



Positive Behaviour Policy

Including
Searching and confiscation policy
Use of reasonable force policy
Anti-bullying policy

**“A Christian community where commitment
to educational excellence changes lives”**

The Board of Directors of Moordown St. Johns CE Primary School ratified this policy on 4th July 2024.

Interim Update: September 2026

Full Review Date: July 2027

A copy of this policy in an alternative format, such as large print or different language, may be provided on request from the school office.

**Moordown St John's CE Primary School
Policy for Behaviour and Relationships Shaping**



Luke 2:52: "And Jesus grew in wisdom and stature, and in favour with God and people."

Rooted in God's love, we believe everyone can grow to be their **Blossoming BEST** in a caring, Christian community.

We encourage each other to belong, excel, shine and thrive so we can love learning, care for others and make a positive difference in the world.

CONTENTS

1. Rationale and Aims
2. Legal Duties
3. Roles and Responsibilities
4. Whole School Behaviour Approach
 - 4.1 Church school ethos
 - 4.2 Staff professional conduct
 - 4.3 Rules
 - 4.4 Class Charter
 - 4.5 Visible Consistencies
5. Recognition and Consequences
 - 5.1 Group motivation
 - 5.2 Individual motivation
 - 5.3 Ladder of Consequences
 - 5.4 Golden Time
 - 5.5 Arbor 'BEST Me' Rewards
 - 5.6 Teams
 - 5.7 Reduced timetables
 - 5.8 Flexi-school agreements
 - 5.9 Alternative provision
6. Recording and Reporting
7. Supporting SEND pupils
8. Online Behaviour
9. Searching and confiscation policy
10. Use of reasonable force policy
11. Anti-bullying policy
12. Related policies and documents
13. Monitoring and evaluation
14. Policy Version History

Appendices

Appendix 1	- MSJ Behaviour Principles
Appendix 2	- School staff agreed behaviour strategies
Appendix 3a	- School Rules
Appendix 3b	- School Consequences
Appendix 4	- Getting it right checklists
Appendix 5	- Reflection sheet
Appendix 6	- Examples of serious behaviour (L3 and L4)
Appendix 7	- Behaviour Report Plan templates
Appendix 8	- Behaviour Management Plan templates
Appendix 9	- Keep Safe poster
Appendix 10	- 2 page summary for staff

1. Rationale and Aims

- 1.1 The Board of Directors has agreed a written statement of general principles to guide the head teacher and school staff in determining measures to promote good behaviour and discipline amongst pupils (**Appendix 1**).
- 1.2 At Moordown St. John's School, we are guided by our Christian values (based on the 'Fruit of the Spirit') and a commitment to providing a safe, respectful, and inclusive learning environment. A principle text is; *'Do to others, as you would have them do to you.'* Matthew 7:12
- 1.3 We are ambitious for every child to:
- Take responsibility for their actions and their choices of behaviour as they mature and aspire to become global neighbours and citizens;
 - Be intrinsically motivated to make their best choices;
 - Become emotionally resilient children;
 - Have a good self-esteem.
- 1.4 Our commitment to equipping children with the skills to make positive behaviour choices, where praise and encouragement far outweigh the need for consequences, reflects the overall educational and spiritual ethos of the school.
- 1.5 This policy's success can be demonstrated by:
- Pupils' attitudes to learning that are of an equally high standard across subjects, years, classes and with different staff
 - Parents, staff and pupils are unreservedly positive about both behaviour and safety in and around the school.
 - Pupils' excellent conduct, manners and punctuality.
 - A school where bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
 - Skilled and highly consistent behaviour management by all staff, leading to an exceptionally positive climate for learning.
 - Pupils that understand very clearly, what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including when online.

2. Legal Duties

- 2.1 We acknowledge our legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs. In addition, we recognise that some pupils require a more sensitive and differentiated approach.
- 2.2 We do not intentionally discriminate against certain groups and keep a record of behaviour incidents to identify patterns, so that we can make sure one particular group is not more affected by the policy than other groups.
- 2.3 This policy is based on legislation and advice from the Department for Education (DfE) on:
- **Behaviour in schools: advice for headteachers and school staff (February 2024)**
 - **Searching, screening and confiscation: advice for schools (July 2022)**

- Mobile phones in schools (February 2024)
- Working together to improve school attendance (July 2026)
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Alternative provision: statutory guidance for local authorities and schools (February 2025)
- 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: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Directors

The Directors are responsible for:

- Reviewing and approving the written statement of behaviour principles (**Appendix 1**)
- Reviewing this behaviour policy in conjunction with the Senior Leadership Team (SLT)
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

3.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy in collaboration with the Directors, the Senior Leadership Team and Staff.
- Only the Headteacher (or acting Headteacher) may issue a suspension or permanent exclusion. Any decision will follow the current statutory guidance and the school's **Suspension and Permanent Exclusion Policy**.
- Implementing the positive behaviour policy consistently throughout the school, ensuring all 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.
- 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.

3.3 Senior Leaders and Year leaders

School Leaders will:

- Be a visible presence across the school and especially at transition times.
- Celebrate staff and pupils whose effort and attitude goes above and beyond expectations; sharing good practice.
- Support staff in engaging children with more complex behaviours. Review provision for children who fall beyond the range of written policies, including monitoring individual behaviour report/management plans.
- Liaise with parents to offer support, signposting and guidance on behaviour

3.4 School Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils. Arriving on time, being welcoming and well-prepared.
- Implementing the behaviour policy consistently – actively teaching pupils the rules and routines through PSHE, worship, circle time discussions and modelling of positive behaviour.
- Communicating and modelling the school's high expectations in every interaction with pupils
- Knowing the children as individuals, thereby ensuring all children are noticed and supported positively. Responding to pupils' needs swiftly and with kindness, treating all children with respect.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Use praise to reinforce positive expectations
- Recording behaviour incidents promptly (on Safeguard my School)
- Refer specifically to rules / consequences and 'behaviour choices'.
- Use the language of 'if' and 'then; to clarify choices and consequences, e.g. *'if you throw a pencil, then you will miss some of your play and complete a reflection'*

In addition, class teachers are responsible for:

- Planning engaging learning activities appropriate to their class
- Giving attention to:
 - a clear seating plan which facilitates quality learning and collaboration
 - clear access to materials and equipment

- clear routines and transitions between activities
- noise levels appropriate for the activity

3.5 Parents and carers

Parents and carers, where possible, should:

- Support and cooperate with the school, respecting the staff team and valuing their role in implementing the Behaviour policy.
- Inform the school of any concerns which may affect the child's behaviour, including medical or social circumstances.
- Attend meetings to discuss their child's behaviour if necessary and support agreed plans.
- Provide and model good examples of behaviour.
- Support their child to look after school property at home.

