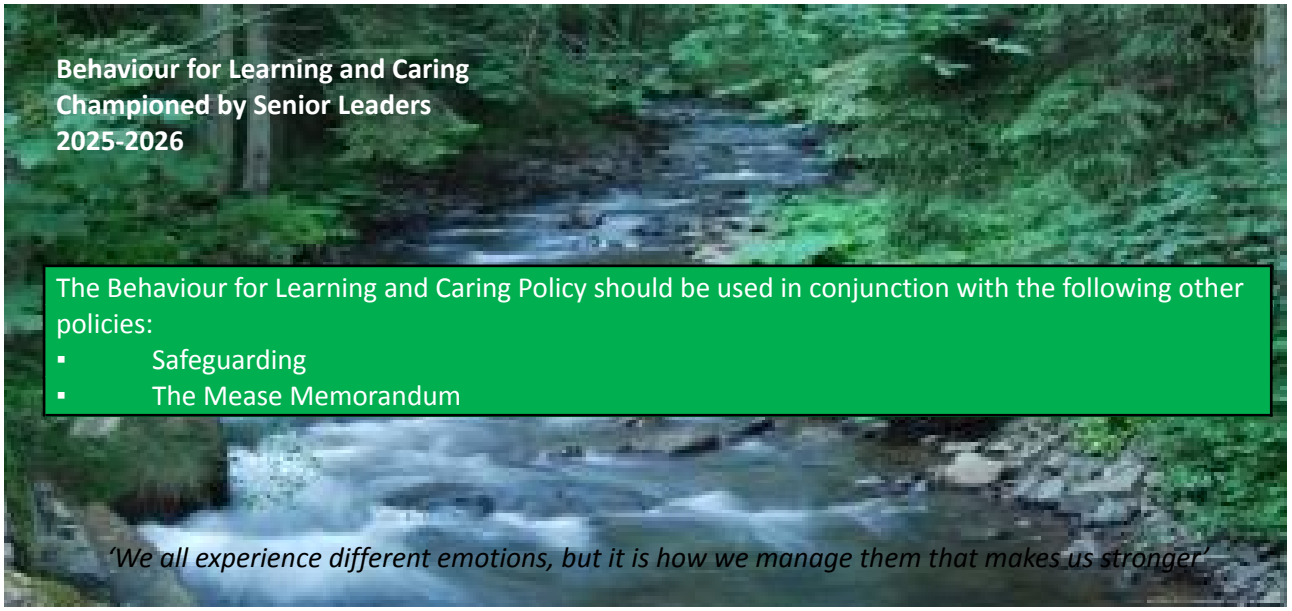


Behaviour for Learning and Caring
Championed by Senior Leaders
2025-2026

The Behaviour for Learning and Caring Policy should be used in conjunction with the following other policies:

- Safeguarding
- The Mease Memorandum

'We all experience different emotions, but it is how we manage them that makes us stronger'

If you require this document in an alternative format please contact office@tssmat.staffs.sch.uk or 01543 472245

Last review date:		May 2026		
Next Review date:		May 2027		
Review Cycle:		Annual		
Statutory Policy:		Yes		
Publication:		Website. G/Policies		
Owner		All Head Teachers / Excec Head		
Date	**Version**	**Reason for change**	**Overview of changes made**	**Source**
March 2025	0.1	New document	All (new document / behaviour policies combined to one policy)	
April 10th 2025	0.2	Internal Lead Scheduled Review	All (new document / behaviour policies combined to one policy)	
April 29th 2025	0.3	Board lead Scheduled review	All (new document / behaviour policies combined to one policy)	

Grow & Flourish

May 16th 2025	1	Schedule board review	Ratified	
September 30th, 2025	1.1	Internal Lead Scheduled review /	Exclusions - behaviour off site, detail added at recommendations of inclusion team. N Jarrett	The Key
September 30th, 2025	1.2	Board Lead Scheduled review		
October 3rd, 2025	2.0	Board Review	Ratified	
October 6th 2025	2.1	Additions from scheduled review.	Advice to make permanent exclusion procedure clear. Advice to make the importance of safety of children and staff more explicit.	Range of secure policies.
April 2026	3	Additional amends	Fixed term exclusion - amended to suspension	April 2026
Sept 2026			Amended recording behaviour to Arbor from MyConcern - changes by SO	
Oct 2026		Board Lead Scheduled review	No changes. M.Havelock-Crozier	
October 9th 2026	4	Board Review	Ratified	

All suspensions and permanent exclusions will be carried out in accordance with the Trust's Exclusion Policy and statutory guidance.
Please read in conjunction with Exclusion policy.

