



Morelands Primary School

Behaviour Management Policy

Date of Policy:	November 2025	Review Date:	Oct 2026
Responsibility:	Stephen Bilbe	Chair of Governors:	Richard Gridley

Rationale

Everyone at Morelands Primary School has the right to:

- ✓ Feel safe and protected.
- ✓ Learn or teach without disruption.
- ✓ Be listened to and treated with courtesy and respect.

We aim to provide a safe, supportive and respectful learning environment, both on and off site, where children and adults interact with consideration and politeness towards one another and to maintain the following principles of behaviour.

This policy lays out responsibility up to the DFE Exclusions policy which is the responsibility of the Headteacher <https://www.gov.uk/government/publications/school-exclusion>.

The Leadership team will report to Governors termly on the implementation of this policy. In addition, the Governors' Behaviour Statement sets out the Governors duties and responsibilities for behaviour in the school. (Appendix 1).

Principles

- Children in our care are taught how to behave in a socially responsible manner when in school, around the site and when taken off site for educational visits.
- There is a progressive approach to behaviour management throughout the school.
- A clear set of agreed guidelines is known and adhered to by everyone. It includes information about rewards for good behaviour as well as sanctions for unacceptable behaviour.
- Children will always be encouraged to behave in a safe and controlled manner, accepting responsibility for their own actions.
- There is an achievable progressive code of behavioural expectations that reflect the academic and emotional maturity of the child.
- We ensure that there is a positive attitude and approach amongst the whole school community where all children are treated fairly.

- The expectations of the school are clearly communicated to and shared between children, parents, governors and staff.
- The school encourages and involves parents and values their contribution in supporting good behaviour in the school.
- We give all children opportunities to develop self-discipline by promoting and encouraging them to have an increasing responsibility for their own behaviour.
- Children who have difficulty dealing with their feelings are given help and guidance to support them.
- Praise for good behaviour is recognised both for individuals, groups and classes.
- Self-respect and esteem will be developed through the recognition of individual achievements.
- Children are encouraged to think of others, their feelings, and their property and to promote a caring attitude, which respects the whole school environment.
- A co-operative attitude is promoted which encourages team effort and values the contribution of others.
- Strategies for dealing with inappropriate behaviour are shared with the whole school community.
- Refer to policies for Anti-Bullying and Use of Physical Restraint if applicable.
- The Local Education Authority's policy for exclusion of pupils is followed should this course of action be required.

ARRANGEMENTS FOR MONITORING

This policy will be monitored by the Behaviour Co-ordinator (the Deputy Headteacher) through the analysis and evaluation of:

- Key Stage 1 and 2 Behaviour Guidelines documents
- Merit books
- Forfeit folders
- Parental meetings
- Behaviour incident records (including records of violent incidents, racial incidents and incidents of bullying behaviour)
- Exclusions records

Governors Behaviour Statement (Appendix 1)

Behaviour guidelines for Year R, Key Stage 1 and ASC RP (Appendix 2)

Behaviour guidelines for Key Stage 2(Appendix 3)

Appendix 1

Governors' Behaviour Statement

Governor's Responsibilities

Under the Education and Inspections Act, 2006 (sections 88(1) & (2) and DfE guidance document for governing bodies (*Behaviour and Discipline in Schools, 2016*), the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

Introduction

The purpose of this statement is to give guidance to the Head Teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

At Morelands Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

This statement and the behaviour policy will be reviewed by Governors on a two-yearly basis (in conjunction with the Positive Behaviour Policy and Anti-bullying Policy), unless changes at national or local level necessitate an exceptional review. The statement is available upon request from the school and can be found on the School's web site and it is also held in the School office.

Principles

Governors support that Teachers have a right to expect:

- That there is a pupil behaviour management policy in place, consistently applied, which clearly sets out for pupils the consequences of failing to meet the required standards of behaviour;
- A zero-tolerance policy of verbal and physical abuse to staff;
- Regular training of all staff in techniques for the avoidance and management of pupil indiscipline;
- Timely support by senior member of staff;
- To be able to raise concerns about pupil behaviour with senior colleagues without any blame or judgement on your teaching abilities or competence.

