



POSITIVE BEHAVIOUR POLICY 2023-2025

Effective Date: July 2021

Last Reviewed: July 2023

Reviewed by: Miss K Hayward, Executive Principal

Next Review Date: September 2025

Introduction

We believe that every member of Moggerhanger Primary School has the right to be respected and valued as an individual. Each child should be offered a positive, valuing relationship with a secure attachment. Unconditional warmth and respect should be experienced by every child in our school. Our colleagues in our school will reflect the values which we expect of the children, and we will model how to be calm, polite, sensitive, and responsible for our own behaviour.

Children should be highly motivated to want to learn. They should understand 'behaviour' and 'attitudes' as the choices that they make. As teachers and members of staff, it is our job to ignite the love for learning, which will encourage the children to demonstrate outstanding behaviours and attitudes to learning. We acknowledge that children may make mistakes, and we aim to provide a 'safe place to make mistakes' and use these as a teaching point to help children learn from their mistakes.

We encourage children to have a positive disposition and attitude to school and learning. We support them to form good quality relationships with everyone in the school, as well as being in touch with their own thoughts, feelings and emotions. We foster an environment whereby children are able to talk about their feelings, manage their own behaviour and empathise with others. We aim to raise their self-esteem and their responsibility for their behaviour and actions.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Intent

The intent of our Behaviour Policy is to create an environment where children's behaviour and attitudes have the greatest possible opportunity to achieve positive outcomes.

Aims of the policy:

- To create a calm and orderly environment throughout the school
- To create a positive, respectful school culture in which staff know and care about pupils
- To create an environment in which pupils **are safe** and **feel safe**, in which bullying, discrimination, or any other inappropriate behaviours, are not accepted and are dealt with in a fair, consistent and swift manner
- To establish clear routines and expectations of the behaviour which we do, and do not, expect to see throughout all areas of the school.
- To develop outstanding motivation and positive attitudes to learning in all pupils, promoting success within school, the community, and into their adult lives.

We want our pupils to:

- Attend school regularly
- Wear their uniform with pride
- Enjoy and be prepared for learning
- Be challenged and make good progress
- Achieve their best
- Feel safe and secure

- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school
- Make sensible choices and take responsibility for their behaviour
- Respect themselves, others and their environment
- Become positive and effective citizens
- Support others in the community
- Be prepared for the future.

Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

N.B. These should be read in conjunction with all other school policies.

Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework (Yrs. 3-6_
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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 but not limited to: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Protected characteristics• 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
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

Bullying

Moggerhanger Primary School and the Governing Body believe that in a caring school, respect for individuals and good relationships between all members of the school community are central to its well-being. Bullying will not be condoned as it can cause serious long-term damage to the students and staff health, educational attainment and outlook on life. Please see our *Anti-Bullying and Harassment Policy* for more information.

Definitions of Unacceptable Behaviour and Attitude

What is unacceptable behaviour?

It is any behaviour which shows a lack of courtesy, thoughtfulness and care towards others and the school rules, which may result in an individual being hurt or upset, or a group or class being disrupted. Moggerhanger Primary School does not tolerate unacceptable behaviour or bullying. Please also refer to our **Anti-Bullying Policy**. The examples below outline some of the unacceptable behaviours, but this list is not exhaustive.

Low Level Behaviours

- Talking at times when they should be listening
- Off-topic talking during working times
- Disturbing other children from doing their work
- Calling out
- Not completing work
- Speaking disrespectfully to others (children or adults)
- Leaving an area where they are supposed to be
- Not respecting others' personal space
- Not following instructions

Serious, Dangerous or Challenging Behaviours

- Repeated breaches of the school rules
- Bullying
- Vandalism
- Theft
- Racism, sexism, homophobic or discriminatory behaviour
- Sexual violence, sexual assault or sexual harassment (including online)
- Aggression towards children or adults
- Swearing
- Playfighting or rough-play games
- Fighting
- Spitting on others
- Defiance to instructions from staff and Senior Leadership Team
- Possession of inappropriate or illegal items, including knives, weapons, alcohol, drugs, stolen items, tobacco/cigarettes, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Behaviour Outside of School

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 Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or 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.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Behaviour Online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member or brings the school's reputation into disrepute.

