



MOORHILL PRIMARY SCHOOL

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Shaw
Education
Trust

Executive Headteacher: Mrs. L. Banks BAQTS, NPQH
Head of School: Mrs. C. Hall BEd Hons

MOORHILL PRIMARY SCHOOL BEHAVIOUR and RELATIONSHIPS POLICY



Ambition



Never Give Up



Teamwork



Love Learning



Equality & Fairness



Respect



Service

Reviewed by: Libby Banks

Date: October 2024

Date for review: March 2026

Approved by Governors: October 2024

Policy Statement

Moorhill Primary School is a learning community that provides all children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

This policy should be read in conjunction with the Moorhill Values and following policies: antibullying, attendance, School Information Report and Teaching and Learning.

Principles of the policy

This Behaviour and Relationship Policy supports whole school aims and values by:

- creating a well ordered, positive environment which enables children to learn, develop their abilities, personality and interests;
- encouraging self-confidence and self-discipline;
- encouraging children to be sympathetic to and tolerant of the attitudes and needs of others;
- ensuring that children understand that with rights come responsibilities;
- encouraging children to respond sensitively to the people and situations they encounter within the school environment and beyond as life-long learners.
- giving clear guidelines.

Addressing positive learning behaviour through the curriculum

We:

- use positive recognition of good behaviour through green TrackIt points to encourage children to develop and sustain appropriate behaviour;
- build pupil self-esteem through consistent recognition and valuing their achievements;
- share clear rules and have high expectations of the children;
- use appropriate themes within lessons including: bullying, tolerance of others, respect, jealousy, parables demonstrating moral behaviour;
- incorporate 'positive values' visitors e.g. Street Wardens, various theatre groups;
- include health and safety talks in appropriate curriculum areas e.g. P.E., Science, school visits;
- encourage all adults within the school environment to act as positive role models;
- give pupils responsibilities, e.g. buddies, daily class helpers;
- provide opportunities for children to work and share together in houses, teams and groups;
- agree class rules and expectations at the beginning and throughout the whole academic year;
- use circle time to share thoughts, feelings and opinions;
- use role play / puppets and stories to provide scenarios for discussion;
- address issues through class and whole school assemblies;
- encourage children to reflect on their behaviour and that of others.

Promote positive learning behaviour in the classroom and around school by:

- providing a safe, secure and stable environment;
- treating pupils with respect, warmth and in ways that reflect our nurturing ethos;
- being fair and just in responding to issues, actively listening to all sides;
- setting clear boundaries for behaviour in the classroom and around school
- ensuring children understand the order of consequence
- writing classroom rules and expectations at the beginning of each school year and constantly reinforcing and making reference to them;
- using the 'Rights Respecting School' agenda to teach the children about respect, responsibility, the rights and needs of themselves and others and the need for acceptable behaviour;
- encouraging pupils to be involved in the development of their learning;
- valuing all pupils within the class;
- using praise, rewards and the agreed consequences consistently;
- promoting independent learning and thought;
- ensuring that the needs of individuals are met;
- create a safe and inspiring environment;
- being a good role model to the pupils in our class and within the school.

Restorative Practice

This is a strategy that seeks to repair any harm done to children and relationships that have been damaged. Rather than simply punishing an 'perpetrator', it aims to encourage the child to take responsibility for their actions, be aware of the consequences they have caused and feel remorseful.

We do this through meetings with the children who have been affected who explain the impact that they have had.

From the victim's perspective, these meetings can help them to forgive, move on, and reconcile with the offender. The practice is based on the idea that dignity, healing, and strengthening a community should be considered when attempting to bring someone to justice.

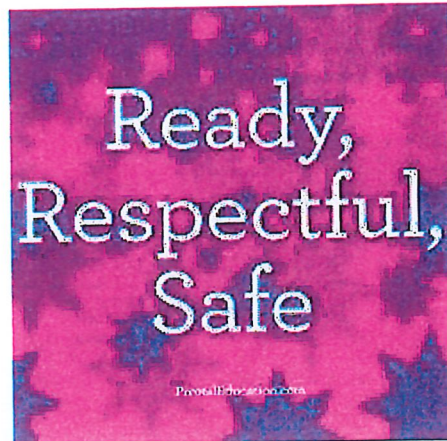
Through an emphasis on our core values, we believe in a partnership approach, with an emphasis on mutual respect.

