Positive behaviour policy and statement of behaviour principles

Policy Leader / DSL / HT	**Mrs Torbett**
Last Updated	**September 2026**
Approved by the Governing Body	**September 2026**
Date to Review	**September 2027**

Moss Side Primary School

Positive Behaviour Policy

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 aims and values (known as The Moss Side Way) 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

In addition, this policy is based on:

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

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
- Harmful sexual behaviours which could include:

- 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
- Physical assaults

- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- 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
  - Matches/ lighters
  - 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 one person or group by another person or group, where the relationship involves an imbalance of power. This definition was created following extensive work with pupils, through assemblies and our School Council.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • 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)

At Moss Side, the key to tackling bullying of any form remains the Moss Side Way. By consistently reinforcing values of mutual respect, pupils share a level of tolerance, understanding and care for others. However, this does not mean that bullying does not occur or could never occur and, as such, it remains important to have a clear approach to this available at all times.

Who to talk to?

Pupils are encouraged to talk to any member of staff that they feel comfortable with if they have any concerns of bullying; some pupils choose staff within their own class, the family support worker, the headteacher or a member of the welfare staff. It is consistently reinforced to pupils that any member of staff in school can be approached with any worries. There is an active culture of teamwork which also means that pupils often share with peers, including older role models. Year 6 pupils wear green school jumpers in order to make it clear that they can be considered possible options as role models, especially House Captains who have been voted for by Junior pupils. Peers may then support each other in approaching a member of staff.

How we deal with bullying?

Bullying can often be motivated by prejudice or jealousy against particular groups, eg on grounds of race, religion, gender, sexual orientation or home problems.

Any approaches to dealing with this should always be led by the victim, in order that they feel comfortable with the approach and that it is proportional to the current situation. Sometimes pupils ask that they are monitored closely, or a quiet conversation is taken to try and resolve any issues. The potential motivations listed above might need to be explored.

Issues are recorded via CPOMS so that a picture can be built over time and, where issues of bullying are identified, staff will use their professional judgement to inform parents.

The main goal of any intervention is to stop the issue and ensure that all parties are able to move forwards from the issue, learning any necessary lessons. Follow-up work may also be required to help build bridges or overcome prejudices.

How do pupils know what to do?

Education and reminders are delivered via:

- PSHE Curriculum (1Decision/ My Happy Mind)
- Assemblies
- Class discussions
- Themed weeks (such as anti-bullying)
- Regular discussions with staff (both formal and informal)

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body Curriculum and Staffing Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from Reflection sheets and CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils through strong, positive relationships with all 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Reflecting, analysing and identifying solutions to change consistent misbehaviours
- Recording behaviour incidents promptly. Pupils in KS2 (and year 2 pupils where appropriate) write Reflection Sheets for low level incidents which are checked by staff and filed. Staff working with younger pupils may choose to record a social story with pupils and this can be kept as a record. CPOMS logs are added for serious misbehaviour.
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Encourage their child to take responsibility for their own behaviour before focusing on the behaviour of others.
- Encourage their child to tell the truth.
- Show an interest in what their child does in school.
- Foster good relationships with the school, taking part in the life of the school and its culture
- Support the school in the implementation of this policy.
- Be aware of the Moss Side Way and expectations.
- 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, whilst continuing to work in partnership with the school

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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture and reminded of these at the start of each school year:

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- The **Moss Side Way** and the duty they have to follow this by:
    - Doing their best to contribute to a positive learning environment and allowing others to do the same.
    - Treating everyone, including all adults in the school, with respect.
    - Taking responsibility for their own behaviour before focusing on the behaviour of others.
    - Telling the truth.
    - Following the instructions of all school staff.
    - Taking care of property and the environment in and out of school.
    - Co-operating with other children and adults.
    - Actively being involved in creating class code of conduct.