See Appendix 1 for further examples and suitable sanctions for misbehaviour

Roles and Responsibilities

We view our school as an extended family, and it is expected that each member will live within it, in a spirit of tolerance showing consideration, understanding and respect for other members, whilst taking personal responsibility for their own actions. We expect adults in school to be aware that they are powerful role models. The staff are responsible for providing a calm, orderly and purposeful atmosphere where children can feel secure and flourish. The staff all need to be good listeners and respond positively to everyday acts of consideration. They need to make clear their expectations of standards of behaviour and work. We expect adults who are sometimes in school, e.g., as parent helpers or visiting governors, to follow this lead. In turn, the staff, the Deputy Head, SENCO and the Executive Principal can expect to receive the support of governors. Staff will also have the support of their colleagues especially the Deputy Head, SENCO and the Executive Principal, and Senior Leadership Team at Sandy Secondary School. We expect that children, staff and governors will have the support of parents in promoting positive values and behaviour and in dealing effectively with unacceptable behaviour.

To ensure that we follow these values, these are the questions we will regularly reflect on as a staff:

- Do I create a positive, welcoming environment for each child, every day?
- Do I regularly acknowledge the positive attributes of every child?
- Do I speak respectfully to each child?
- Am I able to avoid confrontation?
- Am I able to forgive every child?
- Am I able to apologise to any child if I have reacted unjustly?
- Is my body language and tone of voice consistent with the words I use to each child?
- Do I encourage children to achieve their potential and have a 'can do' attitude?
- Do I live and model our school values in my behaviour and with every member of our community?
- Is our school a safe place to make mistakes?

The Role of the Executive Principal

The Executive Principal is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of intent and aims of this policy
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 in Sims is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Role of 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 and this will be quality assured via training and evaluation to ensure this
- Communicating the school's expectations, routines, values 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 on SIMS so that parents/guardians are aware
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

The Role of Parents/Carers

Parents/carers have a vital role to play in promoting good behaviour in school. This role is an extension of the relationship that we build with parents/carers as partners in their children's education. We involve parents at an early stage, rather than as a last resort. Informal contact with parents is made by the class teacher, for example by Class Dojo or a phone call. Matters would be discussed discretely and not in front of other parents/carers, and it would be at the teacher's discretion as to whether the child would be present. Communication books may be used for children with SEND needs.

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
- 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. More formal contact may occasionally be made by the class teacher, Senior Leadership Team, SENCO, Head of School or Deputy Headteacher. In

certain circumstances, the Executive Principal will be involved in phone calls or meetings regarding behaviour.

The Role of 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
- The school rules – The Three Bees (see page 24)
- 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.

Responding to Behaviour

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, and their own classroom rules if they wish
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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. This would be logged on Sims and CPOMS.

Please refer to our Child Protection and Safeguarding policy for more information.

Positive Behaviour Strategies

Positive attitudes and behaviours are praised, encouraged and rewarded. Children learn that they are responsible for their behaviours, and associate positive attitudes and behaviours with positive consequences and therefore aim to demonstrate these more often. Positive praise and rewards must be explained clearly to the child to ensure they know why we are rewarding them. Often this will be linked to the learning, our school rules or our School Values.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Praise and Rewards

Ways we may give rewards will vary by class, suited to the age and abilities of the children. Examples include:

- Thumbs up and smiling at a child
- Verbal positive praise
- Star of the Week certificates
- Celebration Assembly
- Stickers (mainly Pre-School up to Year 2)
- Dojo Points (Pre-School up to Year 4)
- Raffle Tickets (Year 5 & 6) – these can be issued in recognition of good work/effort/attitude
- Dojo messages home of praise
- Whole class rewards e.g., marble jar
- Golden day/appointment to roles, e.g., values champion

For Positive Behaviour Management strategies that could be used – see Appendix 2.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour

- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Putting a pupil ‘on report’
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact given the evidence and surrounding circumstances.