The Mease Family is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that share the aim for everyone, including adults and children, to ***grow and flourish. In April 2024, we joined the TSSMAT, which is a small MAT that consists of predominately smaller than average church schools within the County of Staffordshire***

Our Vision:
The parable of the mustard seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. At The Mease Family, we are aspirational for the future of all our children and adults, in that they will learn how to ***'grow and flourish'*** as healthy and fulfilled individuals who are passionate about life and learning.

Each of us is a unique individual and, like the mustard seed, we all have the potential to grow and to flourish. At The Mease Family, every member of our school community is valued and cherished; both as an individual and for the contribution they make to the schools and the wider communities. The mustard seed starts by growing strong, deep roots. With the perfect conditions it grows, becomes strong and attracts birds to rest among its branches. Like the tree that the seed in the parable becomes, we aspire for our schools to be a place where everyone feels at home; for us all to become the people that God calls us to be. Jesus said that faith as small as a mustard seed could achieve great things, even move a mountain. Big things can come from small beginnings; who knows what great things our children will go on to achieve in the future?

Our Motto:
The Mease Family's motto is ***'Grow and Flourish'.*** Our children and staff are nurtured and enabled to grow and flourish through teaching and care throughout our schools.

Our Values:
The Mease Family has a strong commitment to Christian and human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide. We are fully inclusive as we are here for 'all faiths and none' and our vision is to ensure that every child in our care experiences life in all its fullness, underpinned by Christian values and teachings.

Our core values work together in harmony to achieve our overarching value, koinonia. They are fundamental to the Mease Way and support our vision.

Koinonia-Wisdom-Love-Perseverance

MISSION
At **The Mease Family** we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our children to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems.
- A willingness and ability to communicate with different audiences.
- Confidence and resilience in and out of school and their future workplace.

INTENTIONS

At **The Mease Family** our intentions are to motivate, appropriately challenge and support all the children to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Collective Worship

St Andrew's and Mary Howard Primary Schools are both UNICEF Rights Respecting Schools. The United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the schools:

- *Every child has the right to be treated equally and with respect* **Article 2**
- *Every child has the right to be heard and listened to* **Article 12**
- *Every child has the right to their own beliefs and opinions and to share them freely* **Article 14**
- *Every child has the right to feel safe and be protected from harm* **Article 19**
- *Every child has the right to a good quality education* **Article 28**
- *Every child has the right to play in a safe environment* **Article 31**

We believe that every child across our schools has the right to a happy and safe school life. We want every child to achieve academically and socially. However, disruptive behaviour from children within and beyond the classroom slows progress in learning and prevents this from happening. This is why we expect all of our children to behave in accordance with this policy:

- When at school
- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in any other way identifiable as a pupil from St. Andrew's or Mary Howard

Parents and Carers are respectfully requested to support this policy and reinforce it with their children at home.

The primary aim of this policy is to ensure our school is a safe, secure, and supportive environment for all children and staff. This is a prerequisite for productive learning and positive relationships. We believe that by upholding high standards of behaviour, we create a community where everyone feels protected, respected, and able to thrive.

We aim to:

• Foster excellent relationships between all members of our school community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.

• Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.

• Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.

• Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.

• Ensure our behavioural expectations and responses protect the safety and well-being of every member of the school community, both children and adults.

• Use restorative approaches.

• Build a community which values and models kindness, good humour, tolerance and empathy for others.

Shared Responsibilities
All members of our school community share a collective responsibility to uphold our behavioural expectations.. Therefore, every individual is expected to:

- Behave in a way that does not compromise the physical or emotional safety of others.
- Contribute to a calm, respectful, and secure environment throughout the school day.
- Follow instructions and procedures designed to keep everyone safe.