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.

3.6 Pupils

Pupils will:

- Be at school every day on time, wearing correct uniform.
- Understand and follow the rules.
- Understand the consequences of not following the rules.
- Create and adhere to a class charter.
- Vote for member of their class to represent them on School Parliament.

4. Whole School Behaviour Approach

The following are in place as foundations to promoting outstanding behaviour and safety in Moordown St. Johns:

4.1 Our Church School Ethos

We are a Church of England Primary school. We believe that we have a distinctive ethos characterised by mutual respect, forgiveness, discipline and purpose with Christ at the centre. It is the responsibility of all staff to promote and nurture this ethos to enable all children to grow to be their Blossoming BEST and develop values described as the 'Fruit of the Spirit'.

4.2 Staff professional conduct and Teacher's Standards

All staff follow the guidance of The Teachers' Standards (May 2012), which states that a *teacher must set high expectations which inspire, motivate and challenge pupils to establish a safe and stimulating environment for pupils and manage behaviour effectively.* Appendix 2 is a co-construction of the behaviour strategies used by MSJ school staff.

4.3 Whole School Rules

We have established a positive behaviour system, grounded in consistency and based on five rules which are designed to provide children with a structure for their decision-making.

Staff will refer directly to these rules to ensure children make excellent behaviour choices. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour choices.

Our rules	
1.	Show <u>respect</u> to all members of the MSJ community
2.	<u>Listen</u> carefully and respond appropriately to others
3.	Use <u>kind</u> words and keep hands and feet to yourself
4.	<u>Follow instructions</u> given by all staff
5.	Treat equipment and the environment <u>with care</u>

School Rule Posters for use around the school are found in **Appendix 3a**.

4.4 Class Charters

Every year, pupils and adults in each class agree a class charter, based on the whole school rules, that sets out the behaviour aspirations and choices for the year ahead.

4.5 Visible Consistencies

The MSJ staff team have agreed the following expectations:

Routine	Expectation
Ready for school	- Children to arrive in correct uniform/kit and on time every day - Correct equipment, including Reading Record, in school every day - Bikes, skateboards and scooters to be walked into school - Mobile phones turned off before entering school site and handed in
Welcome	- SLT and staff to greet children warmly - Teaching team to encourage polite replies and 'model' conversation - Classroom to be prepped fully with learning activity ready - Late children welcomed quickly to sustain flow of learning
Lessons	- Ensure learning is accessible for all - Share KQ & S2S - Class charter is visible - Visual timetable is visible - Variety of methods used to settle pupils e.g. musical instruments, clap, other visual cues such as raising of the hand reducing the need for using a loud voice

	● Focus on positives (praise and reward and children who are making good choices) ● Modelling by all the adults e.g. presentation, materials prepared in advance & available for the children
Breaktime	● Children to be dismissed group at a time ● At the bell/children to be instructed to walk quietly back to class (most pupils line up and be collected by the teacher. Pause, freeze and walk in quietly is another strategy used.
Worship	● Children to line up in class (legendary lining up) ● Walk to/from the hall respectfully and in single file (wonderful walking) ● Children to listen carefully and respond appropriately to worship
In the corridors	● Children to walk respectfully/quietly and in single file ● Children to be respectful of adults and move out of the way / hold doors open.
Eating spaces e.g. dining hall	● Children to say please/thank you to lunchtime staff ● Follow corridor expectations when arriving / leaving the hall ● Lunchtime is encouraged to be a sociable time and children are allowed to talk (not shout) to one another.
Prayers	● A short prayer to be said before lunch and at the end of the day (either through worship or in class)
Leave school	● Chairs are stacked (maximum of 6) ● Encourage moments for quick recap/close day with story/poem focus on learning ● Say goodbye by name and encourage mutual thank you ● Only Y5 & 6 pupils, with written parental consent, can walk home by themselves. All other children must be handed over to their authorised collecting adult or after school club responsible adult. ● Mobile phones must not be used until a child has left the school premises.

5. Recognition and consequences

At Moordown St. John's School, we give first attention to best behaviour. We recognise and reward children in different ways, believing that a quiet word of personal praise can be just as effective as a larger, more public reward.

Our Rewards include:

5.1 Team motivations/celebrations:

- Team points - half-termly reward for winning house team
- Caretaker's cup - weekly celebration of 'tidiest'/greenest' classroom
- Class rewards (class teacher discretion); eg. marble jar, trip to park, star of the day

5.2 Individual motivations/celebrations:

- **Arbor 'BEST Me' badges** and milestone certificates. Children automatically receive a weekly 'Good Choices' reward if they have not received a reflection. Badges may also be awarded for work, effort and demonstrating the school's values (the Fruit of the Spirit) in action.
- EYFS & Y1 classes use a ladder of learning to reinforce positive behaviour choices – moving from Green, Silver to Gold.
- Postcards/phone calls home
- Occasional 'specials' - for example, hot chocolate with the Head

5.3 Consequences

Engaging with learning is always our primary aim. If a child chooses not to follow one of the school rules, their behaviour will not be accepted and there are a series of consequences for making the wrong choice. The system is designed to be clear and consistent, appropriate and proportionate for the nature of the behaviour. When a reminder or consequence is given, it is linked explicitly to the rule - 'You are not following our first rule of showing respect. You now need to..'

Whilst in the majority of situations, a gentle reminder or nudge will be all that is required, it may be that a child receives a consequence. We have called these 'reflections', because they are an opportunity to learn and are designed to help a child to change their behaviour.

With the exception of completing a more serious consequence every child will start afresh the next lesson/day with a clean slate, and have the opportunity to choose more appropriate behaviour.