Confiscation, Searches and Screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Confiscation:

Any prohibited items (listed in section 3) found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil:

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School/Executive Principal, or by the Head of School/Executive Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of School/Executive Principal or designated safeguarding lead, or deputy, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items see the potential list in Appendix 2, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Pupils' Possessions:

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (see appendix 2). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The Police may be called if needed.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School/Executive Principal/member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

Malicious Allegations regarding staff or other children

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy (also refer to the Child on Child Abuse policy).

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, as well as the Whistle blowing policy.

Serious Sanctions

Detention:

Pupils can be issued with detentions during break, lunchtime or after school.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from Classrooms:

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Deputy Headteacher or Head of School and will be removed for a maximum of 5 days in total at any one time, unless a behaviour plan requires further one-to-one support.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School or Executive Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour, in accordance with their level of need and external support.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as a behaviour or pastoral support plan:

- Meetings with mentors
- Reports
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

The Use of Reasonable Force

The Education Act 1996 forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

The Education and Inspections Act 2006 gives schools new powers to discipline badly behaved students. The new measures include:

- the legal right to confiscate inappropriate items from students such as mobile; phones or music players (**please see further guidance below*)
- statutory powers to discipline students who behave badly on the way to; and from school, for instance when travelling on buses and trains
- greater legal scope and flexibility in giving students detentions, which may include after-school detentions
- a legal duty on schools to make provision to tackle all forms of bullying.

**Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by the school rules, or the staff member has good reason to suspect the device may be used to:*

- cause harm;
- disrupt teaching;
- break school rules;
- commit an offence;
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Using 'Reasonable Force'

The Education & Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption. **There is no legal definition of reasonable force.** In exceptional circumstances, where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object.

The use of reasonable force covers a broad range of actions used by staff, that involves a degree of physical contact with pupils. Reasonable force may be used to calm and de-escalate a situation, when deemed absolutely necessary and as a last resort, and for the shortest amount of time possible. It can range from guiding a pupil to safety while holding their hand, to more extreme circumstances such as breaking up a fight, or where a pupil needs to be restrained to prevent violence or injury to themselves or others. This could include passive physical contact such as standing between pupils or blocking a path. School staff should always try to avoid acting in a way that may cause injury, but in extreme cases it may not be possible to avoid injuring the pupil, if their safety and others are at risk.

Suspension and Exclusion

Suspension

The Executive Principal (Miss K Hayward) is the only person who has the right to suspend a child for a fixed term, or the Head of School in her absence. This is in line with the Education Act 2002 as amended by the Education Act 2011 and the 2023 DFE suspension and permanent exclusion guidance. In this case, parents/carers would be asked to take the child home and work provided for the child to do, while carrying out the suspension. This will be followed up in writing. Parents/carers will then be invited to a Reintegration meeting with the Executive Principal, to discuss the best way forward to support the child.

Permanent Exclusions

A permanent exclusion should be seen as a last resort and the school should be able to show it has taken all reasonable steps to avoid permanent exclusion, in accordance with Exclusion Regulations. The governors of Moggerhanger Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to return to, or remain in school, would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Examples of categories where a permanent exclusion could be used, even if it were the first offence, include:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Please refer to the Suspension and Exclusion Policy.

Responding to Behaviour from pupils with 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.

In line with our Equality Policy, we are committed to providing a teaching environment that promotes learning, in line with our Positive Behaviour Policy. Children who have SEND may be given an individual approach as recommended by the SENCO, external agencies such as Ivel Valley Outreach, or a child's Educational Health Care Plan.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

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 take into account the specific circumstances and requirements of the pupil concerned.

