

MOORBROOK SCHOOL



BEHAVIOUR SUPPORT POLICY **Including Governors statement of behaviour** **principles**

Revised: July 2026
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1. Context and aims of policy

Moorbrook School caters for the needs of up to 72 pupils aged between 11 and 16 years. The pupils experience Social, Emotional and Mental Health Difficulties in varying degrees of severity and complexity, mostly related to neuro diverse conditions. With such a school population, the ability for pupils to manage their own behaviour requires whole school, group and individual support programmes. The key purpose of this policy is, therefore, to address the diverse needs of pupils whilst creating a culture which has high expectations of behaviour that will benefit both staff

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and pupils, establishing a calm, safe and supportive environment conducive to learning. Good behaviour is central to a good education in all schools. We need to support behaviour well so we can provide a calm, safe and supportive environment where pupils want to attend and where they are encouraged to learn and thrive. Being taught how to behave well and appropriately is vital for pupils to succeed in school and beyond Moorbrook. We as a staff need to continually work to maintain high standards of behaviour and support all our pupils.

It is the responsibility of the Head teacher to ensure the maintenance of good order within the statement of general principles established by the Governing Body. Additionally, all members of staff share a collective duty towards pupils and should ensure their health and safety. They recognise the individuality of pupils and their respective special needs. All staff are expected to work within the behaviour support policy. Training to meet the diverse needs of our pupils, particularly related to supporting behaviour, is imperative for all staff and forms a central core principle for Moorbrook. We aim to create an environment where positive behaviours occur due to proactively supporting our pupils and explicitly teaching what good behaviour looks like.

Accordingly, this policy aims to:-

- Establish a common school philosophy regarding behaviour support and to draw together the procedures and practices used within school which are regarded as being central to the achievement and maintenance of appropriate pupil behaviour throughout the school.
- Support the development of a safe, calm and nurturing learning environment.
- Address the needs of pupils through them developing self management of their own behaviour.
- Promote equal opportunities for learning and personal development.
- Support the Emotional Literacy curriculum in order to develop pupils' behavioural, social and emotional skills.
- Create a learning environment which encourages pupils to make choices and learn from the consequences in accordance with the principles of restorative justice.
- Provide opportunities for team work and co-operative work between pupils.
- Support individual effort and positive thinking.
- Give pupils self-confidence and pride in their achievements and their school.
- Support the safety of pupils and staff.

2. Governing body statement of principles

All in line with the school's motto of:-

RESPECT and ACHIEVE

And the Governors' vision and mission statement for school:-

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The Governors wish to create a centre of excellence, where:-

Everyone feels safe and happy to be part of a welcoming school community, which values and respects their individuality and their unique contributions.

There is a committed, stable and effective team of staff who understand their roles and who are supported through relevant professional development to fulfil the high expectations being placed upon them.

Pupils are keen to attend every day, because of the opportunities and high quality support they receive.

A rich and varied curriculum, shaped in consultation with pupils is provided.

Through excellence in teaching and learning within which pupils are supported to achieve their full potential by nurturing their talents,

Setting appropriate learning challenges and removing the barriers to progress resulting from their wide ranging special educational needs.

Pupils are taught the skills they will need to manage themselves, their emotions and their relationships with others so that the school becomes a springboard to the wider world beyond school.

Where pupils are proud of their achievements, confident to take their place and have the skills they need to succeed in their adult lives.

The governors have written statement of principles for behaviour as follows:

Legislation requires that a statement of principles to support the Head teacher in drawing up the behaviour policy of the school be provided by the governors. These principles underpin the school's behaviour policy, which will define the roles, responsibilities, procedures and practice in this area.

Responsibility for the establishment, and implementation of the policy lies with the head teacher of the school. The principles are intended to support the school's values by promoting a caring, creative and purposeful learning community in which every member can expect to:

- 1 Feel safe, respected and valued
- 2 Receive support and guidance to fulfil their responsibilities and potential
- 3 In line with the school motto of ' Respect and Achieve'

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the secretary of state for children, schools and families in making and reviewing the written statement.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This document has been developed considering this guidance.

Statement of principles

1. The behaviour policy should be written to
 - Fulfil the governors' duty of care to pupils and employees
 - Promote teaching and learning, high standards of achievement and
 - Develop pupils' behavioural, social and emotional skills,
 - Take into account the identified special needs of a pupil at the school, in accordance with the SEN and Disability Act which requires that schools make reasonable adjustments which

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take account of pupils' individual needs and circumstances.

2. The policy should define the measure to be applied to achieve these objectives.
3. The governors expect the behaviour policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the schools commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.
4. In supporting the development of improved behaviour in a special school for pupils with statements for SEMH, we expect that most pupils will struggle to maintain consistently positive behaviour and therefore expect all pupils to set improvement targets which relate to their behavioural progress over time and to receive recognition for their progress and achievement.
5. In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and the application of sanctions.
6. Rewards should be used to demonstrate that good behaviour and progress towards the achievement of individual behavioural targets is valued by the whole school community and to encourage similar behaviour in others.
7. Sanctions should be used sparingly to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community, provide the opportunity to make reparation for the hurt or damage caused, and encourage pupils to take responsibility for their behavioural choices in accordance with the principles of restorative justice approaches.
8. Sanctions should always be applied to individuals not groups and support the school's values of mutual respect and the promotion of achievement.
9. The school's policy will need to balance both the collective and individual needs. The application of rewards and sanctions should have regard to individual needs and situation of each pupil, and the school is expected to exercise discretion and sensitivity in their use.
10. The behaviour policy should make clear the rights and responsibilities of all the school community- pupils, staff, parents and governors.
11. The policy's framework of rules, rewards and sanctions should be clear to all those involved and should have a clear, structured framework that allows staff to be consistent in their approaches, but allow for appropriate adjustments to meet the individual needs of pupils, which is understood by all members of the school community as being fair and equitable.
12. The policy should include procedures to measure
 - Its impact on improving pupils behavioural skills,
 - Its effective communication to all members of the community,

- Its consistent application and
- The community's perception of it.