Our standard consequences follow a 4 step plan:

Reminder
Verbal Warning
Reflection
Red Card

For more serious or persistent incidents of poor behaviour, there are 2 further steps:

Behaviour Report OR Behaviour Management Plan
Suspension/Exclusion

These steps are explained in the table below:

<u>Step 1</u> Non-verbal/verbal reminder	This may include: ● use of eye contact, gestures or other non-verbal communication to redirect a child or refresh their engagement. ● pause within instruction to redirect attention ● use of a child's name to refocus them ● circulating round the room and using proximity to redirect attention ● recap of instructions ● whole class referral to the intended learning ● a discreet 'drive by' a child to have a quick refresh, refocus or reminder about behaviour expectations
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<u>Step 2</u> Verbal warning	This means that a reminder has already been given. A warning consists of: • an explicit, scripted response linked to the rule - 'You are not following the rule of.. I am now giving you a verbal warning and you now need to...' • an opportunity for the child to make the right choice and to redress their behaviour • a visible and discreet reminder may be given to the child at this point to emphasise that this is a final warning e.g. warning triangle on their desk
<u>Step 3</u> Reflection	A reflection means that: • A school rule has not been followed, despite a reminder and warning e.g. you are not listening carefully as you are talking in class. • The child will miss 5 to 10 minutes of play at the discretion of the teacher to work through a reflection sheet together. Parents are not usually informed at this stage for one-off reflections and the incident is not usually recorded on 'My Concern'. The reflection sheet is kept by the class teacher. The child will not receive the weekly Arbor 'BEST Me' 'Good Choices' reward given to children who have shown excellent behaviour all week <u>What happens in a 'Reflection'?</u> The completion of the reflection sheet (See Appendix 5) follows a scripted format: - <i>What happened?</i> - <i>How were you thinking/feeling? Why?</i> - <i>Who has been affected? How?</i> - <i>Which school rule do you need to focus on?</i> - <i>What needs to happen now to make things right?</i> Staff use the Trick Box card ABCD to structure a conversation and will hear both/all sides of the story if necessary. We give the child time to accept responsibility for their actions and give them time to repair with others involved. It is intended to be a restorative conversation.
<u>Step 4</u> Red card	A red card means that: • One or more school rules have not been followed repeatedly, despite Steps 1-3. • OR A child has had 3 or more reflections during the week. • OR More serious behaviour (called L3 & L4 more serious behaviour – see Appendix 6) e.g. deliberately hurting another child

	• As a minimum, break and lunchtime for 1 day will be missed, ensuring each child has the opportunity for exercise at another time. • Other sanctions may also be appropriate, such as time out in another classroom (sometimes referred to as an internal exclusion) or escalating to step 5 & 6. Parents are informed at this stage (either discreetly at pick-up or a phone call home). The child will not receive the weekly Arbor BEST Me 'Good Choices' reward given to children who have shown excellent behaviour all week. A behaviour entry on My Concern is completed. A reflection will be done, often with a Year leader or member of SLT.
<u>Step 5</u> Report to SLT 5.1 Behaviour Report Plan OR 5.2 Behaviour Management Plan (for SEND pupils)	This section relates to children displaying more challenging behaviour. If a child is repeatedly receiving red cards, they will report to the DH/H for a further meeting during which expectations around behaviour will be reinforced. At this stage, there may need to be: • a meeting with parents (online or face to face) • a scheduled review of a child's ongoing behaviour <u>Behaviour Report Plans</u> For pupils without a diagnosed SEMH need, a likely outcome is the setting up of a Behaviour Report Plan. A Behaviour Report Plan is a short period of focussed intervention/monitoring to support a pupil to make better behaviour choices. Parents will be informed by the class teacher and by a covering letter from the Headteacher. • Personalised & specific targets • A daily report card/behaviour reward chart (see Appendix 7) • Loss of privileges e.g. school clubs / parliament / teams / social time with friends • Possibly targeted rewards or structured playtime/lunchtime support • Agreed parent communication In most cases, it is assumed that this targeted and short-term focus on behaviour should see an improvement in a child's choices, in which case they can come off report. If poor behaviour choices continue then this may indicate an additional SEMH need, in which case a Behaviour Management Plan is more

	appropriate (see below). If no such additional needs are identified, then evidence is gathered to escalate to suspension or permanent exclusion, as a final resort. <u>Behaviour Management Plans</u> Behaviour Management Plans are for children with an identified SEMH need and where reasonable adjustments are made by the school to better meet their needs. This plan is discussed with the pupil, staff and parents, including SLT/Inclusion Leader. It will include: - The child's strengths and areas for development - Specific and personalised behaviour targets - Details of the support provided by the school, including the graduated response when incidents arise - When the school will escalate certain consequences such as suspension or permanent exclusion. A Behaviour Management Plan replaces the standard ladder of consequences and sanctions above. See Appendix 8 for templates
<u>Step 6</u> Suspension and Exclusion	There are two forms of exclusion: suspension and permanent exclusion. • Only the Headteacher (or acting Headteacher) can suspend or permanently exclude a pupil on disciplinary grounds. • A suspension may be used where warranted under this policy. • Permanent exclusion is a last resort and will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. Every decision must be lawful, reasonable, fair and proportionate. The school will consider the pupil's views, relevant contributing factors, SEND, disability and equality duties. Any time a pupil is sent home for disciplinary reasons will be recorded formally as a suspension; unofficial exclusions or "cooling-off" periods are not permitted. For the full procedure, please read the school's Suspension and Permanent Exclusion Policy.

School Consequences posters for use around the school are found in **Appendix 3b**.

5.4 Golden time

Golden time is not a behaviour strategy used at MSJ, but class teachers may build in additional social development time or short whole class reward times during the week as appropriate.

5.5 Arbor 'BEST Me' Badges

Arbor 'BEST Me' Badges are awarded in recognition of positive work, effort and behaviour, including demonstrating the school's values (the Fruit of the Spirit) in action. They may recognise a whole class, group or individual.

Staff use Arbor Rewards to share positive recognition with parents and carers.

All staff should be consistent and generous in awarding and recording Arbor 'BEST me' rewards.

Pupils' cumulative reward totals continue from the previous MarvellousMe system and are not restarted. Totals lead to the existing milestone badges and certificates.

The House TEAM with the most Arbor Badges at the end of each half term also receives a trophy and a reward time agreed with the Headteacher and Team Captains.

The school encourages most children to achieve the Emerald Badge by the end of KS1. The school encourages most children to achieve the Sapphire Badge by the end of KS2. In a few exceptional and rare cases, a few children will reach Jadeite level.

Arbor Reward point milestone	Badge	Certificate Presentation	Additional reward
40	Bronze Badge	Certificate presented in KS worship	
80	Silver Badge	Certificate presented in KS worship	
120	Gold Badge	Certificate presented in KS worship	
200	Platinum Badge	Certificate presented in whole school worship	
300	Emerald Badge	Certificate presented in whole school worship	Parents invited to assembly. Child given recognition badge
400	Ruby Badge	Certificate presented in whole school worship	
500	Diamond Badge	Certificate presented in whole school worship	
600	Sapphire Badge	Certificate presented in whole school worship	Parents invited to assembly. Child given recognition badge. Child invited to celebration break with a member of SLT.
800	Pink Diamond Badge	Certificate presented in whole school worship	
1000	Jadeite Badge	Certificate presented in whole school worship	Parents invited to assembly.

