

## St Hilda's Moorland Federation

### Egton CE (VA) School and Danby CE (VA) School

## BEHAVIOUR POLICY

(this policy should be read in conjunction with our **Anti-Bullying Policy**)

<b>Effective Date:</b>	March 2026
<b>Date Due for Review:</b>	Spring Term 2027
<b>Approved By:</b>	St Hilda's Moorland Federation Governing Body
<b>Approval Date:</b>	10th March 2026
<b>Signed by Chair of Governors</b>	 Matthew White

Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

### **TRUST**

Trust in the Lord and do good. *Psalm 37.3*

### **FRIENDSHIP**

How good and pleasant it is when God's people live together in unity *Psalm 135.1*

### **RESPECT**

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

## Table of Contents

1. Rationale
2. Our Aims
3. Equity, Diversity, Inclusion, Justice (EDIJ)
4. Developing Understanding of Behaviour Expectations
5. Teaching Positive Behaviour
6. Recognising and Celebrating Positive Behaviour
7. When Mistakes Happen
8. **Mobile Phones, Smart Devices and Technologies**
9. Behaviour Beyond the School Gate
10. Keeping Children Safe from Exploitation and Harm
  - Child Criminal Exploitation (CCE)
  - Child Sexual Exploitation (CSE)
  - Peer-on-Peer Abuse
11. How We Record and Monitor Behaviour and Safeguarding Concerns
  - Use of CPOMs in the Federation
11. Appendices
  - Appendix A: Our Christian Code of Conduct
  - Appendix B: Roles and Responsibilities
  - Appendix C: Our Five Step Behaviour Plan
  - Appendix D: Example of Appropriate Consequences by Key Stage
  - Appendix E: Guidance for the Use of Force to Support SEMH Pupils

## **1. Rationale**

Our Behaviour Policy is underpinned by our Vision Statement and Core Values. At St Hilda's Moorland Federation, we believe that every child is entitled to grow, learn, and flourish in a school environment that is nurturing, inclusive, and rooted in love, respect, and justice. We believe every member of our school communities has the right to a calm, happy, and safe place to work and learn, where they are shown the utmost respect.

We believe that every member of our school communities also shares a responsibility for promoting positive behaviour. We expect and promote high standards of behaviour from all – children, staff, and families – so that our school environments reflect our vision and values in action. Our policy is designed to support the development of strong relationships, consistent routines, and clear expectations that enable every child to thrive academically, socially, emotionally, and spiritually.

We are committed to a culture where behaviour is understood within the context of individual needs, where staff model respectful, kind, and responsible behaviour, and where restorative and trauma-informed approaches help children learn from mistakes and repair harm. We recognise that effective behaviour support is underpinned by high-quality teaching, consistent expectations, and a collective commitment to equity, inclusion, and mutual respect.

## **2. Our Aims**

- Promote a calm, purposeful and positive learning environment across both schools within the Federation.
- Promote positive behaviour and a culture of forgiveness, where mistakes are seen as opportunities to learn and grow.
- Promote friendship, trust and respect for all, ensuring that every member of our school communities feels valued and included.
- Ensure every child feels safe, respected and supported, with clear and consistent expectations for behaviour.
- Encourage children to take responsibility for their own behaviour and to reflect on their actions in order to develop self-regulation and empathy.
- Foster positive relationships between children, staff and families that are built on trust, understanding and mutual respect.
- Recognise and respond to individual needs, ensuring that support for behaviour is equitable, inclusive and rooted in compassion.
- Provide clear guidance and expectations for all members of our school communities to ensure a consistent, fair and supportive approach.
- Promote restorative approaches that seek to repair relationships and strengthen our sense of community.

### **3. Equity, Diversity, Inclusion, Justice**

Our approach to behaviour is grounded in the principles of equity, diversity, inclusion, and justice. We recognise and celebrate the uniqueness of every child, and we work to ensure that our behaviour systems are fair, consistent, and free from bias. We take time to understand the individual circumstances, identities, and needs of our children, including those linked to race, disability, gender, economic background, sexual orientation, and additional learning needs.

