



Behaviour Curriculum

Together, we **CARE!**



"Be kind and loving to each other".

Ephesians 4:32 (ICB)

Mepal & Witcham Primary School
a part of Grace Schools Academy trust

Mepal and Witcham CofE Primary School follows the Trust's Behaviour policy. This policy is the School's local addendum to the Trust's Behaviour [Policy](#) and sets out how that policy is implemented at the School.

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1. Aims

This Behaviour Curriculum should be read alongside the Grace Schools Behaviour Policy and sets out how the Trust policy is implemented at Mepal & Witcham Primary School.

At Mepal & Witcham Church of England Primary School, we believe that excellent behaviour is taught, practised and deliberately developed.

As part of Grace Schools, we are committed to "Creating the foundations to build successful futures."

Our Behaviour Curriculum sets out the routines, habits and expectations that enable every child to flourish academically, socially and personally.

Rooted in our Christian vision:

"Be kind and loving to each other." Ephesians 4:32

and underpinned by our CARE Values, we are committed to creating a school where all children:

- Feel safe.
- Feel valued.
- Feel respected.
- Are ready to learn.
- Understand how to contribute positively to their community.

We believe behaviour is a curriculum. Children are not expected to simply know how to behave appropriately. Instead, we explicitly teach, model, practise and revisit the behaviours that help pupils succeed.

By creating consistent routines and high expectations, we establish a calm, purposeful and inclusive environment in which all children can thrive.

At Mepal & Witcham, excellent behaviour is not left to chance.

2. Culture and Standards - Mepal and Witcham School CARE Values

At Mepal & Witcham, our behaviour curriculum is underpinned by our CARE Values.

The CARE Values define the behaviours, attitudes and character traits we want all pupils to develop during their time with us. They help pupils understand not only how to behave, but why positive behaviours matter to themselves and others.

Our values are taught explicitly, modelled by adults and revisited regularly through daily interactions, classroom learning, Collective Worship and wider school life.

We expect every member of our school community to demonstrate these values in their words, actions and relationships.

CARE Values

Personal Development Values

Community We contribute positively to our school and wider community. This looks like: • Including others. • Working together cooperatively. • Supporting classmates. • Taking pride in our school. • Looking after shared spaces and resources.	Appreciation We notice and value the contributions of others. This looks like: • Saying thank you. • Celebrating the success of others. • Showing gratitude. • Recognising kindness. • Respecting the efforts of others.
Respect We treat everyone with dignity and kindness. This looks like: • Using polite language. • Following adult instructions. • Listening when others speak. • Respecting differences. • Looking after property and equipment.	Empathy We seek to understand and care about how others feel. This looks like: • Showing kindness. • Supporting those who need help. • Considering the feelings of others. • Resolving conflict appropriately. • Acting with compassion.

Scholarship Values

Courage We do the right thing even when it is difficult. This looks like: • Being honest. • Owning mistakes. • Asking for help. • Standing up for what is right. • Trying again when learning is challenging.	Aspiration We aim high and strive to improve. This looks like: • Working hard. • Taking pride in our learning. • Challenging ourselves. • Setting goals. • Believing we can succeed.
Resilience We keep going when things become difficult. This looks like: • Persevering with challenges. • Learning from mistakes. • Remaining positive. • Trying different strategies. • Staying focused.	Excellence We strive to be the very best version of ourselves. This looks like: • Producing our best work. • Following routines consistently. • Maintaining high standards. • Demonstrating positive learning behaviours. • Being proud of our achievements.

Living Our CARE Values

Our CARE Values are not displayed on walls alone. They are lived every day through:

- Classroom learning.
- Playtimes and lunchtimes.
- Collective Worship.
- Educational visits.
- Relationships with others.
- Contributions to our local community.

Adults are expected to model these values consistently so that pupils see them in action every day.

The values provide the foundation for all expectations, routines, recognition and behaviour support within this curriculum.

3. Teaching the Behaviour Curriculum

"The behaviour curriculum is codified and taught explicitly, with consistent expectations, to ensure that all children receive their entitlement to the education they deserve."