3. Leadership and management of behaviour and pastoral care

a. Roles and responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the head teacher, school staff, parents and pupils when developing these principles.

The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote the equality of opportunity and to reduce discrimination.

The head teacher is responsible for developing the behaviour policy in the context of this framework. They decide the standard of behaviour expected of pupils at the school and how that standard will be achieved; the school's rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The behaviour policy must include measures to prevent all forms of bullying among pupils. Head teachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

(1) In line with the Education and Inspections Act 2006, the head teacher has the right to, and will determine measures with a view to -

- (a) promote, among pupils, self-discipline and proper regard for authority,
- (b) encourage good behaviour and respect for others on the part of pupils and in particular, preventing all forms of bullying among pupils,
- (c) secure that the standard of behaviour of pupils is acceptable,
- (d) secure that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulate the conduct of pupils.

(2) The head teacher in determining such measures—

- (a) act in accordance with the current statement made by the governing body under section 88(2)(a), and
- (b) have regard to any notification or guidance given to him under section 88(2)(b).

(3) The standard of behaviour which is to be regarded as acceptable must be determined by the head teacher, so far as it is not determined by the governing body.

(4) The measures which the head teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6) The measures determined by the head teacher under subsection (1) must be publicised by them in the form of a written document as follows—

- (a) They must make the measures generally known within the school and to parents of registered pupils at the school, and
- (b) They must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

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Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Teaching Staff

Teaching staff play a pivotal role in pastoral care. All members of staff should be fully committed to creating an environment of care and trust and to ensure the emotional and physical welfare of the pupils, as well as their academic progress. In doing so they should adhere to school policy. Regular contact with pupils enables teachers to observe the well-being or otherwise of the children in their care. They are the eyes and ears of the rest of the pastoral care team and are alert to changes in pupils' performance, behaviour or appearance which may require action or intervention. They work with other staff, as necessary, for the benefit of pupils, briefing the key worker, pastoral support team and SLT where required.

Key Workers

The key worker system enables at least one key member of staff to have a detailed knowledge of the needs, aspirations, interests and academic progress of each pupil. The role of the key worker is to establish a rapport and secure good relationships with pupils, and to show an interest in the progress of each individual giving help and support when needed. This is facilitated by regular communication with home and by working with other staff, as necessary, for the benefit of the pupils, briefing the pastoral team and/or SLT where required.

Pastoral Support Team

The Pastoral Support Manager (PSM) alongside their care and guidance team liaise closely with Teachers, Teaching Assistants, Support Staff and SLT. Their main job role is to provide pastoral support to pupils when needed. They work closely with the FSW, KS leaders, SENCO and SLT.

Aspects of their role include; day to day support for pupils out of class, the organisation and delivery of social, emotional and behavioural interventions; leading on the delivery of The Thrive Approach across the school; identifying key pupils in need of particular support; writing pastoral/behaviour support plans, ensuring up to date knowledge of mental health strategies and other behaviour support methods; leading on behaviour interventions such as proprioception. Reintegration support for pupils who have been suspended. Implementing the use of additional behaviour support (ABS) and monitoring its impact. Care and guidance record keeping; the PSM monitors the data and impact of C+G on pupil progress.

Senior Leadership Team(SLT) including Key Stage leaders

The Senior Leadership Team lead on pastoral matters relating to particular whole year groups in addition to individual pupils. Their role is to monitor the welfare, discipline and progress of pupils, and to foster optimum development in these areas through the provision of constructive support and

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challenge to the staff team. They link behavioural needs into the wider school needs and developments.

SENCO's

The SENCO's support need through ensuring provision described within the EHCP is in place, monitoring pupil progress and changing needs, leading on review of EHCP needs and referral to professionals to support identification of pupil need eg EP, OT, Sp+L therapists. We have two SENCO's one for main school and one for MIP. Ensuring pupil needs are met is central to behaviour support.

Parents

Parents are under a legal duty to ensure that their child (aged 5 to 16) receives a suitable full time education either at school or by making other suitable arrangements.

Parents have a clear role in making sure their child is well behaved at school.

Parents must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any suspension. Parents are expected to attend a reintegration interview following any fixed period suspension of more than five days from school.

Pupils

Pupils are expected to work within school rules, talk with staff about any issues/ difficulties they are having to solve problems and take responsibility for their actions.

b. Safeguarding Ethos

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Schools have a statutory duty to safeguard and promote the welfare of the children at their school. All our pupils have SEND. Staff and pupils at Moorbrook School recognise and embed their responsibility to personal and social safeguarding. Any reports of abuse involving our pupils will therefore require close liaison with the Designated Safeguarding Lead (or deputy DSL).