Staff are expected to model inclusive and respectful behaviour at all times, actively challenge discrimination, and foster positive relationships based on understanding and trust. We use restorative and trauma-informed practices to help children make positive choices, reflect on their actions, and grow in confidence and responsibility.

We regularly monitor behaviour data to ensure that no group is disproportionately affected, and we are committed to continuous reflection and improvement through listening to pupil voice, family feedback, and staff input. Our policy is reviewed annually to ensure it remains inclusive, accessible, and aligned with our values.

This commitment aligns closely with the vision of the Church of England Foundation for Educational Leadership:

*“At the Church of England Foundation for Educational Leadership, we are passionate about Diversity – seeing difference in all its forms celebrated – and about Justice. We believe that all within our education system should flourish, both pupils and adults, and are committed to overcoming the barriers which prevent this. We are particularly focused on pursuing justice for those who are disadvantaged, marginalised or overlooked on the basis of their race, gender, economic background, sexual orientation or disability.”*

As a Church of England federation, we seek to live out this vision in our daily practice – ensuring that our schools are places where all are welcomed, all are included, and all are supported to flourish.

### **4. Developing Understanding of Behaviour Expectations**

At St Hilda's Moorland Federation, we support children in developing a clear understanding of behaviour expectations through a range of approaches that are rooted in our Christian values and our commitment to nurturing the whole child.

One of the key ways we promote moral development is through Collective Worship, where we explore weekly Ethos Statements alongside our core Christian values. We also promote the fundamental British Values of democracy, individual liberty, mutual respect, tolerance, and the rule of law. These regular reflections help children to form a strong sense of right and wrong and understand their responsibilities within a community.

Our PSHE and RSE curriculum plays a vital role in teaching children the social and emotional skills they need to navigate relationships, manage emotions, and make positive choices. Topics include healthy lifestyles, emotional health and well-being, relationships, bullying (including cyberbullying), and citizenship. This learning helps children understand how their behaviour affects others and equips them with tools to respond respectfully and kindly.

We emphasise the principle that fairness does not always mean treating everyone the same, but rather giving each child the support they need to thrive. This is explained in child-friendly terms and underpinned by the idea of equity. As Rick Riordan puts it:

*“Fairness does not mean everyone gets the same (equality). Fairness means everyone gets what they need (equity).”*

This approach fosters empathy, compassion, and understanding across our school community.

## **5. Teaching Positive Behaviour**

Children are not expected to ‘know’ how to behave in every situation automatically. We understand that behaviour is learned, and that mistakes are part of learning. Adults in our federation take a proactive, supportive approach to teaching positive behaviour, helping children feel secure, confident, and safe.

We believe that when behaviour challenges arise, it is often due to uncertainty, anxiety, or lack of clarity about what is expected. Our role is to teach the necessary skills and provide the scaffolding children need to make better choices.

All staff use consistent language and responses to promote a sense of certainty and safety for children. Clear routines, calm corrections, and positive reinforcement help children know what is expected and how they can succeed. Consistency is key to ensuring every child experiences fair and predictable boundaries.

## **6. Recognising and Celebrating Positive Behaviour**

Celebrating good choices and positive behaviour is central to our approach. We reward effort, kindness, teamwork, resilience and respect in several ways:

- Worker of the Week, Star of the Week and Reader of the Week are awarded weekly to recognise children who go above and beyond.
- House Points are collected throughout the week to promote teamwork and friendly competition.
- Achievements are shared and celebrated in our Friday Celebration Assembly, which helps reinforce positive behaviour through praise and recognition.

## **7. When Mistakes Happen**

We acknowledge that children will make mistakes. When this happens, staff guide children to reflect on their choices, take responsibility for their actions, and understand the impact of their behaviour on others. Behaviour is addressed with appropriate consequences that are proportionate, fair, and designed to help children learn and grow.

Consequences are tailored to the child’s age and understanding. A guide to typical consequences by key stage is included in the appendix of this policy. Wherever possible, we aim for consequences to be restorative—focusing on repairing relationships and rebuilding trust rather than punishment alone.

Staff also liaise with parents and carers when patterns of behaviour emerge, working together to support the child effectively.