			Child given MSJ Values Badge Child invited to celebration break with the Headteacher.
1200	Blue Diamond Badge	Certificate presented in whole school worship	Parents invited to assembly. Child given recognition sticker. Earn a whole reward session for their class.

5.6 TEAM (Together Everyone Achieves More)

Pupils in Years 1–6 belong to one of four coloured TEAMS (blue, green, red or yellow). To nurture and build cohesion across the school, pupils earn Arbor Reward badges for themselves and their TEAM.

Pupils vote for 2 Team Captains each year from Year 6 and these Team Captains choose a new 'learning hero' each year to represent their team and encourage their team to each Reward points.

Every half term, TEAM Arbor Badge totals are reported to pupils in an end-of-half-term assembly. TEAM captains receive a trophy on behalf of their TEAM and the winning TEAM has an extended reward time.

The Year 6 leader & Office Manager are responsible for collating the results and organising the presentation of the TEAM trophy every half term.

5.7 Temporary part-time timetables

A temporary part-time timetable will never be used as a behaviour sanction or to manage a pupil's behaviour. In very exceptional circumstances, where it is in a pupil's best interests, it may form part of a wider support, healthcare or reintegration plan to meet the pupil's individual needs.

Any arrangement must be agreed with the parent with whom the pupil normally lives, have clear attendance times, regular reviews and a proposed end date, and remain in place for the shortest time necessary.

The local authority, social worker and/or Virtual School Head will be involved where applicable; for a pupil with an EHC plan, the arrangement will be discussed with the local authority.

The clear aim is a return to full-time education as soon as the pupil's individual circumstances allow. Attendance will be recorded using the correct statutory codes.

5.8 Flexi-schooling

Flexi-schooling is separate from a temporary part-time timetable. It is a voluntary arrangement in which a child is primarily electively home educated but attends school for part of their education by agreement with the school. The child must continue to receive a suitable full-time education across home and school, and the parent remains responsible for the home-education element.

The school is not obliged to agree flexi-schooling. Any request will be considered individually, with particular care and appropriate consultation where a pupil has an EHC plan, is looked after or has safeguarding needs. Attendance will be recorded in accordance with current statutory guidance.

Any flexi-schooling arrangement is voluntary, must be set out in writing and requires approval by the Board of Directors.

5.9 Use of alternative provision

For some EHCP/LAC pupils with profound SEMH needs, the school may source alternative provision in agreement with the parents and BCP SEND team. This learning support may take place off-site for some or most of the week and may include less formal learning styles *e.g. therapeutic work with animals*. The school retains responsibility for the quality of this provision (when sourced via the school) and maintains safeguarding oversight.

Alternative provision is usually detailed on a child's EHCP / PEP / Behaviour Management plan. It may also be used alongside a flexi-school agreement.

6. Recording and reporting behaviour

6.1 The class teacher will keep a log of reflections.

6.2 Red cards and any behaviour incident requiring involvement from SLT and/or parents will be recorded on [My Concern](#) as well as actions taken by staff which support children to modify their behaviour.

6.3 Behaviour logs are monitored by the DH/H on a monthly basis to identify and support children with significant challenges, patterns relating to vulnerable groups or changes in pupils' behaviour which may indicate a safeguarding risk. Information is shared with Directors monthly.

6.4 All incidents that might be construed as racist, homophobic / transphobic or disability related are fully investigated and recorded; in the first instance the DH/H must be informed and the incident logged on [My Concern](#).

7. Supporting pupils with Special Educational Needs (SEND)

Where children have SEND, there may be situations or circumstances where the consequences and rewards need to be reasonably adjusted to suit the child's needs and/or level of understanding. This will be done in consultation with the Inclusion Leader and class teacher. The Inclusion Leader may also seek advice from external agencies.

In the most challenging cases, a Behaviour Management Plan is written to guide staff and provide clarity of expectations for the parent and pupil. See Step 5 above.

When incidents of misbehaviour arise, staff will consider them in relation to a pupil's SEND, although the school also recognises 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.

7.1 Examples of reasonable adjustments that may be considered:

- Short, planned movement or sensory 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
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

7.2 Best endeavours to meet the needs of SEND pupils

- The rules are the same for all pupils
- The application of the rules will look differently for some pupils e.g. listening well for a child with ADHD
- Consequences for SEND pupils are delayed due to the preventative and therapeutic steps that are taken (diffuse, distract, de-escalate), often detailed on the Behaviour Management Plan.
- Level 4 behaviours are unacceptable for all children.

8. Online Behaviour

Please see the **Acceptable use of IT Policy** and the **Online Safety Policy**.

8.1 Mobile Phones

The school is a smart phone free site.

- Pupils are not permitted to bring smart phones or smart glasses on to the school site.
- If a child in Year 5 & 6 needs to bring in a phone, it must be a basic mobile phone (calls and text only) — not a smart phone.
- Smart watches/fitness trackers and location devices may be worn, but must have all cellular, camera, and sound recording functions disabled during the school day.
- All mobile phones must be switched off and handed to the class teacher at the start of the day. They will be stored safely and returned at home time.
- Any smart phones brought into school will be kept in the school office and must be collected by a parent or carer.

Exceptional Circumstances:

The school understand that in very rare cases, a child may have a genuine need to bring a smartphone to school (for example, for medical reasons such as diabetes monitoring or independent travel with a digital travel card). If this applies, a written request must be made to the Headteacher, outlining the reason. The Headteacher will review the application and confirm whether permission has been granted. A list of 'exempt' pupils is maintained by the Headteacher.

8.2 Online behaviour outside of school

The school reserves the right to issue behaviour sanctions to pupils for online misbehaviour (even if this takes place outside of school hours) 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 be discussed with parents so that an appropriate course of action can be decided.

A pupil may be suspended or permanently excluded for serious online behaviour outside school, including the sharing of indecent or explicit images or other illegal activity, where the statutory test and school policy are met.

9. Searching and Confiscation policy

Searching, screening and confiscation is conducted in accordance with the DfE's latest guidance.

9.1 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, but directly to their responsible adult.

9.2 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. Two members of staff will be present.

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 charge of the pupil, *e.g. on a school trip/residential*.

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

- Assess whether there is an urgent need for a search (prohibited items only)
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- 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 and consider whether it is appropriate to use reasonable force to search the pupil (see section 17).

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 wholly next to the skin *e.g. a jumper or jacket being worn over a t-shirt*.

9.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including desks, lockers and 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 and items identified in the school policy.

Any 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.

9.4 Informing the designated safeguarding lead (DSL)

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

9.5 Informing parents

Parents will always be informed of any search for a prohibited item. 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

9.6 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).

