Behaviour Policy

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Created by:	Deputy Trust Leader
Amended by: Headmaster.	Deputy Trust Leader – amended at school level by

Aims and values

Our school is part of ACE Derbyshire Trust. Our vision is for a vibrant community where every child's aspirations are nurtured to reach excellence. United as a family of schools, we celebrate the unique identities of our communities enabling ALL to flourish. The values of ACE Derbyshire Trust are aligned to Christian Values – Honesty, Aspiration, Respect, Kindness, Integrity

Aspiration. Collaboration. Excellence

It is our aim through this behaviour policy that every member of Morley Primary School feels valued, respected and supported. At the heart of our approach is *The Morley Feeling* – Togetherness, Love and Passion – which creates a culture of high expectations, positivity and belonging.
We are a caring community, strengthened by strong relationships, where behaviour is taught and modelled clearly and consistently. Children are guided to take responsibility for their actions, their property and their regard for others, learning how to make choices that reflect kindness, respect and resilience.
Through Togetherness, we nurture inclusion, respect and shared experiences. Through Love, we show care in our words, our actions and our commitment to being here each day. Through Passion, we set high standards, foster enthusiasm and celebrate perseverance.
We believe that children should become intrinsically motivated, demonstrating helpfulness, co-operation and problem-solving skills. By working in partnership with parents, we will ensure that all children have the tools they need to flourish, to make positive behaviour choices, and to thrive as confident leaders of the future.

Sources

Our behaviour policy has been developed after extensive research using these sources:

- Creating a culture: How school leaders can optimise behaviour – Tom Bennett (2017)
- Teach like a champion – Doug Lemov (2015)
- Running the room – Tom Bennett
- Improving behaviour in schools- The Education Endowment Foundation (2019)
- DFE Behaviour in Schools – February 2024
- Restrictive interventions, including the use of reasonable force in schools – DFE April 2026
- Keeping Children Safe 2025

Definitions

Reasonable Force

Reasonable force refers to the use of physical contact by a member of staff that is proportionate and necessary to prevent harm, damage, or serious disruption. It may be used to prevent a pupil from hurting themselves or others, damaging property, or seriously disrupting the good order and discipline of the school.

Restrictive Intervention

A restrictive intervention is an action that limits a pupil's movement, liberty, or ability to act independently in order to manage behaviour that poses a risk of harm to the pupil or others. Restrictive interventions may include physical contact, changes to the environment, or other measures intended to reduce immediate risk.

Restraint
Restraint is a form of restrictive intervention that involves using physical contact to hold or limit a pupil's movement to prevent harm to themselves or others. It should only be used when necessary and must be reasonable, proportionate, and for the shortest time possible.

Seclusion
Seclusion refers to confining a pupil alone in a room or space where they are prevented from leaving.

Significant incident
A significant incident is any event where force or seclusion is used in a way that restricts movement and is more than appropriate physical contact. All significant incidents trigger statutory recording and reporting duties.

Behaviour curriculum

At Morley Primary School, we have designed a behaviour curriculum which ensures that children are explicitly taught how to behave, underpinned by *The Morley Feeling* of Togetherness, Love and Passion. This curriculum sets out the strategies and approaches we use to promote positive behaviour so that all children are able to learn in a safe, calm, orderly and predictable environment.

We believe that *The Morley Feeling* helps us to create a caring, friendly and positive school where every person is valued, and where all children have the best opportunity to flourish in their learning. These values are consistently applied throughout school by all staff, including teachers, teaching assistants, lunchtime supervisors and pastoral staff.

Our PSHE curriculum is taught through Jigsaw, which supports children's personal, social and emotional development. Each half term begins with a whole-school theme assembly, setting a clear focus for the term ahead. This allows children to see how our school values and behaviour curriculum are lived out in daily practice and across all year groups.

Through clear teaching, modelling and coaching, children are explicitly taught the behaviours we expect. They understand what is required of them around school and learn to take responsibility for their actions. In this way, they develop respect, helpfulness, co-operation and problem-solving skills.

Children will be taught and shown the expected behaviours and will have opportunities to practise them in different contexts and at different times of the day. Staff consistently remind, reinforce and re-model these behaviours in a warm, fair and caring manner. The behaviour curriculum is taught through assemblies, PSHE (Jigsaw) and reinforced daily in class and around school. Clear behaviour expectations are displayed and shared in every classroom so that children always know what is expected.

To encourage positive behaviour and celebrate children's efforts, we use Class Dojo points, which also link directly to House points. This fosters *Togetherness*, with children contributing to their House teams and celebrating collective success.

Where behaviour does not meet expectations, we use a Yellow/Red card system. This ensures that sanctions are clear, fair and consistent, and that children understand the consequences of their actions.

