

Behaviour for Learning Policy

‘Together we unlock potential and learn for life’



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

SignedChair of Governors

SignedHeadteacher

Review Frequency: Annually

Version 1: June 2023

Version 2: June 2024 – New behaviour curriculum

Version 3: June 2025 - Changes to behaviour for learning awards linked to school values (Dojo's) and Appendix 1 and 2

Version 4: June 2026 – No changes

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- In addition, this policy is based on:
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

At Moor First School, we believe in our motto: **Together** we unlock **potential** and **learn** for life. We also have 6 school Values that we uphold in everything we do:

- Honesty
- Ambition
- Confidence
- Responsibility
- Respect
- Independence

Equal Opportunities

At Moor First School, we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting inclusive learning through our teaching environment. We aim to ensure, through a child centred approach, that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

The Positive Management of Behaviour for Learning

Rationale

We desire to manage pupil behaviour within all aspects of school based on a shared vision of empowering the whole school community based on mutual respect, kindness and consideration. [This policy is to be read in conjunction with our behaviour for learning curriculum.](#)

We believe that in order for children to become successful learners within a happy, safe and secure environment, we need to foster appropriate attitudes and this is why we embed our Motto and 6 school values.

This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment and behaviour for learning.

Principles

In order to achieve our rationale:

We work in partnership with parents to develop a mutual understanding through the School rules so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered.
- Value is placed on promoting and celebrating achievements and positive behaviour in all situations.
- Parents are aware of our expectations.
- Parents are aware of any behavioural difficulties before they escalate.
- We reward positive behaviour.
- We involve children in establishing and discussing rules and consequences.

- We have a consensus of opinion regarding appropriate/inappropriate behaviour.
- We aim to provide an environment in which children are listened to and feel supported, with the confidence to talk to staff about anything.
- We make our high expectations explicit to the children and model them.
- We provide an environment and opportunities which foster positive behaviour from the outset.
- All adult/child relationships in school are based on mutual respect.
- We look beyond inappropriate behaviour to support each child's individual needs.
- We have high expectations of conduct at all times, with children selecting the right choice.
- We welcome the support of outside agencies to support individual children if required.
- Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

Respecting the Rights and Values of the Child

At Moor First School, we recognise the importance of putting the rights and values of the child at the heart of our planning, practice and ethos. As a school, we teach these values through our PSHE schemes and our British values learning, modelling them on a continual basis.

Roles and Responsibilities

The Governing Board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher- Leadership and Management

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, ethos and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

- Will be appropriately supported in training when they are new to the school so that they are consistent with behaviour expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and respectfully.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Behaviour expectations at Moor First

'Ready, Respectful and Safe.'

Our three rules are based on the work of educator Paul Dix and his book, *When the Adults Change, Everything Changes*. Dix writes, 'Visible consistency with visible kindness allows exceptional behaviour to flourish.' This is in tune with our school ethos and values.

Pupil expectations

Each class will make a class charter at the start of the year or during transition bump up week, agreeing on what these rules mean in their class. Below are examples (not exhaustive) of what children being **ready, respectful and safe** might look like.

	Respectful	Safe
Ready		
Sitting tall, facing the speaker, listening and thinking (stop, look, listen) Following instructions and tracking the teacher Keeping hands and feet in own space Using equipment as guided by adults Following the rules of a game Putting in 100% effort/ambition.	Being polite to everyone Taking turns to speak and listen (think, pair, share) Considering how other people feel - being kind Taking care of the school and its equipment Playing co-operatively and sharing Valuing each others' work and contributions Being honest and listening to other people's perspectives Accepting a solution or consequence without arguing. Seeing an apology as a signal someone has learnt and reflected on their behaviour and wants to repair.	Using kind words that make others feel safe Gentle hands, gentle feet Wonderful walking! Following adult instructions Staying in the classroom/playground as guided by adults Using equipment gently and as intended Reporting any damage noticed around the school Taking responsibility for their own behaviour and planning how to repair when things have gone wrong. Having confidence to speak up.