Pupils will be supported to meet the behaviour standards and will be provided with repeated reminders 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, such as through the School Council.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The Moss Side Way is the set of values that this school stands for:

- Respect for others
- Respect for school and the environment
- Respect for learning
- Respect for ourselves

We believe that good behaviour comes from good relationships and high expectations. We aim to increase a child's self-discipline and independence and help them to accept responsibility for their own behaviour. At the start of the year, each class will look at our Moss Side Way and interpret it for their age group. It is important when drawing up a class specific code that "what we do" is stressed more than "what we don't do" (i.e. more positive rather than negative expectations). Every pupil should be encouraged to contribute to the class discussion so that the whole class has ownership of the final code which can then be displayed in the classroom, being referred to throughout the year.

To support this, whole school expectations are available for areas of school life. These include:

- Classroom
- Playground
- Moving around school
- Dinner hall
- Assemblies

There is also an overarching expectation around 'Ready to Learn' behaviours

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Encouraging Good Behaviour

At Moss Side Primary School, we believe in encouraging good behaviour and over the years have seen the benefits that a whole school approach to the rewarding of good behaviour can produce. Rewarding positive behaviour reinforces good behaviour rather than focusing on undesirable behaviour.

Examples of positive behaviour we promote:

- Always trying our best
- Honesty
- Taking responsibility for own actions
- Active participation in all things
- Good manners
- Co-operating
- Kindness/care
- Empathy
- Resilience/ perseverance
- Safe play
- Valuing of equipment and the environment
- Respectful movement around school
- Sharing/ taking turns
- Tolerance
- Being inclusive and showing consideration for others
- Speaking appropriately to all
- Actively participating in a wide variety of aspects of school life
- Accept consequences when given
- Applying the Moss Side Way to all situations, including when in the community, online etc…

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

6.1 Mobile phones

- We do not encourage pupils to bring in mobile phones. However, should they be deemed necessary, only Year 6 pupils are allowed to bring mobile phones into school. This is to support their transition to secondary school.
- Phones should be handed to the class teacher immediately, where they will be stored (Nb. School cannot be responsible or held liable for the safety of this property should pupils and parents choose to bring these in).
- Pupils must switch off their phone (not just on silent mode) before entering the school gate and cannot switch back on until leaving.
- Under no circumstances should a pupil's mobile phone be on in school, in order to fulfil our safeguarding responsibilities. Failure to adhere to this will be treated as a significant breach of this policy.
- Parental permission will need to be provided
- NB. Smart watches are not permitted in school for any pupil

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Moss Side Way and class code of conduct in their classroom
- Develop a positive relationship with pupils, by:
    - Greeting pupils in the morning
    - 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 and a positive attitude
    - Treating all children fairly and with respect
    - Raising children's self-esteem and developing their full potential

7.2 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.

7.3 Responding to good behaviour

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

Staff employ a range of positive feedback techniques and other attempts to reinforce positive behaviour that, although not identical in every class, follow the school ethos. These include:

- Lots of verbal praise
- Non-verbal praise eg. thumbs up
- Housepoints
- Choosing children to do jobs
- Modelling of reciprocal behaviour ie. An adult holding a door for a child
- Stickers
- Golden Time
- PSHE groups eg. Ginger Bear, Circle Time
- Peer recognition of positive behaviour/ work
- Star of Week (in assembly and on Friday letter)
- Moss Side Tree (silver leaves)
- Certificates of achievement
- Class points system eg. ClassDojos, team points

- Family Support Coordinator support eg. informal counselling, Lego therapy
- Year 6 Jobs

It is important that such rewards are, in the main, not materialistic eg. praise, stickers, extra playtime, more than sweets or toys. In some classes, Golden Time is used to reward the class for good behaviour (pupils with Reflection Sheets lose 5 minutes per sheet). Circle time is an ideal opportunity to discuss behaviour issues within the class, as well as assemblies and our PSHE curriculum (1 Decision).

Our house system is to enable all staff involved with the children to award points for behaviour and attitude. Each week, the winning house is recognised in Friday's letter, whilst a special award for the winning house at the end of each half term is enjoyed by all house members. At the end of term the captains of the winning house choose their house reward.

