



MOORFIELD

SCHOOL

BEHAVIOUR POLICY

- REWARDS AND SANCTIONS

This policy applies to the whole School (including Early Years Foundation Stage) and is published to parents, pupils and staff.



BEHAVIOUR POLICY

- REWARDS AND SANCTIONS

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Equal Opportunities for Pupils Policy, Physical Restraint Policy and the Withdrawal and Exclusion of Pupils from School Policy.

This policy has been drawn up using non-statutory advice from 'Behaviour and Discipline in Schools' DfE 2016. The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities.

Aims

- to nurture and instil Moorfield's core aims and values within the children
- to set high standards of behaviour which support learning
- to promote 'Moorfield' values of diligence and acceptance of responsibility, honesty, courtesy, trustworthiness and sensitivity to the needs and views of others
- to promote our 'caring and sharing' ethos in the EYFS and, with age-appropriate adaptation, further up the school
- to create an environment where bullying does not flourish

School Rules

- Moorfield School ("School") does not have a comprehensive set of rules, with a fixed scale of associated sanctions. Rather, we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this guide to individual circumstances.
- However, few practical rules are in place to address health and safety concerns (e.g., walking up and down stairs on the left-hand side in single file; areas of school to be quiet etc).

As a part of our respectful, considerate ethos, behavioural expectations are compiled and discussed by the Head in assemblies and via teachers with pupils in their forms at the start of the school year.

PROMOTING GOOD BEHAVIOUR

Expectations of Staff

We recognise that in a small, caring community, the positive examples set by adults in the way they conduct themselves and through the respect they demonstrate to each other and to the children in their care is key.

Every member of staff should make themselves aware of the need to raise low level concerns with the Head should they feel that their own or another member of staff has behaved in a way towards child or children that falls below the positive example that should be set at Moorfield (*See Low Level Concerns Policy and Safeguarding Policy*).

More explicitly, the management of children's behaviour is supported by outstanding, structured pastoral care, where each child is individually known, valued and expected to participate in a comprehensive Personal, Social, Health Economic (PSHE) programme and in school assemblies.

NOTE: The use of corporal punishment is absolutely forbidden.

Expectations of Pupils

Failure to comply with one of the following expectations is explained under the 'Sanctions' heading below:

- **Courtesy:** Pupils will be expected to always be polite. Impolite language or behaviour is not tolerated.
- **Respect:** Pupils will be expected to treat other people as they would wish to be treated, with kindness and respect.
- **Dress:** Pupils will be expected to come to school dressed appropriately in the correct uniform without adornment, with tidy clean clothes, clean shoes and combed/brushed hair.
- **Lessons:** Pupils will be expected to await the arrival of the teachers before lessons in a calm manner. Pupils are expected to be silent whenever requested by the teacher to be so.
- **Property:** Pupils will be expected to always respect their peers' property and School's property.
- **Mentoring:** Older pupils will be expected to be good role models for younger pupils and to set helpful examples of good behaviour and respect.
- **Technology:** Mobile phones are not allowed in School. Kindles are allowed for the purpose of reading only and must not access the internet or be loaded with games etc.
- **Movement around the school:** The [Pupil Supervision Policy](#) outlines how children are monitored in the building and the playground and the growing expectations of pupils as they progress through the school.

Support Systems for Pupils

As a small school Moorfield has a strong pastoral system which encourages pupils to share their worries with an adult. Form teachers are responsible for the pastoral care of the pupils in their form and although the form teacher is normally the first point of contact for a child, pupils are encouraged to confide in other teachers should they so wish. Alternatively, the 'Worry Box' is available and accessible both physically in the library and virtually via the main page of the Moorfield School website.

Playground duties are undertaken by teaching staff who give continuous supervision throughout each school day. Individual pupil concerns are discussed at weekly staff meetings to maintain strong pastoral care through dissemination of information on any pupils who need more careful monitoring.

REWARDS

Pupils are valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. The emphasis should always be on the positive with praise for effort.

At Moorfield, the following reward system is in place:

DAILY

- Verbal praise.
- House points for good pieces of work or effort, acts of kindness, helpful behaviour.

- Outstanding work would be rewarded with a visit to the Head to receive a 'silver star'; a silver star is the equivalent of five house points.

Children can work towards a bronze, silver, gold or platinum house point award as they accumulate house-points which the teacher logs via Class Dojo, the school's electronic rewards logging system.