By teaching, modelling and celebrating positive behaviours, and through the consistent application of *The Morley Feeling*, we ensure that Morley Primary School remains a safe, happy and inspiring place to learn.

At Morley Primary School, we all aim to follow The Morley Feeling of ***Togetherness, Love and Passion***.

The Morley Feeling is why our school is unique.

What happens when we follow the Morley Feeling?

- Dojo Points
- House Prizes
- Morley Feeling Stickers
- Star of the Week
- Headmaster's Award
- Positive Praise

What happens if we fail to follow the Morley Feeling? ***For example***

Talking when the teacher is talking

Shouting out

Distracting others

Failure to follow instructions

Inappropriate body language

Pushing

Not lining up correctly

Being verbally unkind

Wasting lesson time

Defacing other's/school property

Verbal Warning → Yellow Card → 2nd Yellow Card → Red Card

5 MINUTES

5 MINUTES



Adults can give us red cards instantly if we do any of these things:

Lying, Swearing, Racist/Sexist Name Calling, Fighting, Stealing, Bullying, Deliberate Disobedience

Rewards/Praise/Responsibilities

It is important that children's successes are celebrated and affirmed through positive praise. Children will receive positive recognition from staff when they are doing the right thing, their behaviour will be described and the reason why it is positive explained.

Morley Primary rewards include:

Class Dojo Points	Bronze Award – 100 Dojo Points Silver Award – 250 Dojo Points Gold Award – 500 Dojo Points Morley Blue Special Award – 750 Dojo Points
House Points	Class Dojo points collate to House Points – points shared in Friday assembly – each half term House Winners receive a 30 minute House reward decided by House Captain and adult house leader.
Star of the week certificates	Awarded for individual exceptional achievements and awarded in Friday's Award assembly by the class teacher. Parents invited to the assembly
Morley Feeling Stickers	Sticker and Dojo points awarded when children are sent to share their work with the Headmaster.
Vince Kirkham Kindness Award	Awarded for exceptional kindness throughout the year and presented at our Leaver's Assembly – trophy discussed throughout the year.
Morley Feeling Trophy	Awarded for exceptional character attitude in – Togetherness, Love and Passion throughout the year and presented at our Leaver's Assembly – trophy discussed throughout the year.
Headmaster Award	Headmaster award to be shared in Friday award's assembly – parents are invited to attend. Headmaster Award winner to ring the school bell (dating back to 1881) in front of whole school and parents at the end of the assembly.

Any other reward systems are only to be used with the agreement of school leaders and will often be in place temporarily.

Additional support for behaviours

As a school, we recognise our duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. We value that all children have a variety of needs within their learning and learning behaviours and that some pupils will need additional support and different approaches. Therefore, when needed we work with a range of outside agencies, medical practitioners and educational psychologists to ensure that reasonable adjustments and personalised plans can be developed so that children can be successful. Some children will have an EHCP, individualised behaviour plan or wellbeing plan that is followed by all staff and shared with the child's parents/carers. Our staff including TAs support pupils in a variety of ways throughout the school day. This may include meet and greet, intervention groups or specific 1:1 sessions.

All children are explicitly taught the Morley Feeling

- Assemblies – Each half term begins with a whole-school Jigsaw assembly linked to our values, where Togetherness, Love and Passion are introduced, explored and celebrated.

- PSHE (Jigsaw) Curriculum – Lessons explicitly teach skills such as kindness, respect, co-operation and resilience, directly linked to *The Morley Feeling*.
- Classroom Displays – Behaviour expectations and *The Morley Feeling* are clearly displayed in each classroom and referred to daily by staff.
- Modelling by Staff – Adults consistently demonstrate *The Morley Feeling* in their language, actions and relationships, so children see it lived out every day.
- Class Dojo & House Points – Children are rewarded for showing Togetherness, Love and Passion, reinforcing the behaviours we want to see.
- Circle Time/Reflection Sessions – Opportunities are provided for children to discuss how they have shown *The Morley Feeling* and reflect on how to improve.
- Celebration Assemblies – Children who embody *The Morley Feeling* are recognised and praised publicly, making role models visible to all.
- Peer & Buddy Systems – Older children model Togetherness and care for younger children, especially in transition and playtimes.
- Leadership Opportunities – Children take on responsibilities (e.g. School Council, Playground Leaders, House Captains) to practise teamwork, respect, and high standards.
- Restorative Conversations – When things go wrong, staff guide children to repair relationships through respect, listening and reflection – living out Love and Togetherness.