10. Use of reasonable force policy

10.1 When should reasonable force or restraint be used?

Reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing significant damage to property (including the pupil's own property);
- Engaging in behaviour seriously prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session, anywhere in or outside the school, or offsite.

Reasonable force may also be used to search pupils, without parental consent, for the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

10.2 What is considered 'reasonable force' and restraint?

"The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result." DfE May 2012

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

10.3 Principles of the use of reasonable force

- Restraint handling is always a last resort.
- This means de-escalation strategies is always the primary response e.g. moving other children or objects out of harm's way.
- Where possible, the child should be given the space to calm down and regulate their own emotions.

The following actions must apply in all circumstances:

- Force is never used as a punitive action.
- If restraint is necessary, there must be at least 2 staff members present.
- Any incidents always need to be referred to the DH/H who will always log a full record on [My Concern](#).
- It is imperative that parents are always informed of the exact details of the physical restraint used as soon as practically possible.
- If any staff injuries have occurred, including scratch or bite marks, these must be logged using the accident reporting form.

11. Anti-Bullying policy

11.1 Our Aims

Bullying is not tolerated at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a trusted adult. Everyone has a responsibility to prevent bullying and we are committed to our anti-bullying programme through PSHE/RHSE curriculum, worship and peer support networks.

Our aim is for all pupils to be fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.

We also aim for bullying and derogatory or aggressive language in all their forms to be rare and dealt with highly effectively.

11.2 Definition of bullying behaviour

Pupils discuss the definition of bullying each year during anti-bullying week, as there is no legal definition of bullying.

The school understands bullying behaviour to be repeated negative behaviour which intends to make someone feel upset, uncomfortable or unsafe. Bullying behaviour can be verbal, physical, creating deliberate imbalances of power or indirect (including online also known as cyber bullying).

Bullying can also be connected to 'peer on peer abuse', which occurs when a young person under 18 is exploited, bullied and / or harmed by their peers (or siblings) who are the same or similar age.

11.3 Different types of bullying

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Sexual or gender-based bullying

Staff are alert to derogatory and sexualised language, and all incidents are to be recorded and dealt with. Sexual bullying might include: sexual comments, taunts and threats / inappropriate physical contact that makes the recipient feel uncomfortable or scared / distributing sexual material (including pornography) / sending photos or videos of a sexual nature.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying (also known as Online Bullying)

The Cyber Bullying Research Centre defines cyber bullying as: Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices. Cyber bullying can be overt or covert bullying behaviours using digital technologies such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos
- deliberately excluding others online
- nasty gossip or rumours
- imitating others online or using their log-in.

11.4 Strategies to prevent bullying

- Identifying and defining the difference between conflict, banter and bullying
- Challenging inappropriate interactions including prejudice-based and aggressive language.
- Teaching for and about diversity and celebrating differences across the whole school community.
- Use the language of rights and responsibilities to ensure that all pupils understand that everyone has the right to be safe and to enjoy school, and to think about their role as contributors or bystanders.
- Teaching pupils about mediation and conflict resolution, problem solving and anger management (Using Trickbox strategies).
- Using the curriculum to teach about respectful relationships.
- We take part in the national 'anti-bullying' week each year and focus our whole school on the theme of the week.
- Parents are invited to report any concerns to the class teacher as soon as possible.
- We use the 'STOP' acronym to remind the children of our anti-bullying code:

STOP! – (unkind behaviour is...) **S**everal **T**imes **O**n **P**urpose

STOP! – **S**tart **T**elling **O**ther **P**eople

11.5 Keep Safe Code

We have introduced a Keep Safe Code to remind children about what to do if anything upsets them. The poster can be found on **Appendix 9**.



11.6 Possible indicators of bullying

Parents and staff should be on the lookout for signs of distress such as unwillingness to attend school, pattern of vague headaches or stomach aches, moodiness, depression, frequent loss of, or damage to, belongings and/or school equipment.

Staff are also trained to be on alert to the following: withdrawn, isolated behaviour, complaining about missing possessions, refusal to talk about the problem, being easily distressed.

11.7 Responding to bullying concerns

Staff must act immediately if a bullying concern is reported.

Staff must listen to both parties to ensure that unfair assumptions are not made. Both children need support to understand each other's feelings in order for behaviour to change and to move the situation forward. Staff are mindful that with more serious allegations, the victim and suspect must be spoken with separately.

The following steps identify the order of actions that will be taken when an incident of bullying behaviour is reported:

1. Incident of bullying behaviour reported to **ANY** adult within the school.
2. Reported to the child's class teacher for investigation; usually the class teacher (or teaching assistant) will write an incident summary (categorised on [My Concern](#)) after speaking to any children concerned, as they are the ones who know the children best.
3. The Deputy is informed and a copy of the incident report given to the Headteacher.
4. The children involved and class teacher/Deputy Head/Headteacher* (depending on level of incident and availability) discuss the situation. All agree on consequences and strategies to be implemented.
5. Feedback to parents of all pupils involved via class teacher/Deputy Head/Headteacher as appropriate. A follow-up time frame is agreed so that all children know that the situation will be monitored.
6. At any point staff will refer to the consequences section of this policy, if matters need to be escalated.

** The Headteacher will consider whether the matter should be reported to the police, if the content is illegal.*

12. Related policies and documents

The following should be read in conjunction with the Positive Behaviour Policy:

- Equality Policy
- [Suspension and Permanent Exclusion Policy](#)
- SEN (Special Educational Needs)/Inclusion Policies

- Safeguarding Policies
- Health and Safety Policies
- Online Safety Policies
- Staff code of conduct

13. Monitoring and evaluation of the policy

The Headteacher has day to day responsibility for ensuring that this policy is adhered to, but all staff, parents, pupils and Directors share responsibility to ensure good behaviour and discipline, to combat bullying, peer on peer abuse and racism and promote an ethos conducive to the emotional wellbeing and spiritual development of all. The policy will be monitored and reviewed annually.

This review date will be brought forward should changes in protocol be recommended by the Department for Education, the Local Authority or the Diocese.

14. Policy Version History

Date	Comments / Reviewed:
February 2023	Fully revised Policy written by Gina Angiolini and Sergei Grinsted. Full consultation with staff and Directors
November 2023	Further updates reflecting new guidance from DfE and staff responses
April 2024	Full Policy Revision by Paul Ruffle to reflect Ofsted feedback and DfE Behaviour Hub training. Amendments include: - Introduction of school rules and visible consistencies list - Updated consequences ladder to include 'red card' & clarify the difference between a report plan and management plan - Additions to the anti-bullying policy and Introduction of pupil 'Keep safe code'
September 2026	Limited interim update by P Ruffle: - MarvellousMe replaced by Arbor Badges; cumulative milestone totals retained; - current suspension guidance and linked policy acknowledged; - part-time timetable and flexi-schooling wording clarified following KCSIE updates. - Smart phone policy update.

