



Behaviour Policy 2024-2025

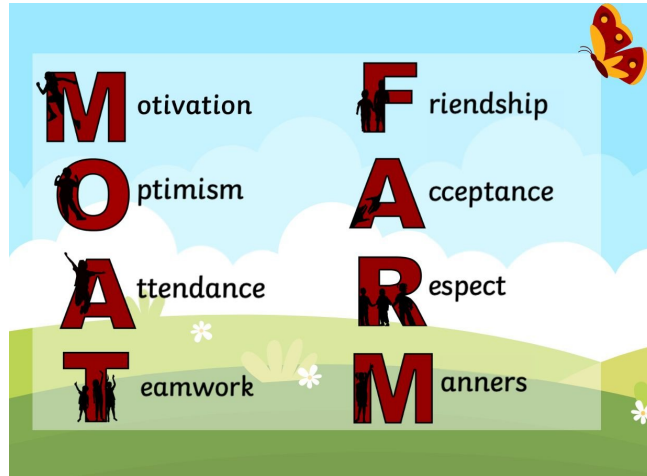
Created: 26.09.2024

Created by: L.Climpson

Review date: July 2024

1. Aims

At Moat Farm Junior School, we aim 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. Our behaviour curriculum is fuelled by our school values:



The aims for this behaviour policy are as follows:

- › Children enjoy school life and showcase our school values.
- › Pupils consistently have highly positive attitudes and commitment to their education.
- › A school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- › Provide a consistent approach to behaviour management that is applied equally to all pupils.

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 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [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:

- › 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. Definitions

Misbehaviour is defined as:

- Not showing the Moat Farm Values in a positive manner (Motivation, Optimism, Achievement, Teamwork, Friendship, Acceptance, Respect and Manners).
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
 - Mobile phones – If a mobile phone is brought to school, it must be handed into school reception at the start of the day and then collected at the end of the day. Mobile phones must be switched off and can only be switched on once the child has left the school building.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Below is a link to our Anti-Bullying Policy:

<https://moatfarm-jun.sandwell.sch.uk/wp-content/uploads/2024/07/MFJ-Anti-Bullying-Policy-2023-2024.pdf>

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording parking in another classroom and blue-sky room behaviour incidents promptly on SIMs.
- Contacting parents about incidents that required parking in another classroom or Blue Sky Room.
- Challenging pupils to meet the school's expectations.
- To have a Behaviour Recovery display (Appendix 2).
- To ensure house points are recorded and are reset every week.
- To ensure there is an area in classrooms where children can reflect on their behaviour, following the behaviour policy (Appendix 3).

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school focusing on the Moat Farm Values.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. School behaviour curriculum

Pupils are expected to:

- Follow and show the Moat Farm Values.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Show 'Wonderful Walking' when moving around school (Appendix 4).
- Show Fabulous Focus (Appendix 5).
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Understand and follow our behaviour recovery steps.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

6.1 Mobile phones

If a mobile phone is brought to school, it must be handed into school reception at the start of the day and then collected at the end of the day. Mobile phones must be switched off and can only be switched on once the child has left the school building.

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 behaviour curriculum and model the Moat Farm Values.
- 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
- Ensure there is a recovery table in each classroom. This table must be kept clear and must have the behaviour recovery reflection sheet (appendix 1).

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: <https://moatfarm-jun.sandwell.sch.uk/wp-content/uploads/2024/07/Stour-Vale-Academy-Trust-Safeguarding-and-Child-Protection-Policy-v3.0-June-2024.docx>

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.

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

Positive behaviour will be rewarded with:

- 1) Verbal Praise
- 2) House Points – These will be given when children display a Moat Farm Value. Each class will display their house points on their Behaviour Recovery display. Children must have their own space to record their individual house points. At the end of the week, House Captains will collect the house points for each class. The house with the most house points will receive a 'HOUSE POINT.' When a house receives 10 'HOUSE POINTS' then that coloured house will receive a prize. Prizes include: A HOUSE COLOUR DAY where children in that house can wear their own clothes in the colour of their house. A HOUSE COLOUR sporting afternoon. More incentives will be created through conducting pupil and staff interviews to get their ideas.
- 3) Values Stickers – Given to children who show a specific value.
- 4) V.I.P. (Values Inspired Pupil) Certificate, values wristband and being displayed on the behaviour display in class.
- 5) Headteacher's Award
- 6) Pupil of the Term Award

All rewards will be shared with parents and carers.