Moorhill Values



Our School Rules IS:

Our rules encompass the positive behaviours we consistently endorse and expect from everyone at Moorhill: **READY, RESPECTFUL, SAFE**. By following these three simple rules in every aspect of our school lives, we can all achieve our best, enable others to achieve their best and achieve physical and mental well-being.



Behaviour for excellent teaching and learning

Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition.

ALL STAFF, EVERY DAY, WILL:

- Plan and teach an engaging and motivating curriculum
- Understand the needs of each learner and adapt learning to meet needs
- Model respectful, positive behaviour
- Behave calmly and consistently
- Use restorative practice, including scripted conversations

ALL STAFF, EVERY DAY, WILL FOLLOW ROUTINES:

- Meet and greet students every day
- Promote and model Wonderful Walking
- Use Team Stop to gain attention
- Use silent signals of '1 (super sitting), 2 (stand), 3 (move to carpet/line/table)'
- Line up in alphabetical order

ALL STAFF, EVERY DAY, WILL TEACH BEHAVIOUR THROUGH:

- Using the scripted conversations of restorative practice
- Praising in public; reminding in private
- Being a positive role model

ALL STAFF, EVERY DAY, WILL USE CONSISTENT PHRASES:

- I've noticed that
- Remember that our rule is Ready, Respectful, Safe
- I need you to
- Remember when (previous good behaviour)
- Thank you for listening/using your values/Wonderful Walking/responding to....

ALL STAFF, EVERY DAY, WILL RESPOND CALMLY:

- I understand that...
- I hear what you are saying
- I have often thought the same
- Be that as it may...

I can see you need some time ..
Let me help you .

ALL STAFF WILL, EVERY DAY, REMIND:
Discreet reminder of the school rule, through check-ins
Privately caution and move away, giving take-up time (2 minutes), eg When you have... then you can
Remind again (last chance) with reminder of the consequence (proportionate)
Issue consequence if needed, followed by time to reflect and repair

ALL STAFF, EVERY DAY, WILL USE SCRIPTED CONVERSATIONS TO REFLECT AND REPAIR:
What happened?
On a scale of 1-10, how angry/upset/worried were you at the time?
What have you thought since/are you thinking now?
What could you have done differently? (Use 'Imagine if...and give suggestion if needed, eg for strategy that could have been used/a value that could have been used)
Who has been affected or Who has this impacted on or What has the impact of this been?
What do we need to do to put things right?
Can I remind you of a time when you (positive example)

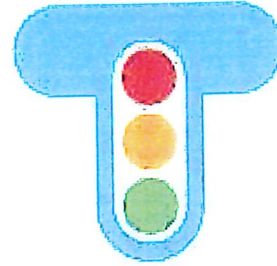
ALL STAFF, EVERY DAY, WILL RECOGNISE PEOPLE USING THE SCHOOL VALUES BY:
Awarding green Track It points and certificates
Sending a positive DOJO message home
Acknowledging in front of class
Acknowledging in weekly Celebration Assembly, linking to values
Displaying exemplary work on 'Wow' board in classroom

LEADERS WILL:
Be a visible presence around the site
Share and celebrate good practice
Support complex with

Trackit Light Behaviour System

We use the behaviour Trackit System for tracking and recording behaviour and for recognising great behaviours, as well as for identifying where support is needed and quickly intervening to positively promote good behaviour, for example through supporting children in developing strategies.

A visual prompt is displayed for children that is linked to their behaviour.



If children have needed reminders regarding their behaviour, then a restorative conversation will be held by the adult and the pupil at the start of either break time or lunch time.

If a child shows red behaviour, this is reported to leaders through our safeguarding procedures.

What happens if there is a serious breach in policy?

A serious breach in behaviour is treated as highly serious as it undermines others, affects learning and can affect the well-being of others. Examples of behaviours considered as a serious breach are:

- Persistent defiance and persistent refusal to follow instructions
- Persistently disrupting the learning of others
- Verbally or physically aggressive towards others
- Discriminatory behaviour
- Swearing
- Bullying
- Bringing into school a banned item

If such behaviour occurs, a sanction will be determined by a senior leader after reviewing the incident. The sanction will include one or more of the following:

- A meeting with parents, child, the teacher and an SLT member to discuss behaviours and address them. The meeting will usually be at the end of the day, but will be during the day if necessary
- A Learning Report, Lunchtime Report or a check in sheet for a minimum of two weeks, checked daily by SLT
- A change to break and lunchtime structure
- A period of time out of the classroom, if returning to the classroom may have an adverse effect on the learning and/or wellbeing of others, ie if child does not demonstrate class readiness.
- Internal suspension including time at Redhill if needed with agreement from parent.
- Referral to the SEND Hub
- Request Alternative Provision
- Tight flexible timetable
- Suspensions
- Managed Moves
- Exclusion

