

# Meanwood Primary School Behaviour Policy



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February 2027

**Document Control**

**Revision History**

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January 2023	SLT	n/a	Updated to reflect current practice
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**Document Approvals**

This policy requires approval from : Headteacher

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**Document Distribution**

This policy will be distributed to:

- All staff

<b>Distributed to</b>	<b>How distributed</b>	<b>Date</b>
All staff	Staff briefing	9.2.23
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This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, disabilities, race, equalities, religious and human rights.

#### **Key Points:**

- Teachers should seek to identify those pupils who are behaving well and praise for that. Informing parents as often as is reasonable.
- Equally, teachers have the authority to discipline pupils for misbehaviour, which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants.
- Our school behaviour policy supports staff in managing behaviour effectively, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

#### **Creating and maintaining high standards of behaviour**

We are keen to create a clear vision of what good behaviour looks like. We want our children to learn in a calm, safe and supportive environment and protect them from disruption. We seek to ensure our approach to behaviour meets the national minimum expectation:

- we have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and 1 Henceforth,

any reference to the term “parent” is inclusive of “carers” and anyone else with parental responsibility. 2 The national minimum expectation of behaviour is aligned with the Ofsted ‘good’ grade descriptor for assessing Behaviour and Attitudes.

- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

#### **Aims & Expectations are to:**

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

#### **School Actions:**

- ensure absolute clarity about the expected standard of pupils’ behaviour.
- ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- display rules clearly in classes. Staff and pupils should know what they are.
- display the sanctions and rewards in each class.

#### **Leaders Actions:**

- model the behaviour you want to see from other staff
- ensure that Leaders in school have a visible presence around the school
- check the building is clean and well-maintained
- ensure that expectations are consistently applied
- ensure that staff understand the special needs of pupils
- ensure effective relationships with parents
- provide staff induction and development support in relation to training for staff on behaviour

It is a primary aim of Meanwood Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community; whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure and where successes are celebrated.

The school has a clear set of school values and the primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Meanwood Primary School sets a high standard of expectations of good behaviour and this pervades all aspects of school life including the culture, ethos and values of our school. Everyone in our school is expected to treat one another with dignity, kindness and respect. The consistent and fair implementation of as outlined in this behaviour policy will support a predictable, safe calm and orderly environment.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **Principles**

Meanwood’s approach is taught through the curriculum and is a consistent approach across school. Staff can minimise the potential for inappropriate behaviour by ensuring routines and expectations are well established and clear to their class. Children need to be reminded of rules and expectations regularly and positively. It is important to be pro-active rather than re-active; anticipating and avoiding inappropriate behaviour is better than waiting for bad behaviour.

The school offers support to parents with behaviour management, either through small group courses or 1:1 support from the CWO or signposting to external agencies.

## **Class Rules**

Each September, teachers work with their children to formulate a list of mutually agreed rules which will be followed in the classroom.

At Meanwood, every stakeholder is expected to uphold the Making The Difference vision. Within this the children follow the core values of kindness, respect and responsibility – these are displayed around school and form the basis of the whole school rewards.

Classes are encouraged to work together on 3 areas of the taught behaviour curriculum to earn rosettes to be displayed outside the classroom door - these are :- Smart Walking, Ready to Learn and Polite and Charming. These are earned when either members of SLT have ‘spotted’ classes working hard on them or staff nominating classes to be ‘watched’. Rosettes will be given out on a Friday award assembly and collected in again at the end of each academic year. Rosettes can be revoked only in exceptional circumstances and re-earned again.

## **Whole school reward systems**

Recognising and rewarding good behaviour is the most fundamental part of our policy. We believe that praise needs to be immediate and explicit, saying what the child has done well. We believe that all children crave attention and that if they can’t get it by ‘being good’ then they will try to get it by misbehaving.