Grace Schools Principles of Education

At Mepal & Witcham, we believe that positive behaviour is taught, practised and deliberately developed.

We do not assume that children automatically know how to line up, move around school, participate in Collective Worship, transition between activities or interact respectfully with others.

Just like academic learning, these behaviours must be explicitly taught, modelled, practised and revisited regularly.

The First Two Weeks Matter

The first two weeks of every academic year are dedicated to establishing the routines, habits and expectations that will underpin successful learning throughout the year.

During this time, adults prioritise the teaching of the Behaviour Curriculum alongside academic learning.

Children are explicitly taught:

- Classroom routines.
- Smart lines.
- Quiet corridors.
- Playtime routines.
- Lunchtime routines.
- Toilet routines
- Collective Worship expectations.
- Courtesy and greetings.
- Learning behaviours.
- Transition routines.
- Expectations for presentation and participation.

Teach, Practise, Repeat

When introducing a routine, adults should:

- Explain the routine and why it matters.
- Model the routine.
- Practise the routine with pupils.
- Provide feedback.
- Repeat until the routine becomes secure.

If a routine is not being followed consistently, adults should reteach the routine rather than assume pupils have remembered it.

Every Adult is a Teacher of Behaviour

Consistency is essential.

All adults are responsible for teaching, modelling and reinforcing the Behaviour Curriculum.

Children should experience the same expectations from every adult across the school.

The certainty of expectations is more important than the severity of consequences.

Where expectations are not met, adults respond calmly, consistently and professionally, using behaviour incidents as opportunities to teach and reinforce the expected behaviour.

What Success Looks Like

When the Behaviour Curriculum is embedded, adults will see:

- Calm classrooms.
- High levels of participation.
- Respectful relationships.
- Purposeful transitions.
- Quiet corridors.
- Positive greetings.
- Smart lines.
- Pupils taking responsibility for their behaviour.
- Children showing pride in themselves and their school.

These behaviours are not accidental.

They are the result of deliberate teaching, practice and consistent reinforcement.

4. Whole School Routines

At Mepal & Witcham, routines are deliberately taught, practised and reinforced.

Consistent routines help children feel safe, included and successful. They reduce uncertainty, maximise learning time and create a calm and purposeful environment.

All adults are responsible for teaching, modelling and maintaining these routines.

4.1 Smart Lines

Smart lines ensure pupils transition around school safely, calmly and efficiently.

Smart lines are always:

- In table partner order
- Walking sensibly.
- Facing the direction of travel.
- Standing appropriately.
- Ready to listen.
- Walking on the left-hand side where appropriate.
- Straight and organised.

Adults should not move pupils until expectations have been met.

Children should understand that smart lines help everyone move safely, quickly and respectfully around school.

4.2 Quiet Corridors

Quiet corridors protect learning and help maintain a calm atmosphere throughout the school.

Quiet corridors are always:

- Calm.
- Quiet.
- Safe.
- Purposeful.
- Walked through sensibly.
- Kept to the left-hand side.

We expect pupils to:

- Walk at all times.
- Respect learning taking place in classrooms.
- Show awareness of others.
- Respond immediately to adult instructions.

When moving independently around school, pupils should demonstrate the same high standards. Adults should model and reinforce these expectations consistently.

4.3 Classroom Routines

The way a lesson starts, progresses and ends has a significant impact on learning.

Children should know:

- How to enter the classroom.
- Where to place belongings.
- How to access resources.
- How to gain adult attention.
- How to ask and answer questions.
- How to transition between activities.
- How to finish lessons appropriately.

Adults should teach, model and rehearse these routines regularly.

Learning time should never be lost because routines have not been taught.

4.4 Toilet Routines

Pupils should be encouraged to use the toilet at appropriate times, including before school, during breaktimes, lunchtimes and before lessons where possible.