Signed: 
Chair, Board of Directors

Date: 04.07.24

Appendices

Appendix 1`

Moordown St. John's Statement of Behaviour Principles

At Moordown St. John's School, we are guided by our Christian values and a commitment to providing a safe, respectful, and inclusive learning environment. Our behaviour principles reflect these values and serve as a foundation for positive interactions and personal growth within our school community.

1. Respect and Inclusion:
 - We treat one another with respect, kindness, and understanding, embracing the diversity of our community.
 - Discrimination, harassment, and bullying have no place in our school, and we foster an inclusive environment where everyone feels valued.
2. Responsibility and Accountability:
 - We encourage pupils to take responsibility for their actions, choices, and behaviour, promoting personal growth and accountability.
 - Pupils develop emotional resilience, self-esteem, and the ability to make positive choices, supported by our staff and nurturing environment.
3. Positive Learning Environment:
 - We create a safe, nurturing, and collaborative learning environment where pupils can thrive academically and personally.
 - Our dedicated staff serve as positive role models, inspiring pupils through their words and actions.
4. Consistent Expectations and Consequences:
 - We establish clear behaviour expectations and communicate them effectively to pupils, ensuring they understand our standards of conduct.
 - Fair and consistent consequences are applied when behaviour falls short of expectations, fostering a safe and supportive environment for all.
5. Partnership with Parents and Carers:
 - We value the partnership between parents, carers, and the school, working together to support pupils' development and success.
 - Open communication and collaboration enable shared responsibility and a strong sense of community.
6. Continuous Improvement:
 - We continuously reflect on and improve our behaviour management practices to better serve our pupils.
 - Feedback from pupils, staff, and parents informs our ongoing efforts to enhance our school community.

By adhering to these behaviour principles, we cultivate a positive atmosphere where Christian values, respect, and personal responsibility are upheld. Together, we create a nurturing environment that fosters academic growth, emotional well-being, and the development of compassionate global citizens.

Appendix 2

Agreed strategies that promote good behaviour

- 1.1. **We talk with 'soft, indoor voices':** Avoid shouting unless in an emergency.
- 1.2. **We thank children for good behaviour** as well as requesting it.
*e.g. "Thank you for sitting up smartly and listening" **rather than** "Please can you sit up?"*
- 1.3. **We try to frequently acknowledge and be specific in our praise for appropriate behaviour.** *e.g. "Good, Mavis! I like the way you held the door open for everyone- Thanks" "Putting those books back on the shelves Mavis was very helpful. Thank you"*
- 1.4. **We use visual approval:** Such as thumbs up, signing 'well done' etc.
- 1.5. **We encourage children to applaud** each other - the more the better!
- 1.6. **We aim to use positive and 'approving' body language:** As professionals we try to seek 'congruence' between our 'message' and our body language and voice tone. We aim to avoid defensive or confrontational body language such as folded arms, twisted legs etc.
- 1.7. **Smiling and humour:** Control comments should be tempered by humour when appropriate and can convey a message more effectively.
- 1.8. **We aim to always consider voice control and intonation:** Children will often copy what they hear.
- 1.9. **We aim to avoid using 'Don'ts' – Instead we aim to have clear well-formed outcomes in mind.** *e.g. Rather than 'Don't lean against the wall like that while you are waiting to go into class' - instead 'Can I see everyone standing quietly, away from the wall ready to go into the class- thank you' or 'I like the way Oscar is standing quietly/sensibly waiting to go into class'*
- 1.10. **We give reasons or ask for reasons for expected behaviour.** *e.g. "We have to walk quietly around the school because it does not disturb others ..." or "Why do we have to walk around the school?"*
- 1.11. **We often ask children to rehearse the correct behaviour/response.** *e.g. "Go back and walk - Thank you". Saying thank you completes the emotional contract, is assertive and builds expectation positively. Then drop eye contact...*
- 1.12. **We aim to deal with issues immediately** whenever possible and then move on.
- 1.13. **Avoid confrontations and stand-offs** – Pick your battles and a quiet word 1:1 is often more effective- especially with boys than public demonstrations of might. Remember: **'Praise publicly- reprimand in private'**
- 1.14. **Leave children with a clear idea of what they should do next time.** We aim to have a clear and well-formed outcome in mind....
- 1.15. **We recognise that children will often have the solution themselves and often ask them first.** 'Can you think why that was a dangerous thing to do?' will involve pupils in shaping their own behaviour next time.
- 1.16. **We see all interventions as potential learning opportunities and aim to make the most of them. 'Every interaction is an intervention'**
- 1.17. **All staff to take responsibility** for other children not in their class when appropriate. *e.g. praising other pupils for holding doors, walking quietly etc. Stopping pupils running down corridors and responding positively.*
- 1.18. **Involving parents:** We will seek input about successful strategies from home- where necessary- This helps with consistency.
- 1.19. **We choose to ignore** some behaviours and address them at a less disruptive time;

