

Behaviour Policy 2023/2024

'Working together to achieve success'

At Mossgate Primary School, we want every child to:

- Feel safe, supported, protected and cared for.
- Demonstrate the values of kindness, honesty, responsibility, respect, courtesy and courage.
- Develop confidence, resilience, independence and pride in themselves and others.
- Recognise and manage their feelings.
- Know what to do if others treat them in a way that hurts them, makes them feel unhappy or uncomfortable – both on and offline.
- Be accountable for their behaviour and understand how their behaviour can impact others.

Children need praise, and often rewards, to reinforce good behaviour and promote self-esteem; this leads to success at school. The emphasis of this policy is on a positive approach to supporting children in managing behaviour, however, unacceptable behaviour cannot be ignored.

At Mossgate, we believe that:

- Children understand that it is their behaviour which is unacceptable and not themselves.
- Everyone has the right to be treated with courtesy and respect.
- All pupils can behave in an appropriate way and those with additional needs can learn to.
- Every child has a right to feel safe and to learn.
- Every teacher has the right to teach.
- Promoting good behaviour is everyone's responsibility: parents, staff and pupils.
- Parental involvement and home-school links are vital.

The final two points clearly demonstrate the importance of our school motto: **'Working together to achieve success'**.

Parent responsibilities

- Inform staff of any concerns or changes at home which may impact in school.
- Respond to concerns raised by members of staff.
- Work in partnership with staff to ensure good behaviour.
- Ensure pupils arrive on time to school ready to learn.
- Ensure pupils come to school wearing the correct school uniform and footwear (including PE kits).
- Support the school's guidance regarding jewellery, make-up and hair.
- Ensure pupils come to school correctly equipped and prepared to work.
- Ensure children complete their homework to a high standard and hand it in on time.
- Read daily with your child and sign their reading record.
- Show respect and courtesy to all members of the school community.
- Support the school's behaviour policy at school and, as appropriate, at home.
- Attend parents' evenings and other events to support your child's education.

Staff responsibilities

- Promote and reinforce clear expectations of behaviour.



Our mission:

'Working together to achieve success'

- As active and healthy **individuals** who are inquisitive, have the belief to try new things and manage risks safely.
- As resilient, confident and independent **learners** who strive to achieve their best.
- As **honest, courteous** and **kind friends** who **respect** and value difference and have the **courage** to challenge discrimination.
- As active and **responsible** and **respectful citizens** who have a positive impact within their school, community and wider world.

- Praise positive behaviour.
- Challenge poor behaviour choices consistently and fairly.
- Share information using school systems.
- Share concerns with parents and work together to improve behaviour.
- Seek advice and support to meet the needs of all children.
- Promote the values of our school when addressing behaviour concerns.
- Be aware of updates and changes to the school behaviour policy through training.
- Identify training needs and proactively engage with regular training.

School Leaders Responsibilities

- Engage with pupils, parents and staff regularly.
- Ensure Mossgate is a place where everyone feels supported and safe.
- Induct new staff and update current staff about the school Behaviour Policy and any changes.
- Provide further external support to staff and governors.
- Report to governors termly on behaviour.

Pupil responsibilities

- Conduct themselves around school in a safe and sensible manner.
- Model our school values through how they conduct themselves.
- Arrive on time to school and lessons ready to learn.
- Try their best in all lessons and complete all class work to a high standard.
- Behave in a respectful and courteous manner to all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Treat others the way they want to be treated.
- Hand in homework on time to a high standard.
- Read daily at home and ensure reading books are changed and records are signed.
- Show respect for the school building and resources.
- Follow the school expectations (rules) and work hard to demonstrate our school values.
- Provide feedback to lead staff on our behaviour culture, to help support the development of our policy.

Other responsibilities

Pupils are encouraged to take on roles of responsibility within the school community. Year 6 pupils stand for election to the Mossgate Parliament and take on the role House Captains. Within the Mossgate Parliament, children take on additional responsibilities as a member of the sport, fundraising or eco committee. Sports leaders receive training and help and support other children at playtimes and lunchtimes. Anti-Bullying Ambassadors also receive regular training so they are able to support children across the school.

The teaching of good behaviour

Our values curriculum, Personal, Social, Health, Economic & Citizenship (PSHEC) curriculum, PE curriculum and Religious Education (RE) curriculum are central to developing the Spiritual, Moral, Social and Cultural (SMSC) development of every child as part of an exciting, relevant and challenging curriculum.