Children receive class dojos for good behaviour, and when a set number of dojos has been awarded, that child receives a certificate, according to the number achieved. Special certificates are awarded for 100, 200 , 300 and 400 dojos. ‘Hundreds’ winners are presented with their certificate by the Headteacher during the week that it is earned and this is celebrated in Friday assembly.

Each teacher selects a “Star of the Week” to receive a certificate in Friday assembly.

A range of other rewards may be given for good behaviour. Some examples are:

- Attention for good behaviour – eye contact, smiling, thumbs up and other non verbal strategies
- Stickers
- Send the child to another teacher or a member of SLT to be praised

## **Discipline in school Teachers’ Powers: Key Points**

- Teachers should reward good behaviour as often as is possible and celebrate successes
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school
- Teachers can confiscate pupils’ property should this be deemed necessary

## **What the law allows**

In order to be lawful, the punishment (including detentions) must satisfy the following three conditions:

- a) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- b) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- c) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

**Corporal punishment is illegal in all circumstances.**

## **Behaviour expectations for pupils with Special Educational Needs and/or disability**

Our school’s culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We seek to create good behaviour cultures which will create calm environments which benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

School is aware that the law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- school has a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; if a pupil has an Education, Health and Care plan, the provisions set out in that plan will be secured and school will co-operate with the local authority and other bodies

As part of meeting any of these duties, school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

It is recognised by school that transition times for SEND pupils may prove difficult for example transition from EYFS into Year 1 – Year 2 to Year 3 – Year 6 to high school. Support will be provided where possible and reasonable to support individual pupils during times like these.

### **Responding to the behaviour of pupils with Special Educational Needs and/or disability (SEND)**

Meanwood Primary School will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed in order to ensure pupils can achieve and learn as well as possible.

We will:

- Not assume that because a pupil has SEND, this must have affected their behaviour on a particular –occasion – this is a question of judgement for the school staff and leaders based on the facts of the situation. School leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, school would refer to the Equality Act 2010 and schools guidance
- The school would consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Equally, the school will seek to try and understand the underlying causes of behaviour and whether additional support is needed.
- In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse that can be a disability. As is explained in paragraphs 57 and 58 of the below document, this does not mean that a disabled child will be exempt from sanction (DfE 'Behaviour in Schools advice for Head teachers and school staff' 2022)

Meanwood Primary School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may consider whether a multiagency assessment is necessary.

### **Keeping Children Safe in Education**

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Our school behaviour policy has been designed with this in mind. As part of taking a whole-school approach to behaviour and safeguarding, these respective policies complement one another.

Where circumstances arise that endanger the safety of a pupil or staff member, we will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

### **Teaching and Learning – Are our lessons worth behaving for?**

We know that high quality teaching and learning will not take place without a high level of discipline and behaviour. We also recognise that good behaviour will be adversely affected by low quality teaching and learning. The primary aim of all staff in the promotion of good behaviour is to ensure high quality, differentiated and engaging lessons which will motivate pupils and promote good behaviour. This principle is the cornerstone of effective classroom management

Meanwood Primary School considers this school behaviour policy, will be applied consistently and fairly, underpins effective education. School staff, pupils and parents are clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy is supported and backed-up by Governors, senior staff and the head teacher.

Meanwood Primary School encourages good behaviour through a mixture of high expectations, clear policy and an ethos that fosters discipline and mutual respect between pupils, and between staff and pupils.

We have in place a range of positive options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

### **The school behaviour curriculum**

Routines are essential to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils are converted into a commonly understood routines, for example, entering class or clearing tables at lunchtime. These routines are simple for everyone to understand and follow.

Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments may be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' (paragraphs 34-38). Not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

### **Sanctions – responding to misbehaviour**

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques may be used to help prevent further behaviour issues arising and recurring and we use pre-agreed scripts and phrases to help restore calm.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence** - sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

### **Addressing inappropriate behaviour**

To respond to inappropriate behaviour, staff use the following strategies:

- Praise others – repeat the request by explicitly praising another child, "Well done, Ali, you've put your book away."
- Proximal praise – Praise the child nearest to the child whose behaviour needs to be modified.
- Tactical ignoring – Decide if the behaviour needs to be addressed immediately or could it be dealt with later with less disruption to the flow of the lesson?
- Non-verbal messages – "the look," arms folded, finger on lips, move to stand near the child or children whose behaviour you want to influence. Use signal, pause, insist hand up.
- Modelling – use of teacher, support staff and other children as role models.
- Whispering – By lowering your voice, children have to be quiet to hear you and this can produce a calmer atmosphere where children are more compliant.
- Description of reality, "Ali, you are talking."

- Simple direction, “Ali, put your book down, thank you.” (Using “thank you” rather than “please” assumes compliance rather than making a request.)
- Rule reminder, “In our school, we are kind to other people.”
- Question and feedback, “What’s going on at this table?”
- Expressing disappointment or disapproval, “I’m disappointed that you...”
- Timed task. Aim for a “win, win” situation. Consider how much work you would be happy with and how much can the child reasonably achieve, “I’d like you to write 3 sentences before playtime.”
- Using humour (beware of using humour or sarcasm; some children will not understand your intention or language, whilst for others this will be an effective way of diffusing potential conflict.)
- Blocking or assertive statements. The broken record technique - repeat the instruction calmly, “I’ve asked you to put your book away. Put your book away. Put your book away then we can get on with the lesson.”
- Choices and consequences, “You can move seats now or there will be a consequence for this behaviour, it’s your choice.” Allow “take up time”; move away so that you don’t set up a confrontation and give the child the opportunity to comply within a reasonable timeframe so that they don’t have to lose face in front of their peers.
- Move the child to sit alone in class. Try to make this positive, “I’d like you to sit here and think about your behaviour for two minutes so that when you come back to your place you’re ready to be a superstar again.”
- Use a change of face with another member of the year group staff team.
- Use another member of staff as a change of face if the above strategies are not working

**Consequences for misbehaviour** – If the above strategies do not work, consequences may need to be instigated. A copy of the consequence chart can be found in Appendix 1. These are displayed in all classrooms.

1. Non verbal reminders
2. Verbal reminders
3. Move somewhere else in the classroom
4. Red behaviour – move to link classroom and teacher contact parents – log on CPOMs
5. SLT involvement
6. Fixed Term suspension
7. Permanent Exclusion

#### **4 -Red Behaviour – Teacher Led**

The child will move from their own classroom to a paired classroom to work until the teacher feels the child is ready to participate properly in their own class without causing disruption. Teachers need to contact parents to inform them of their child’s inappropriate behaviour in order to secure good home/school links to jointly address any issues. Red behaviours are recorded on CPOMs by the staff member witnessing the issue in order to monitor the child’s behaviour.

#### **5/6 - Blue Behaviour – SLT Led**

If a child is not responding to any of the above or one of the blue behaviours from the behaviour consequence chart, a member of SLT should be notified of the behaviour and it is deemed a blue behaviour. The Learning Mentor can call for a member of SLT or a child can be brought to a member of SLT by any member of staff. The behaviour needs to be logged on CPOMs by the member of staff dealing with the child in the first instance and a member of SLT will decide on the consequence for the child, dependant on the behaviour displayed. Parents will be notified by the member of SLT dealing with the child.

#### **6 – Fixed Term Suspension**

For very serious or persistent misbehaviour, fixed term suspension will be considered. This may be used as a sanction for a single extreme incident or where all other possible sanctions and strategies have been exhausted and the child’s behaviour is still a significant concern and/or risk to themselves, staff or other pupils. This will always be used as a last resort when all other strategies have been exhausted. The Headteacher will make the decision to suspend a child for a period up to 5 school days.