Smart dress

Uniform	Navy blue jumpers and cardigans with black skirts, trousers or shorts. Shirts and polo shirts in Royal blue should be worn. Dresses in navy blue and white check may be worn in summer.
Bag	Book bags in Class 1 and Rucksack in Class 2/3
PE kit	Black shorts and Royal blue PE shirt available from Hamiltons trainers A navy blue hoodie can be worn Black joggers/tracksuit bottoms. A small drawstring PE bag (no large bags please due to storage) for Class 1 – Class 2 and 3 come to school in PE kits.
Jewellery and accessories	A simple digital or analogue watch can be worn but removed for PE (smart watches of any form are not allowed). One stud in each ear for pierced ears. These must be removed for PE. Hair accessories should be navy or hair coloured. No other accessories can be worn, including nail varnish.
Hairstyles	We like to see our children with smart, professional hairstyles, therefore children should not have ‘tramlines’ or dyed hair.

Corridor expectations

It is expected that corridors will be calm to ensure that distractions are kept to the absolute minimum. Children are expected to move around school calmly. Adults are expected to consistently monitor corridor expectations. Children are expected to keep corridors tidy and well organised at all times.

Break and lunch time play

We recognise that break/lunch time and fresh air are a fundamental aspect in creating a positive, safe learning environment. By providing structured playground activities, we encourage children to have experiences which benefit their social, emotional and physical wellbeing. We endeavour to offer opportunities for children to develop social skills, practise sports skills, enjoy free time and be creative. Lunchtime supervisors will ensure a range of engaging play equipment and games are available to children.

Lunch Time Expectations

Lunchtime is an important part of the day for children at Morley Primary School to benefit from the social conventions of sharing a meal with others. We encourage children to use good table manners, eat well and to appropriately socialise during the lunch hour. Expectations include practising good hand hygiene by washing their hands before mealtime, lining up sensibly using quiet voices, using cutlery correctly, giving new foods a try, asking an adult before they begin their dessert, scraping their plate and tidying away.

Assembly Expectations

Our assemblies are an important part of bringing the whole school together to share key messages which support our school values. We expect children and adults to enter and exit in silence and listen throughout.

Visits and visitor expectations

When school welcomes visitors in children and adults will greet visitors warmly by saying good morning/good afternoon. When children are out of school, all members of our school community act as ambassadors and representatives of our values and the highest standards of behaviour and conduct are expected.

Monitoring Behaviour

The senior leadership team will consistently monitor and support behaviour through high visibility around school. All staff are expected to record significant incidents about behaviour on MyConcern so the Senior Leadership Team can monitor these closely, investigating further when necessary.

Example behaviours at each stage serve to act as a guide. Response will often be very much context driven. For example, not keeping hands and feet to themselves can range in context, severity etc, throwing objects could be in a defiant manner or throwing something carelessly to another pupil. These behaviour stages would not apply to a pupil with an individual behaviour plan. It is also important to find out the cause of each behaviour to respond appropriately.

Morley Primary Behaviour Stages

Consequences at Morley Primary School for inappropriate behaviour in class.

Behaviour requiring verbal reminder	• Out of seat • Calling out/interrupting the • teacher • Answering back • Disturbing others from learning • Inappropriate language • Refusal to complete learning • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions • Low level disruption • Unsafe play • Swinging on chair • Not lining up correctly	• Remind about the Morley Feeling. • Praise those children displaying the correct behaviours and aiming high. • Discussion with the child at start of break. • Re-direction strategies. • Give a non-verbal cue. • Pose questions/statements to remind children of the expected behaviours: *How can I help you?* *I'm wondering why…* *Thank you for…* *Well done for…even better if…* • Use 'thank you' before the child has complied. This shows you expect they will comply. • Remove any audience – speak to the child in private.
Behaviour requiring warning. **Yellow Card**	• Repeating the above behaviours • Use of mobile phone without permission	• Repeat all of the above strategies. • Speak to child on their own and inform them that they are now receiving a warning and why. • To miss 5 minutes of playtime • Parents to be contacted if one yellow card has been given out at 3 times in one week. • Confiscation of phone
Behaviour requiring reflection time. **Red Card**	• Persistent repetition of previous behaviours. • Leaving the classroom. • Disrupting learning continuously.	• Adult to inform child their misbehaviour has continued, and they need some space and reflection time. This will be with the Headmaster or Senior Teacher. • Before returning to class, the Headmaster or Senior Teacher will have a short reflective discussion with the child about behaviours and rules. • Miss a complete playtime or 15 minutes of lunchtime (internal inclusion). • Class teacher to inform (parent(s) about behaviours and concerns and neutral Dojo to be given • A log recorded on My Concern by the class teacher about the incident, notifying the parents and other actions.

