

Behaviour Policy

Moston Lane Community Primary School



UNCRC

All children have a right to an education – Article 28
All children have a right to be protected from violence – Article 19

Updated	September 2025
Reviewed	Annually
Headteacher	Mrs E Hardwick
Date of ratification	
Chair of Governors	

Aims

This policy aims to:

- Create a positive culture that promotes excellent rights respecting 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 based on a rights respecting ethos
- 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

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:

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

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

Serious misbehaviour is defined as:

- Repeated behaviours which violate rights
- Swearing at staff

- Any form of bullying
- Sexual harassment
- Vandalism, theft, fighting, smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items
 - Knives or weapons
 - E-cigarettes or vapes

Roles and responsibilities

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

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- 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
- 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, disabilities (SEND) and mental health needs on behaviour, to any staff who require it.

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 rights respecting 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 values and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home through the language of rights and respect
- 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 build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That respect for rights is at the heart of the behaviour policy
- The school's key routines
- The rewards they can earn for respecting rights, and the consequences they will face if they don't
- The pastoral support that is available to them to help them meet the behaviour standards

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

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Respect rights
- Make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

School behaviour curriculum

At Moston Lane School, we recognise that we need to teach good behaviour. Children are not born knowing how to behave and pupils enter our school with a range of behaviour skills. We therefore need to explicitly teach what behaviour is expected in different situations to close the skill gap. Staff identify routines within their classroom e.g. lining up, tidying away, changing for PE, explicitly teach these routines, model these routines and repeat these routines until habits are formed creating safe and purposeful learning environments where children can flourish. Whole school routines are in place e.g. walking down the corridors, lining up in the playground. Staff challenge and correct undesired behaviours within classrooms and around the school. Visuals and checklists are displayed to remind children of the expected behaviours. This model of train, demonstrate, correct and repeat forms habits of excellent behaviour allowing children to reach their full potential.

At Moston Lane School we have 3 clear school rules:

- be ready,
- be respectful,
- be safe

As a Rights Respecting School (Silver Level – UNCRC), the language of respecting rights is at the heart of our ethos ensuring equality, dignity, respect, non-discrimination and participation. Every class has created their own 'class charter' where children (rights holders) and adults (duty bearers) have identified how they will respect rights within the classroom. Adults use the language of rights and refer to the class charter to support good behaviour. A playground charter and a Lunch-hall charter (Appendix 4) promote high standards of behaviour across the school day.

Responding to behaviour

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
- Develop a positive relationship with pupils built on mutual respect which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing, modelling, practising, and enforcing 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
 - Using de-escalating language

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
- 6.3 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 rights respecting 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 in a number of ways including:

- Name on the class recognition board
- Name in the Headteacher's book
- Stickers and certificates
- Star of the Week award
- Notes and phone calls home to parents
- Hot chocolate Friday

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 create a predictable environment by always challenging behaviour and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. 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 sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

- The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
- A verbal reminder of the effect their behaviour has on rights
- Time out within classroom
- Missed minutes from break or lunchtime
- Sending the pupil to work in another class
- Loss of privileges
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Setting of written tasks such as an account of their behaviour
- School-based community service, such as tidying a classroom

- Letter or phone call home to parents/carers
- Agreeing a behaviour contract / Putting a pupil 'on report'
- 'seclusion' – in school
- Fixed term exclusion
- Permanent exclusion, in the most serious of circumstances

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

Reasonable force:

Reasonable force covers a range of interventions that involve physical contact with pupils. De-escalation plans are in place for targeted children to avoid the need for physical intervention (Appendix 8). Reasonable force will only be used as a last resort when all de-escalation strategies have failed. All members of staff have a duty to use reasonable force in the following circumstances, to prevent a pupil from:

- Significantly disrupting the learning of others
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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.

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

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

Serious sanctions

Removal from classrooms:

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction 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 will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as it is 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, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Suspension and permanent exclusion

The school can use fixed term 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.

Responding to misbehaviour from pupils with SEND 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.

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils with an education, health and care (EHCP) 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.

Supporting pupils following a serious sanction

Following a sanction, a restorative conversation will take place. Children will be supported to reflect on the impact of words and actions on the rights of the other person and looking forward, how future actions and attitudes might be more respectful of the rights of others.

Training

All staff are provided with regular training on managing behaviour and encouraged to observe excellent behaviour management as part of our coaching programme.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body annually

Links with other policies

Please also refer to the following policies:

- Anti-bullying
- Child Protection and Safeguarding
- Peer on Peer Abuse
- Inclusion
- Mental health and nurture
- Exclusions policy

Appendix 1: written statement of behaviour principles

- As a rights respecting school, every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to see the effect their behaviour has on their rights and the rights of others
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing body 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 – Sanction Steps

STEPS	Action taken by adults
REMINDER (private if possible)	<ul style="list-style-type: none"> • Reminder to be respectful of everybody's rights
WARNING (private if possible)	<ul style="list-style-type: none"> • Warning to think carefully about being more right's respecting
LAST CHANCE (using the 30 second script)	<ol style="list-style-type: none"> 1. <i>I've noticed you are..... and are not respecting our right to</i> 2. <i>If you choose to continue there will be a consequence.</i> 3. <i>I need you to think carefully how you can be more respectful of our right to....._</i> 4. <i>Remember yesterday when you..... that's theI need to see today</i> 5. <i>I know you can do it.</i> 6. <i>Thank you for listening</i>
TIME OUT (in class)	<ul style="list-style-type: none"> • Brief time out (If no further issues, child will stay behind after lesson for brief repair discussion.)
TIME OUT in another class for continual low-level disruption	<ul style="list-style-type: none"> • Children complete independent work in another class (see list below) • A repair discussion takes place before re-entry to class • Teacher will record incident on CPOMS • Teacher will decide on next steps (e.g. complete missed work at playtime, take work home, speak to parent, agree a behaviour contract, individual behaviour chart) • Teacher will inform parent / carers at the end of the day