It is through such reinforcement of positive approaches to all aspects of school life, not just behaviour, that enables Moss Side School to successfully achieve its positive ethos.

7.4 Responding to misbehaviour

Whilst acknowledging the positive approach to behaviour at Moss Side, it has to be realised that unacceptable behaviour does sometimes occur. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

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

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

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

The school follows a 'phase' system of behaviour (see appendix 2). Any pupils who are involved in a behaviour incident will be asked to reflect upon this via a 'Reflection sheet'.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, can be a powerful consequence.

The use of consequences should be **characterised by certain features**:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequence.
- There should be a clear distinction made between minor and major offences.
- It should be made clear that consequences are due to the behaviour rather than the indivdiudal.
- The conversation should also be balanced, reinforcing the positive aspects of a pupil's behaviour but identifying the specifics that need to change.
- In all cases, there must be some form of restoration following consequences to make clear that the line has been drawn and a fresh start is now in place.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to the SLT, communication with parents and, ultimately and in the last resort, exclusion (following the LA guidelines).

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Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or local Behaviour Hub may be necessary. This would be discussed with parents, prior to arrangements being made.

Levels of behaviour and potential consequences are outlined further down (see appendix 2). It should be noted that each class may have slightly different terminology but the ethos and level of expectation remains the same. Consequences are considered based on **precedent, severity and any mitigating circumstances**. Each time, staff attempt to resolve situations fairly and, hopefully, stop any future reoccurrence of the unwanted behaviour.

Behaviour Letter System

The Behaviour Letter System is a graduated approach used to respond to **persistent or significant behaviour concerns**. It is designed to provide pupils with clear opportunities to reflect on their behaviour, understand the impact of their choices and make positive changes before more serious consequences are considered.

The system complements the school's usual classroom behaviour strategies and consequences. It is not intended to replace teachers' professional judgement or the normal management of behaviour within the classroom.

Where a pupil reaches **Phase 2** of the school's behaviour management system (see Appendix), the involvement of the Headteacher, Deputy Headteacher, Assistant Headteacher or another member of the Senior Leadership Team (SLT) is likely to become necessary, particularly where behaviour is persistent or escalating.

The Behaviour Letter System operates as follows:

Initial concerns
Where a teacher has ongoing concerns about a pupil's behaviour, the class teacher will meet with parents/carers and discuss the concerns, strategies being used and any appropriate next steps. The class teacher will continue to monitor the pupil's behaviour and provide opportunities for improvement. The class teacher will review this by inviting parents in for a second meeting to follow up the behaviours and discuss the progress being made.

Stage 1 – Behaviour Letter
Where concerns persist, the class teacher will invite parents/carers to a Stage 1 meeting. The concerns will be discussed openly, and clear targets for improvement will be agreed. A behaviour report will be put in place and reviewed after two weeks.

At this stage, the class teacher remains the primary person responsible for managing the pupil's behaviour. Although the Headteacher or SLT may be aware of the concerns, the pupil is given a clear opportunity to respond positively to the support and expectations put in place.

Stage 2 – Behaviour Letter
If there is insufficient improvement, or if behaviour continues to escalate, the matter will progress to Stage 2. The Key Stage Leader will meet with the parents/carers alongside the class teacher.

An assessment and support plan will be developed to identify the factors contributing to the behaviour and to establish appropriate strategies and support. Clear expectations and targets will be agreed and monitored.

The involvement of the Key Stage Leader signals to the pupil that the seriousness of the concerns has increased, while still providing a clear opportunity for the pupil to change their behaviour.

Stage 3 – Behaviour Letter
If significant concerns continue, the matter will progress to Stage 3. The Headteacher will meet with the parents/carers alongside the Key Stage Leader and class teacher.

At this stage, the school will consider whether additional support or intervention is required. Where appropriate, advice may be sought from relevant external agencies.

The involvement of the Headteacher reinforces the seriousness of the concerns and makes clear to the pupil that their behaviour must change. The pupil will continue to be given appropriate support and opportunities to improve.