- **Values curriculum and expectations** – through assemblies and lessons throughout the school year, children explore our six values of: Kindness, Honesty, Respect, Responsibility, Courtesy and Courage. These values are reinforced through our school expectations which are displayed around school and reinforced through lessons and assemblies. All staff refer to these when speaking to children about their behaviour and attitude to learning:

✓ We show **kindness** to all.

- ✓ We are **responsible** in everything we do.
- ✓ We **respect** others and property.
- ✓ We are **honest**.
- ✓ We are **courteous** to all.
- ✓ We use **courage** to challenge ourselves and others.

- **British Values** – through PSHEC lessons, assemblies, significant events and the wider curriculum, we teach children about democracy, the rule of law, individual liberty, mutual respect and ‘tolerance’ of other faiths and religions.
- **PSHEC curriculum** – children are taught about healthy relationships, friendship, bullying, naming and recognising feelings, calming down strategies and peaceful problem-solving techniques.
- **PE curriculum** – children learn about how to participate and compete respectfully whilst showing our school values.
- **RE curriculum** – children learn about different religions and develop an understanding and acceptance of different beliefs and faiths.
- **Computing curriculum** – children learn about personal information, privacy, cyberbullying, how their actions online have consequences and what to do if they feel uncomfortable or unsafe.

(Staff/Parents/Children are informed of the systems we have in place to filter and monitor their children’s online use at school. In addition to this, we notify parents of what the children will be asked to do online in lessons – including the sites they will be asked to access and whether they will be interacting with anyone online as part of their curriculum.)

Positive Recognition and Reward Systems

Our positive, restorative approach to supporting children in managing their behaviour focuses on praise, and other rewards, to reinforce positive choices and promote self-esteem. We believe this leads to success at school. We have a number of reward systems to promote good behaviour and learning.

- **House Teams and points:** All children are placed into one of four teams when they start at Mossgate: Purple, Red, Blue and Green. Children can earn house points for a variety of reasons which may include: good behaviour, manners, effort and excellent work. House points are displayed in every class with the total announced in our weekly celebration assembly each Friday.
- **Celebration Assemblies:** These are held every Friday with Star of the Week, Golden Book names, best attendance, team points and out of school awards celebrated.
- **Star of the Week:** Class teachers choose two stars from their class every week. Children’s photos are displayed in the school hall for the whole week and they are awarded a certificate. Parents are given a week’s notice so they can hopefully attend.
- **Golden Book:** Every class has a special Golden Book which staff and children use to record children who have been spotted using their values. The Golden Books are read out during our weekly celebration assembly by the class teacher.
- **Positive Postcards:** Staff send home postcards weekly celebrating children’s achievements.
- **Marble in the jar:** Classes earn a marble in the jar for whole class achievements like best attendance in our celebration assemblies, or all meeting their home reading target. When the class earns ten marbles, together the vote for a whole class reward.
- Children who produce particularly good work or demonstrate improvements in behaviour, may be sent to the **Headteacher** or another member of **staff for praise** which is often then shared on the school **Facebook page**.
- **Home Reading:** Children who meet their weekly home reading target have their photo displayed on their classroom door. Reading records are reviewed and displays updated every Thursday in the juniors and Friday in the infants. We also celebrate the class percentage in our celebration assemblies using the ‘Reading Around the Block’ display in the hall.

- Children are encouraged to bring to celebration assemblies, **awards they have earned outside of school** so we can celebrate these – parents are invited into the assembly as well.

Unacceptable Behaviour

As well as rewards for positive behaviour, it is important that we deal with any unacceptable behaviour in a clear and consistent way. Staff must deal with situations they encounter, so that they establish and develop their own expectations and relationships with children. If one child is behaving poorly in class and distracting others, or is constantly taking up teacher time with poor behaviour choices, then the learning environment suffers. The classroom is a place for learning and it is important that we ensure that is how it is seen by all children.

Restorative Practice

The school embraces Restorative Practices as a means of empowering staff to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspiring, motivated and responsible pupils.

Restorative practices constitute an innovative approach to inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. This approach fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Through a restorative practice approach, we will:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Establish rights and responsibilities.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Behaviour management techniques

Our behaviour management techniques are based on the 5 F's: Firm, Fair, Friendly, Fascinating, Follow-up. These are summarised with examples in the table below. (Note, that the numbers do not refer to a priority order and are simply used to match the strategy to the example.)