WEEKLY

- Good work assembly each Thursday morning showcases what individuals/classes have been doing during the week.
- Silver stars are read out by the Head. The children stand to receive applause.
- Bronze, Silver, Gold and Platinum awards (certificates, badges and parental postcards) are given out and celebrated.

HALF-TERMLY

- A house period assembly is held by the Head each half term. The total number of house points awarded by teaching staff during the house period are collated and individuals and houses are recognised accordingly:

TERMLY

- Effort prize for each form
- Courtesy Cups for KS1 and KS2
- Caring and Sharing Cup for EYFS
- Half colours and full colours for games and music

ANNUALLY

- Academic achievement for each form
- Progress prize for each form
- Subject cups for S6 and F2
- Other individual awards
- The House Points Cup is awarded annually to the Champion House.

SANCTIONS

Moorfield aims to promote self-discipline and will deal with any behaviour which interferes with learning or which otherwise breaches the school ethos. School behaviour and discipline are the responsibility of every member of the school staff. The ethos of the school is positive behaviour management which involves promoting and rewarding good behaviour at every opportunity. There will be times, however when the behaviour of children falls below that which is expected.

A highly personalised approach to this type of pupil support is expected in all cases, but special care is needed when supporting a pupil with SEND. Form teachers make adjustment for those children with SEND.

Class Teacher

Form teachers will remind children of their responsibilities, for example: making sure homework is in on time, treating others with kindness and respect. Should the behaviour of the child continue to fall below that which is expected then the form teacher will contact the child's parents. This may result in

a face-to-face meeting within school. Communication between parents and teachers should be open. When behaviour becomes a concern to a form teacher, parents should be kept informed. Notes of relevant parent/teacher communications are recorded and stored on individual pupil files.

Children who do not adequately respond to the teacher are sent to the Head.

Head

The Head will speak with the individual pupil and record the visit and reason for it on file. Parents would be informed.

This sanction may also be instigated following a single, more serious misbehaviour (e.g., open defiance or disobedience) or for a child the form teacher feels is not addressing their plan of action. Should behaviour not improve or should the pupil be repeatedly disruptive in class, a form teacher may, in consultation with the Head, put a pupil 'on report'. This would result in a daily visit to the Head to monitor progress with the aim of encouragement and positive engagement.

Disciplinary action may be taken against pupils who are found to have made malicious accusations against staff.

Withdrawal, Suspension, Expulsions

Suspensions and exclusions fall within the authority of the Head alone and follows the procedure set out in the 'Withdrawal, Suspension and Expulsion from School Policy'. It might occur because of a child's failure to respond to measures outlined above, in which case parents would have been warned in writing of this possibility. Exceptionally, this might be a result of a single very serious disciplinary breach.

Reasons for exclusion may include the bullying (or cyber-bullying) of other pupils, persistent non-attendance of a pupil without good reason, persistent refusal to conform to the school's behavioural expectations, the school's inability to guarantee the safety of the child or other children in the school. Pupils who make malicious accusations against a member of staff fall into this category. In such circumstances the school undertakes to act fairly in deciding whether a pupil should be suspended or expelled and wherever possible would seek the agreement of the parents before a decision was taken.

For monitoring purposes, the software package, 'classroom.cloud' is installed on all machines and this meets all the requirements of KCSiE 2025. The software works by monitoring the user and anything they typed, searched or used on that machine, including any language which constitutes cyber bullying. If a concern arises, it is recorded and rated accordingly, and an email alert is triggered and sent to the DSL and Head of IT. As in all other incidents of bullying, cyber bullying will be recorded and addressed (*refer to the Online Policy and Anti-bullying Policy*).

Record of Meetings

- A record is kept of any children sent to the Head regarding their behaviour.
- A separate record of sanctions for serious misdemeanours is kept in the Head's office. This includes the pupil's name, year group, date of offence, nature of offence and sanction imposed.

Physical Intervention

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring

minimal risk of injury to pupils and staff. Staff must follow the guidelines as set out in the *Restrictive Interventions Policy*.

Outside Agencies

Staff are aware that concerns about behaviour may, where safeguarding is an issue, lead to the involvement of an outside agency. Where this is the case, the usual safeguarding procedures (see *Safeguarding/Child Protection Policy*) will be observed.

Managing Transitions

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the school day and more significant changes of teachers and classrooms that happen at the end of each school year. The *Pupil Supervision Policy* outlines how children are monitored in the building and the playground and the growing independence given to pupils as they reach the top of the school. The *Transition Policy* outlines the preparations undertaken to ensure that each child can move seamlessly through the years at Moorfield and onto secondary school with as little disruption as possible.

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