7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by 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 will be used to help prevent further behaviour issues arising.

The following steps are taken when misbehaviour occurs:

- Stage 1 - Reminders: Teachers/support staff use a range of behaviour management strategies to manage low level disruption and aim to get the child back on task and focused on their learning – e.g. standing near the child, asking to see their work, asking if they're okay with the task set, making eye contact with them, praising others on task.
- Stage 2 - Warning: If the unwanted behaviour continues, an adult quietly speaks to the child and gives them a warning explaining that they have tried a range of strategies which the child has not responded to. The adult then explains that if the child continues to choose not to get on with their work/settle down, then an alternative will need to be tried.
- Stage 3 - In class reflection: After this final warning, if the child's behaviour is still not corrected, the child is instructed to 'reflect' at the designated reflection table within their classroom, for up to ten minutes. The adult uses their own

judgement for how long is needed for reflection. Whilst in reflection, the child must complete a reflection sheet (appendix 1). The child is then expected to return to learning fully focused and on task.

- Stage 4 – Parking (1 Behaviour Point): If the child still does not return to purposeful learning after in class reflection, the adult explains that the child is going to be parked in another class. **The child is taken by an adult to another class. If a second adult is not present, then the child will be escorted by a sensible pupil.** They will sit at their dedicated reflection table and complete a reflection sheet. **After approximately ten minutes (adult's judgement), the child returns to their own class, supervised by an adult or a sensible child.** On arrival, the class teacher is positive, welcoming and explains what tasks need to be completed.

- Stage 5 - Blue Sky Room (1 Behaviour Point): **If a child still does not correct their behaviour following parking in another classroom, they are escorted by an adult to our Blue-Sky room for a longer period of reflection.** Here, a member of the Senior Leadership Team manages a conversation with the child and gets them to reflect on their chosen behaviour and gets them to fill in a reflection sheet (appendix 1). **When the member of SLT thinks that the child is calm/happy/safe enough to return to class, they accompany them back to their classroom, where, again, the class teacher welcomes them back to their learning environment.**

On some occasions, there may be certain behaviour displayed in class, which would result in a child being sent to the Blue Sky room, without the previous stages being implemented by the class teacher. These are for example:

- Intentional aggression.
- Swearing at a member of staff/ another student.
- Defiance/refusal to follow the class teacher's request to move to in-class reflection or parking in another class.

When a child requires stage 4 or 5, they will receive a behaviour point. This will be recorded on SIMs and will be later analysed by the Deputy Headteacher.

If a child receives parking or Blue-Sky Room, then it is the class teacher's responsibility to contact parents to inform them on the day of the incident.

At lunchtime, the Behaviour Recovery system is used in a similar way.

- Stage 1 - Reminders: Lunchtime supervisors use a range of behaviour management strategies to manage low level disruption and aim to get the child's behaviour back on track.
- Stage 2 - Warning: If the unwanted behaviour continues, a lunchtime supervisor speaks to the child and gives them a warning explaining that they have tried a range of strategies which the child has not responded to. The adult then explains that if the child continues, then they will have indoor reflection.
- Stage 3 – Indoor reflection (1 Behaviour Point): After this final warning, if the child's behaviour is still not corrected, **the child is taken by an adult to 'reflect' in a classroom that is being used for children to eat their lunch, for up to ten minutes. The adult uses their own judgement for how long is needed for reflection. The child is then taken by an adult back onto the playground.**
- Stage 4 – Blue Sky Room (1 Behaviour Point): **If a child still does not correct their behaviour following parking in another classroom, they are escorted by an adult to our Blue-Sky room for a longer period of reflection.** Here, a member of the Senior Leadership Team manages a conversation with the child and gets them to reflect on their chosen behaviour and gets them to fill in a reflection sheet (appendix 1). When the member of SLT thinks that the child is calm/happy/safe enough to return to class, they accompany them back to their classroom, where, again, the class teacher welcomes them back to their learning environment.
- If a child requires Blue Sky, then they will automatically miss the following day's playtime during lunchtime.

Instant Blue Sky – Children can be sent to Blue Sky instantly during lunchtimes for the following reason:

- Intentional aggression.
- Swearing at a member of staff/ another student.
- Defiance/refusal to follow the lunchtime supervisor's request to move to in-class reflection or go to Blue Sky.