Pupils who display the following negative behaviours in school will receive a sanction that may include a suspension either within school or off site. These negative behaviours include the following:

- ***Deliberate aggressive physical contact with another pupil***
- ***Deliberate aggressive physical contact with a member of staff***
- ***Swearing at a member of staff***
- ***Absconding resulting in the disruption of the running of the school and affecting the safety of others.***

If a child has a Learning or Lunchtime Report, or a daily check-in, an allocated person will check in with them daily – this will usually be a senior leader.

Work should also be undertaken to identify any underlying reasons for the behaviour – this is particularly important to established the mental wellbeing and social factors. A child may be suffering from trauma, grief or anxiety on return to school after an extended period at home. They may have lost a family member or friend, be worried about leaving family or anxious about becoming infected and then infecting others. At the earliest signs of concern, there must be communication with safeguarding leads and parents and a pastoral plan in place. There must be consideration as to whether the behaviour might be related to a safeguarding concern, or be a safeguarding concern in itself, linked to a learning need or linked to trauma, anxiety or grief – making these links will enable the right path of support for the child to be followed. Senior leaders will discuss with teachers whether a risk assessment needs to be in place, and will support in writing this and communicating it with parents or carers.

Any discriminatory behaviour must always be recorded through My Concern, with DSLs/DDSLs adding information, actions and outcomes to the discriminatory log held on the server. The same method of recording must be followed for any bullying behaviour.

At Moorhill, we recognise that early intervention is important and staff are skilled in identifying areas of concern and recognising that there will be an underlying reason for a change in behaviour. At this point, it is the expectation that reasonable adjustments are put in place in the classroom and that this is communicated with the child, parent/carer and phase lead. Adjustments might be as simple as a move to a different part of the classroom, using an additional resource such as ear defenders, putting in place a personal visualised timetable or a now and next board, or a meet and greet at the start of the day or after a break/lunch. Our SENCO and senior leaders will be able to support and advise. Teachers should also consider whether factors such as eyesight, hearing, diet, lack of sleep or a learning need are pertinent and if so discuss with parent/carer/leader of learning/inclusion manager.

There are always adults in school who will listen to and support pupils who are struggling with behaviour. This might be the class teacher, teaching assistant, learning mentor, inclusion manager or a senior leader. Pupils know that they can ask for help as a strategy for controlling their own behaviour.

Support from other agencies:

After a range of in-school strategies have been tried, we will work with other agencies to identify reasons for behaviour and to provide support, including working with:

- Educational Psychologists
- School Nurse Service
- Action for Children
- Family Action
- SENSS (Special Educational Needs Specialist Service)
- AIT (Autism Inclusion Team)
- Behaviour Support Team
- CAMHS (Child and Adolescent Mental Health Service)
- SCASS (Staffordshire Children's Advice and Support Service)
- Social workers assisting the family
- NSPCC
- Barnardos

Contact with external agencies, such as Educational Psychologists, the Local Support Team, Midlands Partnership and Behaviour Support. Parents will always be consulted and consent sought prior to any engagement with external agencies.

Child on child abuse

At Moorhill any child on child abuse, including discriminatory abuse, must be thoroughly addressed, with follow up communicated with parents and children. Child on child abuse can include physical or verbal abuse and will be dealt with seriously. Child on child abuse will not be tolerated or passed off as 'banter'. At Moorhill we are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

There must be support in place for the victim and learning in place for the perpetrator, to understand the impact and to be able to make a sincere apology, with no repeat of the actions.

It may also be appropriate to consider a suspension, after consideration of the following alternatives:

Alternatives to suspension include:

1. Individual pastoral (behaviour) plan, pupil targets and safeguarding risk assessments (if appropriate).
These will be written together by senior leaders and the class teacher, and shared with parents/carers.
2. Restorative conference – parents and senior leaders, with the child
3. Reparation work with the person affected by the behaviour
4. Pastoral intervention

Support from other agencies

There are many reasons why some pupils do not behave according to school rules and after a range of strategies have been tried by staff it is necessary to seek professional advice from other agencies, including:

- School Health Advisor (formally known as School Nurse)
- Social workers assisting the family
- Educational psychologist
- Education Welfare Officer
- SENSS (Special Educational Needs Specialist Service)
- First Response: we have a duty to report any concerns in terms of Child Protection and Safeguarding
- Behaviour Support Team
- CAMHS (Child and Adolescent Mental Health Service)
- NSPCC / Barnardos
- Autism Outreach

In accordance with the Department for Education guidance, the school has adopted the following additional paragraphs to our Behaviour Policy:

Pupils who leave the classroom and/or the school premises

This is treated as a serious matter. However, it is important to know and follow set procedures. Initially a teaching assistant or learning mentor will be called and the situation dealt with in a firm but calm manner, leading to the pupil being asked to go to another area to discuss what has happened. Discussion to find the reason for such behaviour is most important and can vary according to an individual child's needs. However, the basis of the discussion is to demonstrate to the child that his/her action was an inappropriate resolution to the problem and to replace it with a more positive action e.g. accepting a consequence when the pupil has misbehaved, reflecting on the impact on others, how to put things right and how to avoid making the same mistakes in the future. We are trying to encourage pupils to face up to their responsibilities or to ask for support if they need help.

The matter will be treated most seriously if a pupil leaves the school premises and in order to ensure safety we always:

- Inform police.
- Inform parents/carers.

Individuals are taught about the danger of leaving the school premises and this will be stressed at this point in terms of road safety and stranger danger. Other strategies for resolving problems are also discussed. Finally, the reason for leaving the school premises will be addressed and dealt with effectively to demonstrate that no problem requires leaving the school premises.

Follow-up work will always be done with the parent and child and a risk assessment put in place to minimise a repeat of the incident.

Parental Support

References to parents and carers have been made throughout this policy. We want all members of our school community to show the school value of mutual respect, including pupils, staff, parents and governors –this is the Moorhill Way. Working together is vital, not only in situations where sanctions are necessary but in celebrating good behaviour. The school involves parents in the celebration of good behaviour and achievement by public recognition.

Parents demonstrating inappropriate behaviour

Definition: The term 'parent', for the purposes of this statement, is anyone who is responsible for bringing and collecting Moorhill pupils.

Parents are welcome to speak with staff at the end of school day, preferably by appointment unless the matter is urgent. This enables teachers to give parents quality time and to hold conversations with privacy. We expect parents to be courteous and polite to everyone on the school site and, in return, all staff will endeavour to help them with matters arising.

Inappropriate behaviour is when parents are discourteous, abusive or violent towards their own children, other children, staff, parents of other children or visiting professionals.

The following procedures will be undertaken by the Executive Headteacher or Head of School if a parent's behaviour is considered to be threatening in terms of verbal and / or physical abuse:

- The parent will be told to leave the premises. (If he / she refuses the police will be contacted for assistance)
- The Executive Headteacher, Head of School or Chair of the Academy Council will issue a letter informing the parent that he / she must address personal behaviour so that it is in line with the school's minimum standards for respect.
- If there is no significant change, or if others are made to feel threatened because of parental behaviour, a parent may be informed that he or she may no longer access the school site until:
 - an appointment is made to see the Executive Headteacher
 - a fixed period of time has elapsed. If a fixed period of suspension is imposed on the parent he/she will be advised when the ban will be reviewed. The Executive Headteacher will review the ban and invite the parent to meet with her to discuss future conduct. The parent will not be allowed on to the school sites until this meeting has been agreed and subsequently taken place.

The school may contact the police if the behaviour of parents is regarded as physical and / or verbal aggression that is intended to threaten and intimidate children and / or adults. This would be in addition to the action taken by the Executive Headteacher or Head of School in prohibiting the parent from the school sites.

Discipline in schools – teachers’ powers:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

Pupils’ conduct outside the school gates – teachers’ powers:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable”.
- Teachers may discipline a pupil for any misbehaviour when the child is:
 - taking part in any school-organised or school related activity; travelling to or from school or wearing the school uniform or; in some other way identifiable as a pupil at the school: misbehaviour at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline (as described in Discipline in Schools – Teachers’ Power) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment. School staff can search a pupil for any item if the pupil agrees (but this will depend on a child’s age). The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or coat, etc. and for the pupil to agree.

2. Power to search without consent for “prohibited items”. The Head teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where there is reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

Allegations of Abuse against Staff and Other Adults Working in the School:

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Moorhill Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002).

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Moorhill has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way, that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Staffordshire County Council procedures.

Where allegations are made, the school will contact the Local Authority Designated Officer (LADO) for guidance.