## **8. Mobile Phones, Smart Devices and Technologies**

**Children are not permitted to bring mobile telephones, smart devices including watches and glasses or other technologies and electrical devices to school.** If a child needs to bring a phone/device to school, it must be handed in to the school secretary or the Headteacher at the start of the day and collected at the end. Phones/devices will be stored securely during this time. Any misuse of mobile phones/devices by children—including taking photos or videos, messaging, or accessing social media during the school day—will be treated as a serious breach of the behaviour policy.

## **9. Behaviour Beyond the School Gate**

The expectations outlined in this policy apply beyond the school gates and extend to all aspects of provision within St Hilda's Moorland Federation. This includes school visits (including residential), extra-curricular clubs and activities (e.g. Breakfast Club, interest clubs), events held on school grounds outside normal hours, and events run on behalf of the school, such as those organised by the PTA (e.g. summer fairs, bingo, or fundraising events).

Our focus is on supporting the well-being and safety of all children, rooted in our Christian values. Where a child's behaviour in any of these settings may present a risk to themselves or others, the school will provide additional adult support to enable participation wherever possible.

In exceptional cases where a child's behaviour outside school causes harm to others or does not reflect the values and expectations of the Federation, the Headteacher may apply appropriate support or consequences in line with this policy. All decisions will be made in accordance with the Equalities Act 2010, the SEND Code of Practice, and the school's commitment to inclusion and equity. Parents and carers will be involved in such cases unless safeguarding concerns require confidentiality.

Due to the growing concerns around online conduct and cyberbullying, the Federation actively promotes safe and respectful use of technology. Children are encouraged to keep online profiles secure and only engage with known individuals. Where online incidents occur, families are advised to contact the Headteacher and to use platform reporting tools or report the matter to the police, including relevant evidence such as screenshots.

Behaviour related to technological communication that occurs outside of school but impacts children, staff, or the wider school community will be addressed in line with the Federation's behaviour procedures. This includes, but is not limited to, incidents of cyberbullying, inappropriate messaging, or the sharing of harmful content. The school reserves the right to take action where such behaviour undermines the safety, welfare, or dignity of members of the school community.

## **10. Keeping Children Safe from Exploitation and Harm**

At St Hilda's Moorland Federation, your child's safety and wellbeing are our top priorities. We know that children and young people can face difficult and sometimes dangerous situations, including exploitation and peer pressure, both online and in person. As a school rooted in Christian values, we believe every child deserves to feel protected, respected, and supported.

In line with national safeguarding guidance (*Keeping Children Safe in Education 2024*), we are alert to the risks of child criminal exploitation (CCE), child sexual exploitation (CSE), and peer-on-peer abuse. We take these matters very seriously and teach children how to keep themselves and others safe. If

concerns ever arise, we act quickly, working with families and other agencies where necessary to provide the right support.

- **Child Criminal Exploitation (CCE)**

Child Criminal Exploitation (CCE) refers to situations where children are coerced or manipulated into participating in criminal activities. This can include being forced to sell drugs, participate in theft, or other illegal actions. CCE can happen to any child, regardless of their background, and it often involves older individuals or groups who exploit vulnerable children for their own gain.

At St Hilda's Moorland Federation, we are committed to spotting the signs of CCE early. We work closely with external agencies and the police to ensure children are safe and supported. If we suspect that a child is at risk of exploitation, we will take swift action, including speaking with parents and providing the necessary support. We encourage parents to always talk to us if they are concerned about their child's safety or wellbeing.

- **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) occurs when a child is manipulated or coerced into engaging in sexual activity. This often involves adults or peers who take advantage of a child's vulnerability. It can be difficult to spot, as the child may not immediately realise they are being exploited, or may feel trapped in the situation.

Our school is fully committed to safeguarding all children from harm, including the dangers of sexual exploitation. We educate our children about healthy relationships, consent, and their right to be safe. If we believe a child is at risk of CSE, we will take immediate action to protect them, which may involve liaising with parents, the police, and other agencies. Parents are always encouraged to share any concerns they have about their child's safety.