What children can expect of staff

Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that children are praised publicly and, as much as possible, reminded in private: Everyone, everywhere!

Every member of staff at Moor First, is expected to deliberately and persistently notice children doing the right thing, and praise them for it. This applies to the every adult that works on the premises. This applies in every area around school.

Our rules	Visible consistencies, visible kindness	Excellence recognition
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Be Ready Be Respectful Be Safe	Greeting and welcoming the children into a calm, ready school and classroom. Gate, classroom door or playground - we will be on time, ready and welcoming. First attention going to children doing the right thing Picking up on children who are not yet ready, respectful and/or safe... following through to support them to do better. Accompanying children at transition points. Expecting, praising and modelling wonderful walking* at all times! Praising in public, reminding in private, as far as possible. Consistent language and behaviour scripts. Deliberate attention and interest to build relationships. If eating lunch with the children or playing with them outside, talking, listening and taking an interest. Taking part in whole class Peer circles (KS2) in order to build relationships, encourage respect of each other and to set goals for the week.	Non-verbal, verbal or written praise Recognition on class board Behaviour dojo's rewards linked to school values and team points linked to the school Motto. Praise to parent or carer at pick-up Phone call/message /postcard home Show work to another adult Stickers Visit to headteacher for recognition and headteacher award sticker Personalised class reward systems Celebration awards events for Star of the week Ring the original school bell Assembly recognition Class prize box Additional playtime Golden table Other rewards devised by class teachers and pupils such as lego time.
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Appropriate Behaviour Around the School is encouraged by:

- All adults having an equal responsibility for recognising positive behaviour and praising it.
- All adults managing negative behaviour - running/eating/shouting.
- Adults modelling clear expectations - ensuring that children know that 'they are learning' and so should be respectful to others.
- Ensuring that children are, 'Ready to Learn'. Children should not be in class without a member of staff.
- Toilet rules/posters

Behaviour in the Playground is Encouraged by:

- Having clear and consistent routines for:
- Entering and leaving the playground
- Responding to the bell
- Getting out and clearing away equipment
- Modelling safe, fun games.
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment. •
Adults on duty becoming involved and initiating playground activities
- Wellbeing Warriors/playground buddies are trained and used to encourage inclusion of all children.
- Reminder of roles and responsibilities: all members of staff who undertake playground duty
- Providing playground equipment that helps stimulate and promote positive play.

Appropriate Behaviour in the lunch hall is encouraged by:

- Adults ensuring the safety of children is paramount
- Managing seating arrangements as appropriate
- Having clear and consistent routines
- Modelling and reinforcing good table manners
- Encouraging children to make healthy eating choices

Dojo Personal Merit system

Dojos are a way for our staff to promote positive learning behaviours in their classrooms and around school. Children collect their dojos over the course of the year which are linked to our school values, and these are totalled up by class teachers at regular intervals over the year. The school council came up with a variety of 'prizes' for the children to win when they hit each milestone and this was then agreed in January 2025 to be trialled across the school as pupil voice stated that the children valued team points more because the rewards were more likely to be achieved.

Dojo Rewards		
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Amount	Reward	
50 points	Receive a sticker	
100 points	Choose a prize from the prize box	
150 points	Read a book to the class EYFS: choose their favourite book to be read to the class	
200 points	Play a game or bring a game in from home/free choice	
250 points	Receive a certificate	
300 points	Pick the brain breaks for the day (e.g. Go Noodle, Just Dance/Cosmic Kids Yoga)	
350 points	Extra playtime with a friend	
400 points	Homework pass for the week	
450 points	Own clothes day for you and a friend	
500 points	Pick a prize from the dojo shop	

Fire Drill

A fire drill is held once a term. Fire procedures are displayed in each room and staff are expected to make themselves familiar with them. Pupils are expected to follow fire procedures. If required a personal evacuation plan and risk assessment will be implemented.

School Clubs

Our school behaviour expectations apply to all before and after school provision.

Behaviour Outside of 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 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.