INCLUSION

Our schools, recognise that a minority of pupils will have been identified as having additional learning or social and emotional needs which can be a barrier to them being able to access the policy. We are committed to acknowledging the contextual needs of all our pupils and making reasonable adjustments to our management of behaviour that ensures they continue to experience our high expectations but are not disadvantaged or discriminated against in their efforts to achieve this. Our Leaders work alongside members of staff to ensure that our practice is inclusive of all our pupils.

Mease Expectations — Behaviour for Learning

- We expect children to be the best version of themselves
- We expect children to set a good example and always show kindness to one another
- We expect children to listen carefully to instructions
- We expect children to use their manners at all times
- We expect children to join in and try their best in all activities
- We expect children to be polite and respectful to others
- We expect children to walk sensibly around the school
- We expect children to use the playground and the school equipment safely and respectfully
- We expect children to always tell the truth
- We expect children to respect each other's belongings

Class Rules — Behaviour for Learning

At the start of the academic year, class teachers, support staff, and our children collaborate to create these guidelines. The school's values serve as the foundation for these rules, which aim to promote the desired behaviour among both children and adults in the classroom. The focus should be on positive rules rather than negative ones.

These rules will be neatly written and prominently displayed in the classroom.

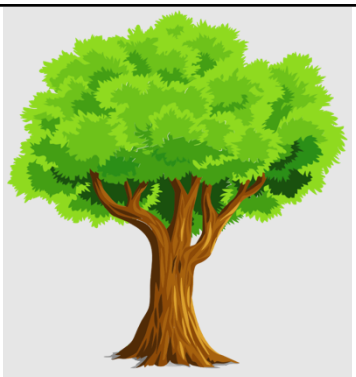
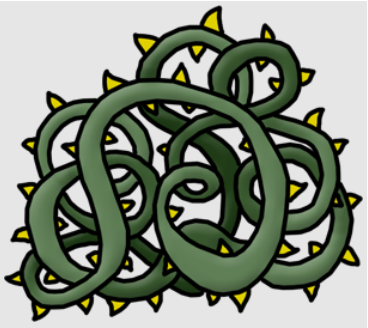
Promoting Positive Behaviour — Behaviour for Learning

The Mease Family promotes positive behaviour.
We praise and reward children for good behaviour in a variety of ways:

● Positive affirmation from staff - pupils may be sent to another member of staff to re-enforce the praise and may receive a sticker. The Executive headteacher actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, good work and outstanding achievement.
● Use of a reward system in every classroom, including Care Club, which is linked to 'Parable of the Mustard Seed'.
● Use of positive behaviour recognitions such as certificates, Dojos, Vision and Values stickers, Praise Pads, *Star of the Day* and half-termly Values/Vision certificates. The *'Living out our Vision Awards'* alternates half-termly with our '*Values Awards'.* Families are invited to these Celebration Worships.

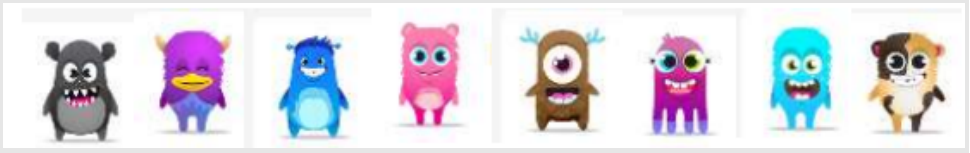
Promoting Positive Behaviour- Class Reward System — Behaviour for Learning

Our schools implement a progressive reward system aligned with our Christian Vision. This system allows children to advance through visual stages. We expect and encourage good behaviour, reward exceptional behaviour, and address negative behaviour through restorative practices and, when necessary, appropriate sanctions.