We, the governing body of Morelands Primary School: -

- Believe that all members of our school community should be able to learn and achieve beyond their full potential in a safe, secure and orderly environment.
- Will exercise our obligations under section 175 of the Education Act 2002 in that safeguarding and the promotion of welfare of children and our duty to eliminate discrimination under section 149 of the Equality Act 2010 is enshrined in all that we do.
- Value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour.
- Have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

- Have high expectations in the standards of behaviour. The school rules must be clearly set out in the Behaviour Policy and displayed around school.
- Expect that sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- Believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- Would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Expect pupils and parents to adhere to and support the behaviour standards in School and cooperate with the school to maintain an orderly and positive environment for learning.
- Believe that the Education is a three-way learning agreement between the pupil, the parents and the school, each with their own responsibilities which must be met.
- Believe that no individual right to education is more important than their peers and that all pupils have the right to an education without disruption. However, where the individual does not meet their responsibilities within the learning agreement, their needs may need to be met by an alternative provision or arrangements ensuring uninterrupted teaching and learning for their peers.

Behaviour Statement

Morelands Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

We believe parents and the school should encourage positive behaviour through demonstrating what is expected themselves, have high expectations; a focus on learning; and (in line with promoting growth mind-sets) praise and recognition for effort as well as achievement and success.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

The Governors expect the Head teacher to include guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when: -

1. Taking part in school organised or related activity
2. Travelling to or from school
3. Wearing school uniform or in some other way identifiable as a pupil

It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable as it affects everyone's right to learn in safe and calm environment; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. Some vulnerable pupils, for example those with special educational needs, physical or mental health needs, and children who are Looked After can experience particular difficulties with social behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.

However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. Given the importance of the safety of the pupil body, the governing body support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will follow Hampshire County Council guidelines to utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. We also believe that everyone has a part to play in education in order to make the most of pupils time at Morelands Primary School.

Appendix 2

Behaviour guidelines for Year R, Key Stage 1 and ASC RP

- Constant reinforcing of appropriate behaviour
- Class rules constantly discussed and reinforced
- Children reminded to 'make the right choice'
- Praise children who 'make the right choice'
- Praise – ratio 10 positive to every negative
- Adult models to show child what they should do in certain circumstances
- Explain why behaviour is unacceptable and the consequences
- Use 'STOP' command with hand held up palm facing towards child
- Counting back from 3 2 1 to respond. If no response then explain consequences
- Child apologises for behaviour (adults model as necessary)
- House Points for Year 1/2
- Year R children to receive 'dojo' points which gives 1 House Point
- ACE RP children to receive 10 stamps + bubbles
- Special certificates – sticker labels given
- Tidy award is awarded to one class each week to celebrate positive attitude towards the school environment
- Persistent behaviour issues recorded and shared with SLT
- Parents notified when behaviour causes concern
- Involve relevant members of staff as and when appropriate
- Specific programmes for individuals put in place as and when necessary e.g. charts and rewards
- Marbles in jar for whole class – when jar is full they receive a reward. (Not in ASP RP)
- Learning warriors/Golden Book every Friday assembly (from Easter) for Year R and ASC RP – 2 children selected to receive head teacher sticker.
- Learning Warrior every Friday assembly for Years 1/2– selected to receive head teacher sticker
- Year R thinking time.

Behaviour guidelines specific for Years 1/2

- Consistent use of Behaviour Zone board each day (5 tier system which begins afresh each morning). Teacher to record where each child is on zone board at the end of each day. Sticker for individuals' sticker charts if on top of zone board each day. 2 points awarded for Top, 1 point awarded for move up once. Prize given out at end of each half term.
- "Compliments and Consequences" introduced in Year 1/2 from Sept 2022 to replace Zone board above. 'Compliments' reward children for positive behaviour and learning. 'Consequences' are a list of behaviours that are not acceptable in class and alongside each behaviour is an amount of the next playtime that will be missed.
- House points (individual children are awarded house points for good effort, kindness and resilience)
- Merits awarded for 6 weeks of all spellings correct in weekly test; representing the school; sustained outstanding achievement or behaviour
- Children who work together as a whole class will receive a pebble, including walking to/sitting still quietly in assembly and walking in quietly after lunch. Once a complete jar full of pebbles is earned, the class will then receive a reward.

Consequences for Year R, Key Stage 1 and ASC RP

- Time out – area within classroom, if necessary quiet area out of the classroom
- Time spent with year leader
- Miss part of lunchtime or playtime if a child has not completed their task during lessons
- Cohorts change and staff adapt to the needs of the cohorts and individuals.
- In Year1/2, children who repeatedly end the day on the bottom of the Zone board may be given a forfeit and miss Golden Time on Friday.
- Thinking time (1 minute per each year of child's age) within classroom, if necessary quiet area out of the classroom in Year R and Years 1/2.
- Time out area within class in ASC RP, if necessary quiet area out of the classroom.
- Miss part of playtime
- Work 'make up' time
- Miss part of Golden Time
- ASC RP loss of 'choose' minutes.
- ACE RP pay back during 'choosing' time or play/lunch time.