To maintain learning time and ensure pupil safety:

- Normally, only one pupil from each class should leave to use the toilet at any one time.
- Pupils should leave and return promptly.
- Pupils should walk sensibly and follow quiet corridor expectations.
- Toilets should be left clean and tidy.
- Pupils should wash their hands thoroughly before returning to class.
- Pupils should report any concerns or issues to an adult.

Adults will exercise professional judgement and make reasonable adjustments where required for pupils with medical needs, SEND, individual healthcare plans or other identified needs.

Toilet routines should be taught, modelled and reinforced in the same way as all other school routines.

4.5 Collective Worship

Collective Worship is a special time when our school community comes together to reflect, celebrate and grow spiritually.

Pupils are expected to:

- Enter respectfully.
- Walk in calmly and quietly.
- Listen attentively.
- Participate appropriately.
- Join in songs and responses.
- Show respect during prayer and reflection.
- Leave calmly and respectfully.

Collective Worship should always feel:

- Calm.
- Respectful.
- Inclusive.
- Purposeful.

4.6 Lunchtime Routines

Lunchtime should be a positive, social and enjoyable experience for all.

Pupils are expected to:

- Use good manners.
- Speak respectfully.
- Use cutlery appropriately.
- Respect the dining environment.
- Tidy their area.
- Follow adult instructions promptly.

Adults should model and reinforce respectful behaviour throughout lunchtime.

Lunchtimes should be:

- Calm.
- Enjoyable.
- Respectful.
- Safe.

4.7 Playtime Routines

Playtimes provide opportunities to socialise, be active and develop positive relationships.

Pupils are expected to:

- Include others.
- Play fairly.

- Respect equipment.
- Follow playground expectations.
- Respond promptly to adults.
- Line up sensibly when requested.

Adults should actively supervise, engage positively with pupils and address concerns early. Playtimes should always be:

- Safe.
- Inclusive.
- Enjoyable.
- Respectful.

4.8 Courtesy and Greetings

Courtesy is an important part of our school culture.

We teach pupils to:

- Say please and thank you.
- Greet others politely.
- Hold doors open when appropriate.
- Listen when others are speaking.
- Show kindness and consideration.
- Offer help when needed.

At Mepal & Witcham, we encourage pupils to greet adults respectfully, for example:

"Good morning, Mrs"

"Good afternoon, Mr"

Adults should model the same respect by greeting pupils and colleagues warmly and positively. We believe that every interaction contributes to the culture of our school.

4.9 What Excellent Routine Practice Looks Like

When routines are embedded, adults will see:

- Children walking calmly.
- Smart transitions.
- Quiet corridors.
- Respectful greetings.
- High levels of participation.
- Positive relationships.
- Efficient lesson starts.
- Pupils taking responsibility for their behaviour.

Excellent behaviour is not accidental.

It is the result of consistent expectations, deliberate teaching and daily practice.

5. Pupil Leadership and CARE Ambassadors

At Mepal & Witcham, we believe that pupils play an important role in shaping and maintaining our school culture.

Through our Pupil Leadership Team, children are given opportunities to represent their peers, contribute to school improvement and model our CARE Values in action.

Leadership is not about status. It is about service, responsibility and being a positive role model for others.

Each year, two CARE Ambassadors are elected from every class through a democratic pupil vote. CARE Ambassadors are expected to:

- Model the school's CARE Values.
- Welcome visitors to our school.
- Represent the views of their classmates.
- Support school events and activities.
- Participate positively in Collective Worship.
- Demonstrate excellent behaviour and conduct.
- Promote kindness, inclusion and respect.

CARE Ambassadors act as role models and help ensure that our CARE Values remain visible throughout school life.

Student Leadership Team

In addition to CARE Ambassadors, Mepal & Witcham has a Student Leadership Team.

The Student Leadership Team consists of:

- House Captain (Year 6) for Sterling House
- House Captain (Year 6) for Meteor House
- House Captain (Year 6) for Tigermoth House
- House Captain (Year 6) for Lancaster House
- Vice House Captain (Year 5) for Sterling House
- Vice House Captain (Year 5) for Meteor House
- Vice House Captain (Year 5) for Tigermoth House
- Vice House Captain (Year 5) for Lancaster House

Members of the Student Leadership Team are expected to:

- Be excellent role models.
- Promote and embody the CARE Values.
- Encourage participation within their house.
- Support school events and celebrations.
- Represent pupil voice.
- Support younger pupils.