Behaviour requiring Headmaster. **Red Card**	• If the behaviours above persist after speaking to parent, child has missed playtime and other strategies employed. • Use of mobile phone without permission • High level of disruption to the rest of the class. • Continued refusal to complete tasks. • Causing physical, deliberate harm to others.	Options include: Headmaster to speak to the child about behaviours and arrangements put in place with HLTA behaviour lead. • Incidents, communications and actions to be logged on My Concern • Behaviour leads to contact parents to notify of escalating behaviours and the next steps by Headmaster. • Potential fixed period of exclusion • Confiscation of phone
Behaviour requiring exclusion.	• Being unsafe and causing others to be unsafe. • Deliberate serious physical harm* to another child or adult. • Extensive damage to school property.	• Phone call home by the Headmaster. • Exclusion by the Headmaster. • Exclusion letter sent home. • Record incident, communications and actions on My Concern. • Removal from class • Internal Isolation

Removal or internal isolation within school is not considered seclusion where pupils are supervised and able to leave with permission.

Suspension and permanent exclusion will only be used where all appropriate in-school interventions, reasonable adjustments and support strategies have been implemented and reviewed, unless there is a serious one-off incident. Only the headteacher can suspend / exclude.

All decisions will be made on a case-by-case basis and will be lawful, reasonable, fair and proportionate.

N.B Parents may be connected for other levels of support to families whereby behaviours are influenced by other factors. At Morley we strongly believe that behind every behaviour is an emotion and it is a way of communicating, especially for our younger children.

LUNCHTIME SYSTEM

At lunchtime we have a dedicated team of Mid-Day Supervisors who follow the principles and ethos we hold at Morley Primary School. Our Mid-Day Supervisors have the authority to praise and sanction children should a child demonstrate positive or negative behaviours. Mid-Day Supervisors engage children in purposeful play for them to develop friendships and values along with supporting their development as a whole child.

POSITIVE REWARDS AT LUNCHTIME

Children at Morley are also recognised for their behaviours at lunchtime. This is because we are aware that some children find unstructured times more difficult. The recognition helps to boost confidence, self-esteem and well-being. Children recognised for these rewards are looked upon as role models that are promoting the Morley Feeling at lunchtimes. Dojo points are awarded for this.

Consequences at Morley Primary School for misbehaviour at lunchtime.

Verbal Warning	• Not following or listening to instructions. • Not following rules of a game or activity. • Causing disruption to a game or activity.	• Remind about the Morley Feeling • Praise those children displaying the correct behaviours. • Re-direction strategies. • Give a non-verbal cue. • Pose questions/statements to remind children of the expected behaviours: *How can I help you?* *I'm wondering why…* *Thank you for…* *Well done for…even better if…* • Use 'thank you' before the child has complied. This shows you expect they will comply.
Repetition **Yellow Card**	• Repeating any of the above behaviours. • Unkind words.	• Stand with the Mid-Day Supervisor or member of staff on duty for 5 minutes.
Mid-Day Supervisor Support **Red Card**	• Further misbehaviour following their 'Time Out'. • Deliberately causing physical harm to others • Continuing to play rough games. • Threatening language or inappropriate language including swearing. • Use of mobile phone without permission	• Measures may include: • Child will stay with the Mid-Day Supervisor or member of staff on duty (for 15 minutes or until the end of break) • Headmaster or Senior Teacher will be called immediately and have a private discussion about their chosen behaviour. • The class teacher is to inform parent/carer at the end of the day of lunchtime incident or message over Dojo if the child is not being collected by parent at home time. • Mid-Day Supervisor or member of staff on duty is to record incident on My Concern. • A neutral Dojo to be given. • PHSE/Restorative activity to be completed with a member of staff to address future behaviours. This should end with an acknowledgement of the inappropriate behaviour and an apology to others involved. All children involved will be asked to move on and not dwell on previous incidents. • Staff will be informed to monitor this behaviour. • Potential fixed period of exclusion • Confiscation of phone
Behaviour requiring exclusion.	• Being unsafe and causing others to be unsafe.	• Phone call home by the Headmaster. • Exclusion by the Headmaster. • Exclusion letter sent home.

	• Deliberate **serious** physical harm to another child or adult. • Extensive damage to school property. • Use of mobile phone without permission	• Record incident, communications and actions on My Concern. • Confiscation of phone

In most cases, all children involved will be spoken to build a clear picture of an incident. Other children might be questioned for their accounts. However, we recognise that children's accounts may vary due to bias and perspective.

Morley Primary follows the guidance set out in the document *Behaviour in Schools*

"*In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.*"

Management strategies and techniques which support our behaviour curriculum

Management Strategies and Techniques:	
Expectations	• Ensuring there are positive expectations and boundaries. • Providing a high level of consistency between all adults who work with the children
Routines	Providing structure and routine where the child learns to predict events and the consequences of his/her actions. Ensure regular reminder of routines throughout the year.
Modelling	Modelling appropriate responses and behaviour by staff, parents and peers.
Reminders	Reminding, prompting and encouraging – verbal, physical and gesturing to make good choices.
Raising behaviour awareness and ownership	Cue in the class, brief description of the behaviour, describe the required behaviour and thank the children. *"Excuse me everybody, there are some people still talking, we need to be ready to learn with voices off, thank you"*
Reinforcement and ignoring.	Praise and positive reinforcement of desired behaviours and tactical ignoring of inappropriate behaviour. Ignoring secondary behaviours after giving a behaviour cue, eg. rolling of eyes, sighing and negative body language.
Language	• Use clear, simple language and direction • Use the language of choice • Using consistent language (as part of our restorative approach)
Stilling and mindfulness	Guided journeys - stilling allows children time to be calm and reflect. Reflections can then contribute to behaviour conversations.
Calm Areas	Throughout the school there are areas that children can use to calm themselves. These areas may be used when directed by an adult or when a child recognises they need it.

