



Moss Valley
Primary Academy
Part of **KINGS ACADEMY TRUST**



Behaviour Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [DfE guidance](#)

Moss Valley Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of developing the 'whole' child academically, socially and emotionally. We believe that nurture should be at the heart of every child's education. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. We feel it is important to promote positive behaviour and encourage self-discipline, however, there may be times when a child's behaviour infringes on the rights of others or our school rules. Our behaviour policy outlines our response in such instance, which all staff consistently adhere to; at all times remembering that a positive approach will always be made to negative behaviour.

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies. Reasonable adjustments **MUST** be made for children with SEMH need when applying the behaviour policy.

As a school we understand that when children display challenging behaviours, they are communicating an unmet need and it is the role of all staff to work together to understand they function of the behaviour and support from that point of view, instead of seeing this as a negative.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- 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 such as 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
- E-cigarettes or vapes
- 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)

4. 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

TYPE OF BULLYING		DEFINITION
Physical		Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 		Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual		Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. The school and all the staff here have a responsibility to respond promptly and effectively to issues of bullying.

How do we prevent bullying?

Responsibility

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school's approach on bullying is, and follow it when bullying it is reported.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Understanding the signs

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem

4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

5. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
6. In serious cases, suspension or even exclusion will be considered
7. If possible, the pupils will be reconciled
8. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- social stories
- PSHE and annual anti-bullying week

5. Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Staff roles and responsibilities

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see appendix 3)

Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

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

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

6. School behaviour curriculum – our approach

Everything we do in school is underpinned by the core values of each school. These values are displayed around school, discussed with the children and linked to our weekly celebration awards.

All staff are supported via high quality, ongoing continued professional development, to understand:

- attachment theory
- functions of behaviour
- trauma informed principles
- nurture principles
- the behaviour is communication of an unmet need

How to promote positive behaviour throughout our school (Universal Offer)

- Quality First Teaching
 - 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
- Individual class agreements/charters– agreed at the start of each academic year, class specific and written as positive statements
- Consistency of approach and maintenance of boundaries
- School values displayed in each classroom and referred to by all staff

- Staff model positive behaviour at all times
- Assemblies including weekly celebrations for demonstrating our school values
- Positive touch (when a child is distressed or needs personal care)
- Children are listened to and given the opportunity to discuss issues relating to behaviour
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Children new to school are inducted into the policy by their class teachers
- Giving children responsibility for areas around the school or helping adults
- Stickers and badges for good work / behaviour / progress from the class teacher to be carefully monitored by phase leaders to ensure a consistent approach as the whole school system should take priority
- Visits to leadership team with good work and exhibiting school values
- Non-verbal (smiles, thumbs up ...) and verbal praise
- Understanding of the importance of praise and that for some children praise may need to be given in a variety of ways (secret signals/ 3rd party), but the principles of PIP/RIP apply to all
- Staff understanding of the impact that the physical environment has on behaviour: we are a communication friendly school and follow the guidelines regarding labelling, resources, display, colour etc

How we promote positive behaviour for individual children (Personalised Offer)

- Responsibility of all staff working with children to support and provide care to pupils with additional needs where those needs might affect behaviour;
- Feedback to parents/carers
- Recognition when behaviour has improved
- Target/ reward chart
- Behaviour support plan
- Play plan/ILP
- Home / school books
- Having clear, consistent expectations of individual children that match the needs of the child, including the implementation of the advice received from specialists e.g. Educational
- Psychology; PIT; Speech and Language; SENDCo
- Individual and group interventions to meet needs of learners with SEND i.e.: Messy Crew, Managing Emotions and Self-regulations, Sensory Play and Art Therapy

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our Behaviour System – Class Gojos (Dojos and Good to be Green)

