

# Pupil Discipline Policy

'Together we unlock potential and learn for life'



# Moor First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

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**Chair of Governors**

**Print:** ..... **Sign:** .....

**Co-Head Teachers:**

**Print:** ..... **Sign:** .....

**Print:** ..... **Sign:** .....

Review Frequency  
Every 3 years

Next review: May 2025

Revision updates (between May 2022 and May 2025)	
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# **Pupil Discipline Policy**

## **Introduction**

As standards of behaviour in the school are high, this policy has been written to ensure that these standards are maintained.

It was also recognised that parents' expectations of behaviour are sometimes different to the schools. We therefore felt that the school's expectation should be clearly stated and explained.

This document has been drawn up following consultations with the staff, governors, parents and children.

## **Purpose of this document:**

- To ensure and encourage high standards of behaviour.
- To inform parents, pupils, all staff, volunteer helpers and others regularly working in the school of the standards of behaviour expected and how those standards are to be achieved.
- To encourage parents to support the school.
- To provide a consistent framework of expectations.
- To clarify for children and parents the rewards and sanctions.

## **Standards of behaviour in school**

### **1. General Aims**

- In order that each child can learn to the best of his/her ability, we expect high standards of behaviour within a safe and caring environment.
- Ultimately, we are aiming for self-discipline and self-reliance.

### **2. Specific Aims**

- To have each child work to the best of his/her ability and to respect the right of others to do the same.
- To have the children move about in a sensible manner having due regard for others.
- To have the children consider other people's feelings and never deliberately cause physical or emotional pain.
- To have the children care for their own and others' property including that belonging to the school.
- To have the children care for and take a pride in the school environment both inside and outside the buildings.
- Adults (Teachers, Teaching Assistants, Lunchtime staff and Classroom Helpers) in school will act as role models to the children and in return the children will be expected to be polite to all adults and children at all times and to respond to instructions immediately.
- Any behaviour problems will be addressed, with parents and school staff working together in a confidential manner.

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## School Values

Our whole school community of staff, children, parents, carers and governors, strongly believe that these six values are imperative to our growth as individuals:

- Honesty
- Confidence
- Respect
- Ambition – aiming high
- Independence
- Responsibility

All children are reminded of these and each class has their own examples of how to achieve these six core values through their own choices of characters.

## School Motto:

Manners cost nothing; respect all,  
On task all the time; ready to learn,  
Only our best is good enough,  
Responsible and honest,  
FIRST school rules to reach our targets in life!

To give parents and children guidance on the standards of behaviour expected and in order to achieve this, a set of rules has been drawn up in consultation with the children and are as follows:

## Rules for a happy school

- Be kind and helpful and always consider the feelings of others.
- Treat others how you would want to be treated.
- Try to complete work and solve problems by yourself before asking for help.
- Respect everyone and respect the school property.
- Be polite and always use your manners saying 'please' and 'thank you'.
- Always do your best and be on task all the time, so that you can reach your targets/goals without giving up.
- Walk sensibly around school.
- Stay safe and don't play where an adult can't see you.
- Always show good listening by sitting smartly and not interrupting.
- Talk and play nicely with one another and make sure you always have kind hands and feet.
- Take responsibility for your own actions and try to be a good leader.
- Be honest and always tell the truth.
- Keep school tidy, including the cloakrooms.
- Don't be afraid to try new things.

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## Rewards for good behaviour

It is recognised that the best way to improve standards of behaviour is to reward good behaviour rather than punish unacceptable behaviour. Examples of this may include:

- Verbal praise from the teacher or other adults and/or other children.
- Stickers, house points, dojos are given by the teacher or other adult.
- Pupil generated reward sheets.
- Golden Time.
- Child of the week – certificate + medal/bring a friend to the golden table for lunch.
- Good to be Green certificates.
- Work displayed on Special Effort Display Table.
- Head Teacher's Award Sticker and Certificate.
- Child sent to show another teacher/class.
- Celebrating good behaviour with the whole class.
- Certificates given by the Middays.
- Individual merit cards.
- Text messages/post cards.
- Message to parents via learning platforms.
- Class prize boxes – children choose.
- Pupil choice prizes – self generated ideas from the children.

## Relationship Education

In addition to planned lessons, circle time sessions, school council / PHSE and assemblies may be used to remind learners of the school's high expectations of behaviour and reinforce the classroom rules as necessary, allowing learners to share their feelings about how their class is operating.

## 'Good to be Green'

This scheme is for classroom behaviour. The aim of this scheme is to 'praise the positive'. All the children start with a 'green' card and their aim is to keep the green card. If they stay green for the half term they will receive a certificate and have a treat.

There are times when unacceptable behaviour has consequences and those consequences are listed below:

- Firstly, they have a gentle verbal warning and if repeated, this is followed by a red dojo. If there is a further incident, their card will change to 'orange'.
- If they have to be told again, this will change to a 'red' card, which is known as the consequence card. This card will be taken to the one of the Co-Headteachers, where the

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child will be asked to explain what they have done; this is followed by communication with parents and is recorded.

- If children have four orange cards in a half term, this will also be communicated with parents. They will then miss a play time or even golden time!
- Red card = missed golden time – time to take part in restorative practice and reflect on how the consequences could have been avoided. Staff may provide strategies for children to manage these situations.
- Orange card = miss five minutes of good to be green time at the end of each half term.
- In exceptional circumstances, pupils will go directly to one of the cards. Physical violence/verbal incidents may result in a red card being issued immediately.
- If this is a repeated recurrence, then pupils may be put onto a behaviour plan and/or detention with the agreement of parents/carers.
- The Co-Headteachers will record any instances of repeating behaviour, in line with the anti-bullying policy and act upon that. The number of bullying incidents are reported within Headteacher report to governors / Behaviour and Safety (School Development Plan), alongside the number of orange/red cards.