Daily Physical Activity	Children access unstructured periods of time such as playtime and lunchtime, and 10 minutes of physical activity everyday. This helps children to manage their energy, re-focus, increase attention, and reduce anxiety.
AEIOU time	This provides children the opportunity for one-to-one time with a familiar adult to talk through any issues or personal experiences that may have arisen. Where this is in response to an incident, the schools' AEIOU approach, as part of restorative justice will be used.
PHSE	We aim to develop our pupils into independent, sensible and caring adults. Children need to listen and be listened to and understand themselves, their actions and how their actions affect others. This also means that they need to understand others whilst recognising their own strengths and weaknesses. A way to develop these skills is through our PSHE/RSHE curriculum which has an intrinsic role in developing self-esteem and is a positive activity where children: • Listen to each other • Learn the importance of taking turns • Help each other with behavioural issues • Raise issues of concern in a safe place • Celebrate achievements • Discuss and make class/whole school decisions • Solve problems and issues • Understand the range of emotions they feel and associated behaviours • Learn how to regulate their emotions • Develop strategies and skills to cope with life, including the challenges, difficulties and disappointments that they might face • Understand how to build healthy relationships with others • Understand how to conflict resolve with others Each class will have a worry box where children may raise issues anonymously or privately.
Happy Confident People	Using the whole class emotional literacy understanding when reflecting on behaviours and impact on others.
Daily Check-in	Through daily Feel It check-in, teachers are actively aware of children's current feelings and can intervene at an early stage of the day.
Opportunities to be responsible and take on leadership opportunities – Morley Curriculum Pillar of Leaders of the Future	Giving responsibility to the children helps them to take pride in their school, and to have a sense of shared expectations and ownership. Examples of how we give responsibility include: **<u>Classroom environment and routines</u>** Classroom monitors e.g. light monitor, fruit, register, cloakroom, pencils, friendship, iPads, UV etc. The 'jobs' are negotiated with the children to best meet the needs of the class. **<u>Supporting happy playtimes</u>** We have a system of playground responsibilities. Children volunteer within their class to support on the playground in roles including such as Mini Play Leaders, Year 6 children have the opportunity to be Buddies and support younger children in active playtimes. **<u>Buddy systems</u>** Y6 children are buddies to our new Reception children. This allows them to be positive role models to younger children and have responsibility of supporting children to understand the Morley Feeling, and be a positive and caring influence, while they settle into school. **<u>Parliament of Owls</u>** Children can be a member of the Parliament of Owls, who represent the children as part of our school Parliament. Children are voted for by their peers to become a Parliament member.

Reflecting on choices, behaviours, actions and consequences	The school uses our AEIOU approach. This provides a framework to enable a positive conversation to support a child to learn from the misbehaviour or incident they have been involved in. Reflection is a part of this process. Our AEIOU approach seeks to empower children to: • **A**ccept**: Clarify what has happened.** • **E**xplore**: What is the common goal?** • **I**mprove**: How can I help to improve the situation?** • **O**vercome**: What are the barriers to overcome?** • **U**nderstand**: Now, agree on the next steps.** See restorative practice section for more information

Sanctions

Sanctions are given to ensure children understand the consequences of their actions, to safeguard other children and adults in school and to enable effective teaching and learning to take place. In order to be effective, they do not have to be severe but do need to be consistent and certain.

All staff will use the school's sanctions stages to ensure appropriate and logical consequences are given along with their professional judgement and knowledge of the children to issue an appropriate consequence.

We recognise that incidents can be complex and will always investigate to ensure that the consequence to an action is based around the level of risk to others, the intention and the lead up to the event. Consequences will not always be instant as time must be allowed for investigations to take place.

Suspension and permanent exclusions (see appendix 1)

The school will use suspension and permanent exclusions in response to serious incidents or persistent dangerous behaviour. The decision to make any exclusions will be made by the Headteachers and the Trust Leaders will be informed. The school may use off site direction. Off-site direction is when a school temporarily requires a pupil to attend another education setting to improve their behaviour, rather than suspending or excluding them. Our exclusions policy is in line with the regulations set out by the DFE in August 2024 and the Local Authority information.

Bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)
- **Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Please see our anti-bullying policy for more information.

Use of Reasonable Force and Restrictive Interventions

Restrictive intervention may only be used when necessary to prevent injury, criminal behaviour, serious property damage, or serious disorder, and must be proportionate, lawful and for the shortest possible time.

The school prioritises prevention and de-escalation strategies to reduce the need for restrictive interventions. Staff will use approaches such as:

· verbal de-escalation

· distraction or redirection

· providing space or time to regulate

· removing triggers from the environment

· accessing pastoral or SEND support

Any use of restrictive intervention methods must be:

· Carried out by trained members of staff (via securi-care training)*.

· Always as a last resort

· Applied using reasonable, proportionate and necessary force, for the minimum amount of time.

· Applied in a way which ensures the safety and dignity of all involved.

· Recorded on MyConcern as a legal requirement and reported to parents as soon as practicable.

· A full de-brief of the event will be held by SLT with any members of staff involved.

· A full de-brief of the event will be held with the child involved. This includes assessment of injuries, post incident support, immediate welfare checks.

· Training updates will be held termly for members of staff with current restrictive intervention training.

*In an emergency situation all staff have the power to use reasonable force to prevent pupils from hurting themselves or others. All staff will receive training on de-escalation and safe responses to behaviour. Staff who may need to use restrictive interventions will receive additional accredited training.

The school prohibits any restraint that restricts breathing, impairs circulation, or involves holding a child on the ground.

It is unlawful to use force for the purpose of punishment.

Pupils with SEND

The school recognises that pupils with SEND may be disproportionately affected by restrictive interventions and will put personalised prevention plans, risk assessments and reasonable adjustments in place. The school must consider SEND-related triggers, including sensory regulation needs and communication difficulties, when evaluating whether a restrictive intervention is appropriate. Individual behaviour plans and risk assessments must explicitly outline prevention and de-escalation strategies for pupils with SEND.

Please see restrictive intervention policy for more information.

Seclusion

Seclusion will only be used when a pupil presents an immediate risk of serious harm to themselves or others and other strategies have been ineffective. Seclusion must never be used as a disciplinary measure and must be recorded and reported as a significant incident under statutory requirements.

While in seclusion:

· the pupil will be continuously supervised by a member of staff

· the environment must be safe and non-threatening

· the pupil will be allowed to leave as soon as the risk of harm has reduced.

Recording and reporting

All significant incidents involving the use of reasonable force, restraint or seclusion will be recorded on My Concern as soon as possible after the incident. The record will include:

· the date, time and location of the incident

· the names of staff and pupils involved

· the reason the intervention was necessary

· the type and duration of the intervention

· any injuries or distress observed

· any follow-up actions taken

Parents/carers will be informed as soon as reasonably practicable, normally on the same day.

Following any restrictive intervention, the school will review the incident to identify triggers and consider whether adjustments to behaviour plans, risk assessments or support strategies are required.

Behaviour out of school

If the school hears of bullying behaviour, intimidation or violence to others by Morley Primary pupils outside of school, the Headteacher will liaise with their parents to discover if any sanction has already been given at home. The Headteacher will then decide if a sanction/additional sanction to the home one, needs to be given at school to reinforce that such behaviour is not acceptable.

Misuse of mobile phones, including taking or sharing images or messages that

cause harm, will be treated as a serious behaviour incident and may lead to suspension or further safeguarding action.

Confiscation and searching

Any prohibited items found in pupil's 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. Screening and searching pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation:

Searching, Screening and Confiscation

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including pupils).
- e-cigarettes
- imitation firearms
- corrosive substances

Any search beyond outer clothing must follow DSL-led safeguarding procedures and parental notification.

Mobile Phones

Following mobile phones in school guidance (assets.publishing.service.gov.uk Feb 2024 and Mobile phones in schools - GOV.UK Feb 2026), pupils in Y6 only, may bring their mobile phone to school but mobile phones are not permitted to be used anywhere on the school site. Therefore, phones should be handed in to the school office on arrival and they can collect their phone at the end of the school day. Pupils do not need to contact their parents during the school day as this will be done via the school office. Parents of children in Y6 must write to the Headteacher at the start of the school year explaining why the child's mobile phone needs to be brought into school eg because their child will walk to the Three Horse Shoes pub after school to be collect.. Schools have the power to confiscate mobile phones or similar devices under the DfE behaviour in schools guidance. Mobile phones not handed in to the school office or used on the school site will be confiscated. Children in younger year groups are not permitted to bring in a mobile phone to school.