In accordance with government guidelines on sexual violence and sexual harassment, Moorbrook School ascertains that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Moorbrook School recognises that attitudes can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes

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and everyday sexist language. We challenge such attitudes through our school ethos and delivering a curriculum that supports British values and personal freedoms.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. We ensure that our pupils are taught that consent is about having the freedom and capacity to choose (Equality Act 2010 (Amendments) Regulations 2023)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) considers the context within which such incidents and/or behaviours occur.

At Moorbrook School children are taught about personal safeguarding; peer on peer abuse; how to stay safe online; healthy and respectful relationships; what respectful behaviour looks like; consent; gender roles; stereotyping; equality; body confidence and self-esteem; prejudiced behaviour; that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

When concerns are raised by staff or pupils, the school's "Whole school policy for safeguarding & child protection" details clear and explicit roles and responsibilities to ensure accountability when safeguarding children, including recording and reporting procedures via CPOMs, DSL, Early Help and Children's Social Care. The DSL will work in collaboration with school staff and individual families when considering multi-agency assessments. Please see the policy for more details.

Child on child Abuse

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people with Special Educational Needs and Disabilities
- Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- Abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence.

When considering abusive or harmful behaviour between peers it is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individuals involved
- what preventative strategies may be put in place to reduce further risk of harm.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other

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offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs as well as reduce the risk posed by them.

It is important to deal with any type of peer abuse immediately and sensitively.

Therefore, staff will:

- gather and record information as soon as possible to get the true facts.
- refer concerns to the DSL's in accordance with the school Safeguarding and CP Policy
- document the specific language used and / or behaviour displayed.
- avoid language that may create a 'blame' culture and leave a child labelled.
- talk to the children in a calm and consistent manner.
- not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

The DSL's will:

- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Speak with parents if appropriate
- Consider referral to Police or Social Care
- Consider an Early Help Assessment
- Contribute to multi-agency assessments
- Undertake a risk assessment
- Record all incidents and all action taken

For more information please see the safeguarding policy.

4. School systems

The following principles underpin our work with pupils:-

- Acceptable standards of behaviour, work and respect are modelled by staff.
- All informal contact contributes to standards of behaviour. Staff and pupils work on skills and competences together.
- Positive behaviours are celebrated whenever possible.
- Behaviour is supported by staff taking the initiative, working with Thrive principles, using choice theory, zones of regulation and reflective, restorative approaches at every opportunity.
- The Behaviour support policy is consistent with school being a nurturing environment. We value individual differences, nurturing individual social, emotional and behavioural development within our clear structures and systems to raise self-esteem and meet basic needs. This is reinforced through discrete Thrive lessons.

- Our system allows developmental gaps or delays to be addressed. Examples:- a family style dining room, movement breaks, individual approaches to when and where pupils can eat their lunches, clearly structured social activities and the provision of both nurturing and academic interventions.

a. Behaviour expectations/rules

As a school, we aim to provide an effective educational environment designed to promote appropriate social and behavioural self-regulation allowing pupils to achieve. Behavioural standards are set through a positively based nurturing school ethos, restorative approaches, clear routines and good curriculum provision. Staff model and teach positive behaviours. Behavioural expectations should be clear, age-appropriate and consistent through recognition and social praise. The principles underlying our expectations encompass social skills, Thrive principles, self-awareness, self-regulation, empathy and motivation. These rules and expectations are made clear during the induction process, at initial visits, and through signing the home school agreement. Once in school pupils are regularly reminded of the rules and expectations by all staff. Expectations, rules and routines are high profile within school to provide the safe, consistent ethos pupils need.

Moorbrook Code of Conduct

Respect myself.

Respect others.

Respect property.

Always do my best.

Encourage others, and myself, to achieve

This means:

WE DO	WE DO NOT
Use people's proper names and titles	Call people names or use nicknames without their consent
Use words which do not offend or hurt others	Use swearwords or racist, sexist or homophobic language
Behave with respect for personal safety and space	Hit, hurt or abuse anyone in school or use threatening words or intimidating behaviours.
State our own opinions and allow others to do the same	Use 'putdowns' or insult other people's points of view
Allow others to carry out their work or other duties	Interrupt or disrupt learning or leisure activities
Follow the instructions of the person in charge of an activity	Disobey reasonable instructions of staff
Understand when someone is having a difficult day.	Interfere in other people's problems unless we are asked to help.