When a child requires step 3 or 4, they will receive a behaviour point. This will be recorded on SIMs and will be later analysed by the Deputy Headteacher.

If a child receives indoor reflection or Blue-Sky Room, then it is the class teacher's responsibility to contact parents to inform them.

If lunchtime supervisors have any incidents where they require assistance or are not sure on the level of behaviour intervention required, then they should seek guidance from the Lead Lunchtime Supervisor.

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 punishment.
- **Be recorded on SIMs. Members of staff who restrained must be initialled in the comments section of the SIMs incident report.**
- Incidents must be reported to parents/carers.

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.

7.6 Searching and confiscation

Searching 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

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the 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.

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

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

‘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
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

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.

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 whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the 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 whether, 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.

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

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, the headteacher will make the report.

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

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

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 our child protection and safeguarding policy for more information:

<https://moatfarm-jun.sandwell.sch.uk/wp-content/uploads/2024/07/Stour-Vale-Academy-Trust-Safeguarding-and-Child-Protection-Policy-v3.0-June-2024.docx>

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 (<https://moatfarm-jun.sandwell.sch.uk/wp-content/uploads/2024/07/Stour-Vale-Academy-Trust-Safeguarding-and-Child-Protection-Policy-v3.0-June-2024.docx>) for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

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 sanctions and interventions.

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

Please refer to our exclusions policy for more information:

<https://moatfarm-jun.sandwell.sch.uk/wp-content/uploads/2024/10/11b.-MFJS-Exclusions-Policy-2024-202580.pdf>

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 take its legal duties into account 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.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction.
- The pupil was unable to act differently at the time as a result of their SEND.
- The pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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.

10. Supporting pupils following a sanction

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

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, our school values 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

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Moat Farm Values
- Behaviour Recovery
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- The proper use of reasonable force

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents – Parking and Blue Sky incidents
- Number of behaviour points
- 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, trustees and other stakeholders (via anonymous surveys).

The data will be analysed every term by the Deputy Headteacher

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

- Incident type
- Age group
- By time of day/week/term
- By protected characteristic
- Attendance

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.

A behaviour tracker will be kept to monitor the number of behaviour points children receive. There will be different thresholds that will trigger different actions to ensure measures are taken to prevent more behavioural incidents.

The thresholds and actions are as follows:

0-10 Behaviour Points				
Phone call home made by class teacher	Phone call home from Year Leader	Year Leader to observe behaviour	CT and Year Leader Strategy meeting	Actions reviewed and refined

26-35 behaviour Points		
IBP Reviewed and Adapted	HT Observation and Report Chart	HT Meeting With Parents

11-25 Behaviour Points				
Observed by a member of DHT	Parent Meeting with DHT	Identify potential barriers to behaviour	DHT Behaviour report chart	IBP In Place

35+ Behaviour Points								
HT Strategy Meeting	Formal parent meeting to discuss new strategy	Class Change	Suspension	Multiple Suspensions	CAF and/or TAC	AP Consideration	Managed Transfer	Permanent Exclusion

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Deputy Headteacher annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteachers.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Physical restraint policy
- Mobile phone policy

Appendix 1 – Behaviour Reflection Sheet



Behaviour Recovery Reflection Sheet
 Here, we value behaviour...

Which Values have you not shown?