Action in the Event of a Malicious Allegation:

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Executive Headteacher or Head of School will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a pupil might include internal suspension, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Links with other school policies:

Safeguarding

For further information regarding the safeguarding of our pupils, please read our Safeguarding Policy on the school website. Sometimes behaviour changes may be linked to external factors which may require the support of external agencies and it is most important that staff report any concerning changes to the Designated Safeguarding Officer (the Executive Headteacher) or the Deputy Designated Safeguarding Officers (the Head of School, SEND Lead and the Pastoral Lead).

Anti-Bullying Policy

Bullying in any form is never acceptable. Please refer to our Anti-Bullying Policy on our school website, which defines bullying, emphasises the types of bullying including discriminatory and harassment, and outlines the actions the school takes to raise awareness, prevent, protect, educate and address.

Online Safety and Acceptable Use Policies

At Moorhill we teach children how to stay safe online and how to behave well online. We recognise our duty to support children in addressing any concerning behaviours online. Please refer to our school policies on our website.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

- Alongside our Behaviour Policy sit our Anti-Bullying, Safeguarding and Mental Health policies.
- On rare occasions, it may be necessary to restrain a child for his / her own safety or the safety of children or staff. This policy also links with the school's policy for restraining pupils and using reasonable force.
- We follow DFE suspension and permanent exclusion guidance, which can be located at: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

Policy information is available in the 'Key Information' section of our website: www.moorhill.staffs.sch.uk.

Behaviour pyramid of needs:

Referral to outside agencies for other concerns

Childre Development Centre (CDC) for concerns about child development or ADHD
CYP Autism Service for concerns about possible autism
Autism Outreach for autistic children
Autism enhanced team for autistic children who require further support
Speech and language
Action for Children
Occupational Therapy
School
Visual Impairment
Minority Ethnic Achievement Service (MEAS)
Action for Children
Saplins for risk to attendance, for any child with two or more fixed term
Youth Emotional Service
Early Help Team Family and child support
Sickle Cell for parent support

Behaviour pyramid of needs

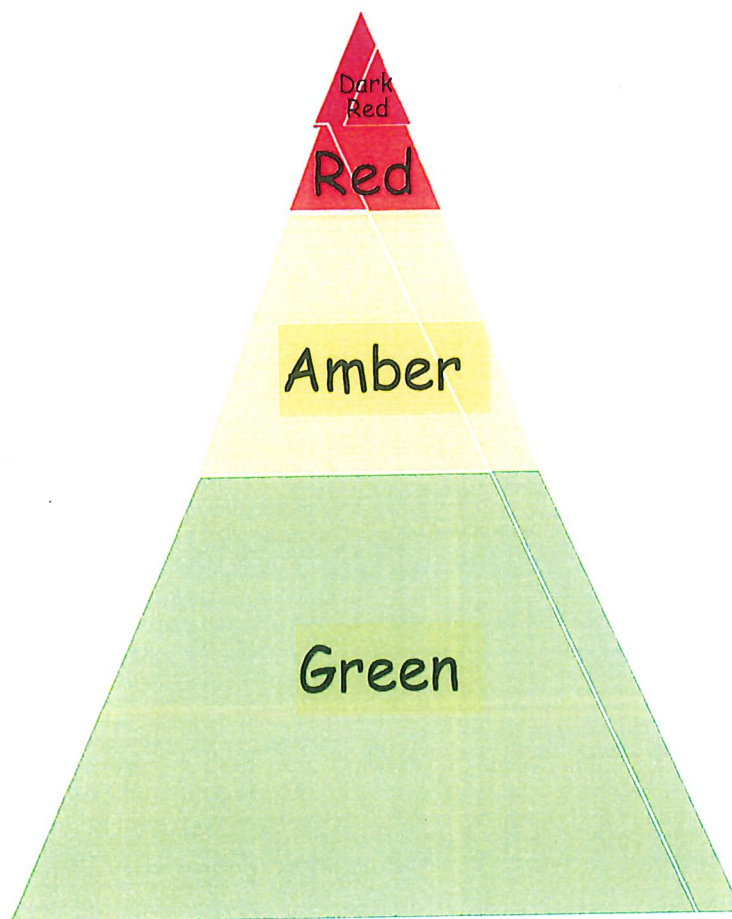
Concerns about behaviour overview

In school steps:

1. Follow school behaviour policy
2. Learning report for the child
3. Boxall profile
4. Pastoral support plan (PSP)
5. Risk assessment
6. Request pastoral support (form)
7. EHCP application needed?
8. EP allocation
9. Extra TA support
10. 1:1 support

Referrals to outside agencies:

- Behaviour support referral
- District inclusion panel (DIP)
- Saplings
- Action for Children
- Safeguarding (if behaviour is not age appropriate or safe)



Needs in relation to hearing, eyesight, diet and sleep should all be met at this stage and if any concerns in relation to one or more of this, (once addressed with the parent via the teacher) are not met, this becomes an amber concern and must be reported through My Concern, eg if parents have been asked to take child for an eye test but have not put this in place.