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Get ready for the taxi/or to walk to school on time each morning	Truant from school
Arrive in school on time	Go offsite or out of sight when we need to be in school, in lessons
Arrive to lessons on time	Arrive late to lessons
Come to school and lessons ready to work	Bring unsettled attitudes or behaviour into lessons
Ask for help if we are upset or otherwise not ready for a lesson	Deliberately disrupt the learning of others
Look after the building and its security	Damage windows, walls or furniture or act carelessly in a way which damages the building or security equipment e.g., doors and windows
Look after furniture and equipment and use it properly, putting things away and using the bins for litter	Drop litter or make a mess without clearing it up.
Switch off lights and other equipment when it is not needed and close doors and windows to keep in the heat	Waste supplies of water, electricity or other energy
Wear the right clothes and safety equipment in specialist areas	Ignore safety rules and guidance
Follow the health and safety guidance of staff	
Expect to work hard in lessons	Avoid lessons and learning by disrupting the teaching or learning activities
Try to complete every task which is given	Accept anything less than the best we can do
Ask for help if work is difficult or we need more guidance on how to improve	Pretend we can do things we find hard or have not learned to do
Expect to make mistakes sometimes	Expect ourselves to be perfect all the time
Take responsibility for putting things right after we make a mistake	Expect others to clear up our mistakes for us
Expect others to help us when we ask	Keep problems and difficulties to ourselves
Ask for help politely	Demand help immediately but wait until the right moment
Accept the help on offer	Reject or abuse those who offer to help us
Tell people how they can help	Expect others to always get it right when they try to help

Smoking/vaping on premises

Moorbrook has a zero policy on smoking/vaping on the school site or offsite when with school. Any pupil caught smoking/vaping will be directed to spend time in additional behaviour support (ABS) and suspended.

Discipline beyond school gates

The head teacher and appropriate school staff have the right to apply the school behaviour policy outside the school gates or on transport, this includes the use of restrictive physical intervention and/or to confiscate 'inappropriate items' outside schools.

Consequences may be imposed on pupils engaging in non-criminal, poor behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

This includes misbehaviour when the pupil is:

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- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour, appropriate paid staff with a responsibility for pupils within school, will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

School Uniform

All pupils must wear full school uniform. If pupils turn up to school without the correct school uniform they will be given spare items of uniform to wear for the day and then hand in prior to leaving at the end of the day. If a pupil struggles with sensory issues relating to school uniform this will be discussed with the parents, pupils and school to seek out a reasonable alternative. Please see the uniform policy.

Online incidents

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and video and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Please see safeguarding and online safety policy for more information.

Anti Bullying Policy

We acknowledge that children can behave in ways that can be harmful to other children. This can be described as child-on-child abuse and is a safeguarding issue, as previously described. Where child-on-child abuse is alleged, a risk assessment will be undertaken to reduce the risk of repeated incidents. Consideration will be given to supporting both the victim and alleged perpetrator. The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or be at risk of suffering, significant harm and needing protection. Any long-term plan to reduce the risk posed by

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the alleged perpetrator must address both the alleged perpetrators and victim's needs. More information can be found in the anti-bullying policy.

b) Procedures for Positive Behaviour support - rewards

The Points System.

The points system intends to provide an extrinsic motivational system by which staff are able to give positive reinforcement to the behavioural and academic targets of pupils and/or form groups. It is **a key feature** of the behaviour support system at Moorbrook. This system is applied to pupils in main school and MIP. MIP pupils have an amended version and this can be found in the MIP behaviour rewards booklet.

The desired outcome is that by Key Stage 4, pupils become intrinsically motivated to sustain their own progress, independent of the points system. In practice, pupils' progress along this continuum will vary according to needs, social circumstances and motivation levels. Staff use the language of choice and motivational coaching to secure pupils understanding of the outcomes of their choices, either positive or negative.

There are many advantages of this type of system:-

It supports a consistent approach to a pupil's behaviour expectations by all staff.

It provides a highly structured school environment, in which pupils are fully aware of the expectations of staff in both behavioural and academic terms.

It provides clear boundaries and feedback to pupils who are fully aware of the positive and negative consequences of their behaviour.

It assists staff in analysing pupils' behaviour patterns, informs target setting, behaviour plans and success of strategies.

The Points System in operation

Timetabled lessons:

Pupils can earn up to 10 points.

The breakdown of these points is as follows:-

1 point – punctuality and being ready to learn

2 points – completing work and showing respect

2 points - An agreed group target

3 points - Personal learning target

2 points – Personal behaviour target

Lunch times:

Pupils can earn 5 points.

This time is monitored by duty staff and points are recorded in afternoon registration group time.

Points are awarded on social skills e.g. respect of others, sharing, use of cutlery, queueing.

Break times:

Pupils can earn 5 points during morning breaks.

Unstructured times are kept short and activities offered. This recognises the difficulties some pupils have with self-organisation and self-management skills.

Recording Points:

Points are recorded on individual point's sheets which pupils carry from lesson to lesson.

Points are awarded at the end of each lesson as part of the plenary, the teacher and TA discuss with the pupil which points they have earned.

Pupils on vocational provisions are awarded points based on an average of their in school points for that week.

At the end of each day keyworkers collect individual point sheets from pupils and record them on the school system. Keyworkers must ensure any missing points are sought/clarified at daily debrief.

At the end of each week points are totalled up for individual pupils and a list produced for Student of the Week, Activities, super six and bonus banks.

The Head teacher collates SOW credits towards Head teacher awards.

Bonus Points

Bonus points are awarded for:-

- Extra care taken with completion of learning tasks
- Acts of kindness, generosity etc towards peers and staff.
- Meeting whole-school / Form group targets.
- Respecting the building and making Moorbrook a happier, safer school.
- Positive contribution to the reputation of school through representation in team sport or vocational provision
- Positive feedback from school visits, including outdoor education provision
- Acting as a guide for parents and new pupil visits (NPVs)

Bonus points are collated daily and weekly using the school system. Pupils have a bank statement given each week, which details their earnings, spending and total balance. Pupils can use their bonus points to purchase items from Amazon, lunch from the local café, or shops. All purchases are age appropriate, all requests are to be approved by a member of SLT. No illegal items or animals are allowed to be purchased.