- Contribute ideas for improving school life.
- Demonstrate pride in our school community.

Leadership positions are a privilege and carry responsibility. Leaders are expected to demonstrate the standards and behaviours we seek from all pupils.

British Values

The election of CARE Ambassadors and Student Leaders supports our commitment to promoting British Values.

Through democratic voting, pupils learn about:

- Democracy
- Respect
- Individual liberty
- Rule of law
- Mutual respect
- Tolerance and understanding

These principles align closely with our CARE Values and help prepare pupils to become active and responsible citizens.

6. Promoting positive behaviours

"We hold the highest expectations for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future."

Grace Schools Principles of Education

At Mepal & Witcham, we believe that positive behaviour should be the norm.

We create this culture through:

- Clear expectations.
- Explicit teaching.
- Consistent routines.
- Positive relationships.
- Adult role modelling.
- Recognition and celebration.
- Fair and consistent responses to behaviour.

We believe that children are more likely to succeed when expectations are clear, predictable and consistently reinforced by every adult.

Positive behaviour helps children to:

- Feel safe.

- Feel valued.
- Feel included.
- Build positive relationships.
- Take responsibility for their actions.
- Develop self-regulation.
- Maximise learning opportunities.

We recognise that children learn behaviour in the same way they learn anything else. As adults, we are responsible for teaching, modelling and reinforcing the behaviours we want to see.

"Better behaviour improves every aim of school we can imagine. Improving behaviour should be the common goal of everyone in education. Better behaviour is essential to good learning."

Tom Bennett, Running the Room (2020)

The Role of Adults

Every adult contributes to the culture of our school.

Adults are expected to:

- Greet pupils positively.
- Model the CARE Values.
- Teach routines explicitly.
- Reinforce expectations consistently.
- Correct behaviour calmly.
- Build positive relationships.
- Notice and recognise positive behaviour.
- Maintain high expectations for all pupils.

Children benefit from certainty and consistency.

The certainty and consistency of expectations are more important than the severity of consequences.

Our Culture

We aim to create a school where:

- Kindness is normal.
- Respect is visible.
- Courtesy is expected.
- Learning is valued.
- Everyone belongs.
- Differences are celebrated.
- High expectations are matched with high levels of support.

Excellent behaviour is not left to chance.

It is built deliberately through culture, relationships and consistent practice.

Through the explicit teaching of routines and expectations, we establish the shared behaviours that help our school community flourish.

The following routines form the foundation of our Behaviour Curriculum and are taught, practised and revisited throughout the academic year.

7. Recognition and Celebration

At Mepal & Witcham, we believe that positive behaviour should be noticed, recognised and celebrated.

Recognition helps pupils understand which behaviours contribute positively to our school community and encourages those behaviours to be repeated.

We strive to notice and celebrate positive behaviour more frequently than we correct unwanted behaviour.

Recognition is always linked to our CARE Values and the behaviours we want to see demonstrated throughout school life.

7.1. Descriptive Praise

Descriptive praise is the most common form of recognition used in school.

Adults use specific praise to reinforce positive behaviours and help pupils understand exactly what they have done well.

Examples may include:

- "Thank you for showing respect by listening carefully."
- "I noticed the resilience you showed when that felt difficult."
- "That was a very thoughtful and kind thing to do."
- "You demonstrated excellent community by helping your classmate."

Adults should aim to make praise specific, meaningful and linked to our CARE Values wherever possible.

7.2. CARE Points

CARE Points are awarded when pupils demonstrate behaviours that go above and beyond our everyday expectations.

CARE Points contribute towards both individual achievement and house success.

Our houses are:

- Sterling (Green)
- Meteor (Red)
- Tigermoth (Yellow)
- Lancaster (Blue)

CARE Points are collected across each half term and contribute to house competitions and celebrations.