1. **Firm** – it is important to clear, consistent with systems we have in school and have clear organisational routines which minimise the opportunities for low-level behaviour.
2. **Fair** – treating children equally (although adaptations may be needed for SEND children) and consistently using school systems – team points etc. Take time to understand their perspective when dealing with incidents. Praise in public, 'punish' in private.
3. **Friendly** – this is all about the relationships you build and continue to foster with all children. Those with challenging behaviour need more of our time to develop a trusting relationship not less.
4. **Fascinating** – links to relationships and showing you are bothered and interested. Remember the small details and show an interest.
5. **Follow-up** – time to speak to the child/children about the incident and provide time for their perspective and understanding how it impacts on others.

Strategy Names	Strategy Examples
1. Parent on your shoulder	1. Always behave in a way if parent present.
2. Rule of three : name, expectation / behaviour with action, thank you	2. 'Jack, hood, thank you' 'Sarah, voice, thank you' (Think cognitive load.)
3. Thank you instead of please	3. Thank you is expecting. Please is requesting.
	4. Focus on praising the positive behaviours rather than drawing attention to the negative
	5. 'Jack, thank you for lining up sensibly. Well done.' / "George. Thank you

<ol style="list-style-type: none"> 4. Catching in not catching out 5. Be specific and descriptive with positive praise 6. What you praise gets repeated 7. Be relentlessly bothered 8. Walk and talk 9. No 'Don't' or 'Why are you ...?' 10. Agree and move on. 11. Options 12. No public shaming 13. Exemplify before expecting 14. Fight fire with water not fire 	<ol style="list-style-type: none"> for correcting your mistakes in red neatly. Well done.' 6. Praise the behaviours you want to model to the class what you want 7. Show you care, Ask about them and their family. Little things show you are bothered. 8. Move around the classroom when teaching. Address poor behaviour quietly (speaking quietly to the child, eye contact, gesture or gentle hand on should or arm etc.) with the child instead of announcing to the class. 9. These invite challenge, defiance and arguments. 10. 'Mr Bloggs, why does your breath stink of coffee.' Agree and move on. 'Jane, it might do / maybe they are. Carry on with your work.' 11. 'Nicola, you chose to make a comment. We'll talk about this at break. Continue and I'll have to discuss with your parents.' / 'Jane, you can come in with me now or Mr Smith will have to contact your parents for them to come in.' 12. This draws attention of the class to the negative behaviour and stops the flow of teaching / learning. 'Somebody is tapping. Stop. Thank you.' (Also see number 8.) 13. Ask children for the expectations before a task / routine so clear to all, behaviours are reinforced and they are 'tuned in'. 14. How adults respond to a child, can escalate the situation. See 2, 8, 10 and 11.
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Pupil support systems

Staff work hard to develop an environment in which children feel safe and protected. We teach them to speak to trusted adults if others treat them in a way that hurts them, makes them feel unhappy or uncomfortable. We also work hard to create a culture in which children know that their concerns are taken seriously and will be addressed, with their involvement until they are resolved.

Due to break and lunch times being in phases, they are staffed by a TA and/or teacher from each of these phases: Reception, Year 1 & Year 2; Year 3 & Year 4; and Year 5 & Year 6. As a result, children form trusting relationships with these members of staff, allowing any conflicts or disagreements to be dealt with appropriately.

We monitor incidents of unacceptable behaviour carefully and establish additional support strategies for those behaviours staff find most challenging. When a child is identified with acute needs, we liaise with external agencies and plan support programmes for that child. We work with parents to create the plan and review it on a regular basis. Support and advice may be sought through the SENDCo for children who show challenging behaviour from: specialist teachers, Educational Psychologists, medical practitioners and others depending on identified needs.

If a child is identified as having an additional SEND need which impacts their behaviour, individual targets and strategies will be identified and included in their level 2+ action plan. Depending on the SEND needs, it may not be appropriate for their behaviour to be managed using the tiered approach on page 5- this decision will rest with the Headteacher who will liaise with the SENDCo.

When children transition from Reception to Y1, Y2 to Y3 and Y4 to Y6, class teachers will spend time explaining any changes to routines and expectations due to changes in playgrounds, toilets and other shared areas. When a child joins Moss gate from another school, we will explain our behaviour policy with the child and their parents prior to them starting.