The maximum bonus points a single member of staff can give in a lesson is 5.

Example of a point's record:-

	Uniform	L1	L2	Br	L3	L4	AM	Lu	L5	L6	PM	Daily
Punctuality (1)												
Work & Respect (2)												
Group Target (2)												
Pupil Target 2 (3)												
Pupil Target 2 (2)												

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Total		10	10	5	10	10	45	5	10	10	25	70
Bonus Points												
SLT												

Positive Consequences/ Rewards / Reinforcers

- General points System
- Bonus points System
- Positive verbal reinforcement
- Stickers/ positive notes in books
- Certificates for specific work/ attendance/ behaviour/ student of the week
- Achievement Awards/ best improver
- Display pupils' work in class
- 100% Attendance Awards
- Positive text/ phone call home
- Subject specific positive notes home to parent/carer
- Head teacher commendations
- Recognition of achievement in half termly newsletter.
- End of year awards assembly

Rewards and Activities.

Friday afternoon is an activity session, which is rewarding and provides opportunity to reinforce behavioural and social skills. To access an activity, pupils must earn a set amount points by the end of the week (running from Friday morning to Thursday afternoon). Activities are chosen by the school council and changed as felt necessary. Points are electronically totalled up on Thursday afternoon and pupils can choose an activity for the following afternoon. Key workers are responsible for entering points daily into the electronic database. The pupil support manager will monitor the electronic system. Pupils who have not earned enough points for an activity must complete work for a set amount of time and when they have done so they can access an onsite activity. Work that is not completed in lessons during the week is sent to the pupil support manager for completion in makeup time.

Days attended	SoW	Friday Activity
1	-	52
2	-	104
3	189	156
4	252	208
5	315	260

Examples of activities:-

Gardening, Computing, Gym, Xbox, film club, cooking, football, park time, ten pin bowling, pool/snooker club, table tennis, golf, social skills, geocaching, swimming.

Student of the Week (SOW)

Pupils who meet the threshold of points receive a student of the week certificate in weekly assembly.

Incredible Improvers

For pupils who are regularly increasing their points, but not making student of the week threshold, will receive a certificate in assembly.

Full Points Award

Pupils who earn full points are given special recognition in assembly. They also earn 2 credits toward there Headteacher award.

Head teacher's Awards

The Head teacher operates a system of recognition for consistently good behaviour. Rewards can be displayed in the corridor and rewards given out during assembly, as appropriate.

Head teacher Award	Student of Week needed	Reward
Bronze	10	£5 into BP bank & Certificate
Silver	20	£10 into BP bank & Certificate
Gold	30	£15 into BP bank & Certificate
Platinum	40	£20 into BP bank & Certificate
Diamond	50	£25 into BP bank & certificate

End of term reward trip- super six.

At the end of each term, all points (not including bonus points) are totalled up and the top point scorers (6 in KS3, 6 in KS4 and 6 in MIP) in school are taken on special full day reward trips. This is split into at least two events to ensure that the rewards meet pupils' holistic needs. The pupils are consulted as to where they would like to visit. Towards the end of term, pupils close to being in the top six are highly motivated to earn as many points as possible.

Positive Phone calls, text and notes home

Pupils whom staff identify as having displayed positive behaviour during the school day, or who have produced an excellent piece of work, will receive a text home that day. These are recorded in the Parent mail system and on daily debrief sheets. SLT check periodically to ensure all pupils receive regular positive feedback in this way.

Head teachers commendation

Staff can nominate pupils for outstanding work. A letter is sent home with a copy of the work, the work is displayed near the Head teacher office and pupils receive £5 into their BP bank for their efforts.

c) Consequences/sanctions

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This school aims to create a learning environment which encourages pupils to make choices and learn from the consequences in accordance with the principles of restorative justice. We believe that pupils should take responsibility for their behaviour choices and should seek to put things right when they have hurt or harmed others or caused damage or disruption to the school. Restorative justice is an approach to justice that focuses on the needs of victims and offenders, instead of the need to satisfy the abstract principles of law or the need of the community to exact punishment. Victims are given an active role in a dispute and offenders are encouraged to take responsibility for their actions.

Restorative Activities

Could include any of the following, dependent on pupils individual skills and sensory needs; gardening, litter picking, decorating, repair tasks, cleaning, tidying, mending, letter writing. The advantage of these activities is that they impact directly on a positive outcome for school and can foster an increase in self-esteem in the pupil concerned. For them, it feels like they are genuinely wiping the slate clean. It is acknowledged that it is easier for many pupils to “show sorry” than to say sorry.

Bonus point freeze

As stated previously, pupils can earn bonus points which are detailed on a weekly bank statement. Pupils who choose to show specific acts of disrespect to our school environment may be placed on a bonus freeze for a period of a week, whereby they can still earn bonus points but the privilege of spending them is frozen. This was discussed by the student council and agreed that instances such as kicking doors, snatching keys or causing damage without cause should be the categories resulting in a freeze. The bonus freeze includes all activities or trips during the course of the school week (running Friday to Thursday)

Break or lunch time reflection

Staff may require pupils to stay behind at the beginning of break to complete work or discuss behaviour and plan a better way forward. We do not use after school detentions.