	When a child is excelling and demonstrating outstanding behaviour or a positive attitude towards their learning, they are promoted to the Dove level. Here, they receive 2 Dojos and have the chance to be named Star of the Day. Every child has the opportunity to reach the Dove level daily by exhibiting exceptional manners, embodying school values, working hard in class, showing kindness and thoughtfulness, or having WOW moments. If a child's behaviour declines, they can be moved down from the Dove. However, if they have already reached the Dove that day, they will still earn their 2 Dojos but will not be eligible for Star of the Day.
	Every child begins their day on the "Growing" tree, symbolizing the positive daily behaviour we expect. This tree reflects our school's vision and values, which we encourage children to uphold throughout the day. Children who exhibit exceptional behaviour can move up to the Dove (see Dove section for details). If a child's behaviour declines, they may be moved down to the brambles. However, they have the opportunity to move back up to the tree if their behaviour improves during the day.
	If a child consistently exhibits low-level inappropriate behaviour, they will be warned that they are approaching the brambles. They will then be moved from the tree to a spot between the tree and the brambles. Should the behaviour persist or in the case of more serious incidents, they will be moved directly to the brambles. After a period of reflection, children will be encouraged to use ***Wisdom-Love and Perseverance*** to guide them back to positive behaviour, allowing them to return to the tree. For a more detailed response to poor behaviour, please refer to the sanction section below.

Promoting Positive Behaviour- Class Dojo — Behaviour for Learning

Class Dojo (https://www.classdojo.com/en-gb/)
Once a child starts school, parents receive a unique code to log in to Class Dojo. The app can be downloaded on a phone or accessed via a PC.
Positive behaviour is rewarded through the online Dojo points system. Each child has a customisable emoji character, which they use to reach targets and earn certificates.



Children earn points by embodying our core values: ***Koinonia-Wisdom-Love-Perseverance'***. These points reflect their adherence to our overarching principles (see image). Parents can track their child's daily Dojo points and understand the reasons behind each award through the app.

Throughout the school year, children collect Dojo points. Certificates are awarded during our half-termly Vision/Values Worship assemblies, where parents are invited to celebrate their children's achievements.
Here are the milestones for earning certificates:
50 Dojo Points: Bronze Certificate
100 Dojo Points: Silver Certificate
150 Dojo Points: Gold Certificate
200 Dojo Points: Platinum Certificate
Parents are welcome to join us in recognising these accomplishments!

House Points — Behaviour for Learning

Each child/family is assigned to a house point team when they start school. The houses are:
Earth - Green
Water - Blue
Fire - Red
Air - Yellow
Staff can award Dojo points to children to promote school-wide awareness of positive behaviour and representation of our school values. At the end of every half term the winning team is awarded the House Point Cup in Achievement Worship.

REWARDS (during lessons) — Behaviour for Learning

- DOJO points- certificates awarded for 50 Dojos,
- Vision/Values Stickers,
- Praise pads,
- Classroom behaviour display linking to the Parable of the Mustard Seed- brambles-tree-dove,
- Celebration Worships,
- Special Mention certificates,

- Range of different motivational age-appropriate rewards within each class, chosen at teacher's discretion.

Emotion Coaching — Behaviour for Learning

Emotion coaching involves guiding all school staff to identify signs of negative emotions, often shown through a child's behaviour or body language. The goal is to empathise with, label, and validate these emotions as they arise. This method contrasts with ignoring or downplaying the behaviour and emotions or only imposing consequences. The main steps of emotion coaching include:

1. Showing empathy.
2. Labelling and validating the emotion.
3. Setting limits (if necessary).
4. Providing support with problem-solving.

Refer to appendix 1 for more details.

Restorative Practice — Behaviour for Learning

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation or how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. At The Mease, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- ✔ What happened?
- ✔ What were you thinking and feeling at the time?
- ✔ What have you thought about it since?
- ✔ Who has been affected and in what way?
- ✔ How could things have been done differently?
- ✔ What do you think needs to happen to make things right?

All staff have these 'Key Questions' laminated on their lanyards, along with our vision and values. This acts as an 'aide memoire' to all staff and ensures that we are using a consistent approach and consistent language.

Sanctions (during lessons) — Behaviour for Learning

It is important for teachers and parents/guardians to collaborate and maintain open communication if a pupil consistently breaks school rules or misbehaves at home. Class teachers should promptly speak with parents/guardians if a pupil's ongoing disruptive behaviour impacts their own or others' learning, and document these interactions on Arbor.

The following examples describe the type of behaviour which may result in the pupil receiving a sanction from the member of staff in the classroom:

- Persistent inattention,
- Persistent talking at inappropriate times after prompts to stop,
- Being given appropriate work but failing to complete it during lesson time due to the above,
- Distracting other pupils from their learning,
- Being rude or answering back to the adult.

