



**The Viaduct Federation of Schools**  
**Behaviour Policy and Missing Child Policy**

**Approved by:** Full Governing Board

**Reviewed:** Spring 2026

**Next review due by:** Spring 2027

## **Introduction**

VFS Behaviour Policy – Spring 2025

At the Viaduct Federation of Schools we aim to positively promote good behaviour. **It is the responsibility of every member of staff to follow the policy and guidelines in order to achieve this aim.**

Rules, rewards and consequences are made clear to the children and they, through School and Student Council, work with the staff in promoting good behaviour.

We view parents and carers as important partners in establishing, improving and maintaining good behaviour and welcome any opportunities to work in partnership with them. Any concerns regarding their child's behaviour should be shared with them as soon as possible.

### **Our Behaviour Principles**

The Viaduct Federation is made up of inclusive schools. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.

- Everyone has the right to feel safe all of the time and participate in school life.
- All children and teachers have the right to learn and teach in an environment free of disruption and aggression
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

### **The Aims of the Behaviour Policy**

- These five key principles are reflected in the policy
  - *Children are safe*
  - *That they are healthy (in mind as well as body)*
  - *That children enjoy their school life*
  - *That children realise the importance of their schooling for future economic success*
  - *That children are able to participate fully in school life*
- To develop a caring, purposeful and positive learning environment where teaching and learning can take place
- To promote self-discipline, self-respect and respect for everyone in the school community
- To encourage good behaviour and attitudes
- To ensure that all children know what behaviour is expected of them

N.B. There is also an Anti-bullying Policy for the federation to be viewed in conjunction with this policy

## **The Curriculum**

The broad curriculum and teaching approaches promote good behaviour by giving opportunities for:

- Collaborative and co-operative work
- The discussion of personal, health and social matters
- Discussion and promotion of moral values
- Discussion and the chance to listen to the views of others
- Class assembly time and/or reflection
- School assemblies

We also aim to make school interesting and stimulating and provide work, which engages children, and encourage children to take responsibility for their own learning.

## **Additional Support**

### **Learning Mentor**

The Learning Mentor works on programmes of support for children with a range of social and emotional needs. Children who evidence regular poor behaviour may be referred to the Learning Mentor by class teachers by completing a referral form. Further assessment of need will then take place.

Programmes of support for children involving Learning Mentors will always be agreed with parents and action plans, targets and progress shared.

Outside of a learning mentor, the school may engage other pastoral support services to further support children in school these could include:

Play therapy  
Hypnotherapy  
Camhs  
Counselling  
Forrest school  
Music tuition  
Etc.

## **VFS Pupil Ethos**

Our ethos reflects our aims and underlying principles:

- I will be gentle in how I speak and act
- I will work hard and do my best at all times
- I will be honest and own up when I've done something wrong
- I will listen to members of staff
- I will look after people and property
- I will wear school uniform
- I will bring all the equipment I need to school
- I will attend school regularly and on time
- I will complete all homework that is set by my teachers

## **Routines and Class Organisation**

We recognise the importance of good teaching strategies and classroom organisation in promoting good behaviour. We also recognise there will be some variations between classes, and between different year groups.

## Positive Behaviour Management Strategies

- At the start of each school year establish the class rules based on the School rules
- Positive behaviour needs to be taught. Rewards can be used where appropriate
  - *Smiles*
  - *Thumbs up*
  - *Named praise*
  - *Praise from children*
  - *Written comments in a book*
  - *Letter home*
  - *Phone call home*
  - *Reward systems, star stickers, merits, star of the week etc*
  - *Community awards*
  - *Ambassador awards*
  - *Pupil of the week*
- Teach routines – make them visual and aural (e.g. posters on litter, how to leave the classroom, no calling out, use a noise meter etc)
- Rules – the teacher and class clarify class rules and how they fit in with the school's rules (make them few, simple and enforceable)
- Inform parents and carers of the rules the class have decided by designing a poster
- Teach skills of preventative management such as:

### Peer Negotiation (when two children cannot agree)

- a) Cool off time
- b) Bring together with an adult who'll present options
- c) Give children key questions and time to solve the issue
- d) Adult checks by listening to the solution
- e) Evaluate in a few days' time

### Rehearsal

- a) Rehearse new patterns of behaviour
- b) Mirroring behaviour
- c) Visual clues around the class
- d) Practise the positive behaviour

### Reframing

Teach children to put the situation into perspective

### Planned encouragement

Describe the behaviour, discuss the impact

### Communicate Calmness

We recognise that some behaviours can be challenging and often provoke an emotional response in us. However, we endeavour to remain calm.