Friday make-up time

As previously described; pupils who do not earn enough points to make an activity on Friday afternoon will work one-to-one with a member of staff to complete work missed during the week and reflect on how they can improve the following week. The length of make-up time corresponds with the number of points not earned for activities. For example if the pupil needed another 20 points to make the threshold they would have 20 minutes make up time. If a pupil goes straight to make up time, the time is halved, as an incentive to complete the consequence.

Additional Behaviour Support (ABS)

We believe that pupils learn best in school and therefore the use of ABS rather than suspension is preferred. (Suspension will be used if necessary). Some behaviours such as repeatedly disrupting the learning of others, verbal or physical aggression to peers, refusal to attend lessons or damaging property are not acceptable within our school community.

In such instances pupils are given time to work with an adult one to one to reflect on their behaviour and refocus themselves. Tasks undertaken in ABS may include social stories to unpick a particular incident, specific exercises explaining why the behaviour was not acceptable and what they can do instead, reflective and scaffolded conversations, or it could be that they simply

complete the learning from the lesson. The PSM and SLT consult with staff before making the decision to place a pupil in ABS and decide the duration of the ABS, this could be for one lesson or for the morning or afternoon sessions dependent on the incident. Pupils continue to earn points when in ABS. The PSM carefully records the instances and reasons for ABS and also keeps track of the activities undertaken. This data informs plans for support in school. They also use the data to report to governors termly.

d) Confiscation of inappropriate items and searching pupils

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

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

Searching and screening pupils is conducted in line with the DfE's Searching, Screening and Confiscation advice for schools (July 2022)

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules: identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
- tobacco and cigarette papers.
- fireworks.
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Any staff member can search a pupil with their consent

Certain staff can search a pupil without their consent - Only the head teacher, or a staff member given explicit permission by the head teacher, can carry out this kind of search.

This type of search will only be carried out if staff have 'reasonable grounds' for suspecting a pupil may have a prohibited item in their possession.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour

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including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping children safe in education and Working together to safeguard children.

The member of staff conducting a search **must** be the same sex as the pupil, and there **must** be another member of staff present to witness, unless:

The person doing the search **must** believe there's a risk that serious harm will be caused if the search isn't urgently carried out.

In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If the above is the case, the person doing the search should report it immediately

All incidents involving searches for prohibited items **must** be recorded by staff on CPOMS safeguarding reporting system in a timely manner.

Treat confiscations as a safeguarding issue

Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. Paragraph 20 of [KCSIE](#) highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

Children in possession of drugs, alcohol or weapons should be considered vulnerable

If searching a pupil leads to the discovery of a prohibited item, staff will: treat and escalate it as a safeguarding issue alongside a behavioural or criminal one, to make sure the pupil is given the help and protection they might need.

Our Designated Safeguarding Lead (DSL) will work with school's local safeguarding team to determine follow-up actions and get the most appropriate support to secure the safety and welfare of the pupil.

e) Use of mobile phone in school

We have a stand alone mobile phone policy, please refer to it for greater details. In brief pupils are not allowed mobile phones in school at any time in accordance with the latest government guidance mobile phones in school June 26. Pupils are allowed mobile phones for the journey to and from school. Mobile phones are handed in on arrival to school, safely stored and returned to pupils when they leave school at home time.

f) Suspensions, permanent exclusions, police involvement

A suspension from school is a last resort and is used only in the most serious incidents of:-

1. Individual assault (unrelated to RPI) or provocation, unprovoked attack, racial incident.

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2. Persistent disruption over a period of time after all available support strategies and alternatives have been exhausted.

Suspension

Suspension from school for a fixed period of time can only be authorised by the Head teacher, or in their absence, the deputy head. They are usually for unprovoked attacks on any member of the school community, persistent disruptive behaviour or racial incident. Some other behaviours can result in suspension.

Before coming to a decision to suspend, behaviour incident sheets should be fully completed and the pupil concerned should, if appropriate, be given an opportunity to explain the circumstances leading to the incident. Wherever possible, the suspension will be for the shortest possible time and will be followed by a reintegration meeting to reduce the likelihood of a repeat of the behaviour. A behaviour support plan will be put in place for all pupils suspended for persistent disruption. Following a suspension, pupils and parents/carers meet with the Headteacher, Deputy Headteacher or another SLT member and a post suspension plan is devised. The plan can be in the form of a behaviour contract, individual behaviour plan (IBP), or discussion with actions to follow. Where appropriate, a restorative meeting will be arranged for pupils suspended for assaults.