- Class Gojo will be used in all classes from Nursery to Year 6.
- To foster positive pupil's behaviours and classroom culture, we will use Class Gojo for acknowledgement of positive behaviours linked to the school values.
- Each child will have an individual account that will contribute to the whole class total. Pupils can also be set up to be in groups, allowing opportunities for collaborative working.
- Children are encouraged to work towards a class or group recognition ie: additional playtime, a trip to the park, scooter time etc, linked to the Right to Play. These are agreed in phases to
- ensure age-appropriate rewards are offered consistency within a phase.
- Dojos are given for specific learning behaviours, linked to the school values which are consistent throughout school and where possible across our partnership.
- When giving the Dojo, staff must ensure they verbalise why they are giving this, as it is important for children to hear this. Staff will consider how this is delivered to meet the needs of individual pupils.
- We do not remove Gojopoints for negative behaviours, as this would not support our ethos of RIP and individual children are not highlighted. Adult conversations about pupil behaviour are always done away from the pupils.
- We will continue to use Seesaw and ParentApp/Teachers2Parents to communicate to parents and carers. Parents will not be linked to Class Dojo

Dojo points are given for:

Early Years & Year 1

- I have shared
- I have waited for my turn
- I have used please and thank you
- I have used my magnet eyes and listening ears/talk promises
- I have tidied up
- I have looked after my classroom
- I have been kind
- I have tried my best at my learning/challenges

- I have been helpful
- My teacher is amazed by my work

Year 2 – 6

<i>Respect</i>	<i>Resilience</i>	<i>Independence</i>	<i>Hard Working</i>
I have looked after the environment I have been kind I have been helpful to others I have spoken respectfully to others/used the talk promises	I have tried something new I have made a mistake and learnt from it I have shown resilience I have taken responsibility for my actions	I have tried to help myself before I ask others I have worked well with others I have worked independently	I have taken pride in my work I have given 100%

Some children do bring in mobile phones to school. These need to be given to their class teach

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.

Please refer to our child protection and safeguarding policy for more information and this can be found [here](#).

Responding to misbehaviour – agreed consequences

The samples below have been organised into gradually rising levels of severity:

- Immediate verbal or equivalent alternative visual mode of communication to address misbehaviour by member of class team, privately where possible.
- One warning is given for not demonstrating the school values. If this is repeated after take-up time, a reflection time will need to happen at the next breaktime. In relation to reflection time specifically, the following guidelines are adhered to by all staff;
 - reflection time is age and stage appropriate;
 - no child will lose a full break, considering 'Right to Play' Document; what the child does during reflection time should be relevant to the action where possible, e.g. picking up paper having made a mess; finishing work not completed in class due to refusal. This should be time limited and proportionate to the misbehaviour;

- consequences of classroom behaviour must be dealt with in the classroom by the class teacher and not as a lunchtime consequence and vice versa;
 - Reflection time will be based on the principal of Emotion Coaching. Pupils will use this time to talk with an adult about what went wrong and how to resolve the problem for next time.
 - Reflection time is led by the adult who has managed the situation.
- Should a pupil display repeated misbehaviour, staff will discuss this with a member of the leadership team. This should initially be to the phase leader who will agree appropriate next steps and log on CPOMS. This may include an internal suspension to another class. The length of suspension and the class that they go into is always informed by the age and developmental stage of the child. Class suspension will be used up to three times for a similar behaviour. Parents/carers will be contacted by the class teacher at each stage of the above so they are kept fully informed.
 - If the misbehaviour continues after three class suspensions, this will be raised by the class teacher with the SENDCo. SENDCo and Phase Lead will agree on who is best placed to lead a meeting with parents/carers to discuss recent events. Meeting will take place to discuss next steps and consider how we can all support the child holistically moving forward. It is important for children to know that the adults in class can keep them safe when they have big feelings. The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils and parents/carers. Agreed actions from this meeting will be documented on CPOMS, e.g. referrals, review of child's support plan, adjustments to provision.
 - In the event of continued misbehaviour, another meeting will be arranged with parents/carers and the Headteacher will liaise closely at this stage as a fixed term suspension may be needed.
 - Fixed term suspensions will be reviewed and monitored on an individual basis.