- **Peer-on-Peer Abuse**

Peer-on-peer abuse refers to any harmful behaviour that happens between children of a similar age. This can include physical, emotional, or sexual abuse, bullying, or harassment. It may occur in the classroom, on school trips, or even outside of school in places like online forums or social media.

We take all reports of peer-on-peer abuse very seriously and ensure that children are supported appropriately. Children are taught about respect, kindness, and how to resolve conflicts in healthy ways. If there are concerns about peer-on-peer abuse, we will investigate the situation thoroughly, support the child who has been harmed, and work with the child who has caused harm to understand and change their behaviour. Parents will be informed of the situation and are always encouraged to speak to us if they have any concerns.

## **11. How We Record and Monitor Behaviour and Safeguarding Concerns**

At St Hilda's Moorland Federation, we use a secure online system called CPOMS (Child Protection Online Management System) to record important information about behaviour, wellbeing, communication, and first aid incidents. This system helps us ensure that every child receives the right support at the right time.

All staff are trained to log relevant information on CPOMS, which is immediately accessible to key leaders including the Executive Headteacher, Assistant Headteacher, and SENCO—no matter which school site they are based at. This allows us to respond quickly and consistently to any concerns, ensuring no child slips through the net.

We use a clear coding system to show the level of concern attached to each report. CPOMS also enables us to track patterns in behaviour over time, so we can plan the most effective support for each child's individual needs.

Some incidents, such as bullying or racist behaviour (also called Hate Incidents), must by law be recorded and reported to the Local Authority. These are always taken seriously and dealt with sensitively in line with our school values and policies.

By using CPOMS, we aim to create a safe, supportive environment where all children can thrive.

## 12. Appendices

**Appendix A: Our Christian Code of Conduct**

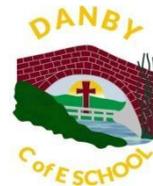
**Appendix B: Roles and Responsibilities**

**Appendix C: Our Five-Step Behaviour Plan**

**Appendix D: Examples of Appropriate Consequences by Key Stage**

**Appendix E: Guidance for the Use of Force to Support SEMH Pupils**

### Appendix A:



**St Hilda's Moorland Federation**

**Egton CE (VA) School and Danby CE (VA) School**

### **Our Christian Code of Conduct**

**We TRUST each other and always tell an adult when we are sad or worried and always ask for help from any friend or helper**

**We help each other and other people when they are sad or hurt and always take care of each other in the playground to keep everyone safe**

**We always listen carefully to someone who is talking and in return we always speak nicely to people we are with**

**In our school we always try to keep calm, behave sensibly, be polite and RESPECT other peoples' feelings and belongings**

We take special care of our school environment and all the things that we have and use in it, both inside and outside.

We FORGIVE each other when things go wrong. In our school family we are good FRIENDS.