Stepped Boundaries

This section outlines the steps an adult should take to deal with misbehaviour in the classroom.

Stage 1: Reminders Distracting other children from learning, Lack of respect for others or property, Not joining in learning without a good cause, using inappropriate phrases or language (stupid, idiot) Causing careless damage. Lack of following the 6 school values!

1. Nudge This is gentle encouragement and may be non-verbal.	Standing next to a child, pausing mid-sentence, gently handing them a book, or placing a hand on the table are all examples of a nudge to encourage positive behaviour. It may also be a verbal nudge. For example, 'Let's see eyes on me and ready to learn like this morning.'
2. Reminder This is a short, polite reminder of the rules.	'I notice that you're talking when I'm talking. This is a reminder that we need to be ready and respectful. Please listen and stop talking. Thank you.'
3. Warning This is a discreet 30 second intervention (max) to make a positive choice.	'I notice you have chosen to keep talking and not to do your work. This is a warning! Do you remember that yesterday you were completely focused and did brilliantly in our English lesson? That is what I need to see today. If you choose to break the rules by _____, you will need a 3 minute time out, then will need to stay with me for 3 minutes after the lesson.'

4. Time out

This is time out, in the moment, followed by 3 minutes of missed play or free time with the adult.

At this point the child will be told to take time out to stop, think, and reflect on how they can improve their behaviour. They may be asked to move to another area at this point to allow this to happen. This will always be followed by 3 minutes with the adult after the lesson, to have a minirestorative conversation and to provide time to finish work, or tidy up etc. in a natural consequence. This might be 3 minutes of missed play, 3 minutes accompa-nying an adult to break duty, or 3 minutes at the end of the day.

'I have noticed you chose to _____.

You are breaking the school rule of _____.

You are choosing to have time out.

I will come and check in on you in three minutes.

Stage 2 Amber: Repair and Restore

If it progresses beyond stage 1 then, the child will move to amber. Amber can also be given for isolated acts of - pushing, kicking, hitting, fighting, biting etc. Note, any behaviour that causes harm to another individual or property must be recorded and reported to SLT.

This is a short restorative conversation during playtime followed by a consequence given to repair the situation.	If a child continues with negative behaviour following a time out, a short restorative conversation of about 5 minutes with a consequence of about 10 minutes will be given to repair the situation during playtime. 'This behaviour is Unacceptable' A 'repair task' or 'consequence' should be agreed/reached with the child at the end of the restorative conversation, such as tidying the classroom, making an apology or withdrawal from playtime football. This consequence will be as logical/natural as possible e.g. withdrawal from football if that was when negative behaviour occurred; tidying up a mess made by the child. A repair task might involve work that must be completed at home (Year 2 upwards) to repair lost learning. This should be returned first thing in the morning. Parents and carers will be informed that there are expectations which are not being met, and the child should understand the natural consequence. If a child refuses to engage with the repair talk or to agree to a consequence they will miss the remainder of that playtime. It may be appropriate for the adult to say they will follow up with this talk later that day or the next day.
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Stage 3. Red

If children continue to disrupt the learning of others or behave in a way that is not in line with our expectations after another further reminders then they will be moved to red. This is a Serious Misbehaviour

This will be dealt with by the HT or in her absence SLT member and a phone call will be made to parents.	A direct move to red can be given as a result of: Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse.) -Use of bullying behaviour (See also to Anti- Bullying Policy) - Use of dangerous behaviour -Vandalism of the school buildings/property
This will include a longer period of isolation in the headteacher office.	-Use of aggressive, behaviour with intent to cause deliberate injury Leaving the school grounds without permission -Restorative time takes place.
Stage 4: Antecedent, Behaviour, Consequence (ABC) Log Completed. This also helps to identify patterns in behaviours in order to seek solutions.	
Stage 5: Headteacher and parents informed, individual next steps are agreed as behaviours are repeating and raising cause for concern. Discuss strategies where we in partnership agree to support an improvement in the child's behaviour. This could include individual behavioural targets, a home/school behaviour diary that details both positive behaviour and causes for concern; support from external agencies.	