Examples of adaptations we may make include:

- 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 or PDA (pathological demand avoidance)
- Use of separation spaces (sensory areas or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- 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 to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) 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, as reasonable and appropriate.

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 co-operate 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The Behaviour Curriculum : Implementation through Spiritual, Moral, Social and Cultural Development (SMSC).

At Moggerhanger Primary we aim to promote our children's SMSC development alongside the implementation of our Positive Behaviour Policy.

Spiritual development

Examples of promotion of Spiritual development include:

- In responding to a poem, story or text which promotes our values; pupils can be asked "I wonder what you think happens next?" "How would you feel if you were the person in the story?" "Where have you met these ideas before?"
- By appreciating the calm, still, reflection time during Values Assembly where a candle may be lit.

Moral development

Examples of promotion of Moral development include:

- Exploring stimulus across the curriculum which allow for thinking about the consequences of right and wrong behaviour; pupils speculate and apply their learning to their own lives
- By considering different perspectives.

Social development

Examples of promotion of social development include:

- By supporting conceptual and language development through an understanding of debates about social issues
- By providing opportunities for talk in a range of settings such as lessons, assembly, school council meetings

Cultural development

Examples of promotion of Cultural development include:

- Pupils telling stories from their own cultures and backgrounds, creating the idea that 'everyone has a story to tell'
- By providing children the opportunity to learn and celebrate different cultures in classrooms and assemblies, to promote positive attitudes and behaviours to one another
- By providing opportunities for pupils to engage with texts from different cultures

Implementation through Professional Development and Training

The Senior Leadership Team will:

- Ensure that the Positive Behaviour Policy meets the aims and objectives of the school
- Support, guide and motivate teachers and other adults in their behaviour management strategies
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of the policy within the school on a regular basis through:
 - Daily monitoring of behaviour around the school
 - Daily monitoring of children entering and leaving the school via the main school gate
 - Regular monitoring of playground behaviour
 - Regular monitoring and leading assemblies
 - Regular lesson observations
 - Discussions with staff
 - Analysis of assessments
 - Monitoring of Sims Behaviour Log
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate, discussing behaviour weekly
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors and facilitate visits by governors
- Write School development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- The SENCO holds weekly briefings with Learning Support Assistants, where information and training materials are shared

Examples of previous training at Moggerhanger Primary School

We receive annual whole school training on behaviour and expectations through the Greensand Federation along with Sandy Secondary School at the Sandy site.

We have received whole school training on SEND including Autism and PDA.

We work closely with the Primary Social Emotional Mental Health Advisory Teacher at the Jigsaw Outreach Service, School Improvement, Children's Services (Central Bedfordshire Council). We have had whole school training on 'Attachment, Trauma and Links to SEMH Needs' and 'Speech, Language and Communication Needs'.

We have worked with Ragdoll Therapeutic and Training Services who have provided whole school training on trauma and the impact this has on children's development and behaviour, and how to manage this within a school setting.

Impact

The impact of our Positive Behaviour Policy will be a school where each and every child can expect:

- a calm and orderly environment throughout the school
- a positive, respectful school culture in which staff know and care about pupils
- an environment in which pupils **are safe** and **feel safe**, in which bullying, discrimination, or any other inappropriate behaviours, are not accepted and are dealt with in a fair, consistent and swift manner
- clear routines and expectations of the behaviour which we do, and do not, expect to see throughout all areas of the school.
- outstanding motivation and positive attitudes to learning in all pupils, promoting success within school, the community, and into their adult lives.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › 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 data will be analysed every Half term by the Deputy Headteacher, Head of School and class teachers.

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.

[See appendix 4 for a behaviour incident form and Appendix 5 for template letters about behaviour and detentions that can be used.](#)

Implementation

Our Positive Behaviour Policy is implemented in a wide variety of ways, which weave into our everyday school life.