## Appendix B Roles and Responsibilities

<b>Children Will:</b>	<ul style="list-style-type: none"> <li>● Follow school rules, routines, and reasonable instructions.</li> <li>● Take responsibility for their actions and accept support or sanctions when needed.</li> <li>● Treat others with kindness, respect, care, and consideration.</li> <li>● Build and maintain positive relationships with others.</li> <li>● Adhere to the School Christian Code of Conduct and Five Step Plan.</li> <li>● Represent the school positively when off-site.</li> <li>● Respect all property and the school environment.</li> <li>● Will not bring inappropriate or unlawful items to school.</li> <li>● Wear the correct school uniform and PE kit.</li> <li>● Accept help and support when offered.</li> <li>● Be encouraged to forgive one another.</li> </ul>
<b>Staff Will:</b>	<ul style="list-style-type: none"> <li>● Model calm, respectful, and consistent behaviour.</li> <li>● Apply the behaviour policy fairly with compassion and restorative approaches.</li> <li>● Recognise positive behaviour (e.g. Star of the Week, House Points).</li> <li>● Apply proportionate and consistent consequences.</li> <li>● Foster good relationships to support positive behaviour.</li> <li>● Set clear expectations for respect, trust, and discipline.</li> <li>● Encourage forgiveness in line with Christian values.</li> <li>● Promote restorative practices and positive reinforcement.</li> <li>● Support good behaviour in line with the School Code of Conduct.</li> <li>● Encourage emotional regulation and model good behaviour.</li> <li>● Use the SEAL Project to develop social and emotional skills.</li> <li>● Keep parents informed through the Five Step Plan and consultations.</li> <li>● Collaborate with external agencies to promote community cohesion and safety.</li> </ul>
<b>Support Staff Will:</b>	<ul style="list-style-type: none"> <li>● Follow the School Christian Code of Conduct, Five Step Plan, and this policy.</li> <li>● Model good behaviour and avoid denigrating pupils or colleagues.</li> <li>● Support, praise, and reward pupils for good behaviour.</li> <li>● Apply sanctions fairly and consistently, considering individual needs.</li> </ul>
<b>The Headteacher Will:</b>	<ul style="list-style-type: none"> <li>● Work with the school community to maintain high standards of behaviour.</li> <li>● Implement measures to promote positive behaviour, self-discipline, respect, and authority.</li> <li>● Ensure measures prevent all forms of bullying and harassment.</li> <li>● Monitor behaviour trends and promote consistency and equity.</li> <li>● Provide behaviour training and support for staff.</li> <li>● Ensure the policy aligns with DfE guidance and legislation.</li> <li>● Manage serious issues such as peer-on-peer abuse and safeguarding concerns.</li> </ul>
<b>Governors Will:</b>	<ul style="list-style-type: none"> <li>● Review the behaviour policy as required.</li> <li>● Support the headteacher and school in addressing behaviour management issues.</li> <li>● Provide necessary support and committees for procedures related to exclusions (fixed term and permanent).</li> </ul>

<p><b>Parents and Carers</b></p>	<ul style="list-style-type: none"> <li>• Support the school's behaviour expectations and Christian Code of Conduct at home.</li> <li>• Respect the behaviour policy and the authority of school staff.</li> <li>• Ensure your child attends school punctually each day, in the correct uniform and PE kit, ready to learn.</li> <li>• Inform staff of any personal, medical, or special educational needs (SEN) that may affect your child's behaviour.</li> <li>• Maintain open, respectful communication with school staff and attend meetings if requested.</li> <li>• Participate in restorative conversations to help rebuild relationships when needed.</li> <li>• Work in partnership with the school to support your child's positive behaviour and wellbeing.</li> </ul>
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### Appendix C: Our Five Step Behaviour Plan

<p style="text-align: center;"><u>Our Five Step Behaviour Plan</u></p>	
<p>We have agreed that if we choose to behave badly in our school family or show bad manners this is what will happen:-</p> <ol style="list-style-type: none"> <li>1. We will get a verbal reminder from an adult.</li> <li>2. We can move to a calm or different place.</li> <li>3. We will miss a playtime.</li> <li>4. The headteacher will be told and may wish to speak to you.</li> <li>5. Our parents/carers will be told or called to school.</li> </ol> <div style="text-align: center;">  </div>	<p>We have agreed that if we choose to behave well in our school family and show good manners this is what will happen:-</p> <ol style="list-style-type: none"> <li>1. We will get verbal praise from an adult.</li> <li>2. We will get a housepoint or a sticker.</li> <li>3. We will be able to show another adult or class our work.</li> <li>4. We share our success in a 'Celebration Assembly'.</li> <li>5. Our parents/carers will be told of our success.</li> </ol> <div style="text-align: center;">  </div>

## **Appendix D: Example of Appropriate Consequences by Key Stage**

Consequences are used to help children understand the impact of their behaviour, take responsibility, and make better choices in the future. All consequences are proportionate, consistent, and focused on teaching rather than punishing. They may vary depending on the individual needs and circumstances of the child.

### **Key Stage 1 (Reception – Year 2)**

Children in this age group are still developing their understanding of rules, routines, and empathy. Responses are designed to be immediate, simple, and supported with adult guidance.

