



Moor Nook Primary School
Behaviour Policy

October 2024

Behaviour principles

At Moor Nook:

- every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others
- all pupils, staff and visitors are free from any form of discrimination
- staff and volunteers set an excellent example to pupils at all times
- rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- the behaviour policy is understood by pupils and staff
- pupils are helped to take responsibility for their actions
- families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- the promotion of the values education work that is in place across school empowers school to underpin its life and curriculum with positive human values such as respect, integrity, honesty and compassion

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#) (updated annually)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

Definitions

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes

- non-completion of work
- poor attitude

Serious misbehaviour is defined as:

- repeated breaches of the school rules
- physical and/or verbal abuse
- any form of bullying
- sexual violence, such as sexual assault (intentional sexual touching without consent)
- sexual harassment, meaning unwanted conduct of a sexual nature
- vandalism
- theft
- fighting
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Roles and responsibilities

The governing board

The governing board will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing board.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents on CPOMS

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

Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

The Moor Nook Code of Conduct

We are ready to learn

We work hard

We use appropriate language

We show respect

We keep ourselves and others safe

We tell the truth

This code of conduct can be seen around school and is in each classroom, although format may vary depending on the age of the children. It has been designed to make clear to the children how they can achieve acceptable standards of behaviour. They are discussed regularly with the children and a classroom charter is created.

Classroom management

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

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the pupil code of conduct or their own classroom rules
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines

- communicating expectations of behaviour in ways other than verbally
- highlighting and promoting good behaviour
- concluding the day positively and starting the next day afresh
- having a plan for dealing with low-level disruption
- using positive reinforcement

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than focusing on negative behaviours. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is important that individual children's needs/milestones are recognised. For example, the expectation is that most children can sit without fidgeting for a sustained period, however for certain children this is a real achievement (milestone) and will be rewarded. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Other rewards available to the children are: Bee points; stickers; star of the day/week; certificates/celebration assembly whole class awards; dojos: extra play; star of the week; lunchtime awards; attendance awards; 'in class' rewards which may differ slightly depending on individual classteachers.

However we recognise that some children can struggle to display positive behaviour at all times and when this occurs sanctions will be applied.

Sanctions

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future consequence
- group consequences should be avoided as they breed resentment
- there should be a clear distinction between low level and more serious incidents
- it should be the behaviour that results in a consequence rather than the child

More serious incidents should be referred to the headteacher – teachers must use their professional judgement although types of behaviour that could be considered serious may be:

- homophobia
- racism
- physical/verbal abuse – to peer/adult
- bullying – under no circumstances will physical, verbal or emotional bullying be tolerated (see anti-bullying policy)
- leaving school premises

- sexual harassment/abuse

This is a list of examples and is by no means exhaustive.

All classes follow the same procedures for sanctions:

- non verbal reminder – this is used for minor incidents
- tactical or planned ignoring
- verbal reminder
- in class separation
- loss of free time – break/lunchtime – supervised by the classteacher
- if child does not respond to the above strategies then he/she should be referred to the learning mentor who will help decide an appropriate course of action and in some cases ensure that he/she is withdrawn for individual or group work
- time out in another class – use of SLT

If there is no improvement in the child's behaviour or for a serious, one off incident of violence the child may receive an internal exclusion which involves the child being educated away from their peers for the day. There is no interaction with the other children and separate breaks and lunchtimes are implemented. The child will be working on their own, supervised by members of staff for the day.

All incidents of repeated or more serious behaviour are recorded on CPOMS (Child Protection Online Monitoring System) Every member of staff has access to this and are expected to log incidents. This system is monitored by the headteacher (lead DSL) and the learning mentor (one of the 3 deputy DSLs)

Sanctions for unacceptable behaviour at lunchtime

If a child is unable, or chooses not, to follow the rules at lunchtime all staff must consistently follow the procedures below:

- non verbal reminder (eg: a look/ shake of head)
- verbal reminder
- time out/separation – if the behaviour continues and the child is refusing to comply (for short periods of time, a child can be stood out away from their peers in a supervised place)
- loss of lunchtime play – as above and/or if the behaviour is becoming more serious (members of the SLT are on duty daily to supervise any child who is missing part, or all, of their lunchtime, either on the day of an incident or the days following an incident)

Minor incidents are dealt with, and recorded on CPOMS, by the welfare staff. More serious incidents are also dealt with and recorded by welfare staff then responded to and followed up by the learning mentor who will record as an action on CPOMS.

Possible actions for serious and/or repeated incidents of behaviour at any time

Internal isolation

Referral to Golden Hill (short stay school) for support under terms of SLA
Fixed term suspension

In extreme cases, a child's behaviour or their failure to respond to help, support and other sanctions may result in them being excluded from school by the headteacher in accordance with the school's Behaviour Policy and the DFE's Guidance on Exclusion from Schools. At Moor Nook we strive very hard to ensure that fixed term suspensions are not handed out. If a child's behaviour has reached this stage a multi agency meeting may be held to decide the best course of action.

Please take into account the circumstances that lead up to some of these incidents. Whilst some circumstances are not an excuse for a child's behaviour, they can give us a more rounded and informed view of what the child is experiencing, maybe outside of school, and how this is impacting on their behaviour. Please note any information you know could be a reason for some behaviours you see in a child. Also, we recognise that children sometimes make mistakes which can lead to unacceptable behaviour. Please remember that it is the behaviour that is unacceptable and not the child.

In addition:

If a child is very angry/wound up as a result of something that has happened they may be asked to have some Time Out in another class. (Research has shown that a child can need approximately 20 minutes for the 'red mist' to clear so that they can calm down.) This should only be in order for the child to have some space to calm down and not for another classteacher to deal with. Be aware that sending a child to someone else to deal with, particularly for a minor incident, can give the message 'I can't deal with you, so I'm sending you to someone who can.'

Physical restraint

School staff have a legal power to use reasonable force. It is used by staff in their duty of care towards a pupil to prevent them causing harm to themselves or others.

Reasonable force covers a broad range of actions that involve a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a pupil needs to be restrained to prevent harm to self or others.

Reasonable in the circumstances means using no more force than is needed.

Incidents of physical restraint must:

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the headteacher or the learning mentor so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. There is an expectation that parents will support school and the strategies put in place for their child. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation.

Zero-tolerance approach to peer on peer abuse including sexual harassment and sexual abuse

The school will ensure that all incidents of peer on peer abuse including sexual harassment and/or abuse 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. Please refer to our safeguarding policy (point 21) for more information.

Off-site behaviour

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

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

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

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

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

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 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 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, 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 safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will 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 to create the plan and review it on a regular basis.

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 safeguarding policy.

Monitoring arrangements

This behaviour policy will be reviewed and approved by the headteacher and senior leadership team annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- anti-bullying policy
- safeguarding policy
- equalities policy

Outcomes

This policy promotes the excellent ethos of Moor Nook. It strives to ensure that children are well behaved and happy and that they feel safe coming to school. It underpins excellent teaching, learning and progress. It promotes the high standards and high expectations from all staff, for all children.

Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, gender identity, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

To be revised:

September 2025