Our School Rules

We have three very simple rules which all children understand. These are known as 'The Three Bees':

- Be ready
- Be respectful
- Be safe

These simple rules are then expanded upon, with sets of rules which apply to lessons and playtimes (please see posters below). The rules are introduced in whole school assemblies to ensure that we have a collective understanding and agreement of the rules and why they are in place. They are then reinforced in classes through the curriculum.

These posters are displayed throughout the school and outside:



Our School Rules The Three 'Bees'

At school we will:



Be ready



Be respectful



Be safe








Our School Rules The Three 'Bees'



In lessons, we will:

	<p>Be ready</p> <ul style="list-style-type: none">• Come to school and be on time• Wear your school uniform or PE kit with pride• Have equipment ready for lessons• Be in your place, ready to listen and learn• Give your best in every lesson, and ask for help if you need it
	<p>Be respectful</p> <ul style="list-style-type: none">• Stop and listen when an adult is speaking• Listen to everyone including your classmates• Show pride in your learning and presentation• Look after all property, and keep areas tidy• Have excellent manners and be polite• Have kind hands and feet, and respect personal space
	<p>Be safe</p> <ul style="list-style-type: none">• Listen to and follow all rules and instructions• Enter and leave areas in a quiet and orderly manner• Walk inside school and use indoor voices• Be safe online• Tell an adult if you need help or First Aid








Our School Rules The Three 'Bees'



At playtimes, we will:

	<p>Be ready</p> <ul style="list-style-type: none">• Line up nicely for playtime• Dress appropriately for the season (coat/wellies/hat)• Include others in your games• Check the Buddy Bench• Ask a Play Leader or member of staff for help
	<p>Be respectful</p> <ul style="list-style-type: none">• Stop and listen when an adult is speaking• Stop when the bell rings, then line up on the second bell• Look after all equipment, and keep areas tidy• Have excellent manners and be polite• Have kind hands and feet, respect personal space
	<p>Be safe</p> <ul style="list-style-type: none">• Only play where the teachers have said to• Do not use equipment without permission• Use equipment for what it is intended for• Tell an adult if you need help or First Aid



Appendix 1

Examples of misbehaviour	Person with initial responsibility to dealing with incident	Suitable sanctions	Person to give support	Example of positive response	Examples of follow up
A <ul style="list-style-type: none"> • Minor disruption in class • Late to lesson • Lack of effort • Use of mobile phone • Lack of homework • Not in correct school uniform 	Class teacher LSAs	Verbal reprimands Reminder of rules Recording on SIMS if deemed necessary Note to parents on ClassDojo, if appropriate Detention Confiscation of mobile phone Phone call home and temporary note if appropriate	Deputy Headteacher Head of School Executive Principal	Verbal targets during lesson Reminders of appropriate behaviour Set positive targets for next lesson Offer choices to pupils, explaining consequences of wrong choices	Positive reinforcement when student has adjusted behaviour
B <ul style="list-style-type: none"> • Repeated low level disruption • Regular lack of effort in class • Repeated failure to do homework • Repeated lateness to lessons 	Class teacher LSAs	Detention Recording on SIMS Phone call to parents Report to subject leader Temporary removal to another area of the school	Deputy Headteacher Head of School Executive Principal	Review of work set or curriculum Discuss strategies with subject leader Discussions with student to set targets Subject target card Peer mentoring	Discussions between teacher and student Target setting for student to modify behaviour
C <ul style="list-style-type: none"> • Persistent uniform problems • Inappropriate behaviour at break or lunchtime • Repeated use of mobile phone in school 	Class Teacher Duty team LSAs	Phone call to parents Loss of free time Internal exclusion Confiscation of equipment and phone call/letter to parent	Deputy Headteacher Head of School Executive Principal	Help with uniform Discussion with House Leader Referral to club or extra-curricular activity	Discussions with parents
D <ul style="list-style-type: none"> • Persistent or serious lesson disruption preventing learning • Deliberate defiance/lack of respect • Internal truanting • Leaving site without permission 	Class teacher Deputy Headteacher Head of School Executive Principal	Use of on call duty staff Referral to Head of School Subject leader detention Letter home Loss of social time Temporary withdrawal from lessons to another class	Deputy Headteacher Head of School Executive Principal	Discussions with parents and meeting if appropriate Review PAP if relevant Subject report/ target card Put on PSP Discussion at core inclusion meetings Lunchtime report Internal inclusion procedures	Allocate mentor Daily meetings/ checking in/out Regular update to parents Referral to re-engagement team where appropriate Round-robin report from all teachers sent to parents