Smart watches, and other devices that can be connected to the internet or used for communication are subject to the same expectations.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, never ignored and are investigated thoroughly. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case base

Sanctions for sexual harassment and violence may include:

- Phone call to parents
- Remove to SLT
- Internal isolation
- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns about a child's safety or wellbeing. These include clear processes for:

- Responding to a report by investigating thoroughly
- Carrying out risk assessment, where appropriate, to help determine whether to manage the incident internally, refer to early help, refer to children's social care, report to the police. Please refer to our child protection and safeguarding policy for more information.

Roles and responsibilities

It is the overall responsibility of the senior leadership team to ensure that high standards of behaviour and conduct are maintained on a daily basis.

However, it is imperative that all members of the Morley Primary team play their part in the teaching, learning and maintaining of high standards of behaviour at all times.

The Senior Leadership Team will

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Ensure the health, safety and welfare of all staff and children.
- Lead by example in the consistent implementation of the behaviour policy by being a positive role model.
- Consistently use the shared language of The Morley Feeling – Togetherness, Love and Passion.
- Ensure all teaching staff, support staff, lunchtime supervisors and others will receive high quality training, CPD and resources to support the teaching and management of expected standards of behaviour.
- Regularly monitor that the behaviour policy and behaviour curriculum is being implemented with fidelity across the school, with all staff members
- Share information in regard to the effectiveness of the behaviour policy and behaviour curriculum with the governors and the Trust
- Model positive relationships alongside high expectations when praising and modelling behaviour strategies throughout the school day
- Support staff in dealing with dangerous pupil behaviour, including coaching, de-briefing after significant events and wellbeing checks.
- Support staff in strategies to be used with persistent disruptive or difficult behaviours, including the development and use of personalised behaviour plans.
- Ensure appropriate and proportionate use of sanctions are implemented in line with this policy.
- Investigate behaviours and trends logged on MyConcern, updating any actions with outcomes in a timely manner.
- Support staff to work closely with parents/carers when a child/children show challenging behaviours.

All teaching and support staff will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Explicitly teach the whole school rules and behaviour curriculum to children using the resources provided.
- Make sure that they are always present in the classroom to supervise children.
- Be positive role models- use of appropriate, warm tone of voice, language and volume to model good behaviour to children.
- Ensure that they stay in control in conflict moments to enable them to be proactive instead of reactive.
- Prepare equipment and materials before the lesson begins.
- Plan and deliver/support effective lessons, taking into account children's starting points and behavioural needs.
- Be proactive and limit the opportunities for pupils to lose focus or misbehave.
- Use positive praise and reinforcement to encourage good behaviour.

- Celebrate children's successes through Class Dojo Points, Star of the Week, stickers, messages home and children being sent to the Headmaster.
- Work consistently with lunchtime supervisors to ensure good behaviour is promoted over lunchtime.
- Use and apply the school sanctions in line with the school's behaviour policy
- Work with SLT to create personalised behaviour plans/wellbeing plans where necessary.
- Work with SLT to support the development of strategies for children showing challenging behaviours.
- Build strong links with parents, communicating successes and positive feedback as well as concerning behaviours in a timely manner- be sensitive to parents need for feedback to be given in a confidential manner, away from others.
- Consistently use the shared language of The Morley Feeling

Lunchtime supervisors will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted during lunchtime.
- Be positive role models.
- Be proactive in using a range of strategies to limit confrontation, de-escalate situations and minimise misbehaviour.
- Greet children as they enter the dining hall.
- Use children's names when addressing them.
- Smile and use positive feedback often throughout lunch time to identify good behaviour.
- Encourage children to join in with different activities on the playground.
- Ensure children show The Morley Feeling.
- Communicate successes of behaviour and any concerns with class teacher in a timely manner
- Use and apply the school sanctions in line with the school's behaviour policy
- Ensure the chain of adults to intervene is followed correctly and matches the behaviour type
- Report significant behaviours to the class teacher or SLT depending on the behaviour type
- Consistently use the shared language of the Morley Feeling
- Record any safeguarding or behaviour concerns on to My Concern

Children will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted around school.
- Always follow the school rules and routines
- Accept responsibility for their actions and the impact this has on others.
- Accept feedback from adults, including sanctions for their actions, modelling of correct behaviour and use this to make better choices in the future.
- Show the Morley Feeling

Parents will:

- Support the high expectations of behaviour and conduct at Morley Primary School, the behaviour policy and behaviour curriculum including sanctions.
- Work closely with school to communicate concerns and to share successes for their child.
- Inform the school of any events or changes which may impact on their child's behaviour.
- Attend meetings to discuss behaviour and conduct for their child when requested.

- Discuss the expectations of behaviour and conduct with their child, emphasising their support.
- Recognise that high quality teaching and learning is not able to take place unless good behaviour is in place.
- Be assured that all staff will respond to behaviour concerns appropriately following the schools' policies, procedures and professional judgements.