## Additional Consequences of unacceptable behaviour – not hierarchical

- 'Time Out' in another suitable area e.g. class for general disruption and uncooperative behaviour.
- 5 minutes missed of next playtime or lunchtime to discuss behaviour.
- Missed lunchtime or playtime activity – only if it is felt that a child needs to calm down before any further incidents occur involving other pupils. We always want children to take part in physical activity.
- Write a 'sorry letter,' draw a happy picture to 'say sorry'- for anti-social behaviour in the classroom or at playtime.
- Removal of responsibilities – leadership roles, until they can earn them back.
- Dojos may be taken away.

## Special measures

- Short or long-term ban from extra-curricular activity/adventure playground/computer technology if misused equipment.
- Letter about going home for dinner if behaviour (including manners) does not improve.
- In the case of school visits children whose behaviour in school gives rise to concern over their own or others' safety – spend the day with another class.
- Help from outside agencies:
  - i. Should any child's behaviour give long term cause for concern outside agencies will be asked to give support after parental consultation.
  - ii. The Education Psychologist will give advice on behaviour modification and will be involved in any assessment of the needs of individual children.
  - iii. The Educational Welfare Worker may be contacted regarding additional support.
  - iv. Exclusion from school.

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## Behaviour using the internet

- Pupils should adhere to the Moor First Rules for Responsible Internet Use, which is displayed in the classrooms.
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## Misbehaviour outside school

The School will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises and wearing school uniform; or under lawful control of a member of staff, could, in the opinion of the school;

- Have repercussions for the orderly running of the school.
- Pose a threat to another pupil, a member of staff or member of the public; or
- Could adversely affect the reputation of the school.

## SEND Identification/Behavioural Difficulties and Inclusive Support

At Moor First, we understand that some learners will have individual needs within the behavioural spectrum. We also appreciate that a range of disabilities can present behavioural challenges for some learners. We recognise our responsibility to provide reasonable adjustments for learners with these difficulties.

### **A) Home-School Partnership**

For learners with behavioural challenges, we will work in partnership with parents, school staff and where applicable outside agencies to ensure that we meet the needs of learners in line with the Equality Act (2010) and the SEND code of practice (2014). If behaviour becomes a cause for concern, (e.g. the learner may become unsafe or continually disrupts the learning/environment of the majority) then a graduated response of support will be initiated. A successful graduated response requires successful partnership working between school, families and outside agencies. We expect families to fully support the school, working to enable learners to develop positive attitudes and strategies to improve behaviour.

### **B) Graduated Response**

The SENDCo will work with the parents and their child in establishing an Individual Behaviour and Safety Programme (IBSP) to positively manage the behaviour. Evidence of concern will be recorded through incident records and shared with all parties involved. An initial IBSP will be reviewed after two weeks and then at least half termly. If an IBSP is successful, then the child and their family will continue to be supported in this way as long as is necessary with at least half termly reviews of progress. The child learner will be discussed at inclusion meetings and may be referred to our school Senior Mental Health Lead/Mental Health First Aider - Mrs Atherton.

After half a term with little, or no improvement, or escalating behaviour, a referral will be made to external agencies:

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- If a child continues to have behavioural challenges, the family will be offered support through Staffordshire Mental Health Support Team practitioners.
- For ongoing or specific behavioural challenges, the child will be referred to CAMHs. The learner will be referred to the Primary District Inclusion Panel to access wider support and consider alternative educational provision.
- For ongoing extreme behaviour, school will gather evidence to make an application for an Educational, Health Care Plan (EHCP).

Throughout the graduated response, the child and their family will continue to be supported through regular IBSP reviews and target setting to inform assess, plan, do and review cycles. A referral may be made to school counselling, home support or CAMHs at any point in the graduated response if this is deemed appropriate.

## **C) Asses Plan Do Review**

Working in partnership with the learner and parents, the SENDco and class teacher will write an IBSP (Individual Behaviour and Safety Plan) focusing on outlining strategies to help improve behaviour. Regular meetings ensure that targets are relevant and gradually support learners to improve learning and social behaviour. The Teacher/ SENDco will review achievement against these targets at least each half termly or when necessary and strategies for dealing with the different behaviours will be shared with all staff to ensure a consistent approach throughout the school.

## **Exclusion**

At Moor First, we view the temporary or fixed term exclusion of any child as a last resort. This would only take place if all other actions had been implemented and deemed to be unsuccessful or if the behaviour displayed is deemed to be of a very serious nature, for example the physical assault of another child or member of staff. If exclusion is necessary then the school follows the Staffordshire LA's protocol, procedures and guidance to ensure the best for all involved. Exclusion time enables the school to consult with other agencies and seek further support to ensure the return of a learner to school is planned for and managed. Before returning, plans will be put into place to support the learner and family to avoid further disruption to learning and education. Learners who have been excluded for a fixed period will be invited to attend a re-integration meeting along with their Parents/Carers SENDCo and Home School-Links Worker. During this meeting, IBSP targets and behavioural support plans will be discussed, agreed and implemented to try to prevent further exclusions. Plans will be put into place to support the learner and family, to avoid further disruption to learning and education.

## **Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum, we recommend a full review every three years, which will be ratified by the Governing Body. As part of our safeguarding standard, we will update/revise any changes annually.

# **Pupil Discipline Policy**

## **Links with other policies**

This policy links to the following policies and procedures:

Safeguarding and Child Protection Policy

Attendance and Behaviour Policy

Equal Opportunities and Equality Act

Anti-Bullying Policy

Health and Safety Policy

Acceptable Use

E-safety policy.