Individual Awards

As well as the collective responsibilities the CARE points instil for our pupils, each pupil also has their

own accumulation of CARE points tracked. The rewards are underpinned by our CARE values and celebrate what pupils do beyond the normal expectations.

Pupils can achieve the following milestones:

- 50 points – Bronze Award
- 100 points – Silver Award
- 150 points – Gold Award
- 200 points – Platinum Award

These awards recognise a pupil's commitment to living out the CARE Values over time.

7.3 Weekly Recognition

Each week, class teachers recognise pupils who have demonstrated exceptional commitment to our CARE Values.

Awards celebrate effort, character, conduct, improvement and contribution to the school community.

Recognition should focus not only on achievement, but also on the behaviours that contribute to success.

7.4 Half-Termly Recognition

Each half term, additional recognition may be awarded for pupils who have demonstrated exceptional commitment to the values and culture of our school.

Examples include:

- Best Role Model
- Most Improved
- CARE Ambassador Award

7.5 Headteacher Recognition

The Headteacher may recognise pupils who have demonstrated exceptional behaviour, leadership, character or commitment to the CARE Values.

This recognition is reserved for contributions that significantly exemplify the standards and values we promote at Mepal & Witcham.

7.6 What We Celebrate

At Mepal & Witcham, we celebrate:

- Kindness.
- Effort.
- Improvement.
- Resilience.
- Respect.

- Good manners.
- Responsibility.
- Courage.
- Excellence.
- Community contribution.
- Positive leadership.

We believe that recognising positive behaviours helps strengthen our culture and encourages all pupils to become the very best version of themselves.

8. Sanctions and consequences

“The certainty of a consequence is far more important than the severity - when pupils are reasonably certain that consequences follow a misbehaviour it is far more likely to be an efficient deterrent.”

Tom Bennett, Running the Room

At Mepal & Witcham, we believe that behaviour should be addressed calmly, consistently and fairly.

Our primary aim is to teach, reinforce and restore positive behaviour. When behaviour falls below expectations, adults should respond in a way that maintains dignity, preserves relationships and reinforces our CARE Values.

Where appropriate, behaviour incidents should be viewed as opportunities to teach, reteach and reinforce the expected behaviour.

When a pupil starts to demonstrate undesirable behaviour choices either in school or off-site when representing the School or on the bus to or from school, adults intervene by linking the behaviour back to the schools CARE values and explain how those choices affect their learning and that of their peers in school.

8.1. Low-Level Behaviour Strategies

Adults should always seek to address low-level disruption at the earliest opportunity.

Strategies may include:

- Non-verbal reminders.
- Eye contact.
- Proximity.
- A gesture or signal.
- Redirecting attention.
- A quiet reminder of expectations.
- Reteaching a routine.

These strategies allow behaviour to be corrected whilst minimising disruption to learning.

8.2 Formal Behaviour Sanctions

Where low-level behaviour continues despite reminders and support, formal sanctions may be applied.

Pupils should normally be given a maximum of two verbal warnings during a lesson or session. If a third warning is required, formal sanctions will begin, and a Mark 1 sanction will be issued.

MARK 1

A MARK 1 is a formal warning.

The adult will:

- Clearly identify the behaviour that must stop.
- Explain the expected behaviour.
- Give the pupil an opportunity to correct their behaviour.

If the behaviour continues after a MARK 1, the pupil should move to MARK 2.

MARK 2

A MARK 2 results in the loss of 5 minutes of break or lunchtime.

This time should be used for a restorative conversation and reflection.

Discussion may include:

- What happened?
- Which expectation was not met?
- How did this affect others?
- What should happen next time?

MARK 3

A MARK 3 results in the loss of 10-15 minutes of break or lunchtime.

This time should be used for a more detailed restorative discussion and, where appropriate, reteaching of expectations, routines or behaviours.

Where a pupil receives repeated MARK 3 sanctions, staff should consider:

- Additional support.
- Monitoring.
- Parent communication.
- Further investigation into any underlying barriers.

MARK 4

A MARK 4 results in removal from the classroom.