Phase 4 Behaviours (See Appendix)
If the strategies and interventions implemented through the Behaviour Letter System do not result in the required improvement, the pupil may progress to Phase 4 of the school's behaviour management system.

At this stage, permanent exclusion may be considered as a potential final option. Any decision relating to exclusion will be made in accordance with the school's Behaviour Policy, statutory guidance and the legal framework governing exclusions.

The purpose of the Behaviour Letter System
The Behaviour Letter System is intended to provide a **clear, consistent and graduated response** to persistent or significant behaviour concerns.

The escalation through the stages is deliberate. It ensures that pupils understand that their behaviour is becoming increasingly serious while providing them with repeated opportunities to reflect, take responsibility and make positive changes.

The system also ensures that parents/carers are kept informed and involved at each stage and that appropriate support is considered alongside clear expectations and consequences.

The school recognises that behaviour is a form of communication and that pupils may require different levels of support to meet behavioural expectations. The Behaviour Letter System therefore sits alongside the school's wider positive behaviour approach and should always be applied with appropriate professional judgement, taking account of the individual circumstances and needs of the pupil.

Think Sheets/ Social Stories
Reflection sheets or social stories will be kept to give an overview of the pupil's behaviour over time and will also provide evidence should it be required at a later date. They will be kept by class teachers but transferred to the head teacher if required, who will also monitor these on a regular basis. Assessment and Support Plans should be entered into the pupil's records when finished with and, if necessary, transferred to high school.

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

- A verbal reminder of the expectations of behaviour
- Possible movement to another area within classroom or resource area.
- Providing additional time to reflect, including written and/or drawing activities (including apology letters)
- Expecting work to be completed at home, or at break or lunchtime
- Loss of playtime – this could include use of 'Think Tank' for those missing lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service to rectify a choice that has disrupted the school environment
- Use of the above 'Stage' system to communicate with parents
- Referring the pupil to a senior member of staff

- Suspension
- Permanent exclusions, in the most serious of circumstances

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

Ready to Learn Room

In some cases, pupils may find that they are 'stuck' within a lesson in a pattern of low-level behaviours. After suitable warning(s) a member of staff may instruct them to complete their work in the Ready to Learn Room, providing them a chance to reverse the behaviour. This is an opportunity for pupils to work in a quieter location and to 'reset' ahead of the start of the next lesson.

7.5 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 consequence
- Be recorded and reported to parents

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.

The Physical Contact Policy has further detail of this.

7.6 Confiscation, screening and searching

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

Confiscation

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

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

Searching a pupil

The school reserves the right to search a pupil if it is deemed necessary, although this is an extremely unlikely occurrence. Initially, pupils are always encouraged to hand over any inappropriate items. Searches will only be carried out by a member of staff who has been given express authority 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 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 consult with the headteacher and consider the following:

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher or an assistant headteacher to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions or desk.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should report back to the headteacher/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 consequences 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. As with all searches, this is an extremely unlikely occurrence and this power is only used in the most serious of circumstances.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult.

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

In exceptional circumstances, screening identified pupils upon entry to the school may be required. This will be discussed and agreed with parents in the event that it is required.

7.7 Off-site misbehaviour

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

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

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

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

- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of the DSL team will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to Child Protection and Safeguarding Policy for more information.

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Loss of playtime

Pupils can lose their right to play at break or lunches, and eat lunch separately from other pupils, if it is deemed appropriate by any member of staff.

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

8.2 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are usually supervised by the headteacher, but this could be another nominated member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. This can be for a maximum two days and we term this 'internal suspension'.

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class following the above 'Stage' meetings and possibly including:

- Use of teaching assistants
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 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.

We use a variety of strategies to anticipate and remove triggers of misbehaviour, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of safe spaces to support dysregulation – these can be both in and out of the classroom, in order to provide pupils with a calm space for them to process their emotions

- Teaching strategies for coregulation such as finger breathing
- Using social stories to support managing feelings and emotions

9.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence 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?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) 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.