All grievances between children must be heard / unpacked to come to a fair judgement and course of action. All actions and consequences must be explained to children (both perpetrator and victim). Behaviour management can be emotional and time-consuming. We aim to avoid the secondary behaviours that can be most annoying. To do this we avoid arguing back with the child and concentrating solely on the primary behaviour we:-

- Choose the language of correction, avoiding negative language
- Select the best strategy

- Manage the correction in the least intrusive way
- Give clear choice-warning-consequence
- Concentrate on tone and gesture
- Use pause direction ‘ “Sharon....I’d like you to...” ‘
- Use private messages and signals
- Tactical ignoring, focusing on Primary behaviour
- Distraction and diversion
- Partial agreement
- Distinguish between the person and behaviour
- Give directions like.....”when you.....then you can.....”
- If we need to convey anger then we allow cool off time for both child and teacher
- Give children enough time to do as asked
- Give the child a reminder prompt card to put in their pocket
- Never humiliate children. Making children sit facing walls / standing in corners is unacceptable disciplinary practice
- Never shout in anger at children
- Never use cynicism / sarcasm or humiliation as management strategies
- We do not leave the situation at correction but rather aim as soon as possible to re-establish a working relationship

**Remember:- We are models for behaviour we want to see in children at all times.**

## Rewards

Rewards are important in that good behaviour is seen to have recognition. At both schools rewards include Headteacher awards, merits/star stickers, house points and certificates. Some rewards may vary from class to class and child to child, but they are always agreed with senior staff.

## Consequences

Children will need to be aware of what possible consequences there are. (*see VFS Provision for Behaviour Support*). Suspensions and exclusions will sometimes be necessary as a last resort to maintain a calm, safe and supportive environment where our learners are protected from disruption or in response to extreme single events of inappropriate behaviour. This decision can only be made by the Headteacher and will follow the DFE guidance: <https://www.gov.uk/government/publications/school-exclusion>

## Record Keeping

When serious incidents of poor behaviour occur (defiance, aggression (verbal or physical), directed bad language, vandalism, bullying) then teachers should complete a Behaviour Incident entry onto electronic pupil records.

## Equal Opportunities

At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no prejudice or bias in our policy or the way we deal with rewards or consequences.

## Use of Restraint

Restraint is only used when absolutely necessary, such as:-

- Where a child is in danger of injuring himself
- Where a child is in danger of injuring a child or an adult

Where a child is seriously disrupting a lesson and refuses to leave the classroom, a minimum level of physical force may be used to remove the child from the classroom. Staff are encouraged not to use restraint unless they have received training but we recognise that for Health and Safety they may be required to do so.

### Searching Pupils

Headteachers, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for (such as mobile phones). Staff should refer to the [searching, screening and confiscation in schools](#) guidance regarding searching a pupil.

### Staff Support and Training

The school recognises the challenges to staff in promoting good behaviour and in dealing with unacceptable behaviour. The need for staff training will be regularly reviewed, and where appropriate, training courses will be provided.

### Alternative Provision

Milton Keynes Primary Pupil Referral Unit, URN 134310, current Ofsted rating Good  
Shenley Road  
Romans Field Site  
Bletchley  
MK3 7AW

The school will strive to use Ofsted registered alternative provisions to ensure a quality placement that has robust safeguarding measures and accountability. Where a provision is not Ofsted registered, the school will undertake site visits to Risk assess any placement and seek letters of assurance from the provider for effective safeguarding measures.

Where an alternative provision (AP) is used the pupil will remain dual registered with both the school and the provision. Senior school staff will maintain records of children's attendance, attainment and progress and behaviour while at the AP. The school will also maintain regular contact with the pupil and undertake visits to the AP to have sessions working with the pupil. Wherever possible, the school will seek the effective reintegration of pupils from alternative provision which may involve transition sessions, part time timetables / phased returns or additional support within the school across the transition period.

#### To Remember

1. Behaviour is a whole-school issue
2. Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed
3. Routines are central to a behaviour curriculum
4. Children need to be taught the behaviour patterns that we want
5. Children and parents need to be involved in the behaviour policy
6. Staff are responsible for the children's wellbeing and safety and not for the children's behaviour

## 7. Behaviour is a choice

# In the event of Extreme Disruptive Behaviour

Appendix 1

All VFS staff are expected to implement the VFS Behaviour Provision Chart consistently.

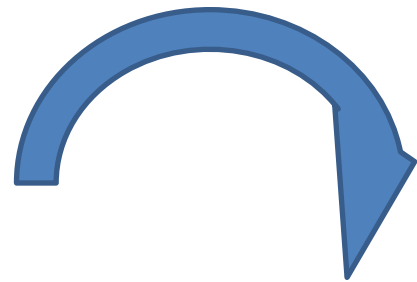
Step One – 1<sup>st</sup> Warning (prompt / reminder)

Step Two – 2<sup>nd</sup> Warning

Step Three – Yellow Card / Time out

Step Four – Red Card / removed from session and sent to Head of Year of either your own year group or, if Head of Year is the one sending the child out, the child goes to the nominated Head of Year.