This sanction is used when behaviour is:

- Significantly disrupting learning.
- Preventing others from learning.
- Unsafe.
- Persistent despite previous sanctions.

The pupil will complete their learning in another classroom or agreed location.

Parents or carers will be informed and the incident will be logged on Bromcom.

A restorative conversation must take place before the pupil returns fully to normal classroom routines.

8.3 Serious Behaviour Incidents

Some behaviours may result in an immediate MARK 3, MARK 4 or senior leader involvement without progressing through every stage.

Examples may include:

- Physical aggression.
- Deliberate damage to property.
- Bullying.
- Racist, discriminatory or prejudicial language.
- Swearing directed at another person.
- Dangerous behaviour.
- Sexualised behaviour.
- Behaviour that places others at risk.
- Serious defiance.
- Persistent disruption despite repeated intervention.

Adults should always use professional judgement and seek support from senior leaders where necessary.

8.4 Restorative Practice

Following any significant behaviour incident, adults should seek to restore relationships and support pupils in making positive choices moving forward.

Restorative conversations may include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How can this be put right?
- What will you do differently next time?

The purpose of restorative practice is not to remove consequences but to strengthen understanding, responsibility and positive relationships.

8.5 Our Approach

We believe:

- Every child can succeed.
- Behaviour can be taught and improved.
- High expectations should be matched with high levels of support.
- Consequences should be fair and consistent.
- Relationships matter.
- Every day is a fresh start.

Our goal is always to help pupils learn the behaviours that enable them and others to flourish.

9. Suspensions and Exclusions

"We have unapologetically high expectations. However, we are also clear that if pupils struggle to meet our expectations it is our role to support them, taking intelligent, fair and highly effective action to enable them to become successful in their education and to fulfil their potential."

Grace Schools Exclusions [Policy](#)

At Mepal & Witcham, we are committed to creating a calm, safe and supportive environment where all pupils can learn and flourish.

We believe that positive behaviour is best secured through strong relationships, clear expectations, explicit teaching and appropriate support. We recognise that some pupils may require additional intervention to help them meet the expectations outlined within this Behaviour Curriculum.

Whilst we recognise that suspensions and permanent exclusions can have a significant impact on a pupil's education and future life chances, there are occasions when these sanctions may be necessary to maintain the safety, welfare and education of all members of our school community.

Suspensions and permanent exclusions are important behaviour management tools and may be used where appropriate and necessary.

9.1 Suspension

A suspension may be considered where behaviour falls significantly below the expectations outlined within this Behaviour Curriculum and the Grace Schools Behaviour Policy.

Suspensions may be used to:

- Provide a clear signal that behaviour must change.
- Protect the safety and wellbeing of pupils and staff.
- Maintain high standards of behaviour.
- Support pupils in reflecting on serious breaches of expectations.

Repeated suspensions will be reviewed carefully by school leaders to ensure that appropriate support, intervention and additional strategies are in place to help the pupil successfully re-engage with school life.

9.2. Permanent Exclusion

Permanent exclusion is a serious decision and will only be considered as a last resort.

In line with statutory guidance and the Grace Schools Exclusions Policy, a decision to permanently exclude will 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.

Before making a decision regarding suspension or permanent exclusion, the Headteacher will carefully consider:

- The circumstances surrounding the incident.
- Information provided by staff and witnesses.
- The views of the pupil, where appropriate.
- Any safeguarding considerations.
- Any SEND or disability-related needs.
- Whether reasonable adjustments have been made.
- The support and intervention already provided.
- The impact on the safety, welfare and education of others.