Our Tiered Approach to behaviour shows behaviours we believe are inappropriate, strategies and support offered and work with parents and other agencies.

	Tier 1	Tier 2	Tier 3	Tier 4
Types of behaviours	Occasional low-level behaviours	Repeated low-level behaviours or isolated serious incident*	No sustained change in low-level / repeated behaviours or repeated serious incidents	Escalation of serious incidents
Examples of support / strategies / advice	Focus on positive reminders and use of reward systems to model good behaviour	<ul style="list-style-type: none"> - Focus on positive reminders and rewards - Advice sought from district 1 behaviour mentor - Advice from Children, Family Wellbeing Service (CFW) / Early Help Assessment (EHA) - Question possible SEND - Reward chart, linked to school values, focusing on short-term improvements to specific behaviours - Social stories - Designated learning area in class - Individual feelings charts and what to do when you are at that stage - Safe space – time to regulate - Sand timers - Learning about how to respond appropriately – directly linked to behaviours displayed by them - Movement breaks - ABC charts to identify when, where, why - Now and next boards Good and bad choices - Unpicking reasons for behaviour - Monitoring and reporting by senior leaders / governors 	<ul style="list-style-type: none"> - Specialist advice sought from other professionals, for example Pupil Referral Unit (PRU), Specialist Teacher, Educational Psychologist etc - 'Report card', linked to school values, focusing on changes needed - Additional adult supervision during 'unstructured' times - Monitoring and reporting by senior leaders / governors <p>*Depending on the nature of a single serious incident, this may escalate to level 3 or 4</p>	<ul style="list-style-type: none"> - Tailored timetable - Restricted movement in school - Placement at Pupil Referral Unit (PRU) - Managed move
Contact		<ul style="list-style-type: none"> - Parents informed of serious incidents - Meeting with parents and class teacher 	Meeting with parents, class teacher and senior leader	
Possible Sanctions**	Focus on restorative approach	<ul style="list-style-type: none"> - Focus on restorative approach - Missed playtimes 	<ul style="list-style-type: none"> - Working in isolation - Removal of rewards / privileges 	- Exclusion

** Restorative practices constitute an innovative approach to inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Examples of low-level behaviours:	Example of serious incidents
<ul style="list-style-type: none"> • Disturbing the learning of others • Talking at inappropriate times • Upsetting another child through their physical or verbal actions • Answering back or questioning instructions • Shouting out / making inappropriate noises • Swinging on chairs • Not getting on with work / refusing to complete work • Fidgeting with equipment or not having correct equipment • Running inside school • Inappropriate use of school equipment / resources 	<ul style="list-style-type: none"> • Escalating / repeated low-level behaviours • Aggressive behaviour including physical, verbal or discriminatory behaviour • Bullying • Damaging school property • Unsafe behaviour • Refusal to follow adult instructions • Spitting, fighting, swearing, stealing • Hurting someone intentionally • Lying to adults • False allegations

Sanctions

When poor behaviour is identified, sanctions are implemented consistently and fairly. We have clear sanctions for those who do not comply with our expectations, which may include:

- Extra work or repeating unsatisfactory work until it meets the required standard at break or lunch times.
- Working in another class or area in school – see Removal from the Classroom section.
- Loss of privileges, which may include responsibilities, non-uniform days or school visits.
- Litter picking, weeding or cleaning.
- Regular reporting to designated staff members to reflect on behaviour and learning.
- Internal isolation – child works away from the class on their own.
- In more extreme cases we may use temporary or permanent exclusions – see Exclusions section.

Although persistent, or serious misbehaviour needs recording, every child must feel that every lesson is a fresh start; however, sanctions may occur over several days.

Support Following a Sanction

To ensure children understand how to improve their behaviour and meet our school behaviour expectations, the following strategies can be adopted, following a sanction, if a staff member feels they are required:

- A targeted discussion using our Restorative Practice approach.
- A phone call with parents or the Virtual School Head.
- Inquiries into a pupil's future conduct with staff, in teaching, supporting or supervising the pupil in school.
- Inquiries into circumstances outside of school, including at home, conducted by the DSL or a deputy.
- Considering whether the support for behaviour management being provided remains appropriate.

