

This document currently replaces the flow chart on pages 13-15 of the Behaviour and Discipline Policy as we are working with New River College Behaviour Support to trial these procedures during the Summer term 2025.



The Moreland Way – Behaviour Procedures

3 Moreland Rules		
	You need to...	What it looks like...
1. Ready	<ul style="list-style-type: none"> ➤ Follow instructions ➤ Stay focused 	<ul style="list-style-type: none"> ● We listen carefully and do what we are asked to do first time. ● We walk calmly and quietly around the school. ● We enter the classroom calmly and begin the task. ● We show we are focused through positive body language - sit up, bodies still and look at the person speaking. ● We pay attention to the task at hand and complete it avoiding distractions.
2. Respectful	<ul style="list-style-type: none"> ➤ Speak politely ➤ Look after others, ourselves and our school 	<ul style="list-style-type: none"> ● We speak to everyone with respect and show good manners. ● We listen to other's points of view and resolve problems using respectful words with everyone.
3. Safe	<ul style="list-style-type: none"> ➤ Keep my hands and feet to myself 	<ul style="list-style-type: none"> ● We self-regulate our emotions using our RULER tools. ● We treat each other with kindness and care.

Recognition and Rewards for Positive Behaviour

- Specific verbal praise that relates to the 3 Moreland Rules, the 5 Thinking Skills or presentation
- Class Dojo points
 - Dojo points are awarded for children seen following any of the 3 Moreland Rules, the 5 Thinking Skills or well-presented work
 - Class Dojos can be awarded for when the whole class follows an instruction or demonstrates any of the 3 Moreland Rules
 - Every 100 Dojo points = prize from class prize box & reset teacher sets to 0 to start again
 - **Dojo points cannot be removed**
- Children can be sent to Senior Leadership with outstanding/improved work or behaviour
- Playground certificates can be given out during break time by any member of staff on duty (in the Eco Pod)
- Star of the Week – 1 child per class per week linked to the 5 Thinking Skills given in assembly
- Power of the Letter – 1 child in the school per week for doing something outstanding or improved given in assembly
- Head-teacher's Award – 2 children in the school per week for doing something outstanding or improved given in assembly

- Hot Chocolate Award (Tea Party with Headteacher) – the teacher chooses 1 child every half term who is always being Ready Respectful Safe
- Attendance and Punctuality class awards given in assembly

Underlying our behaviour curriculum are the following principles: being inclusive and fair, being positive, being assertive & being Trauma Informed

Inside Behaviours

Including but not limited to:

- Talking over adult or children
- Getting out of your seat without permission
- Not listening/following instructions
- Distracting others
- Touching other children

Playground Behaviours

Including but not limited to:

- Low level unwanted physical touch e.g. grabbing, pushing, aggressive tackles
- Swearing
- Arguing with the decision of the referee/ adult in sports games
- Using unkind words/ excluding children from games
- Encouraging other children to do the wrong thing
- Not following or listening to instructions

System to follow for behaviours

Every adult should be following PIP (praise in public) and RIP (redirect in private) at all times.

1. Positive reframing = reminder of what they should be doing using Ready Respectful Safe. For example, 'I know you can sit respectfully please show me.'
2. Verbal warning (not recorded on chart) – 'I am giving you one more chance to show me you can be respectful.'
3. Start using the class chart (see below).

X Class Chart

Class names	Warning 1	Warning 2	Warning 3	Warning 4
	'You need to show me respectful now. Your warning is on the chart.'	Spend 5 minutes having a Moreland Moment – at the regulation table in class <u>Playground:</u> 5 minutes timeout at playtime	KS2 - Send to partner class for 5 minutes to complete Reflection Sheet & teacher informs parent at the end of the day KS1 - Send to partner class for 5 minutes for reflection & teacher informs parent at the end of the day <u>Playground:</u> To be completed on returning to class	Sent to SLT to decide whether the child can go back to class or not & what the consequence is – complete Blue Print

4. Children with 5 or less warnings a week can participate in a class reward at 3:10pm on Friday afternoon inside the classroom. Children with 6 or more warnings will not participate in the reward.

5. Adult managing behaviour in the playground should inform the class teacher when children are collected from the playground and the teacher adds the warning to the chart.

High Level Behaviour

- Intentional, physical aggression against staff
- Malicious, physical aggression against a peer = kicking/punching/ fighting etc
- Purposely damaging school property = destroying displays, kicking doors/windows throwing items
- Prejudice based incidents and negative language involving any of the protected characteristics
- Recognised cases of bullying
- Leaving school premises without permission
- Behaviour that endangers themselves

System to follow for high level behaviour

The student is sent to a member of SLT who will decide the most appropriate consequence which may include internal exclusion.

1. When calm the student completes a Blueprint and discusses reparations with managing SLT
2. All school adults responsible for the child should also be informed if they are not aware of the incident already
3. A member of SLT informs the student's parent/carer of the behaviour and consequence
4. Ongoing support/behaviour plan discussed and implemented including consideration of referral to external agencies e.g. NRC, CAMHS
5. The incident must be recorded on CPOMS by the person managing the initial behaviour. The member of SLT managing the sanction will also complete actions taken on CPOMS

Any potential internal exclusion or suspensions will be decided by the Headteacher and followed by a reintegration meeting with SLT, class teacher, parent/carer and student.

Adapting Sanctions for Pupils with SEND

When working with children with SEND, we have to consider their level of understanding. If the answer to any of the below questions is 'yes' it may be unlawful for school to follow the stated behaviour procedures. The school will make reasonable adjustments to address the incident.

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

Suspension – Headteacher ONLY

- A serious or significant incidence of violence against staff/pupils
- Continued refusal to follow adult instruction
- Extreme or repeated discriminatory behaviour
- Serious damage to property
- Ongoing bullying including cyber bullying

System to follow for suspension

1. A suspension is discussed with the Head Teacher and the Head Teacher makes the decision to suspend.
2. The student is informed and the parent/carer contacted.
3. The office prepares a suspension letter which is given to the parent/carer.
4. The class teacher provides work for the student to complete at home and shares with the parent/carer
5. A reintegration meeting is held with the student and parent/carer when they return. This should include a restorative meeting with those affected by the student's behaviour.
6. A behaviour plan is implemented, referral to external agencies e.g. NRC is made if appropriate.

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