9.4 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.

Our SEND policy has further details of the contacts involved in this process.

10. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

In all cases, there must be some form of restoration following consequences to make clear that the line has been drawn and a fresh start is now in place. This restoration should be completed by the member of staff who dealt with the incident, but may also include SLT or other members of staff (eg. class teacher).

Class teachers should take the opportunity to discuss areas to improve with pupils alongside possible measures, such as:

- Reintegration meetings
- A report card with personalised behaviour goals
- Regular contact with SLT or family support coordinator to check-in

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

Induction and ongoing CPD form part of the process for training for behaviour. This is regularly addressed on meeting agendas and as part of INSETs, often forming part of annual safeguarding training.

Further training might be identified to meet the needs of individual pupils or cohorts of pupils. This could include (but is not limited to):

- Behaviour strategies for support staff
- The proper use of restraint (inc Team Teach)
- How SEND and mental health needs can impact behaviour

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical contact policy
- SEND policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. We call this 'The Moss Side Way'.
- Equally, the function of 'The Moss Side Way' is to build independent individuals who can regulate their own behaviour in society. For some, this is a long-term goal.
- 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, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff, based on an equality of opportunity
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: phases of behaviour

	Behaviour		Possible Consequences	Comments
Phase 1 ***Low-level aggravation***	Shouting out/talking over teacher Disturbing/upsetting others Not doing work to expected standard Rolling eyes at teacher	Use of inappropriate language Running inside Not respecting equipment Rough play	• Warning(s) • Move to another area within classroom or resource area. • 5 minute time out (playground incidents)	• Consequences do not need to be recorded at this point. • Every classroom will have a slightly different system. • Move to Phase 2 if behaviour does not change
Phase 2 ***Becoming more serious***	*Persistently demonstrating above behaviours and/or* Hurting others eg. pushing, playground games becoming potentially dangerous Deliberate misuse of school property Answering back to staff Refusing to co-operate	Swearing Dishonesty Antagonistic/ provocative behaviour towards others eg. enticing Unpleasant comments to others Inappropriate conversations	• Loss of break or dinnertime for all/part. • Possible movement to another area within classroom or resource area. • Start behaviour letter system. • *Completion of Think Sheet and any class work missed (staff to add comment where necessary).*	• Reflection sheets kept in class as a monitoring tool. • Informal discussion with parents • Move to Phase 3 if behaviour does not change
Phase 3 ***More serious***	*Persistently demonstrating above behaviours and/or* Disproportionate and overly aggressive behaviour to other pupils and/or staff eg. clear fighting Threatening behaviour Bullying Bringing inappropriate items into school	Deliberately destroying the property of school or others Stealing Inappropriate sexual behaviours Potential racist incident	• Referral to SLT, where issue will be discussed and logged on CPOMs by class teacher. • Loss of break and/or dinnertime play(s). • Removal to another classroom and/or member of SLT. • Continuation of behaviour letter system. • *Completion of Reflection sheet and any class work missed (staff to add comment where necessary).*	• If phase 3 incidents become frequent, SLT to refer to headteacher (if they are not already involved). • If interventions (new strategies) do not achieve required results, movement to Phase 4. • Stages of the letter system may be bypassed according to severity of behaviours displayed.

Phase 4 ***Extremely serious***	*Persistently demonstrating above behaviours and/or* Unacceptable violence **Unacceptable violence:** Serious physical aggression or violent behaviour which presents a significant risk of injury to pupils or staff, including throwing furniture or other objects towards people, or using furniture in a way that could reasonably cause serious injury. Clear racist incident Bringing inappropriate items into school with intent	Vandalism Problematic/violent sexual behaviour Deliberately misusing mobile phone (Year 6 only)	• Internal suspension. • Suspension of up to 45 days per academic year. • Extreme cases may warrant permanent exclusion/ discussion of a managed move.	• Headteacher has the authority to apply these consequences, or the assistant headteacher acting on their behalf if necessary.