If a child has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker. If the child is looked-after, we will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Serious Incidents

As a school, we take a zero-tolerance approach to all forms of abuse and strive to create an environment which is safe and models acceptable behaviours. We view serious incidents as the following: racist incidents, child-on-child abuse (bullying, abuse in relationships between peers, physical abuse, sexual violence and sexual harassment, consensual and non-consensual sharing of nude and semi-nude images, causing someone to engage in a sexual activity without consent, upskirting and initiating/hazing type violence and rituals) being physical to others, threatening behaviour, theft, discriminatory behaviour, rude or offensive language and behaviour, leaving the premises, being rude to other adults (e.g. arguing with staff,

muttering under breath, answering back, rolling of eyes, tutting etc), vandalising equipment or property and false allegations against staff.

All incidents will be investigated by the Headteacher, or Deputy Headteachers, and when appropriate, parents will be informed about the incident and the sanction. We acknowledge that the sanction will depend upon the severity of the incident and the circumstances. This will be determined by either the Headteacher, or Deputy Headteachers, following an investigation and discussion with other staff.

In cases of severe disruption, the child will be sent immediately to either the Headteacher, or Deputy Headteacher, and parents will be asked to come into school to discuss the matter. On very rare occasions, it may prove necessary for members of staff to use reasonable force to manage a pupil who may otherwise be in danger of hurting him or herself or others.

Removal from the Classroom

Removal from the classroom, where pupils are required to spend a limited time out of the classroom and will happen for serious disciplinary reasons. This is different from when a member of staff might ask a pupil to step outside of the classroom briefly for a conversation and asked to return following this.

Removal from a classroom is a serious sanction. As a result, it will only be used once all other behavioural strategies, set out in our policy, have been attempted – unless the behaviour is so extreme as to warrant immediate removal. This sanction will only be put in place if the staff member deems it proportionate and will take into consideration any special considerations relevant to its imposition. When removed from the classroom, pupils will carry out their classwork in a supervised setting.

Removal will be used to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow pupils to regain calm in a safe place.

Depending on the circumstances, the child will return to their classroom for the next timetabled lesson following a restorative conversation. We will inform parents on the same day if their child has been removed from the classroom. Governors will also be informed through the termly Behaviour Report.

Reasonable force

We follow the Department for Education guidance: [‘Use of reasonable force: Advice for headteachers, staff and governing bodies’](#) (July 2013). The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The following list is not exhaustive but provides some examples:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

All members of school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When using physical force, staff will only act once they have considered the risks, recognised any vulnerabilities, including SEND, mental health needs or medical conditions.

The decision to use reasonable force is not taken lightly and is monitored in order to help staff learn from the experience, promote the wellbeing of the pupils in our care, and provide a basis for appropriate support. Monitoring also helps us to determine what specialist help may be needed for the pupil. The use of reasonable force is reported at staff meetings and to the governors as necessary.

Exclusion

Ultimately, the Headteacher can take a decision to exclude a pupil from the school for a fixed period of days or permanently:

- In response to serious breaches of the behaviour policy; and
- Where allowing the child to remain in school would seriously harm the education and welfare of others in the school.

At Moss gate Primary School, we follow the Lancashire County Council guidance and process for exclusions which are based on a legal framework. Schools are under a duty of care to provide suitable full-time education for an excluded pupil from the sixth day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours with the first five school days of any exclusion. Failure to do so may result in a penalty sanction being issued.

Following a fixed period exclusion, parents are expected to attend a reintegration meeting at school. Support is provided to ensure a good understanding of what has happened and how it could have been avoided, so that reintegration into school is smooth and measures are in place to support the child. Additional information can be found here: <http://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school.aspx>

Misbehaviour Outside of School

Schools have the power to discipline pupils for misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. Conduct outside the school premises, including online conduct, that Moss gate might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In all of these circumstances, the Headteacher will use the school's behaviour policy and also consider whether it is appropriate to notify the police of the actions taken against a pupil. The decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school to ensure it is lawful. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Through our Online Safety Curriculum, we teach children about the importance of personal information and how to use devices safely, securely and responsibly. When children make poor choices online, we will investigate and act if this negatively impacts on behaviour or learning in school. Online behaviour is also included in our Anti-Bullying Policy and Online Safety Policy.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

School staff can search a pupil for any item with their consent. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search for and confiscate, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item which includes:

- Mobile phone
- Weapons or knives
- Alcohol, illegal drugs or medicines
- Stolen items
- Tobacco and cigarette papers
- Pornographic items
- Fireworks
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the Headteacher / Deputy Headteacher to decide if and when to return a confiscated item to the pupil's parents, or whether to dispose of it. Parents will be informed when search has been conducted and if any items have been confiscated.