9.3. Behaviours Likely to Result in Higher-Level Sanctions

Whilst every incident will be considered individually and proportionately, the following behaviours may result in an immediate MARK 3, MARK 4, suspension, or in the most serious circumstances, permanent exclusion:

- Physical aggression towards another pupil.
- Physical aggression towards a member of staff.
- Verbal abuse or threatening behaviour towards pupils or adults.
- Bullying, including repeated or targeted behaviour.
- Racist, discriminatory or prejudicial language or behaviour.
- Sexualised or sexually inappropriate behaviour.
- Behaviour that places the safety of themselves or others at risk.
- Deliberate damage to school property.
- Deliberate damage to another person's belongings.
- Theft.
- Possession of a prohibited item.
- Use or possession of alcohol, vaping products, tobacco or illegal substances.
- Persistent and deliberate disruption of teaching and learning.
- Persistent defiance of reasonable instructions.
- Leaving a supervised area without permission.
- Spitting at another person.
- Swearing directed at another person.
- Dangerous behaviour.
- Behaviour that seriously undermines the safety, wellbeing or learning of others.
- Encouraging or inciting others to engage in serious misbehaviour.

This list is not exhaustive. School leaders will always use professional judgement when considering the seriousness of an incident and the most appropriate response.

9.4. Reintegration Following Suspension

Following a suspension, the school will work closely with pupils and families to support successful reintegration into school life.

A reintegration meeting will normally take place before, or at the start of, a pupil's return to school.

The purpose of reintegration is to:

- Restore relationships.
- Re-establish expectations.
- Support positive behaviour.
- Identify any further support required.
- Enable the pupil to make a successful fresh start.

We believe that mistakes should become opportunities for learning and growth. Our aim is always to help pupils understand the impact of their behaviour, repair relationships and move forward positively.

Further Guidance

This Behaviour Curriculum should be read alongside:

- The Grace Schools Behaviour [Policy](#).
- The Grace Schools Exclusions [Policy](#).
- Current Department for Education Behaviour and Exclusion [Guidance](#).

Where there is any discrepancy between this document, Trust policy or statutory guidance, the Trust policy and statutory guidance will take precedence.

10. Confiscation of Items

At Mepal & Witcham, our priority is to maintain a safe, calm and purposeful learning environment for all pupils.

Staff may confiscate items that:

- Disrupt learning.
- Compromise the safety of pupils or staff.
- Are prohibited by school or Trust policy.
- May be used to cause harm, damage or distress.
- Undermine the positive culture and expectations of the school.

Examples may include:

- Toys or items brought from home without permission.
- Mobile phones or electronic devices.
- Items causing disruption to learning.
- Inappropriate materials.

- Prohibited items as defined within the Grace Schools Behaviour [Policy](#).

Where appropriate, confiscated items may:

- Be returned to the pupil at the end of the day.
- Be returned to a parent or carer.
- Be retained or disposed of in accordance with Trust policy and statutory guidance.

The school will always act reasonably, proportionately and in the best interests of maintaining a safe learning environment.

Pupils should not bring valuable, inappropriate or prohibited items into school.

Further information regarding prohibited items, searches and confiscation procedures can be found in the Grace Schools Behaviour Policy.

11. Use of Reasonable Force and Restrictive Interventions

At Mepal & Witcham, we are committed to maintaining a calm, safe and supportive learning environment for all pupils.

Our approach is rooted in prevention, positive relationships, de-escalation and the explicit teaching of behaviour. We believe that restrictive interventions should rarely be required and that, wherever possible, behaviour should be supported through proactive strategies and adult guidance.

In line with the Grace Schools Physical Intervention and the Use of Reasonable Force Policy, all members of staff have the legal power to use reasonable force where it is necessary to:

- Prevent a pupil from causing injury to themselves.
- Prevent a pupil from causing injury to another person.
- Prevent a pupil from committing a criminal offence.
- Prevent serious damage to property.
- Prevent serious disruption to the school environment or good order.

Any use of force must be:

- Lawful.
- Necessary.
- Proportionate.
- Used for the shortest possible time.
- In the best interests of maintaining safety.

Reasonable force must never be used as a punishment.

Staff are expected to consider and, where possible, implement alternative strategies before any restrictive intervention is used. This may include:

- De-escalation techniques.
- Distraction and redirection.

- Additional adult support.
- Changes to the environment.
- Behaviour support strategies.
- Individual risk reduction plans where appropriate.