- 1.20. Least to Most intrusive:** Wherever possible when intervening use least intrusive interventions such as non-verbal cues or description of reality first (eg. 'it's noisy here year 4' ... pause allow take up time) before more direct 'intrusive' action;
- 1.21. Clear expectations for noise levels:**
All classes use an instrument such as bells, rain-stick, singing etc. as a neutral and calm way to gain children's attention and quieten the class. This is instead of using a loud voice. Children mirror what they hear and shouting/calling over children's voices does not foster a quiet calm response from children. As a rule, all children should stop look and listen to their teacher;
- 1.22. Shared Learning and Spiritual values (Fruits of the Spirit)** both within and between classes, pupils and teachers;
- 1.23. We aim to use 'need' rather than 'want':** 'I *need* you to put your pen down' is more assertive and impersonal than 'I *want* you to put your pen down';
- 1.24. We aim to use appreciative language and catch children being good-For example..**
- 'I'm impressed by...'
 - 'I'm pleased to notice...'
 - 'I enjoy the way you...'
 - 'I appreciate...'
 - 'It's good to see you remembered to...'
 - 'I notice that you...'
- 1.25. We use intonations in speech to help communicate meaning. For example, The 'pause'.....**Say something you need children to hear then pause in your head for a count of 31.....2.....3 It gives children a chance to orientate and think and separates the 'who they are' from 'what they do. e.g. 'It's very noisy in here' is more effective than 'Be quiet!' Try it!
- 1.26. We aim to give pupils 'take up, thinking or processing time where appropriate to follow instructions;**
- 1.27. We focus on the primary behaviour and don't get distracted by secondary behaviours;**
- 1.28. We aim that our teaching gives purpose, enjoyment and challenge:** Creative teaching that is challenging leads to classrooms that are busy learning;
- 1.29. We aim to reward those doing the right things first-** sweep with your eyes to those who do stop and listen etc. and reward them with your attention- physically move to those doing the right thing;
- 1.30. Use Checklists, Classroom organization, routines and management:** Classrooms that have clearly established routines and environments that are pupil centred and foster independence often have fewer behaviour problems. Our agreed checklists should be referred to regularly and adopted consistently from day 1;
- 1.31. Inclusion:** Classrooms where work is carefully matched to pupils' preferred learning styles and ability and accessible to all have fewer behaviour problems. Individual Education Plans (IEPs) may also refer to differentiation and inclusive strategies. See *Teaching and Learning Policy*.
- 1.32. Children resolving their own problems** through the peer mediation principles and restorative justice.
- 1.33. The development of high self-esteem;**
- 1.34. Whole brain approaches/accelerated learning techniques:** 'let's think' activities' Brain gym, mind mapping, making connections between learning for children, free access to water and use of music are all techniques familiar to teachers and pupils

- at Moordown St. John's. They promote classroom activity where engagement with learning is high and disruptive behaviour is low. *See Teaching and Learning Policy;*
- 1.35. Pupil involvement and Assessment for learning:** Sharing of key questions and steps to success (S2S), response partner work and pupil self-evaluation of progress are among many strategies that teachers use to actively engage pupils in their learning and minimize the need for behaviour interventions. *See Assessment Policy for the School's approach to assessment for learning.*
- 1.36. Displays and responses to pupils' work:** Quality and purposeful displays that support pupils' learning and value all children on a regular basis, contribute to the child's self-esteem, support the focus on learning and directly influence their behaviour.
- 1.37. 'Show and tell' opportunities,** especially in KS 1, values individual pupil's outside school experiences;
- 1.38. PSHE, trick box and circle time activities** that are planned but also at times responsive to the needs of a class, situation or whole school emphasis;
- 1.39. Effective and planned Class worship** linked to the whole school worship themes;
- 1.40. Happy staff who take time to look after their own mental health,well-being, health and fitness**
- 1.41. Mindfulness and breathing exercises engage the body's vagal nerve system and help to ground/ bring on line the brain thus preventing a stress response.**

Our Rules



1. **Show respect** to all members of the MSJ community.



2. **Listen carefully and respond appropriately** to others.



3. **Use kind words and keep hands and feet to yourself.**



4. **Follow instructions** given by all staff.



5. **Treat equipment and the environment with care.**

Consequences

“Getting it right” actions in place

1

Reminder



2

Verbal Warning

‘You are not following the rule of I am now giving you a verbal warning and you now need to’

3

Reflection

Miss part of play
Time spent with adult
Reflection sheet completed
No Arbor Point for that week

4

Red Card

3 reflections in a week / continued behaviour following a reflection / more serious behaviour

My Concern recording / Parents informed

Miss play and lunch



Our Rewards



Hard work and good behaviour
are the keys to success.



- Team points - half-termly reward for winning house
- Caretaker's cup - weekly celebration of tidiest/'greenest' classroom
- Whole Class rewards; eg. marble jar, trip to park



- Arbor Awards and certificates.
- Climbing the ladder of learning in EYFS & Y1
- Stickers / Postcards / phone calls home
- 'Specials' e.g. spotlight moments in the hall & hot chocolate treats



Appendix 5 - Pupil reflection sheet



Pupil Reflection



<u>Name</u>	<u>Date</u>	<u>Class</u>	<u>Lesson</u>	<u>Number of reflections completed this week</u>

What happened?

What do you feel went wrong in the lesson today?
What impact do you feel this had on others and on your learning?
What changes could you make so that this does not happen again?
Staff member notes on the dialogue

What will happen next?

Agreed actions to be taken, next steps
Signature of pupil
Signature of staff member

TO BE FILED IN THE CLASS FOLDER BY YEAR LEADER

Appendix 6 – Examples of more serious behaviours (called L3 and L4 behaviour)

Examples of Level 3

Serious behaviours leading to straight red card & more significant consequences

- Refusal to comply (this may escalate to continual challenge to adult and defiance, including answering back rudely or arguing aggressively)
- Leaving the classroom without permission (this may escalate to running off and hiding)
- Throwing and/or flicking objects
- Deliberate and/or repeated prejudiced based name calling related to identity, race, disability, religion, family circumstances or appearance;
- Deliberate damaging or defacing school property including the toilets
- Violent retaliation
- Violent physical behaviour with intent (e.g. punching, kicking, biting or pushing;
- Deliberate and/or repeated physical assault, teasing, making threats, name calling, cyberbullying and/or other deliberate or repeated behaviours that deny the rights of others;
- Theft
- Reported and verified malicious swearing;
- Verified and deliberate spitting

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

List of prohibited items (possession of which in school is a L3 behaviour).

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)

Examples of Level 4 behaviours

The following behaviours are unacceptable and may lead to a suspension or permanent exclusion

Further information can be found in the Suspension and Exclusion Policy:

- Actual (or threatened) violent physical assault on any child or adult;
- Persistent victimisation of another child (including online abuse);
- Carrying an offensive weapon (with or without an intent to use);
- Continually refusing to co-operate with staff;
- Persistent disruption of the smooth running of the class or the school;
- Deliberate vandalism to school property;
- Racial abuse to any child or adult;
- Sexual abuse to any child or adult;
- Possession and supplying illegal substances;
- Children leaving the school site without permission of a member of staff.
- Reported and proven theft, violence, abuse of others, defacement or damage to property and any other anti-social behaviour judged on a case-by-case basis outside of the school premises while an unsupervised pupil is in school uniform and on their way to or from school or being identified as an MSJ pupil when online.

Appendix 7 – Behaviour report plan & report card



Pupil Behaviour Report Plan



<u>Name</u>	<u>Class</u>	<u>Date</u>	<u>Review Date</u>
What is my behaviour target?			
What actions will I take to help me?		How will I know that I am successful?	
Pupil Signature	Parent Signature	Teacher Signature	
Notes from review meeting held on:			
Next steps:			

A copy of this should be given to the parent/carer and a copy filed in the class folder by the year Group leader. This is a short-term action which should involve the pupil and the parent.