Motivation Friendship

Optimism Acceptance

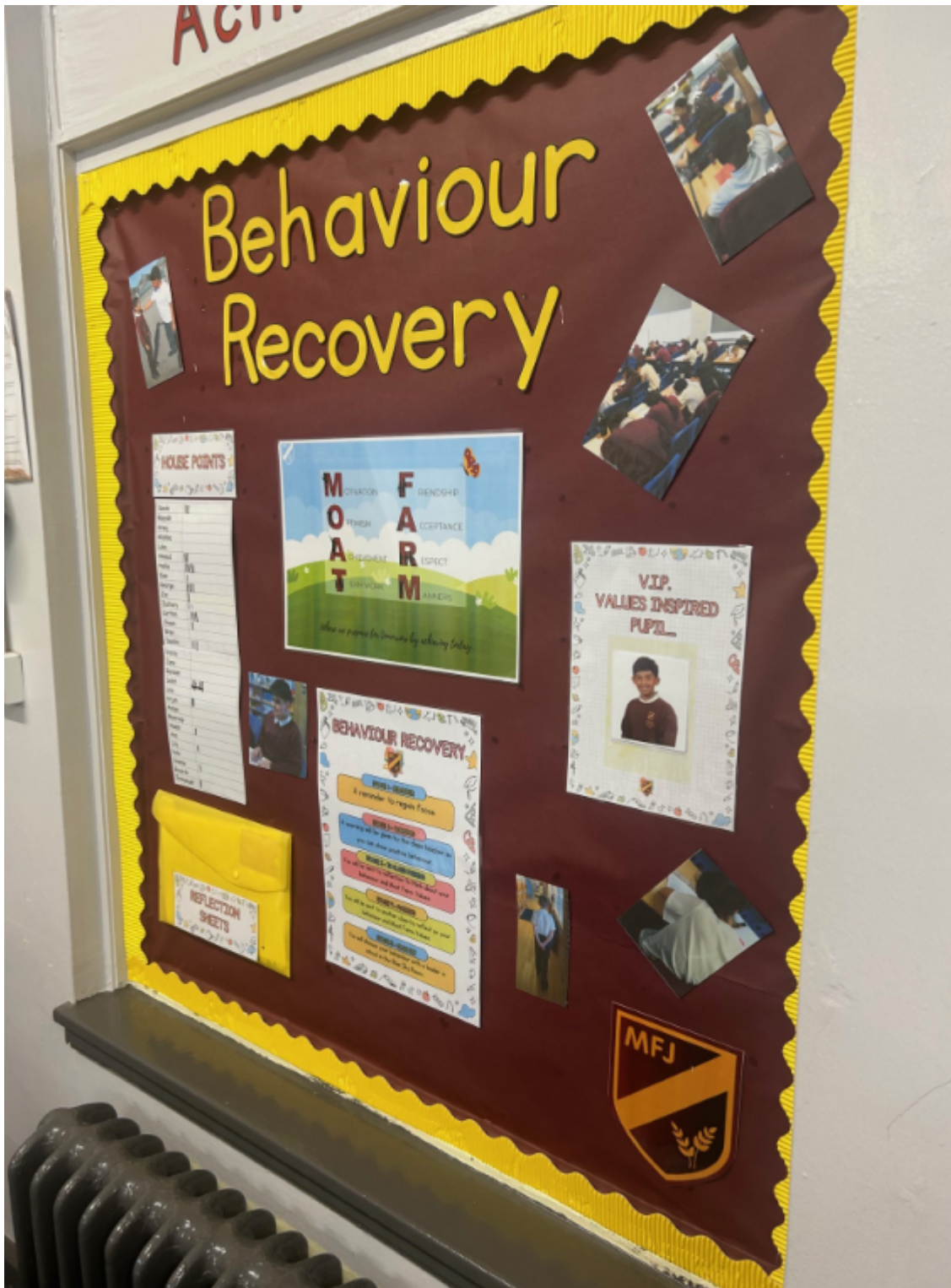
Attendance Respect

Teamwork Manners

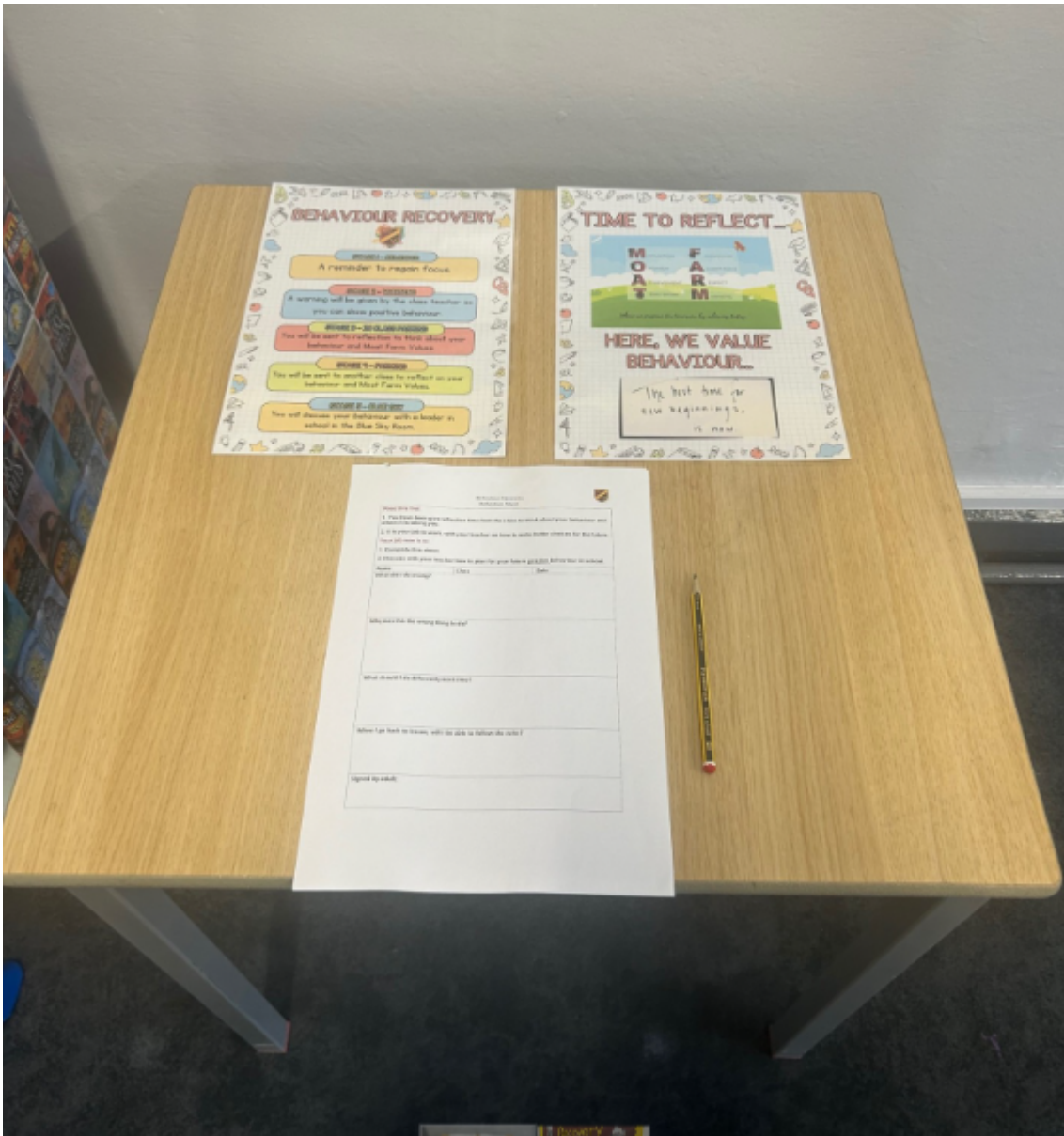
Name:	Class:	Date:																								
Explain why you are in Blue Sky:																										
<p style="text-align: center;">How do you feel about what has happened? Explain why:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">😊</td> <td style="width: 100px;">Calm</td> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😄</td> <td>Happy</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😆</td> <td>Excited</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😡</td> <td>Cross</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😠</td> <td>Angry</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😵</td> <td>Confused</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😨</td> <td>Scared</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">😞</td> <td>Sad</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>			😊	Calm	<input type="checkbox"/>	😄	Happy	<input type="checkbox"/>	😆	Excited	<input type="checkbox"/>	😡	Cross	<input type="checkbox"/>	😠	Angry	<input type="checkbox"/>	😵	Confused	<input type="checkbox"/>	😨	Scared	<input type="checkbox"/>	😞	Sad	<input type="checkbox"/>
😊	Calm	<input type="checkbox"/>																								
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😠	Angry	<input type="checkbox"/>																								
😵	Confused	<input type="checkbox"/>																								
😨	Scared	<input type="checkbox"/>																								
😞	Sad	<input type="checkbox"/>																								
What will you do differently when you return to class?																										
Is there anything we can do to help?																										

The best time for
 new beginnings
 is now.

Appendix 2 – Behaviour Recovery Display



Appendix 3 – Reflection Area







Appendix 4 – Wonderful Walking








FABULOUS FOCUS



**Remove distractions.**



**Sit up straight with your arms folded.**



**Ensure your eyes are on the person speaking.**



**When you are completing your work, be motivated to acheive your best.**