E	<ul style="list-style-type: none"> Repeated refusal to accept school rules Fighting Smoking Repeated disruption round school Bullying 	Deputy Headteacher Head of School Executive Principal	Where necessary Meeting with parents Longer detentions Loss of social time Internal exclusion Fixed term exclusion	SLT	Review PAP Risk assessment if appropriate Subject report/ target cards Referral for PSP/EHA Offer of external support (relate, CAMHs, etc.)	Possible local authority or external agency involvement Review of curriculum/ timetable Possible restricted timetable for temporary period Regular meetings with parents
F	<ul style="list-style-type: none"> Frequent refusal to follow school rules/student code of conduct Continued serious disturbance Theft Discriminatory behaviour, i.e. racism, homophobic, disability Abuse/swearing at a member of staff 	Deputy Headteacher Head of School Executive Principal	Internal exclusion Formal letters Fixed term exclusion Meeting with Executive Principal and parents BSP/PSP/EHA Referral to B & A Manager/SLT	SENCO/ Local Authority External agencies SLT	Parent meetings Timetable adjustment/restricted timetable Involvement of external agencies Reviews of PAPs/PSPs Offer of external support	Review external agency contributions Explore alternative provision
G	<ul style="list-style-type: none"> Serious assault of another student resulting in injury Possession of alcohol/ weapon/drugs Persistent refusal to follow student code of conduct despite previous sanctions 	B & A Manager SLT/ Head of School/ Executive Principal	Suspension/Permanent Exclusion	SENCO/ Local Authority External agencies SLT	Parent meeting with B & A Manager/SLT Review of PSP Daily report to SLT External agency involvement Offer of external support	Review of external agency support/ provision Explore alternative provision
H	<ul style="list-style-type: none"> Repeat of F or G Violence towards member of staff Drug dealing Use of weapon 	B & A Manager SLT/ Head of School/ Executive Principal	Longer fixed term exclusion Possible permanent exclusion	Governors	Exploring alternative provision Offer of external support	Recording of future provision

Appendix 2

Potential List of confiscated items but not exhaustive:

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 3

Positive Behaviour Strategies

Within our classrooms and school setting we will provide exciting, stimulating and fun learning environments which invite children to want to learn. We aim to create positive behaviours and attitudes to school and learning and use a range of strategies to support this. Each classroom will use a variety of approaches dependent on the age of the children.

'Attention grabbers' are used as a technique to ask the children to stop what they are doing and listen to the staff member. These are a fun and exciting way to engage all the children in an instruction, they will be introduced and rehearsed to ensure that the children understand the expectation. Each classroom will use a variety of attention grabbers, suited to the age and abilities of the children. Examples of attention grabbers are listed below:

- Clapping a rhythm that the children repeat
- Counting down from 5 and showing hand in the air
- 'I really want to see those fingers' x 3 with wiggling fingers in the air
- 'If you can hear me clap your hands twice' repeated with different instructions until all children are joining in
- 'Empty hands' showing hands in the air and then folded
- 'Hands on top, that means stop!' hands on head
- 'Everybody shhh, shhh, shhh' song
- 'Who is ready? Who is ready? Sitting quietly. Sitting quietly. Ready to listen. Ready to listen.' To the tune of Frere Jacques
- Teacher says '1, 2, 3' Children respond 'Eyes on Me'
- Raising a hand in the air for all children to copy
- Teacher and children chant 'Eyes are for looking, ears are for listening, brains are for thinking, hands in our laps!'
- 'Hand on hip, finger on lip!' when lining up around the school

Addressing Undesired Behaviour and Attitude

Throughout the school day including in lessons, in assemblies or at playtimes, there may be occasions where children need support or a reminder of how to demonstrate the positive behaviours and attitudes that we expect. Whenever possible, undesired behaviour should be dealt with quickly and quietly with reference to the relevant school rules and School Values.

What do we do?

- We encourage children to tell an adult if they have been involved in unacceptable behaviour
- We will offer a 'cooling down' period if the child is not ready to discuss the events (this may need to be separate from the child's class as described in Step 5 below in **Behaviour Steps**)
- We always listen to all those involved, and may seek accounts from others to verify events
- We make reasonable adjustments if those involved have SEND
- We deal fairly and appropriately with unacceptable behaviour through carefully judged intervention
- We do not use any form of humiliation or sarcasm
- We use Restorative Justice Approaches as detailed below.

When asking children to change their behaviour and attitudes, this should always be framed in a positive manner. For example, rather than saying "Stop, you should not be using your pen at this time", this should be

worded as “Please put the lid on your pen, put it on your desk and show me that you are listening”. A range of strategies which we expect staff to use are as follows:

Strategy	Explanation and Script
How are you feeling?	Quite simply, ask the child how they are feeling. There could be a reason behind the change in attitude or behaviour. This helps to address the root of the issue and validate the child as an individual with feelings and needs. For example: “How are you feeling today [Name]?” “I have noticed that you seem a little unsettled today [Name], is there anything you’d like to talk about or anything I can help you with?”
Choice direction	Gives pupils some control over a situation, which is less likely to initiate point blank refusal. For example: “Would you like to do your writing at the table, or perhaps you could get a clipboard and do it on the carpet area?” “Would you like to work with the person next to you to complete this challenge, or would you like me to help you?”
Deferred consequences	Dealing with an issue at a later time and therefore removing the ‘audience’ (the rest of the class) who are watching, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. For example: “I’d like to sort this out, but we can’t do it now as we need to finish our activity before we go to Phonics. I’ll talk with you later/at the end of the lesson.”
Pause- direction	Use a pause after calling a name to establish and sustain attention. “[Name]... (wait for child to look at you) ... Please can you concentrate on your work. Thank you”
Tactical ignoring	Some behaviours are exhibited in an attempt to gain attention. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. For example: “Well done [Name] – you remembered to put your hand up to answer a question.”
Expectation reminders	Needs to be in line with school policy and be implemented clearly and consistently. For example: “Can you remember how we should enter the building after playtimes? That’s right we should be walking well done!” “What’s our rule for working noise? That’s right we said we should just be using a whisper/talking voice.”
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. For example: “Yes, I can see that you may have been talking about your work, but I would like you to work on your own for this task” “Yes, it may not seem fair that playtime has finished, but we will be back outside in just a short while after we’ve done our Maths”
When-then direction	Avoids the negative by expressing the situation positively. For example: “When you have finished your work, then you can go out” rather than “No, you cannot go out because you have not finished your work”
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. For example:

	"I need you to open your book and start work now ... I'm going to see who needs some help on the other table, but I'll come back in a minute to check if you need any help and see how you're getting on."
Move away	Move the child away from the problem. For example: "I think that you would be able to concentrate really well on your work if you sit on this table so let's move you over here."