DAILY REPORT CARD

PUPIL NAME:

CLASS:

Targets:

WEEK COMMENCING:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Play					
Session 2					
Lunch					
Session 3					
Comment					
Reward					

Reward:

Consequence:

Appendix 8 - Behaviour Management Plan template



Pupil Behaviour Plan

What I like and enjoy?	Name: Class: 	What I find challenging and need help with? (Triggers)
What I would like you to know about me?		What is not helpful to me?
What helps me calm down?	What are my rewards?	
What my school are doing for me?	What are my targets for improved behaviour?	
We all understand and agree to follow the plan. Pupil: _____ Parent(s): _____ Teacher(s): _____ Date agreed: _____ Review Date: _____	Discussions of targets (review and set new)	



Pupil Behaviour Plan



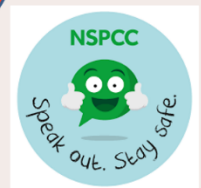
Response Plan	What we may see the child doing	What the adult should do/say	What happens next?
Stage 1			
Stage 2a			
Stage 2b			
Stage 3			
Stage 4*	Continually refuse to cooperate with adults Persistently disrupt the smooth running of the class or school Vandalising school property Violent physical assault on a child or adult	Ensure all steps in the agreed behaviour plan have been followed	SLT judge that child is not able to de-escalate and behaviour continues to be unsafe. HT to make decision to suspend.

*There may be a need to complete an individual pupil risk assessment if a risk of harm to themselves or others is identified.

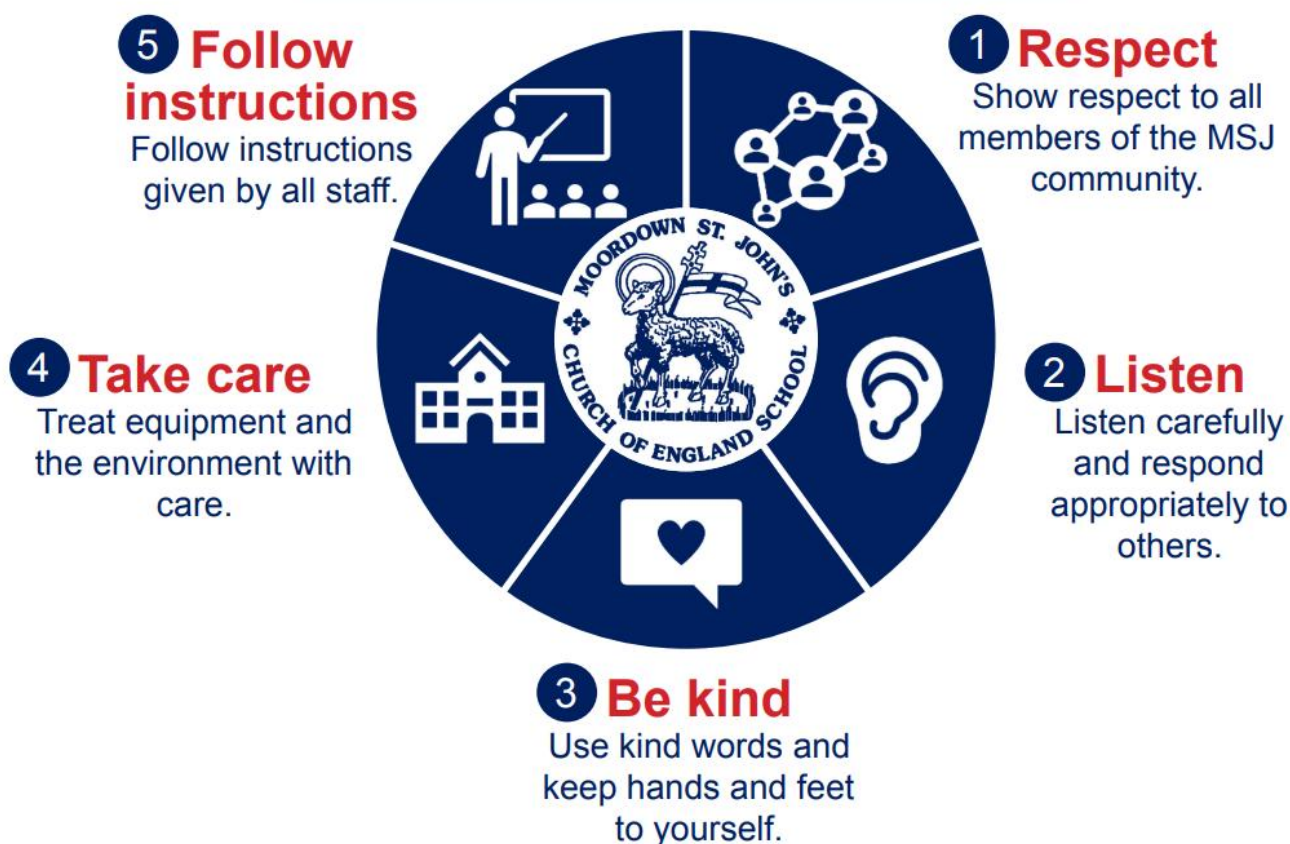
Moordown St. John's **Keep Safe Code**

**“Please don’t do
that - I don’t like it!”**

**If they don’t stop – tell a
trusted adult!**



Our Rules



Be generous with praise and rewards

- Use Arbor Badges to celebrate work, effort and values.
- Remember every child gets a special 'Good Choices' badge every week if they have not had a reflection.
- Cumulative totals continue from MarvellousMe.

Be consistent

- It is everyone's job to set high expectations.
- We have set out what we want to see in our 'visible consistencies' and 'getting it right' checklists.

Be fair

- We make reasonable adjustments for children with additional needs / those who have experienced trauma.
- We build positive relationships with all children, so we understand them.

Make links to Blossoming Best

- Our values are: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control

Consequences

"Getting it right" actions in place

1

Reminder



2

Verbal Warning

'You are not following the rule of ... I am now giving you a verbal warning and you now need to ...'

3

Reflection

Miss part of play

Time spent with adult

Reflection sheet completed

No weekly Arbor Rewards

"Good Choices" reward that week

4

Red Card

3 reflections in a week / continued behaviour following a reflection / more serious behaviour

SMS recording / Parents informed

Miss play and lunch

Children are given time to think and respond.

Use the script:

"I've noticed that you are not following rule _____.

You know our expectations and you need to _____.

If you to choose to _____ then you will be given a consequence _____."

You can escalate more serious behaviour at any stage.

Refer to Behaviour Report Plans or Behaviour Management Plans as needed.