Examples of consequences:

- Reminder of the rule or expectation
- Moving to a different space to calm down and reflect (e.g. calm corner)
- Verbal apology or supported “sorry” (spoken or written/drawn)
- Restorative conversation with adult
- Missed part of a choosing time or playtime to reflect with an adult
- Re-doing a task or activity with support
- Reflection sheet or picture-based reflection (Year 2)

### **Key Stage 2 (Years 3 – 6)**

Older children are expected to take greater responsibility for their behaviour. Responses focus more on reflection, repair, and restoration.

Examples of consequences:

- Reminder or warning with opportunity to change behaviour
- Restorative conversation during playtime or lunchtime
- Writing a letter of apology or completing a reflection form
- Making up missed learning due to time lost through behaviour
- Temporary removal from a group or activity to reset behaviour
- Time spent with another member of staff to reflect
- Loss of privilege (e.g. reduced club time)
- Behaviour log entry and/or phone call home

### **For All Key Stages:**

In rare cases of serious or persistent behaviour, further actions may include:

- Involvement of the Headteacher
- Formal meetings with parents/carers
- Individual Behaviour Support Plan
- Support from external professionals (e.g. Behaviour Support, SEMH services)

Any consequence used is always paired with support, guidance, and a fresh start. The aim is not to shame or punish, but to guide the child back into positive relationships and routines.

## Appendix E: Guidance for the Use of Reasonable Force to Support Emotional Regulation

### Rationale

Staff at St Hilda's Moorland Federation aim to use a positive, proactive approach to behaviour and emotional regulation. However, on rare occasions, a child may need to be physically guided or restrained to prevent harm to themselves, others, or property. This guidance outlines our approach to the use of reasonable force in line with statutory requirements.

### Legal Context

This guidance is based on Section 93 of the *Education and Inspections Act 2006*, which allows all members of school staff to use reasonable force to prevent a child from:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline at the school or during a school-organised activity

It is also informed by the DfE guidance: *Use of Reasonable Force (2013)*, *Keeping Children Safe in Education (2023)*, and our school's Safeguarding and Child Protection Policy.

### What Is Reasonable Force?

- **Reasonable force** means using no more force than necessary.
- It can involve **passive physical contact** (e.g., standing between pupils) or **active physical contact** (e.g., guiding a child by the arm).
- It does **not** include punitive actions, force used in anger, or any form of corporal punishment (which is illegal in all schools).

### When Force May Be Used

Use of force may be appropriate in situations such as:

- A child running towards a busy road
- A child attacking another pupil or member of staff
- A child refusing to leave a space when doing so would prevent harm to themselves or others
- Preventing serious disruption to a lesson or school event where no other strategy has worked

### Preventative Approaches and Positive Handling

We aim to prevent situations from escalating by:

- Building strong relationships with children
- Teaching emotional literacy through PSHE and social-emotional learning
- Using the **Five Step Behaviour Plan** and our **Christian Code of Conduct**
- Supporting staff with training in **Team Teach** or other positive handling strategies

Use of reasonable force is always a **last resort**, and only applied when absolutely necessary.

### **Authorised Staff**

All school staff have the legal power to use reasonable force. However, staff who are trained in positive handling are the most likely to be involved in such interventions.

### **Recording and Monitoring**

All incidents involving the use of reasonable force must be:

- **Recorded on CPOMS** as a safeguarding entry
- **Reported to the Executive Headteacher**
- **Communicated to parents or carers on the same day**, where possible

The Executive Headteacher monitors such incidents termly for patterns or concerns.

If the incident involves a child with an Education, Health and Care Plan (EHCP) or identified SEMH needs, a review will be conducted with the SENDCo and parents/carers to ensure their provision remains appropriate.

### **Complaints and Further Action**

We understand that the use of physical intervention can be distressing. If a parent or carer has concerns following an incident, they should raise it with the class teacher or a senior leader. Formal complaints should follow the school's published **Complaints Policy**.

### **Safeguarding and SEND Considerations**

Children with additional vulnerabilities (e.g., SEND, trauma, SEMH) may experience regulation differently. We are mindful of this and always consider:

- The child's individual needs and care plan
- Whether reasonable adjustments have been made
- Whether behaviour may be a form of communication linked to an unmet need

All use of reasonable force will be reviewed through a safeguarding lens and recorded in accordance with *Keeping Children Safe in Education (2023)*.