Lunchtimes

- Lunchtime incidents are to be dealt with at lunchtimes by the member of staff who has seen the behaviour or passed onto the senior welfare member of staff. Depending on the incident and the pupil/s involved, it may be best that the reflective conversation takes place at the next lunchtime. Similarly, staff may seek support from colleagues who know the child well to ensure the reflection time is impactful and in the best interest of the child.
- Warnings and consequences are to be given in line with the above (Agreed Consequences) and restorative actions given to prevent further incidents. This may involve offering pupils a safe space to calm safely before reflection. Lunchtime incidents must be passed on to the class teacher and logged on CPOMS.
- Where lunchtime is identified as a trigger for repeated behaviours, a meeting will be held with lunchtime staff, class teacher and phase leader to look at provision on offer to the child. Further support can be sought from the SENDCo.

Identifying Triggers

- We will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find 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, medical conditions, SEMH needs and Speech and Language; use of ABCC Charts behaviour support plans which are updated and shared with relevant staff

The use of a Safe Space

The use of the welcoming looking safe space area needs to be planned carefully around the needs of the young person. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. The use of the safe space area for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

Approaches to de-escalation and behaviour management of persistent difficulties

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour; rather such behaviour should be discouraged in a calm and well-measured style. A comprehensive package of de-escalation strategies is available via 'Team Teach', our trainer of choice in the use of positive handling strategies. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of misbehaviour and the need for positive handling.

When a pupil regularly displays behaviour which is inappropriate or challenging, and which require strategies which are above and beyond those that are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. Support Plans are discussed with parents/carers, and reviewed regularly. It is expected that such behaviour will fall into one or more of the following categories:

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan. The restrictive physical management of pupils should only be used in extreme situations – a last resort rather than a first response.

7. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8. Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The school does not need a pupil's consent to search them if staff think the pupil has prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- nicotine products, e.g. cigarettes, vapes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause physical injury or emotional distress or commit an offence

Confiscation

Any prohibited items 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/carers, 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 headteacher, or by the headteacher 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 make sure 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

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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9. Serious sanctions – School Suspensions & Permanent Exclusions

The next level of intervention in terms of severity of behaviour would be an internal suspension. A child would be taken to another class for a fixed period of time (half or full day) depending on the severity of their behaviour. A member of the leadership team must be involved in the decision to internally suspend a pupil and parents notified by the phase leader, deputy headteacher or headteacher.

If an internal suspension does not result in an improvement in behaviour, a pupil may be temporarily suspended from school. This may be:

- As a result of a single incident of such severity or a build up of repeated behaviours which fall into the following categories:
 - Physical assault of adults
 - Physical assault of pupils

- Persistent disruption to learning
- Damage to property

The Headteacher will follow the LA's set procedures in any instance of suspension. The governors will be kept fully informed of any temporary suspensions and any move to permanently exclude will be as a result of a decision taken by the governing body.

10. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

Adapting sanctions for pupils with SEND

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

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

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.

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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Links with other policies & further reading

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Special Educational Needs and Disabilities Policy

Behaviour in Schools – Advice for Headteachers and School Staff

Appendix 1: written statement of behaviour principles

The following sets out our principles here at Moss Valley:

- › 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 the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2

Example Escalation Plan:

Name _____

Date _____

Level 1 behaviours	Level 2 behaviours	Level 3 behaviours	Signs of recovery	Recovery
First refusal to follow instructions	Continual low level negative behaviour	Continually making others feel unsafe by gesture or verbally	Change in facial expression	When calm discuss incident
Toy fighting	Discriminatory comments	Damaging resources by throwing/ ripping	Begins to talk to staff	Can s/he explain why it happened
Disrespectful attitude	Continual refusal to work	Physical aggression to others	Suggests getting a book or continuing with his activity	What could s/he do next time to prevent?
Interrupting	Damaging property	Biting / spitting/ kicking		Encourage to take responsibility for his/her actions and not blame others
Not listening/ignoring	Throwing objects	Racial comments/abuse		
Inappropriate noises	Swearing directly at others	Running from room		Carry out consequence even if apology given etc
Invading personal space but not threatening	Negative verbal comments	Climbing where he is unsafe		
Lying				
Moving around the room				
Commenting on other people consequences				