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally, refer to early help, Refer to children's social care, Report to the police.

Please refer to our child protection and safeguarding policy for more information.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
Use of separation spaces (sensory zones or nurture areas) where pupils can regulate their emotions during a moment of sensory overload.

Reasonable Adjustments for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs and Disability Co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Dysregulation

Children can become dysregulated at playtimes, when the social skills and selfregulation needed to play team games, for example, are too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stepped boundaries (nudge, reminder, warning, time-out, repair and restore). If there is behaviour which is more serious and by-passes stepped boundaries at playtime or lunchtime the following script is used:

- ✓ STOP
- ✓ I CAN HELP YOU
- ✓ LET'S GO (to a calmer space/inside)

Adults will adopt open body language, stand at a respectful distance from the child and remain calm. The child can then be guided to a place where they will be able to calm down. If a child refuses these instructions, other members of staff can be called upon to come to assist, including senior leaders, using the phrase 'help needed'. The aim and priority will be to keep the child and others safe, and to de-escalate the behaviour positively. Time should then be given to calm down and regulate before expecting the child to have a restorative conversation to explain what happened. Adults will not jump to conclusions about what was happening and will follow the restorative approach in this policy.

Key questions in restorative conversations

Between two and five questions is usually enough to have a productive restorative conversation. Our teaching team choose from these questions to best fit the situation.

1. What happened?
2. What were you thinking at the time (and how were you feeling)?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected/hurt/upset?
6. How have they been affected/hurt/upset?
7. What should we do to put things right?
8. How can we do things differently in future? Next time?

Suspension

Whilst the ethos of the school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour.

At Moor First School, we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence. Suspensions both temporary (fixed term) or permanent exclusion, are seen as a last resort. However, if behaviour raises issues of safety and well-being to others, then the Head Teacher will follow the suspension procedures as set out by the Department of Education:

- imminent and specific school activities or trips (internal suspension)
- the school temporarily (a suspension)
- the school permanently (an exclusion)

Every child has the right to learn, free from distractions caused by the behaviour of other children.

Confiscation

Confiscation is a lawful disciplinary penalty. Staff at Moor First have the right to confiscate anything that may cause harm to self or others or that are inappropriate for school. Staff must explain why they are confiscating something and the Headteacher will be informed. Items must be stored in a safe place until these are either handed back to the child or to the parent at the end of the day, dependent upon the item the Safeguarding Lead will seek advice from external agencies if required.

Safeguarding

At Moor First School, we recognise that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.
- The behaviour data will be analysed every half term by a member of SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Behaviour reports will be reported to governors termly.

Appendix 1

Letter issued to parents if child moves to red on the behaviour system and receives 30 minute time isolation with the Headteacher

Dear Parents,

I am writing to inform you that today your child has failed to uphold the behaviour expectations that we set at Moor First School. After repeated warnings and failure to improve their behaviour, it has resulted in your child being moved to the final stage of our behaviour management system (stage 3), where your child has received a 30 minute isolation period with the Headteacher and completed restorative work. All children that attend Moor First have a right to learn without disruptions from other children, if we believe it to be unacceptable that your child has caused a negative impact on others learning opportunities and this has resulted in your child being moved to red, the final stage of our system. We ask, as a school, that you address this matter at home with your child to ensure they realise the consequences of their actions and choices that they have made today. Please help us to ensure that your child returns to school with a positive attitude tomorrow, ready to fulfil the behaviour expectations that we uphold at Moor First. We will continue to monitor these behaviours going forward.

Thank you for your support in this matter. Yours
sincerely

Appendix 2

Behaviour chart for repeated behaviours not in line with policy.

If a child is repeatedly being moved to amber (stage 2) or their behaviour is consistently not in line with the school expectation, an individual behaviour plan will be put into place which will be shared with the parents and created by the class teacher. The behaviour chart will be used to break down the children's targets on the individual behaviour plan and monitor compliance by senior leaders.