#### **7 – Permanent Exclusion**

Permanent exclusion will be considered if a child is repeatedly endangering the safety of staff and pupils or is disrupting the education or welfare of others. This will always be used as a last resort when all other strategies have been exhausted. The Headteacher will make the decision to permanently exclude a child where she feels there are no other options available.

Children misbehaving at playtimes are given a couple of minutes time out to calm down and think about their behaviour. Any severe misbehaviour at lunchtimes need to be reported via radio on channel 8 to a member of SLT. The behaviour will be recorded on CPOMs by the adult witnessing the issue in order for behaviour to be monitored and parents will be notified if appropriate.

### **Bullying**

Definition of bullying: *'The purposeful intention to use violence, the threat of violence or intimidation to hurt another person in either a physical, psychological or emotional way, which will cause pain and suffering to the person being bullied.'* *There is persistent intent to harm through physical and verbal intimidation several times on purpose.*

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and feel safe. We consider bullying from one pupil to another as child on child abuse.

### **Child-on-child sexual abuse and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

In every aspect of our school culture sexual violence and sexual harassment are never acceptable, it will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff have been briefed about the importance of challenging all inappropriate language and behaviour between pupils.

We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; who should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care may be ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides school with guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

We believe that it is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per this behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage our school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy). In handling such reports or concerns the school will follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Mobile phones**

We appreciate that pupils may own a mobile phone and that they may need access to this particularly for those pupils older who walk to school and walk home at the end of the school day. The phone may be needed to contact parents for safety reasons.

Mobile phones can be brought into school in the morning but must be placed in the school office safe until it is time to go home at the end of the school day. Mobile phones cannot be taken into the classroom or accessed during the school day without adult supervision. Failure to adhere to these instructions will result in school removing the right of the pupil to bring the mobile phone into the school building.

### **Suspected criminal behaviour**

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

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education \(KCSIE\)](#), it would be that the designated safeguarding lead (or deputy) would take the lead.

In cases of reports of child-on-child sexual violence and abuse we will follow the guidance in [Part 5 of KCSIE](#).

### **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

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

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **The role of the class teacher and staff**

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

It is the responsibility of the class teachers and staff to ensure that:

- Good behaviour is recognised and praised
- Class rules and school expectations are enforced and that their class behaves in a responsible manner during lesson time.
- High expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- They treat each child fairly and enforces the classroom code consistently.
- They treat all children in their class with respect and understanding.
- Keep a record of serious/persistent incidents on the school tracking system.
- They liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- They reports to parents about the progress of each child in their class, in line with the whole school policy.
- They contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of school leaders**

- The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them
- School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. School will align this training with the new [Initial Teacher Training \(ITT\) Core Content Framework](#) and the [Early Career Framework \(ECF\)](#) together with the reformed suite of [National Professional Qualifications](#).

### **The role of the Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We will frequently review this process throughout the year with all pupils.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals

### **The role of parents**

The role of parents is crucial in helping our school to develop and maintain good behaviour. To support the school, parents will be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and will be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

We are committed to working closely with parents to address children's behavioural needs. Initially, class teachers will liaise with parents if there are concerns about a child's behaviour. Depending on the severity of the incidents, the Headteacher will ask parents to attend a meeting to discuss their child's behaviour. If appropriate, an Early Help assessment may be carried out to facilitate sharing information about the child's wider needs and to access any other support which may be needed. The school's Children's Welfare Officer is available to support individual parents with behaviour management, including setting up and monitoring the impact of home/school behaviour charts. The school will also work closely with any other agencies supporting the family, such as the Fair Access Team, Child and Family Support or Children's Social Care, in order to facilitate a joined up approach to meeting the child's behavioural needs. If concerns are raised relating to a child's behaviour in the community, a referral to the Youth Offending Team prevention service will be discussed with parents.

Schools will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents will be included in any pastoral work following misbehaviour including attending reviews of specific behaviour interventions in place.

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Alternatively, we also make a point of informing parents when their child is behaving particularly well or showing a noticeable improvement in attitude.

- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should contact the class teacher or the Headteacher. If the concern remains, they should follow the complaints procedure.

### **The role of governors**

- The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must consider this when making decisions about matters of behaviour.

### **Suspension and permanent exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Only the Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Headteachers are able to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

A decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

### **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) will be used. Managed moves will only occur when it is in the pupil's best interests.

### **Searching, screening and confiscation**

Detailed guidance in 'Searching, screening and confiscation at school', provides detailed guidance on this matter and has been considered in relation to this policy.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

### **Power to search without consent for "prohibited items" including:**

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Vapes
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Strip searches are not allowed under any circumstances.

### **The use of reasonable force**

The guidance 'Use of Reasonable Force- advice for school leaders, staff and governing bodies' has been considered in relation to this section.

**The term reasonable** in these circumstances means 'using no more force than needed.'

**The term reasonable force** covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

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

School does not require parental consent to use force on a student. There is a separate policy on the use of control and physical restraint which should be referred to.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

All members of staff have received Team Teach training which helps to deescalate but also provides safe handling of children in a controlled way.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

### **Seclusion / isolation rooms**

Meanwood Primary School places disruptive pupils in a partner classroom or with a member of SLT for a limited period where this is in the best interest of the child or other children in school however; the use of an isolation room is not part of our school behaviour policy.

### **Communicating the behaviour policy**

We consider that communicating our school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

The head teacher will publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year and the behaviour policy will also be published on the school website.

### **Monitoring and evaluating school behaviour**

School leaders have strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by skilled staff. Schools leaders have a clear monitoring and evaluation cycle with engagement from stakeholders; doing so assists with reporting on behaviour culture clearly and accurately.

School collects data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and this practice helps our school to ensure that it is meeting its duties under the Equality Act 2010.

**Associated resources:**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

# Appendix 1

Meanwood Primary School

Behaviour consequence chart

# Amber behaviours

Inappropriate noises  
Inappropriate gestures  
Being silly  
Not listening  
Not using your manners  
Fidgeting  
Sulking when being spoken to  
Interrupting someone speaking  
Shouting out  
Ignoring an instruction  
Being in the 'wrong place'  
Talking in assembly  
Not lining up properly  
Lying  
Muttering under your breath  
Blaming others for your behaviour  
Preventing others from learning  
Wasting your own learning time  
Interfering in others' business  
Pushing  
Answering back  
Chewing gum  
Eating sweets  
Teasing

Consequence

Verbal warning  
Name on amber  
If behaviour continues -  
move to **red**

# Red behaviours

Continual low level amber behaviours  
Name calling  
Hiding in school  
Walking away from an adult who is speaking to you  
Encouraging others to behave inappropriately  
Running in the corridor  
Damaging property  
Swearing  
Lying  
Spreading rumours  
Invading personal space  
Throwing objects  
Toy fighting or playing roughly  
Not following the rules of the courts  
Spitting on the ground

Consequence

Name on red  
Continued bad behaviour - removed from the classroom to complete work in paired class  
  
Phone call to parents from teacher each time a child is removed from the classroom  
  
Time out box for unacceptable playtime behaviour

# Blue behaviours

Continual medium level red behaviours  
Throwing dangerous objects  
Using an object as a weapon  
Running out of school  
Vandalism of any property  
Refusing to do as you are told by an adult  
Stealing  
Threatening a child or adult  
Restricting the movement of a child or adult  
Insulting someone because of their skin colour  
Insulting someone because of their beliefs  
Insulting someone about their size  
Insulting someone's reputation  
Swearing  
Bullying  
Biting  
Shouting or screaming at an adult  
Spitting at someone  
Inappropriate touching  
Intending to hit, kick or physically hurt a child or adult

Consequence

Immediate  
internal exclusion

Phone call to  
parents from HT,  
DHT or AHT

Restorative  
justice