Grabbing toys/ resources				
Response	Response	Response	Response	
Praise those around and nearby	Ignore	Use calm voice to remind of targets and consequence	Respond to talk as appropriate	
Distraction	Turn body to be less threatening and use calm voice when speaking	Remove from room	Do not immediately expect discussion of the incident	
Use calm voice		Physical intervention as a last resort (2 staff present)	Offer drink or story	
Use non threatening body language	Use script and timer to give time to respond	Use 2 elbow wrap until calm enough to remain in safe place		
Use script to remind of targets ignore	Move others away and praise sensible behaviour			

Appendix 2

Example Behaviour Risk Assessment:

Name _____

Date _____

Describe the foreseeable risk (i.e. what specific behaviours have occurred or may occur in the future if current behaviour escalates)	Is the risk potential or actual? i.e has this behaviour already occurred (A) , or is it a potential risk as a result of other behaviours, (P)?	Who is at risk of harm from this behaviour? List all persons who may be harmed. e.g child themselves, peers,	When does this risk arise and in what circumstances? (Triggers and Setting factors)	How likely, on a scale of 1-5 is this behaviour likely to occur? (1=very unlikely, 5=almost certain) (Probability)	How serious is the potential harm? (1-5) Disruption - injury (1 Minor, 5 very serious risk of	Risk Factor Probability x Hazard (Multiply Numbers in the previous two columns)	Is the behaviour identified on the behaviour support plan

		adults			injury) (Hazard)	(risk factor =1- 25)	

Appendix 3

Additional Behaviour Strategies to prevent challenging behaviour

Positive (active) Strategies

These are those which are used when a child is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:-

- Be aware of any warning signs that inappropriate behaviour may occur.
- Refer children to Place to be and encourage them to self-refer.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for the child to stop.
- Remind children about the 'Two Tier behaviour system' and likely outcomes.
- Set clear enforcement limits.
- Catch children being good and praise.
- Calmly and quietly repeat instructions (**Appendix 3 – 30 Second Scripts**).
- 'First....then....' (using symbols) – First do required activity, and then receive favoured activity as reward.
- Remove child away from trigger and remove trigger.
- Remove an audience or take vulnerable children to a safer place.
- Use safe defensive measures; guiding the child away is he is trying to make physical contact.

Follow the 30 Second Script

I noticed you are....(having trouble getting started/struggling to get going/wandering around the classroom).

It was the 'ready, respectful, safe rule that you broke when you chose not to....(lining up/staying on task, being kind)

You have chosen to.... (move to the back, catch up with your work at lunchtime)

Do you remember last week when you....(arrived on time every day, told the truth, got a certificate in assembly)?

That is who I need to see today.... Thank you for listening. (Then give the child some 'take up' time.)

Reactive Strategies if a child's behaviour escalates into a crisis situation

These are strategies that will be used if a child's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe
- Follow the 'Two Tier Behaviour System'
- Move furniture
- Remove objects that can be used as weapons
- Guide assertively – hold or restrain if absolutely necessary
- Change member of staff as needed
- Planned ignoring
- In a firm tone, repeat instructions
- Inform child of consequences of his actions
- Remove child to a safe area.
- Offer choices

Appendix 4

School mantras to support a culture of positive behavior management in school

- **Fight fire with water**
- **To change their behaviour change your own**
- **Relapse is normal**
- **Attitude is everything]**
- **The future is not over yet**
- **Connect before you correct**
- **Calm when they get it wrong! Happy when they get it right!**
- **Behaviour is a function of the person and the context**
- **Behaviour is functional, predictable, changeable**
- **It doesn't have to be perfect to be good**
- **What is everything? Attitude**
- **Behaviour is curricular- just like reading and writing**
- **The problem is the problem and not the child**
- **Analyse don't personalise**
- **All behaviour mistakes are learning opportunities**
- **Praise the process not the product**
- **Be solution focused**
- **Context is decisive**