Severe behaviour that threatens other children / staff may warrant an immediate red card.



If the Head of Year is sending a child out, the child needs to go to another Head of Year. Exceptions may apply for pupils with specific behaviour plans in place.

Year 1 and 2 send to each other and FS1 and FS2 send to each other  
Year 3 and 5 send to each other and Years 4 and 6 send to each other:

**FS1 – FS2**

**FS2 – FS1**

**Year 1 – Year 2**

**Year 2 – Year 1**

**Year 3 – Year 5**

**Year 4 - Year 6**

**Year 5 – Year 3**

**Year 6 - Year 4**

**If a child is being defiant and refusing to leave the area or showing aggression either verbally or physically then call for assistance – preferably the Head of Year as pastoral lead of the year group but, if unavailable, the Headteacher or another staff member.**

If a child is unresponsive and likely to cause harm to themselves, others or materials, the teacher must make a decision in regards to their class. One strategy is to remove the class and call for assistance from a trained member of staff to remove the child. Physical restraint is the very last resort if a child is at risk of causing danger to themselves or others and whenever possible, staff trained in Physical Restraint should be called for.

If a child has to be restrained and removed from an area, at least two members of staff must be present during the situation, one of which should have restraint training if at all possible. Any restraint must be in line with the VFS Positive Handling Policy.

## All

### ANY FORM OF PHYSICAL RESTRAINT IS ALWAYS THE VERY LAST OPTION

#### Missing Child

We complete two statutory registers a day, one in the morning (before 9am) and one in the afternoon (before 1:30pm) If a child is marked as absent, the school office will contact parents to establish the whereabouts of the child. If a child is present in the previous registration and then absent in the next registration the teacher will check with the office and then follow the steps below:

1. Within the normal school day – Teacher should notify Head of Year and office staff (office staff will inform whoever is in charge that day). If the child is missing during lunchtime, the midday supervisors will tell the lead supervisor who will inform the office staff immediately.
2. The staff in a year group should conduct a localised year group search and of their year group area / immediate area cloakrooms, toilets. Teachers should not leave their classes and support staff or other available staff should be used. If at lunchtime, staff should check the same areas as well as the whole of the playground, field and garden area.
3. Once notified, the office staff will notify the Headteacher or most senior member of staff and a search of the school grounds will be made with staff that are available, or support staff. Staff should take a mobile phone with them.
4. If the child is still not found, we will notify the child's parents. Inform parents that if the child is not found, after a more extensive search, the school will have to notify the police. Ask parents to have someone at home in case the child walks home. Send the available staff to walk around the immediate local area – this only includes the houses adjacent to the school, and the alleys and no further. When staff search the surrounding area there must be at least two staff searching together and they should have a mobile phone.
5. After 20 minutes of extensive searching in total, the office will notify the police. Inform parents that the child is still missing and that the police have been notified. The matter is then for the police to follow up and is out of the schools hands.
6. If a child is found, but is reluctant to return to school a senior member of staff should be called. If may be necessary to call for support with a member of staff trained in physical restraint. Physical restraint is always a last resort to be used to avoid harm to the child or to others.
7. In the event that a child is seen running out of school, the same procedure should be followed. Staff should never run after a child.
8. Complete Missing Child Record and actions taken.

If a parent phones to report a missing child who has not returned home, the school will support by checking the premises / after school clubs and site and will telephone the parents of children who may know the child's whereabouts. The school must not give the parent phone numbers or addresses of other children.

#### **Wet Lunch**

- Staff must be vigilant at all times. External doors must be shut and gates locked.

- All year groups stay in their own classrooms. In the event of staff absence classes may need to be split to ensure adequate supervision. No children should be walking around the school, unless they have permission. If a child needs the toilet they must ask a member of staff and report when back.
- All incidents must be recorded on the missing child report sheet which is kept in the office

#### Site

- We will continually review the security of the site and make adjustments as required in order to minimise opportunities for children to abscond from.

#### Missing Child Form

<b>Name</b>		<b>D.O.B</b>	
<b>Class</b>		<b>Year Group</b>	
<b>Date</b>		<b>Time noticed</b>	

Circumstances around the child going missing:			
What was the child wearing?			
<b>Parents Informed (who)</b>	(time)	<b>Police informed (Ref No)</b>	(time)
Police action:			
Parent action:			
<b>Time found</b>		<b>Found by</b>	
Follow-up Actions			

