



MOORFIELD  
SCHOOL

# BEHAVIOUR POLICY

## Rewards and Sanctions



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## REWARDS AND SANCTIONS

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*This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Use of Physical Restraint Policy, Disability Policy, Pupil Equal Opportunities 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 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

The 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, individual sets of rules are compiled and discussed by 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. More explicitly, the management of behaviour is supported by outstanding, structured pastoral care, where each child is individually known, valued and also expected to participate in a comprehensive PSHE programme and in school assemblies.

#### Expectations of Pupils

Failure to comply with one of the following expectations is the usual explanation for the award of a Moorfield 'blip', as explained under the 'Sanctions' heading below.

- **Courtesy:** Pupils will be expected to be polite at all times. Impolite language or behaviour are 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 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 respect their peers' property and the school's property at all times.
- **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 at Moorfield. 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

The School has a 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.

Playground duties are undertaken by teaching staff who give continuous supervision throughout each school day. Individual pupil concerns are discussed at every staff meeting 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

Upper School: house points for good pieces of work or effort, acts of kindness, helpful behaviour.

Upper School: 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.

Lower School: pupils work towards ticks which are handed out a little more freely. 10 ticks make a SPLAT which warrants a visit to the Head to receive a silver star.

### Weekly

Good work assembly showcases what individuals/classes have been doing during the week

Silver stars are read out, children stand to receive applause.

### Termly

Effort prize for each form

Courtesy cup for Upper School and Lower School.

Caring and Sharing Cup for EYFS.

House points cup

Half colours and full colours for games and music

### Annually

Academic achievement for each form

Handwriting prize for each form

Subject cups for S6 and F2.

Other individual awards

## Sanctions

Moorfield aims to promote self-discipline and will deal with any behaviour which interferes with learning or which otherwise breaches the school ethos.

***The school will NEVER in any circumstances use corporal punishment or threaten to use corporal punishment.***

School behaviour and discipline are the responsibility of every member of the school staff.

## Blips

A 'Blip' (introduced in September 2016) is Moorfield's name for behaviour deemed by staff to fall below the expected standard. It is what the name suggests, a small misdemeanour and must not be regarded by pupils as a blot on their copybook. The 'blip' in a child's behaviour may, for example, include forgotten kit, homework not handed in, disrespectful or unkind behaviour. The

member of staff handing out the 'blip' must ensure that the pupil knows and, where possible, understands that their behaviour has been unacceptable and record it, together with the reason it was given, on the record sheet on the staffroom noticeboard.

The Head monitors blips. At her discretion after a certain number of blips may be cause for a plan of action to be agreed between form teacher and pupil that will help change the behaviour/organisation etc. Lack of response to an action plan may result in the withdrawing of privileges such as free time or the use of certain equipment. 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 SEN.

### A Visit to the Head

This sanction can be appropriate, at an adult's discretion, following a single, more serious misbehaviour (e.g. open defiance or disobedience) or for a child the form teacher feels is still making no effort with their blip-related plan of action.

In consultation with the Head, a form teacher may put a pupil 'on report', with a daily visit to the Head to monitor progress; this should invariably be a positive experience.

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

Communication between parents and teachers should be open. When 'blips' become 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.

### Exclusions

Suspension and exclusion fall within the authority of the Head alone. It might occur as a consequence of a child's failure to respond to measures outlined above, in which case parents would have been warned in advance and in writing, of this possibility. Exceptionally, suspension or exclusion might be a result of a single very serious disciplinary breach.

Reasons for suspension and expulsion 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 must be suspended or expelled and wherever possible would seek the agreement of the parents before a decision was taken.

### Record of Sanctions

A record is kept, in the Head's office, 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 set out in the Physical Restraint Policy.

All incidents of physical restraint are recorded in a book kept in the EYFS for EYFS incidents and in the Head's office in the behaviour record file for all incidents in the main school.

### 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 school and onto secondary school with as little disruption as possible.

Drafted by:	The Head
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