Non-verbal warnings are used by staff as and when necessary.

Sanction 1	Verbal warning
Sanction 2	Move the child's name in between the tree and brambles.
Sanction 3	Move the child's name onto the brambles, miss 5 minutes play, add to My Concern. Parents are informed at the end of the day.
Sanction 4	Children miss a proportion of their playtime (up to 10 minutes at the discretion of the adult and added to MyConcern).Parents informed.

Pupils are informed that they have the chance to start anew after each break or at the beginning of a new day.
Should steps 1–4 need to be repeated within the same day or on consecutive days, the following sanctions will be applied:

Sanction 5	▪ The child will spend part of their playtime with the Senior Leader, for up to 10 minutes as decided by the leader. The teacher who conducted the lesson must accompany the pupil to explain the reasons for this sanction. ▪ The child's class teacher will notify their parents/guardians about the sanction. ▪ The sanction will be documented on My Concern.

If it is necessary to repeat steps 1-4 again within a few days, the Sanction will jump to 6:

Sanction 6	▪ The child will spend 10 minutes of their playtime and 30 minutes of their lunchtime under the supervision of the Executive Headteacher. ▪ The class teacher will contact the parents/guardians to arrange a meeting. Initially, this meeting will include the class teacher, a senior leader, and the parents/guardians. Later, the child will join the discussion to talk about the planned way forward. ▪ The sanction will be recorded in My Concern.

In exceptional circumstances where a pupil's behaviour poses a significant and immediate risk to the safety and welfare of the child, other children, or staff, the Headteacher has the authority to override this graduated response. If the Headteacher assesses that the school can no longer keep members of the community safe, they will move directly to the formal process for suspension or permanent exclusion in line with statutory guidance.

REWARDS (during break or lunchtime) **Behaviour** for **Learning**

- DOJO points

- Stickers
- Praise pads

Sanctions (during break or lunchtime)	**Behaviour** for **Learning**

The following examples describe the type of behaviour which may result in the child receiving a sanction from the member of staff during break or lunchtime:

- Failure to listen to lunchtime staff and following instructions.
- Speaking in a disrespectful manner to lunchtime staff (being rude or answering back).
- Inconsiderate play which upsets other children.
- Entering the school building without permission from a lunchtime supervisor.
- Any inappropriate physical contact with another child or adult.

Reasonable adjustments will always be considered before any decision to suspend or permanently exclude.

Sanction 1	Verbal warning
Sanction 2	Move the child to a different area of the playground / dinner hall. Inform Class teacher at the end of lunch.
Sanction 3	Report to the Class teacher at the end of lunch. Children to go onto the brambles-Child to miss 5 minutes of their break/lunchtime-recorded on My Concern and class teacher to inform parents/guardians.

Children are informed that they have the chance for a fresh start after each break or at the beginning of a new day.
If steps 1–4 need to be repeated within the same day or on consecutive days, the following sanction will be applied:

Sanction 4	▪ Children spend a proportion of their playtime / lunchtime with their class teacher. ▪ Executive Head/Deputy informed. ▪ The child's class teacher will inform their parents/guardians of the sanction. ▪ The child and the Sanction will be recorded on My Concern.

If steps 1-4 need to be repeated within a few days, the sanction will escalate to step 5.

Sanction 5	▪ Children spend 10 minutes of their playtime and or 30 minutes of their lunchtime under the supervision of a Senior Leader or the Executive Headteacher. ▪ The child's class teacher will contact parents/guardians to hold a meeting. This will be initially between the class teacher, Senior leader and parents/guardians. Then it will involve the child as well who will join the adults to discuss the planned way forward. ▪ The child and the sanction will be recorded on My Concern.

Serious incidents will be immediately referred to the Executive Headteacher, who will investigate and contact parents/guardians. These incidents will be recorded in My Concern and may include:

- Persistent disruption inside or outside of lessons
- Verbal or physical abuse against children or adults in school
- Inappropriate or dangerous behaviour

- Damage to property
- Theft
- Sexual misconduct
- Swearing or inappropriate language
- Drug or alcohol-related incidents
- Bringing dangerous or inappropriate items into school
- Dangerous misuse of school objects or equipment
- Racism or other prejudicial behaviour
- Use of inappropriate or homophobic language
- Bullying (including incidents outside of school that impact children in school)
- When bullying outside of school is reported to school staff and affects children while they are at school, it will be investigated and addressed according to the Behaviour and Anti-Bullying policies. This includes verbal, physical, and cyber-bullying or comments made on social media.