Serious Misbehaviour

If there is an incident of serious misbehaviour teachers will:

- Send for the behaviour lead / member of SMT
- Record the incident on CPOMS (what happened, trigger etc) and alert the staff member who supported who will then add how the incident was dealt with

The behaviour lead / member of SMT will:

- decide on next steps / e.g. in-school seclusion
- inform / meet parents
- consider future support e.g. oasis room, nurture, risk assessment (if required)
- monitor future behaviour – (child may be put on report)
- If a child is having difficulty regulating their emotions, the behaviour lead will give them some time out in a quiet place to calm down before next steps (dependent on the needs of the child) are taken.

*a re-integration meeting with parent and pupil will take place with a member of SLT before the child returns to class after an in-school seclusion.

Appendix 3 – Restorative Conversation

Restore, Redraw, Repair

- What happened?
- Whose rights have been affected?
- Which right has been affected e.g. right to be safe, right to learn, right to be called by proper name
- What could we do to put things right?
- How can we be more respectful of rights next time?

Appendix 4

Playground Charter

Moston Lane Primary School
PLAYGROUND CHARTER



Rights Holders		Duty Bearers
Children will :		Adults will :
use kind words	Article 31 The right to relax and play 	be friendly
be gentle	Article 19 The right to be safe 	pay attention to us
be safe	Article 13 The right to be listened to 	make sure we play safely
play fairly	Article 15 The right to meet with other children and join in 	listen when there is a problem
listen to adults		give us equipment to play with
look after equipment		make sure no one is left out
let others join in games		

Lunch Hall Charter

Moston Lane Primary School
LUNCH HALL CHARTER



Rights Holders		Duty Bearers
Children will :		Adults will:
walk in the hall	Article 19 The right to be safe 	be friendly
line up one behind the other	Article 19 The right to healthy food and water and a clean environment 	keep us safe
use quiet voices		use quiet voices
use good table manners	Article 24 HEALTH, WATER, FOOD, ENVIRONMENT 	listen when there is a problem
listen to adults and be polite		give us healthy food and clean water
keep healthy by eating food provided		
tidy up after ourselves and put things away properly		keep the hall clean and tidy

Appendix 5

Classroom Charter example

Team 14 Class Charter		
Children will respect the rights by:	Rights	Adults will respect the rights by:
<ul style="list-style-type: none"> • putting our hands up to ask and answer questions • listening to others and not interrupting • respecting other people's opinions and beliefs • being kind and not hurting others • keeping our tables and classroom tidy • trying our best at all times and believing in ourselves • working quietly and concentrating • completing our homework • helping one another • following instructions • letting others join in our games 	<p>Article 12 The right to share views and opinions.</p> <p>Article 19 The right to be protected from violence and harm.</p> <p>Article 25 The right to a clean environment.</p> <p>Article 28 The right to an education.</p> <p>Article 31 The right to relax and play.</p>	<ul style="list-style-type: none"> • listening to us and respecting our views • teaching us how to be safe and watching us • providing a tidy, organised classroom • stopping children from disturbing others • teaching us well and helping us remember things • helping us when we need it • helping us to be the best we can be • watching us at playtime and making sure we don't leave anyone out

Appendix 7

Whole School Routines

There are whole school routines in place for:

- Lining up in classroom
- Movement on the stairs
- Walking down the corridor
- Going to the toilet
- Lining up in the playground
- Behaviour in the hall

Appendix 8

De-escalation plan



Positive Handling Plan – De-escalation Strategies

Name: _____ Team: _____ Date: _____

Strategies	Try	Avoid	Strategies	Try	Avoid
lower tone of voice			Give a job		
Body language (<u>open</u> palms, level of child)			Give space		
Verbal advice			Help scripts		
Reassurance			Choices		
Negotiation			Consequences		
Humour (<u>tell</u> joke, make laugh)			Take up time		
Planned ignoring			Supportive touch		
Time out			Success reminder		
Change of face			Acknowledgement		
Simple listening			Agreeing		
Removing others			Outside space		
Apologising			Other		

Method of positive handling

	Try	Avoid	Strategies	Try	Avoid
Touch prompt			Extended arm hold		
Loose guide			Dynamic hold		
Positive guide			Caring Cs		
Double arm hold			Hip stabilise		
Turn and go					

Appendix 9

Behaviour Plan Examples

Moston Lane Community Primary Behaviour Targets	Name: _____ Date: _____			
Targets / expectations	Numeracy	Literacy	Afternoon session 1	Afternoon session 2
Good Listening <ul style="list-style-type: none"> • Facing / eye contact • Sitting up in chair • Nothing in my hands • No silly noises (babyish) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good Working <ul style="list-style-type: none"> • No chatting / tapping / silly sounds • Neat handwriting • Put up my hand 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calm Body and face <ul style="list-style-type: none"> • Relaxed body • No frown on face • Maybe smiling 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonus <ul style="list-style-type: none"> • I have met all my targets this lesson 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Bonus Greens earns 15 minutes on one of the following activities: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>				

Name: _____	Behaviour Expectations: I will be Ready, Respectful and Safe 1. good listening (no interrupting or shouting out or arguing with others) 2. Good working (concentrating, working hard, completing work) 3. Show respect to adults (follow their instructions, no tutting, muttering)							
Week beginning: _____	Breakfast club	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunchtime	Lesson 1	Lesson 2
M								
T								
W								
Th								
F								