Appendix 3

Behaviour guidance for Key Stage 2

At the beginning of their time in Key Stage 2, the children will continue to use the Behaviour Zone board each day as they do in Years 1/2 (5 tier system which begins afresh each morning). Teachers record where each child is on zone board at the end of each day. Sticker for individuals' sticker charts if on top of zone board each day. 2 points awarded for Top, 1 point awarded for move up once. Prize given out at end of each half term. However, as they progress through Year 3 and into Year 4 the children will begin to follow the same path and be subject to the same expectations as in the rest of Key Stage 2 as outlined below.

Rewards

These will take 5 forms:

1. House Points
2. Raffle tickets
3. Stickers
4. Pebbles
5. Merits

1. House Points

The purpose of house points is:

- To motivate children to develop teamwork and a sense of corporate responsibility
- To promote improved individual attitude and performance

There are 4 houses: Victory (green), Warrior (red), Discovery (yellow) and Endeavour (blue).

Each house will have a Captain and a Vice Captain from Year 6. All children will have a vote to elect these. Members of staff are allocated to lead each House.

A maximum of 3 house points may be given at any one time for a variety of reasons, such as:

Good behaviour	Helpfulness
Consideration of others	Positive attitudes
Reliability	Responsibility
Honesty	Self-discipline
Self-control	Personal organisation
Staying on task	Peer group support
Personal achievement	Team/group achievement
Effort/improvement for behaviour/work	
5 reads	
Shy/reluctant children participating	
Moving up the zone board – SLCN	
Being the 1 st 2 nd 3 rd to get changed for PE	

House points are recorded in each classroom. Weekly totals are collected on Friday lunchtimes and team totals read out during Friday assembly. A running total is kept on a board in the hall and a cup is awarded, at the end of each term, to the winning house. There should be recognition in each class for the child who has been awarded the most House Points in any week. For each House Point earned the child will receive a raffle ticket which the teacher may enter into a prize draw at the end of each week.

Children are allocated a house at the beginning of Year R. An annual register of houses is kept in the Staff Study and new children to the school will be allocated a house on arrival.

2. Stickers

The purpose of stickers is:

- To celebrate children's positive attitudes and as a visible sign of their achievements.
- Stickers can be given at any time of the day.
- Stickers can be used as a motivation towards merits.

3. Merits

These are awarded for personal achievement and on an individual basis by the discretion of the Teacher or LSA. They are awarded for a variety of reasons, such as:

- Sustained/improved effort
- Sustained/improved support for the school
- Sustained/improved attitude
- Sustained/improved behaviour
- Representing the school
- Behaviour on trips and during performances
- Good scores in 6 consecutive spelling tests
- 100% attendance
- A new child to the school settling into their year group
- Extended periods of effort e.g. for a project
- Handing in homework every week for half a term
- Being a school librarian or having another responsibility

Have their own merit record book, which follows them through their school career at Morelands. They are available for parents to see during consultations. The reason for the merit is written in the front of the record book and is dated and signed by staff. Merits should not be awarded to a whole class if not everyone in that class deserves one. Children need to know that they have to meet the 'expectation' in order to be awarded a merit.

Certificates are awarded in the celebration assembly, when children have achieved:

- 5 merits – Bronze Award
- 10 merits – Silver Award
- 15 merits – Gold Award
- 20 or more merits – Special Award

Merits are awarded through discussions with pupils related to individual targets. Within some subjects there may be a system which can be used towards gaining a merit, e.g. green ticks. At the beginning of every academic year, the merit system starts afresh. The child with the most merits at the end of each year is awarded the "Gilbert Neave" cup to keep for the following year.

Pebbles

Children who work together as a whole class will receive a pebble, including walking to/sitting still quietly in assembly and walking in quietly after lunch. Once a complete jar full of pebbles is earned, the class will then receive a reward.

Golden Time

Children that show a positive attitude during the week will be rewarded with Golden Time on a Friday afternoon.

Tidy Cup Award

The Tidy Cup is awarded to one class each week to celebrate a positive attitude toward the school environment. The class who receives the award will get 5 minutes extra play, to be supervised by the Class Teacher.