If steps 1 – 4 have to be applied repeatedly and sanction 5 is required again within two weeks, another meeting will be held between the class teacher, Senior Leader and parents/guardians. The outcome of this meeting will lead to one or more of the following outcomes:

Outcome 1	Outcome 2	Outcome 3
Individual Behaviour Plan	Referral to external agencies	Suspension

Outcomes 1, 2 and 3 are not independent of each other and can be used in conjunction with one another if necessary.

Individual Behaviour Plan

- This is a plan / contract belonging to the child. It will break down expectations and the rewards and sanctions might be different to those in the Behaviour Policy.
- The plan will identify the causes of the concern and what can be reasonably required by the child and will be written with the involvement of parents/guardians.
- The plan is shared with all members of staff and will set targets, explain triggers and provide ways of dealing with certain situations – including the best words to be used consistently. It is reviewed regularly.
- These plans will be used for children who have additional, diagnosed needs that mean it is not possible for them to independently manage their behaviour in the same way as children without these additional needs.
- These plans are also used in situations where changes / challenges in the child's home circumstances are temporarily affecting their ability to manage their behaviour consistently. In these cases, the plans will be time-bound. If there are specific issues beyond school that are starting to affect a child, we hope parents/guardians will feel comfortable enough to share this information with us. The schools can make referrals to provide external, specialist help for the child and their family in school or at home.
- The plan may also encompass a specific, time-specified, programme of support for nurture, positive play or social skills development. This would be delivered by one of the school's Teaching Assistants.

Referral to external agencies

- If the school and / or home feel that further advice is needed to support addressing the behaviour being displayed, then referrals can be made externally. (For example, to the GP, CAMHS, Educational Psychologist or Behaviour Support.)

- This will particularly be the case if there is uncertainty around the underlying cause for the behaviour.
- Whilst awaiting the outcome of a referral, the school will use an **Individual Behaviour Plan**.
- The school will also consider a **risk assessment** for children with challenging behaviour in order to minimise risk, protect children and staff and exercise the school's 'Duty of Care'.
- An **'Early Help Meeting'** involving parents/guardians and external support agencies will be initiated by the school if:
- A child has been identified as having specific physical, social or emotional needs that must be met beyond school in order to improve behaviour.
- A child has been identified as being at risk of exclusion.

Suspension

If, despite support and intervention, the child does not make attempts to alter the behaviour they have been displaying, it may be necessary for the child to receive a suspension. This is a temporary exclusion, and it is at the discretion of the Executive Headteacher to determine how long it is for, taking into consideration the context of the situation at the time.

It can also be issued by the Executive Headteacher for isolated incidents if they are of a serious nature.

Unacceptable behaviour which might lead to an exclusion includes:

- Physical assault against a child
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a child
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- A drug or alcohol related incident
- Sexual misconduct
- Damage
- Theft
- Persistent disruptive behaviour.

If suspension has to be used on a number of occasions, the child may be at risk of receiving a **Permanent Exclusion** from the school. Our schools take a very serious view of incidents of this type and the Executive Headteacher has the power to suspend them for a fixed period of time or permanently. Permanent exclusion is only used as a last resort:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy.
- If allowing the child to remain in school would seriously harm the education or welfare of the child or others in school.

'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'

Exclusion from maintained schools, academies and child referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. Department for Education September 2017

Procedure Following a Decision to Permanently Exclude

While a permanent exclusion is a very last resort, should one be necessary, the school will adhere strictly to the statutory guidance issued by the Department for Education. The formal procedure is as follows:

1. Formal Notification

The Headteacher will notify parents or carers in writing and without delay. This formal notification will include:

- The specific reason(s) for the permanent exclusion.
- The parents'/carers' right to make representations to the Governors and details of how to do so.
- The right to attend a review meeting with the Governors and to be accompanied by a friend or legal representative.
- The contact details for the person arranging this meeting.

2. Governors Panel Permanent Exclusion Review Meeting

The Governors have a statutory duty to review the Headteacher's decision.