- Reasonable Adjustments are in place
- Consider whether child has SEND needs/low attendance/is disadvantaged/prior or current CP/bereavement
- Individual behaviour targets
- Parent meetings
- Mentor
- Pastoral Support Plan (Behaviour Plan)
- Learning report or lunchtime report
- Pastoral Lead - Request pastoral support (form)

Definite for pro
Review what has worked from amber list and what hasn't
to be
Risk
Behaviour support referral
Consider DIP referral

DIP
Consider placement or part time timetable
Review possible change of class
Additional adult support, eq check



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Teamwork



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Equality & Fairness



Respect



Service



Moorhill Primary BEHAVIOUR BLUEPRINT

Equality and Fairness

Rolls on the public
Place stickers for
modeling good
behaviour
Come in not following
expectations – allow
to re-start, try go out
and come back in with
a smile on their
behaviour program
expected behaviour

Randomize
conversations
On a scale of 1-10
Thank you for making
the right choice!

Take up time
When you have, don't
you can
Refuse and repair

PIP (Prayer in Public)
and RRP (Respectful to
Parents)

Sketchy stories with
moral lessons

Social stories

Teamwork

Promote and
model wonderful
working

Start of lesson
Meet and greet
Appropriate seating
plan

Rolls
Arrive on time,
positive interaction
with pupils and staff

Do you want me
to take over from this?

For your **ARTICLES** on
For your **ARTICLES** on
- after to collect values

Open-ended

Never Give Up

Innovative practice
Start of lesson
Thank you for
being ready!
Notice for making
a quick start

Disagreement Evidence
Get a new approach
to model applied
practice

Get into roll with
Lesson in a competition
and reward certificates
along with certificates
/rolls

Wow Board

Ambition

Worshipful
class and staff
Ensure calm and
respecting time to
the day/lesson

Respectful Adult
behaviour

Have a value record
of the morning in
the Pupil Profile
behaviour support
form!

Challenge body teacher
when challenging a
pupil on their conduct

Respect

Team Stop

1. Super sitting
 2. Stand
 3. Move to carpet/line/table
- Watch your words

Service

Please and Thank You –
Modelled by adults,
applied by pupils
Praise, Recognition and
Reward – At every opportunity
Catch them...being good!
1/10 Praise Ratio

Love Learning

Conversations:
What Happened
On a scale of 1-10, how angry/upset/worried were
you at the time.
What have you thought since/are you thinking now?
What could you have done differently? (Use imagine
if and use suggestion if needed (eg for strategy that
could have been used/a value could have been used)
Who has been affected or Who has this impacted or
What has the impact of this been?
What do we need to do to put things right?
Can I remind you of a time when you (positive Example)

Be that as it may
I've noticed:
Thank you for listening.
Assertiveness:
I've noticed
I need you to
I need to see you
I know you will
Thank you for
I know you can....

I can see that you are not ready
Refer to landyard



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Trust

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Moorhill Primary REWARDS

Trackits

- 50 - Bronze
- 100 - Silver
- 200 - Gold
- 300 - Platinum
- 500 - Diamond

Shout Outs

Daily shout out - All pupils eligible -
1 pupil from each class

Reading Medals

- 20 - Bronze
- 40 - Silver
- 60 - Gold
- 80 - Platinum
- 100 - Ruby
- 120 - Emerald
- 140 - sapphire
- 160 - Platinum

Reading Plus Certificates

- | | |
|-------|---|
| Pre A | F |
| A | G |
| B | H |
| C | I |
| D | |
| E | |

Nomination for Gold standard Antlers Reward

Attendance

- Excellent Attendance Reward 98 - 100%
- Most improved Attendance Reward
- Year group Attendance Rewards

Class DoJo

Celebration and Phone Calls



Antelope



Never Give Up



Thankyou



Love Learning



Equal to a Favourite



Support



Service



Shaw
Education
Trust

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by marcom

And don't forget FREDDO FRIDAY!

(other chocolates are available)!