Attendance Cup Award

The attendance cup is awarded to one class each week to celebrate the best attendance.

Consequences

Staff work very hard to stimulate and motivate pupils, however, there are levels of sanctions available, and the purpose is always to lead the children to an understanding of their mistake and more acceptable behaviour. At the beginning of their time in Key Stage 2, the children will continue to use the Behaviour Zone board each day as they do in Years 1/2 (5 tier system which begins afresh each morning). Teachers record where each child is on zone board at the end of each day. Sticker for individuals' sticker charts if on top of zone board each day. 2 points awarded for Top; 1 point awarded for move up once. Prize given out at end of each half term. However, as they progress through Year 3 and into Year 4 the children will follow the same path and be subject to the same expectations as in the rest of Key Stage 2 as outlined below:

1. Discussion

Following any incident of unacceptable behaviour, there will always be a discussion between the child or children and an adult. The mistake is identified and a decision about an alternative, and more acceptable, form of behaviour taken. Children apologise for their mistakes after all incidents. This may be the only action taken or further sanctions may be used.

2. Losing recreation time

Children may be kept in at playtimes/lunchtimes for an identified length of time. This must be under the supervision of the adult who has given the sanction. Children must not be left alone in the classroom at any time. Loss of learning time will result in payback time and children must complete the work that they have missed. For other behaviours children may need to write a letter of apology, which will be kept on record.

3. Forfeit time

In Key Stage 2, pupils should be role models, setting high standards of behaviour. When these expectations are not met anywhere in school, then forfeit time occurs.

Forfeit procedures:

- A warning is to be given before issuing a forfeit – this information stays on the warning/forfeit sheet for the week. The class teacher may wish to contact the parents at this stage if they feel that it would be beneficial.
- Forfeits can also be given for wilful refusal to complete homework or disrespectful behaviour – no warning is needed for some occasions as the children are aware of the rules.
- If a forfeit is given, the staff member giving the forfeit should ensure that the child concerns record the details of the forfeit on a forfeit slip and takes it to the Deputy Headteacher in the staff study at 12.10pm or the next day if the forfeit is given in the afternoon.
- The class teacher will contact the parents to tell them that their child has received a forfeit if the child's behaviour is of concern or if they have received more than one forfeit in that half term.
- Every third forfeit equals a de-merit, and a record is kept of every pupils' forfeit in a folder for reference.
- A fresh start will be made at the beginning each half term.
- Pending forfeits can be used at the teacher's discretion to give the pupil an opportunity to address their behaviour or to rectify homework issues.

4. Warning for a de-merit

In the event of a serious incident, or if there is a pattern of incidents developing, children are given a written warning. This warning is recorded in the back of the pupil's merit book, dated and signed by a member of staff. Further sanctions may be given. Two written warnings, over a period of time for the same behaviour, will result in a de-merit.

De-Merits

Parents must be contacted if a child receives a de-merit. A record of this will be made in their merit book, dated and signed by a member of staff. If necessary, a behaviour programme will be set up, involving the Class Teacher, any

other Teachers who teach the child, the SENCo, the parents and the child. This may take the form of a 'Target Chart' or whatever is deemed appropriate to motivate the child toward acceptable behaviour.

An immediate de-merit will be given for extreme examples of:

Unacceptable language	Fighting
Dangerous behaviour	Blatant disobedience
Rudeness	Sexual slur/racial comments
Refusal to co-operate	Lack of respect for property
Bullying	Being sent out of class

There may be occasions when the Class Teachers' seek the support of Year Leaders, the SENCo, the Deputy Headteacher and/or the Headteacher. However, it is generally accepted that the adult who has seen the infringement is the one who deals with the issue.

In the case of children who do not respond positively to the issuing of forfeits and de-merits, the class teacher may need to put in place an Individual Plan for that child with the support of Year co-ordinators, the SENCo, the Deputy Headteacher and/or the Headteacher. A meeting will be arranged with parents to agree strategies to be put in place. These strategies may include following the Personalised Education Plan (PEP) toolkit; ABC charts; "Now and Next"; use of an individualised zone board or seeking support from the Primary Behaviour Service. The Individualised Plans will be regularly reviewed against agreed outcomes.

Class Teachers should make parents aware of any potential difficulties with behaviour or homework issues as soon as possible. Behaviour diaries are kept if necessary and an individual behaviour plan devised. Outside agencies may be involved and, in extreme cases, the Physical Restraint Policy or Local Authority Policy for Exclusion will be used.