Criminal law

Some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement from the Headteacher.

Working together with parents

We recognise that ongoing communication with parents is vital. Parents will be contacted when we have concerns about behaviour at an early stage so that we can work together to support their child. Children who are persistently involved in low level disruptive behaviour, will be invited into school to plan the best way forward with their class teacher, Headteacher / Deputy Headteacher and SENDCo as appropriate. This may involve a personalised behaviour plan being implemented and support being accessed from other agencies.

Parents who experience challenging behaviour at home are encouraged to share their concerns with school by arranging to meet with the class teacher in the first instance. An Early Help Assessment may be suggested so that we can better understand the needs of the family and identify the best possible support and next steps.

Parents views are sought when the Behaviour Policy is reviewed and through the annual parental survey.

Home School Agreements

Expectations of behaviour are detailed in our Home School Agreement which parents sign when their child joins in Reception and again when they join key stage 2. The agreement also includes consent for photos, local visits and other activities.

Safeguarding

At Mossgate, all staff know that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse, linked to behaviour, is most likely to include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- initiation/hazing type violence and rituals

Additional categories of child-on-child abuse can be found in our Safeguarding Policy.

Monitoring and Reporting

All staff have access to a secure online system – CPOMS – allowing staff to record incidences of unacceptable behaviour with the relevant staff immediately and securely. This system allows staff to track and monitor the behaviour of individual children within school, which allows us to better support our children.

Mrs Booth monitors behaviour incidents across the infant classes (Reception to Y2) and Mr Thwaites across the junior classes (Y3 to Y6). In doing so, they identify patterns and decide when a child may move up or down through our behaviour tiers. They also liaise with our SENDCo and seek advice from other professionals.

Both leaders produce a shared Behaviour Report for governors termly which details: bullying, physical, derogatory, searches/confiscated items, reasonable force, removal from the classroom, isolation,

suspension and exclusions. This allows leaders to analyse patterns, identify needs (including training) and learn from past cases.

Staff Induction, Development and Support

- All staff and volunteers are asked to read our Behaviour Policy prior to starting at Mossgate with key points discussed and exemplified.
- Staff are provided with regular training and advice and are able to identify particular training needs through their appraisals and the school's annual self-evaluation process.

Low-level Concerns Concerning Adults

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- not treating all children fairly and consistently in accordance with school policies
- humiliating children
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy, or
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared with the Headteacher. If your concerns relate to the Headteacher, you should raise them with a senior leader and the Chair of Governors.

Monitoring and Review

Monitoring is the responsibility of the Headteacher, Governors (through the School Improvement Committee) and senior leader with responsibility for behaviour. A termly report is produced by senior leaders which details the number of serious incidents and interventions used. This allows leaders to analyse patterns, identify needs (including training) and learn from past cases. Staff, parents and pupils have been consulted. The policy will be reviewed annually.

Reviewed by the Subject Leader:	Approved by Governors:	Next review date:
Autumn 2023	Autumn 2023	Autumn 2024

The school is aware of our legal duties under the Equality Act 2010, to promote equality of opportunity and to reduce discrimination. This policy has been written in accordance to recent government advice, publications and law:

- 'KCSIE – Keeping Children Safe in Education 2023 – Statutory Guidance for Schools and Colleges' Department for Education (September 2023)
- 'Behaviour in Schools – Advice for Headteachers and School Staff' (September 2022)
- 'Searching, Screening and Confiscation: Advice for schools' (July 2022)
- 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (July 2013)
- Children and Families Act 2014
- Section 89 of the Education and Inspections Act 2006
- Equality Act 2010

In addition, we have followed advice produced by:

- 'Improving Behaviour in Schools' Education Endowment Foundation (June 2019)
 - 'Behaviour Policy Advice for Schools' Lancashire County Council (September 2018)
 - 'Creating a Culture: How School Leaders Can Optimise Behaviour' Tom Bennett (March 2017)
 - Getting the simple things right: Charlie Taylor's behaviour checklist (2011)
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