Where a restrictive intervention is required, staff will use the minimum level of intervention necessary to reduce the risk of harm and restore safety.

Any significant incident involving the use of reasonable force or restrictive intervention will be:

- Recorded on Bromcom.
- Reported to senior leaders.
- Shared with parents or carers.
- Reviewed following the incident.
- Used to inform future support and planning.

Where a pupil is identified as being at increased risk of requiring restrictive intervention, appropriate risk reduction plans and behaviour support plans will be developed and reviewed regularly in partnership with families and relevant professionals.

Further information can be found in the Grace Schools Physical Intervention and the Use of Reasonable Force [Policy](#).

10. Monitoring and Evaluation

At Mepal & Witcham, we are committed to maintaining high standards of behaviour, conduct and relationships across the school.

The Behaviour Curriculum is monitored regularly to ensure that expectations are understood, taught consistently and having a positive impact on pupils' behaviour, wellbeing and achievement.

Monitoring helps us to:

- Ensure consistency across the school.
- Identify strengths and areas for development.
- Celebrate success.
- Provide support where needed.
- Evaluate the effectiveness of routines, systems and interventions.
- Ensure all pupils experience a safe, calm and purposeful learning environment.

Monitoring may include:

- Classroom visits and learning walks.
- Observation of transitions and routines.
- Monitoring behaviour records on Bromcom.
- Analysis of rewards, sanctions, suspensions and exclusions.
- Pupil voice activities.
- Parent and carer feedback.
- Staff feedback.
- Review of risk reduction plans and behaviour support plans.

Particular attention will be given to:

- The effectiveness of the Behaviour Curriculum.
- The consistency of adult practice.
- Patterns or trends in behaviour incidents.
- The experiences of vulnerable groups, including pupils with SEND, pupils with social workers and looked-after or previously looked-after children.
- The impact of support and intervention strategies.

Where monitoring identifies concerns, school leaders will work with staff, pupils, families and external agencies, where appropriate, to identify solutions and provide additional support.

Continuous Improvement

Behaviour is everyone's responsibility.

As a school community, we are committed to continually reviewing and refining our practice to ensure that our Behaviour Curriculum remains effective, inclusive and reflective of our school values.

By working together and maintaining consistently high expectations, we create a culture where every child can flourish academically, socially and personally.

11. Risk Reduction Plans

At Mepal & Witcham, we recognise that some pupils may require additional support to manage their behaviour successfully and safely.

Where behaviour presents a significant risk to the pupil, other pupils, staff or the wider school environment, a Risk Reduction Plan may be implemented.

The purpose of a Risk Reduction Plan is to:

- Identify known risks.
- Reduce the likelihood of incidents occurring.
- Ensure a consistent approach from all adults.
- Promote the safety and wellbeing of everyone involved.
- Support the pupil to experience success in school.

Risk Reduction Plans are individualised and developed in partnership with:

- Parents and carers.
- School staff.
- The pupil, where appropriate.
- External professionals and agencies, where relevant.

A Risk Reduction Plan may include:

- Identified triggers and early warning signs.
- Preventative and de-escalation strategies.
- Reasonable adjustments.
- Agreed adult responses.

- Positive behaviour support strategies.
- Safe spaces or regulation strategies.
- Procedures for responding to incidents.
- Arrangements for communication with parents and carers.
- Any additional supervision or support required.

Where appropriate, Risk Reduction Plans will be linked to:

- SEND support plans.
- Behaviour support plans.
- Individual healthcare plans.
- Safeguarding plans.
- Physical Intervention and Use of Reasonable Force plans.

Risk Reduction Plans are working documents and will be reviewed regularly, particularly:

- Following a significant incident.
- Following the use of restrictive intervention.
- When new information becomes available.
- When circumstances change.
- At agreed review points.

Our aim is always to understand behaviour, reduce risk, build successful relationships and help every child flourish.

By working proactively and collaboratively with families and other professionals, we seek to ensure that every pupil receives the support they need to be safe, successful and included within our school community.

In doing so, we fulfil our commitment to creating the foundations to build successful futures.