- A meeting will be convened for this purpose within 15 school days of the exclusion.
- Evidence will be provided 5 days prior to the meeting.
- During the meeting, the Governors panel will consider all available evidence and listen to representations from the Headteacher, the parents/carers, and the pupil (where relevant).
- The pupil will be given a clear opportunity to present their account of the incident and have their voice heard. (if age appropriate)

3. The Final Decision

Following the review meeting, the Governors will decide to either uphold the permanent exclusion or direct the pupil's reinstatement.

- Parents/carers will be notified of the board's final decision and the reasons for it in writing and without delay.

MONITORING Sanctions **Behaviour** for **Learning**

'Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.'
Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion. Department for Education September 2017.

The Senior Leaders will monitor **My Concern** each half term to look for individual/group/whole class patterns of behaviour and plan preventative work to address any issues, for example: projects, intervention, whole school Worship themes, staff training etc.

THE AUTHORITY TO SEARCH AND CONFISCATE — **Behaviour** for **Learning**

Members of staff have a specific legal power to confiscate, retain or dispose of a child's property if deemed necessary.

All school staff can search a child or their belongings for any item if the child agrees. Staff also have the power to search without consent if they have reasonable grounds to suspect that a child may be in possession of prohibited items, including (this list is not exhaustive):

- Knives and weapons
- Alcohol
- Stolen items
- Illegal items
- Cigarettes, tobacco or e-cigarettes
- Fireworks
- Pornographic images
- Items which are reasonably suspected to cause offence, injury or damage

Members of staff can only undertake a search without child consent if they have reasonable grounds for suspecting that a child may have in his or her possession a prohibited item. Any member of staff who deems it necessary to search a child or their belongings must first speak to the Senior Leader or Executive Headteacher. There must be a witness (other staff member) present and where possible they should be the same sex as the child being searched.

PHYSICAL RESTRAINT — **Behaviour** for **Learning**

The Inclusion Leader and key members of staff are trained in the use of physical restraint. If a situation requires this response, then a child will be restrained by a member of staff to:

- Prevent a child from causing physical harm to another child
- Prevent a pupil from causing physical harm to an adult
- Stop a fight on the school premises
- Reduce risk of physical harm to themselves

All restraints are recorded on the **Staffordshire Physical Restraint form** and parents/guardians are contacted immediately. Copies of these forms can be found on the Safeguarding board in the Staff Room. Where a specific need has been identified for individual children, specialist training may be needed. The school will liaise with staff and parents/guardians to facilitate this.

ANTI-BULLYING — **Behaviour** for **Caring**

At The Mease Family we work together to:

- Ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- Create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- Ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- Inform children and parents / carers of the school's expectations and foster a productive partnership which helps to maintain a bullying-free environment.
- Outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an in-balance of power. It can happen face to face or online.
Anti-Bullying Alliance
Definition of bullying

Bullying, either verbal, physical or indirect will not be tolerated. **The nature of bullying can be**:

- **Physical** – such as hitting or physically intimidating someone or using inappropriate or unwanted physical contact towards someone.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Online** – using mobile phone messaging, email or other social media to write or say hurtful things about someone.
- **Visual / written** – such as gestures or graffiti.
- **Damage to personal property.**
- **Threat with a weapon**.
- **Theft or extortion.**

Bullying is **not**:

- A falling out of children who are usually friends.
- A one-off exchange of words
- An occasion when someone doesn't want to play.
- An argument during a game, about the game or an action connected to the game.

Bullying can be based on, for example:

- **Race** (racist bullying)
- **Religion** or **belief**
- **Culture** or **class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs or Disability** (SEND)
- **Appearance**
- **Health conditions**
- **Home** or **personal situations**
- **Another vulnerable group of people** (e.g., young carers)

Prejudice-based incidents
A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted in this way.

At The Mease Family it is everyone's responsibility to be vigilant to signs, be prepared to challenge and aim to prevent occurrences of bullying. However, if incidences do occur they will be dealt with quickly and effectively.