If a pupil has 15 days suspension in any term, a meeting with parents/carers and Governors is organised by the Pupil Access Team. This meeting is to address behaviour and hopefully prevent further exclusions. *Please see further details in the suspensions and permanent exclusion policy.*

Permanent Exclusion

This is the final sanction and is not undertaken lightly. The Head teacher makes this decision. The relationship between school and pupil will be beyond repair. All avenues are explored and pupils remain on roll, but educated off-site where health and safety is at risk. Permanent exclusion is the final option taken when to continue on roll is not beneficial to the pupil's education. Often the pupil's needs are such a cause for concern that an emergency review is organised as part of their Educational Health and Care Plan (EHCP) and an alternative placement becomes the recommendation of the review thereby diminishing the need for permanent exclusion. *Please see suspension and permanent exclusion policy for further details.*

Police involvement

In cases where a member of staff or Head teacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action we take does not interfere with any police action taken. However, school retains the discretion to continue investigations and enforce their own sanctions so long as they do not conflict with police action.

g) Power to use reasonable force

Moorbrook has a separate Use of Positive Handling in supporting behaviour change policy. The school staff are trained in the use of TEAM TEACH, a holistic response to behaviour which includes methods of physical interventions or restraint. TEAM TEACH advocates 95% of behaviour management should be de-escalation and preventative strategies, this is a principle which Moorbrook fully supports. Pupils who are risk assessed as being moderate or high risk for physical intervention have a PHP which supports their individual behaviour plan. See *Positive Handling Policy* for more information.

h) Care and Guidance/pastoral support team

School operates a system of Care and guidance to support pupils experiencing difficulties in accessing their learning during each lesson.

A pupil may be directed to leave class to work in a quiet work room by staff for the following reasons:-

- Problem with peer
- Problem with work
- Problem with group
- Sensory issue

As part of the self-regulation encouraged in pupils; the pupil may also ask to leave class for 5 minutes for the above reasons.

In addition pupils may ask to go on a movement or sensory break whereby they undertake physical regulation activities or sensory circuits.

Verbal information must be given to Care & Guidance (C&G) staff regarding the reason for exit by the classroom staff. C&G staff will liaise with the teacher to decide who is best placed to support the pupil out of class.

Care & Guidance staff will feedback the outcome of the time out of class to classroom staff.

If a pupil is to return to class this must be agreed by the class teacher, welcoming pupils back to class is encouraged. Care and guidance staff will always check with the class teacher.

In order to prevent disruption to others learning a maximum of two movement breaks per lesson is permitted before pupils are directed to complete the remainder of their lesson in a quiet work room. This scaffold assists pupils to make positive choices and allows C&G staff to be proactive tracking any increased use of time out of class and devise a support plan if needed

Support rooms/ strategies used by C&G staff:

If pupils are out of class there are a number of strategies used by C&G staff namely:

Corridor Benches:

These can be used for pupils who need up to 5 minutes out of class, pupils can sit quietly and use self-regulation strategies (as seen in the staff advice booklet) or may positive redirection from the C&G staff.

Quiet work rooms:

These can be used by pupils who need to work separately due to sensory issues, conflict with peer or becoming dysregulated. Pupils may work one-to-one with staff or may choose to work

independently with regular monitoring by C&G staff. Pupils are encouraged to use zones of regulation prompts while in work rooms to scaffold return to class.

Safe space:

Pupils can use this room to cool off following an incident in class or following a restrictive physical intervention. Use of this room may be part of a pupil's individual behaviour plan or positive handling plan. Pupils may sit quietly using personal self-regulation strategies, or may choose to sit with staff to reflect or use strategies from zones of regulation.

Pastoral support office

A quiet room for pupils who may need time away from the group. This room may be used for counselling or mental health first aid, to talk over a problem or to support a distressed pupil.

Movement breaks

We understand our pupils will benefit from movement breaks to support sensory needs, proprioception or concentration. Pupils can use the corridor benches as a basic break. Others will benefit from using the school hall, outside spaces or to carry out a sensory circuit. Pupils with high levels of need for movement breaks have it written into specific individual support plans. We also provide a range of sensory equipment such as fiddle toys, weighted blankets, wobble boards and bean bags for use in and out of class to support sensory needs. We have an indoor bouldering wall and outdoor climbing frames to support movement breaks.

Sensory room

The sensory room is for pupils to use for preplanned moments of sensory regulation and calm during the day. It is not for dysregulated pupils (unless part of a specific behaviour plan when in a recovery stage) It is not for reward time.

All pupils will be taught how to use the room and have an opportunity to experience its benefits when they join Moorbrook. Pupil who wish will then have an allocated timeslot during the week. If section F of an EHCP requires it a pupil may have a daily slot, most pupils will be allocated a weekly slot.

The sensory room is a proactive space not a reactive space. Pupils/people benefit from moments of calm in their life. Sensory rooms offer benefits like calming stress & anxiety, improving focus & attention, developing motor & social skills, aiding emotional regulation, and boosting cognitive function through controlled sensory input (light, sound, texture), providing a safe, adaptable space for individuals with autism, learning disabilities, or those needing a break to self-soothe, learn, and connect.

Key Benefits:

- *Emotional Regulation & De-escalation:*

Provides a safe retreat to reduce overwhelm, calm distress, and manage anxiety, helping prevent meltdowns.

- *Improved Focus & Learning:*

Short regulation breaks enhance attention, making individuals more receptive to learning and participation.

- *Cognitive Development:*

Stimulates the brain for better memory, problem-solving, and observational skills through engaging sensory activities.

- **Motor Skill Development:**

Tactile play and movement activities improve fine motor skills (hand/finger use) and gross motor skills (balance, coordination).

- **Social & Communication Skills:**

A supportive environment for practicing interaction, building community, and encouraging verbal/non-verbal communication.

- **Self-Management:**

Empowers users to explore sensory needs, identify self-soothing routines, and gain a sense of control.