Where undesired behaviour persists, all staff in the setting will follow the **'Behaviour Steps'** guidance below, to ensure children know that the behaviour is unacceptable, alongside the strategies described above to regain the positive learning behaviour. Where serious misbehaviour has occurred or there is a safeguarding risk, staff may omit earlier steps to protect the welfare of pupils. It is the right of all children to receive their education without being humiliated, abused and oppressed. It is the responsibility of EVERYONE to ensure that it takes place in an atmosphere which is caring and protective.

Behaviour Steps - Key Stage 1 & 2

Explanation and Script
Step 1. Verbal Reminder
Where attempts have already been made to regain positive attitudes and behaviours using the strategies already described, it will be necessary to then give a Verbal Reminder directly to the child. For example: "[Name], this is your Reminder, I have asked for 'empty hands', please put your pen down and look at the board." "[Name], this is your Reminder, I have asked everyone to sit quietly during assembly with no talking."
Step 2. Verbal Warning
Where the same behaviour persists within that session, within 5-10 minutes of already receiving a Verbal Reminder, the child should now be given a Verbal Warning . For example: "[Name], you have had a Reminder, I have asked for 'empty hands', this is now your Warning, please put your pen down and face the board listening and ready to learn." "[Name], you have had a Reminder about not talking in assembly, this is now your Warning." After giving the Warning, the teaching and learning should continue, without drawing too much attention to the negative behaviour. Staff should look for a positive which they can praise to acknowledge that the child has changed their behaviour. For example: "Great listening everyone, well done [name], I can see that you are enjoying this lesson."
Step 3. Key Stage 1: 1 Minute Lost from Playtime Key Stage 2: 5 Minute Detention from Playtime
Where the same behaviour persists within that session, within 5-10 minutes of already receiving a Verbal Reminder and a Verbal Warning, the child will now miss 1 minute/5 Minute Detention from their playtime. For example: "[Name], you have had a Warning about showing that you are ready to learn, and you have continued to draw on your whiteboard, so you will miss 1 minute/5 Minute Detention from playtime." "[Name], you have continued to talk after being given a Warning, so you will miss 1 minute/5 Minute Detention from playtime." <i>Where the same behaviour persists within that session, within 5-10 minutes of already being told they would miss 1 minute/5 Minute Detention from their playtime, they may be given another miss 1 minute/5 Minute Detention from their playtime. If after approximately 10-15 minutes, they are back to Step 1.</i>
Step 4. Inform Parent/Carer, SLT & log on SIMS
Where behaviour is repeated persistently and it has been dealt with following Steps 1-3 repeatedly (3-4 times during a 1-2 week period) without an improvement, parents/carers will be informed by way of

phone call or Class Dojo message, with the intention of the parent/carer discussing this behaviour further at home to prevent a repeat of the situation.

Step 5. Serious, Dangerous or Challenging Behaviour

Time out of class/ Internal Exclusion (Also Inform Parent/Carer, SLT & log on SIMS)

At any point, if a child's behaviour becomes serious, dangerous or challenging beyond Steps 1-3, the staff may call upon the Senior Leadership Team to deal with the incident. The child may need time away from the classroom to reflect on their actions, before taking appropriate restorative action, and rejoining the class or completing work in an alternative classroom. They may miss a whole playtime and/or lunchtime. Step 4 would still be followed, and a parent/carer meeting may be necessary, and a plan may be put in place to support the child.

Step 6. Fixed Term Exclusion

At any point, if a child's behaviours are putting themselves, other children, or staff at risk, only the Executive Principal (Miss K Hayward) has the right to suspend a child for a fixed term, or permanent exclusion, or the Head of School in her absence. Please refer to the *Suspension and Exclusion Policy* for more information on this.

Appendix 4

Behaviour Log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 5

Letters to parents about pupil behaviour - templates

First Behaviour letter

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g., 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – Return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second Behaviour letter

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third Behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the Head of School, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by your actions? In what way?

How could you have done things differently?

What do you need to do to put things right?

Appendix 6:

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.