Childs If a child is being bullied in or out of school they are encouraged to:

- Not retaliate but to tell an adult that they trust at home or in school **or**
- Use their class 'worry box' to report what is happening **or**
- Call **Childline** to speak with an adult in confidence on **0800 1111**

Parents and Carers should be aware of potential signs of bullying such as their child looking or feeling distressed, lacking concentration, feigning illness or demonstrating any other unusual behaviour. If a parent or carer becomes aware that their child is being bullied they should:

- Encourage their child not to retaliate
- Support and encourage them to report the bullying to an adult that they trust in school **or**
- Report the bullying to the school themselves either in person or via telephone, Class Dojo or email.

Staff If a member of staff becomes aware of a child being bullied they must:

- Talk to the child. This will require patience and understanding. Remember – listen, believe, act
- Reassure the child(s) involved that they are safe
- Identify the child /children who has carried out the bullying and talk to them
- Identify and talk to witnesses if possible
- Inform the class teacher and Senior Leader if they don't already know so that parents / carers can be contacted
- Record the bullying on an incident reporting form (APPENDIX 1) and in the behaviour log (this includes even a 'casual' use of derogatory language)

Responding to bullying

With the child who is being bullied:

- Staff will offer follow-up support to the child in discussion with their parents / carers.

With the child who is bullying:

- The Sanction Steps will be implemented.
- Staff will pro-actively respond to the child who has been bullying as they may require support.
- A Response Plan with appropriate strategies will be devised through liaison between the class teacher, Senior Leader and the child's parents / carers.
- The Executive Headteacher will decide whether other authorities (such as police or the local authority) need to be contacted, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place in or out of school. Staff, children and parents / carers must be vigilant and aware that bullying can take place, for example;

- On the way to and from school
- Before or after school hours

- At weekends or during the holidays
- In the wider community

Cyber bullying via social media, messaging or email on mobile phones, iPads and computers impacts on a child's well-being beyond the school day.

MONITORING & PREVENTATIVE STRATEGIES — Behaviour for Caring

- Senior Leaders will monitor My Concern and analyse outcomes.
- The Executive Headteacher will report on bullying to the governing board through the termly Headteacher Reports. The key themes are linked to the areas which the Staffordshire Safeguarding team request in their yearly Section 157/175 audit (see below).
- Staff to use form https://forms.office.com/e/4Gp0TfWmna to report the number of incidents of Child-on Child Categories I.e., Physical, Racist, Sexist, Homophobic, Sexual violence, Sexual Harassment, Harmful Sexual Behaviour, Problematic Sexual Behaviours.
- Senior Leaders will liaise with the school's Personal Health Champion to plan how to address any common issues that arise around bullying across a class / schools as a whole and to partake in national **Anti-Bullying Week** every November and **Safer Internet Day** every February.
- Childs are involved in developing school-wide anti-bullying initiatives through consultation with School Council and Class Councils.
- Staff will use the curriculum, our PSHE overview, and Collective Worship to teach the children how to recognise different types of bullying, to have the confidence to respond and prevent bullying and explore inclusivity, dignity and respect for personal thoughts and opinions.
- Staff will evaluate the impact of initiatives such as Anti-Bullying Ambassadors, buddy systems, playground monitoring, intervention and positive play sessions.

Appendix 1

1. The Four steps to emotion coaching

Step One – Ensure the environment is safe, recognise the emotion, empathise and sooth to calm the individual.

Step Two - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, ", you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. Calm corner, calming strategies, kicking a football, having a cold drink, time with a member of the pastoral team/SLT) Then give praise for the use of regulation skills.

Step Three –Set limits on behaviour. Use correction or problem solving where appropriate e.g. "But it is not okay to kick the door like that. Let's think about what you could do instead next time that you are feeling angry." This will enable the child to learn from their experience.

Step Four - Problem solving with the child. When the child is emotionally regulated and ready to reflect, be **curious** about the possible reasons behind their emotion e.g. "I wonder if these angry feelings are because you're feeling left out. Show empathy and acceptance of the feelings e.g. "I get it. I would feel angry if I was feeling left out too." Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that 'the relationship is bigger than the act'.

Emotion Coaching Steps
Step 1
Recognise the child's feelings
Step 2
Label the feelings and validate them.
Step 3
Set limits on behaviour
Step 4
Problem solve with the child.
Emotion Coaching should be used 60% of the time.
It will not work in every situation.