Local Governing Committee/Trust will

- Carry out their statutory duty relating to exclusions and disciplinary issues.
- Review the frequency of significant behaviour incidents.
- Give support to school in implementing policy documents, monitoring its implementation and effectiveness.
- Ensure a compliant system is in place for recording, reporting, analysing and reviewing all significant incidents
- Monitor all restrictive intervention data, analyse patterns, and ensure actions are taken to reduce their use

This policy will be published annually on the school website.

The policy will be part of new staff induction

Appendix 2

After school detentions

At Morley Primary School, we believe that due to the age of the children, after school detentions will not be given.

Separation for Safeguarding

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where allegations or concerns relating to the safety or welfare of pupils require one or more pupils to be separated while risks are assessed and managed.. Used only in exceptional, time-limited circumstances where immediate safeguarding risks cannot be managed on site. Decisions are led by the DSL, risk-assessed, recorded, regularly reviewed, and overseen by senior leaders with appropriate governance scrutiny. This is not a substitute for suspension or exclusion and is not recorded as such. Parents and governors are informed, and suitable education is arranged with relevant agencies where needed.

Suspensions

In line with the Department for Education's August 2024 guidance, the headteacher may suspend a pupil for a fixed period in response to serious breaches of the behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others. A suspension may be for part of a school day or for one or more full days, up to a maximum of 45 days in a school year. All suspensions will be recorded and reported to the local authority, Trust and Local Governing Committee. Parents will receive written notification including the reason, length, and return date, along with their right to make representations. For suspensions beyond five school days, the school will arrange suitable alternative education from the sixth day. A reintegration meeting will be held following the suspension to support the pupil's return to school. Off-site direction to another setting may also be considered as an alternative to suspension, where appropriate.

Suspension and exclusion data will be regularly reviewed by SLT and governors to identify patterns and ensure equitable practice.

Before any suspension or exclusion, the school will demonstrate that appropriate SEND support, reasonable adjustments, and interventions have been implemented and reviewed

Reintegration from a suspension

Children returning from a suspension will attend school with their parent for a reintegration meeting. At this meeting, the child's behaviour plan will be discussed/developed. A risk assessment will be implemented if needed.

Permanent exclusion

Permanent means a child is no longer allowed to attend our school. The LA must arrange full-time education from the 6th school day.

Statutory Exclusion Process (summary)

- Parent notification:
  Parents are informed without delay of any suspension or permanent exclusion, including the reason(s), duration, dates, and their right to make representations and request a review, as required by statutory guidance.
- Local Authority (LA) notification:
  The LA (and Trust) are notified without delay of all suspensions and exclusions, including reasons and duration.
- Social worker / Virtual School Head (VSH):
  Where applicable, the pupil's social worker and/or VSH are notified without delay and invited to relevant governing body meetings.
- Local Governing Committee (LGC) review thresholds:
  - Permanent exclusions: LGC must meet to consider reinstatement
  - Suspensions totalling more than 15 days in a term or where an examination is missed: LGC must meet within 15 school days
  - Suspensions totalling 5–15 days in a term: LGC must meet if parents request (within 50 school days)
  - Suspensions totalling 5 days or fewer: LGC considers representations only and cannot direct reinstatement
- Reinstatement process:
  The LGC reviews the headteacher's decision and may uphold the decision or direct reinstatement (immediate or on a specified date). For permanent exclusions, if reinstatement is not directed, parents have the right to request an independent review panel**.**

The school will follow DfE guidance on exclusions and the ACE Derbyshire Trust Suspensions and Exclusions policy.

Guidance for parental conversations:

The following structure will be used for parental conversations to ensure consistency:

- During the conversation – do not refer to other children by name and do not engage in discussions about another child's behaviour.

- Greeting and reassurance that child is uninjured.
- Ask the parent if they have five minutes to talk, or if they would prefer you to call later.
- I'm just calling to inform you that an incident has happened today where…….
- Facts should be stated without any emotive vocabulary, using simple language and repeating statements directly.
- Where facts are unclear, please state, *it has been reported by xxxx children that…..it seems that xxxx was involved*. Do not state anything as a fact where different versions of an incident have been given. The following phrase might be helpful – *We are still looking into it,but wanted to give you an idea of what has happened today as we may need to follow this up later in the week.*
- State what has taken place – we have had a conversation and xxxx understands that this behaviour has affected xxxx and has chosen to apologise to xxxx, they have assured me that xxxxx, I am confident that they understand that….
- State purpose of contact – I am just phoning to let you know what has happened. This has been dealt with in school but xxxx may also want to tell you about it at home.

OR The message has been given that xxxx this is unacceptable behaviour and must not happen again. I would appreciate it if you could support this message by having a conversation at home.

- End with – thank you for your time. We will have a fresh start tomorrow and I'm sure we'll see more of XXXX give an example of positive behaviour eg hard work, great listening, kind behaviour.