The rules for the sensory room:

1. Shoe to be removed at the door. Keep just inside the room.
2. Maximum of 2 pupils , preferably 1 at a time
3. Pupils will be supervised at all times. If 2 pupils are in the room staff will remain with the pupils. Individual pupil use could be supervised from the corridor if preferred and safe.
4. The room cost over £10k so it must not get damaged. It is not for dysregulated pupils in crisis.
5. Pupils are allocated 5 minutes in the sensory room at any one time. Staff to set the time when a pupil enters.
6. Pupils can use the room in their allocated time slot only.
7. Pupils can use the room in a recovery stage if it is part of an individual behaviour plan.
8. Care and guidance staff will monitor its use.
9. It is not a reward.
10. If the room is not in use and C+G staff feel a pupil would benefit, they may be allowed an additional 5 minutes.

Care and guidance records

Care and guidance staff complete the data sheet each lesson, this has a twofold purpose, firstly to ensure all pupils are accounted for (safeguarding) and secondly to record information of behaviour patterns. The C&G data sheets are passed to admin staff at the end of each day for electronic recording.

C&G staff will feedback about pupils during the daily debrief in order that relevant staff are informed of behaviours and successful interventions. Electronic behaviour information sheets should be completed on CPOMS to record behaviours. SLT will action and/or annotate behaviour entries on CPOMS each day. One record per incident will be completed for accurate monitoring of incident across school, all staff involved can add to the incident. SLT, FSW and DSL are notified

about every behaviour incident via CPOMS, keyworkers are informed about their specific pupil's behaviour incidents so they can communicate those to parents during keyworker calls.

C+G data and BIS/RF1 data is analysed termly by the PSM and reported to governors. It is analysed daily to ensure pupils are supported as needed. The data is also used to show behavioural improvement/needs during annual reviews of EHCPs or other meetings.

Target Setting

Each term staff meet to set new individual targets for each pupil. This is a forum to allow sharing of good practice and also any key areas of concern. New targets are shared with pupils during keyworker time. Staff have training in setting supportive smart targets, these can be found in the staff advice booklet. These targets relate to prosocial behaviours and behaviour for learning. If needed target can be changed during the term.

Individual support plans

Pupils whose behaviours are a cause for concern due to an increased number of C&G incidents, lack of progress in lessons or who may have encountered an issue outside of school are supported with an individual support plan. The plan is triggered when the pupil has been identified as struggling with the generic support systems in place in school. The behaviour for learning leader consults with key staff, the pupil and consults with parents to create a support plan. The support plan aims to identify strengths, identify and address the triggers to any behaviours and support behavioural change all support plans are based on the zones of regulation.

Following all suspensions a meeting is arranged with a member of SLT or the Headteacher (this can be a home visit if needed), support plans are put in place and clear expectations made for the pupils behaviour.

Keyworkers:

School operates a keyworker system. Each pupil has a keyworker whom they see regularly throughout the day. The key worker provides a link between school and home. They make contact with parent/carers at least once per week. They develop a nurturing relationship with pupils and become their champion in school.

Family support worker:

School has a family support worker who works closely with the DSL and the PSM to ensure families can receive appropriate support which positively impacts on pupils' wellbeing and behaviour. All keyworker records of discussion go to the DSL, PSM and FSW through CPOMS; they discuss supportive strategies as needed for individual pupils. This also links with the SENCO, AHTs, deputy head and head teacher to address any learning support needs and ensure a holistic, joined up, approach to supporting pupils.

5. Staff induction, development, and training

All staff are made aware of the pupil needs and challenges they will face at interview. The staff handbook contains numerous policies including the behaviour policy and staff are given time to read this during induction.

All staff are allocated a mentor to support them for the first 6 months. Staff meet with a member of SLT every 2 months during induction to discuss any issues or training requirements.

Aspects of pastoral care and behaviour support remain a permanent feature of our School Development Plan (SDP) and subsequently staff development and training are considered essential to support this. Our on-going development programme helps staff identify the attitudes, values, skills and knowledge, which will enable them to carry out their roles. Staff participate in on-going training in interpersonal skills, counselling skills and teaching methods which engage pupils actively in their learning. Staff also access individual training related to behaviour with external providers and then cascade the knowledge to the staff team. The CPD records for staff training are shared with Governors termly.

A rolling programme of training is planned for all new staff, the content can be seen on the school calendar and CPD records, this programme is delivered by the SLT and experienced staff members.

We have an advice booklet for all staff included in the staff handbook focussing on behaviour management strategies that work, compiled by experienced staff and drawn from expert advice.

6. Consultation, monitoring and evaluation

This policy is written in consultation with governors, teachers, support staff and advisors. Pupil behaviour is monitored through the care and guidance system and reported to governors termly. The effectiveness of the policy is considered by all stakeholders at least annually and the policy amended to reflect any changes to school policy/procedures. Stakeholders also review legal changes, DfE guidance and research. A revised behaviour policy is published annually on the school website and parents can request a paper copy from the school office.

7. Complaints procedure

The school policy for complaints can be found on the school website

This policy also relates to:

Health and safety policy

Safeguarding and child protection policy

Attendance policy

Equalities policy

Teaching and learning policy

Anti-bullying policy

The use of positive handling in supporting behaviour al change policy.

Pastoral support policy

Mobile phones in school policy