectively communicate at an appropriate level and tone with my friends. • Identify what has made them feel a certain way and explain this calmly. • Show tolerance and respect for other people's beliefs and cultures.

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Attitudes to learning	• Ensure clear expectations are shared for how to effectively work in class for sustained periods of time. • Establish a culture for children checking their work before handing it in – ensuring this is modelled to children. • Work handed in must be to the right standards of presentation and effort or work will be re-done.	• Use scaffolds/resources responsibly, and chooses when it is appropriate to do so. • Listens carefully for extended periods of time. • Proof reads work before handing it to an adult. • Makes a positive contribution to class discussions. • Work is completed with care and pride. • Tries hard to persevere with difficult tasks, and when stuck asks for help.	• Share clear expectations for engagement with learning – enforcing zero tolerance on opting out / refusal to work. • Ensure all children have opportunity to work independently in all lessons. • Work not completed with care and pride will be re-done.	• Uses scaffolds/resources • Work independently with little instruction, keeping on task. • Act on feedback promptly. • Work is completed with care and pride. • Never gives up when learning is difficult, but knows strategies if stuck.
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