



Behaviour Policy

Date reviewed/updated	April 2025
Next review date	April 2026
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Introduction

At Mersham Primary School, exemplary behaviour is at the heart of productive learning. We are all committed to fostering a safe, nurturing and inclusive learning environment that supports all children in our school. Our school values and rules are central in all we do and we encourage the children to foster these throughout their time at Mersham and beyond. We recognise that all behaviour has a consequence. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Aims

- To set high expectations of conduct and behaviour.
- To create a culture of good behaviour: for learning, for community, for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To develop an awareness that all actions, positive and negative, have a consequence.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect for all and empathy for others.
- To ingrain our rules of 'Be Safe, Be Ready, Be Respectful' in all our actions and interactions with children and staff.

Purpose of Policy

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self control
- Teach appropriate behaviour through positive interventions

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 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

Our School Values

At Mersham Primary School, we pride ourselves on our school values. All staff, pupils and stakeholders know these and aim to reflect them in all we do.

1. We have **high expectations** in all we do and will provide support, encouragement and challenge so that everyone has the opportunity to reach their full potential.
2. We learn together, **working collaboratively**, both with people within our school as well as in the community around us.
3. We regularly **reflect** on our learning and behaviour and seek to improve from what we have learnt.
4. We strive to be **independent** learners by using our initiative and taking responsibility for both our learning and our actions.
5. We believe in creating opportunities that **widen horizons** in order for all to flourish.
6. We take responsibility for our own **physical and mental health** and support others in doing the same.
7. We **respect** ourselves, others and our environment.

Our School Rules

At Mersham Primary School, we have three very simple, but important school rules. They encompass the high expectations of conduct that we expect and encourage from our staff and pupils.

1. BE SAFE
2. BE READY
3. BE RESPECTFUL

Roles and Responsibilities

SLT

- Review and approve this policy in conjunction with the governing board
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Ensure appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Be a visible presence around the site and especially at transitions
- Ensure that staff deal effectively with poor behaviour and support staff in managing pupils with the most complex behaviours
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly monitor and review policy and provision

All Staff

- Create a calm and safe environment for pupils
- Build strong, trusting relationships with pupils, understanding their individual backgrounds and needs
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly
- Challenge pupils to meet the school's expectations

Pupils

- Know and understand the school rules: Be Safe, Be Ready, Be Respectful
- Strive to meet the expectations for behaviour, set by the staff team
- Encourage others to make positive choices
- Recognise that all their behaviour choices have a consequence; both positive and undesired
- Know that there will be a consistent and fair approach to their behaviour
- Engage in reconciliation meetings, when required
- Apply the same high standards of behaviour when in school and when representing the school off-site (e.g. at sports events and school trips)

Governors

- To review the Behaviour Policy with the Headteacher
- To monitor the policies effectiveness
- To hold the Headteacher accountable for the implementation of policy

Visitors and Volunteers

- To uphold the school rules and values as outlined in the Volunteer Policy

Parents/Carers

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Discuss any behavioural concerns with the class teacher promptly
- Encourage their children to meet the school's expectations at all times

- Celebrate and share in their children's successes
- Inform the school of any changes in circumstances that may affect their child's behaviour or wellbeing in school
- Support the actions of the school e.g. attend restorative meetings when required
- Follow the correct procedures when raising concerns about behaviour in school; speaking with your child's class teacher in the first instance.

Behaviour Routines and Consequences

At Mersham, it is recognised that good behaviour needs to be modelled and taught. Every interaction is an intervention and serves to embed the conduct that we expect at our school. Having clearly defined habits and routines will help us to remain consistent, even on difficult days. Children feel safe and secure in classrooms that are predictable. This fosters a sense of inclusivity and belonging which builds trust and strengthens relationships. We use the PACE principles (originated by the work of Dan Hughes) in our interactions with pupils to try and understand what their behaviour is communicating.

P - Using a playful, light, warm spontaneous way of interacting with a child to form a safe connection.

A - Accepting and acknowledging the feelings underneath the child's young person's behaviour. This leads to trusting that you are not going to be shaming or critical

C - Voiced active interest in how the child is experiencing an emotionally charged event past or present "Will you help me understand...?" (The opposite of scolding, giving lectures, talking 'at' a child)

E - Empathy - felt sense of the other. Actively experienced by the practitioner and communicated in words to the child.

All staff show a commitment to the Behaviour Routines and strive to:

- Meet and greet each other at the door
- Refer to 'Ready, Respectful, Safe' in interactions with pupils
- Regulate, Reflect, Reset - each lesson can be seen as a new start
- Use a visible recognition mechanism throughout every lesson e.g. Track It points
- Provide a 'Nurture Nook' in all classrooms to allow children to reflect on their 'Zones of Regulation' when needed ([See Appendix 4](#)) A 'Nurture Nook' is a designated space in the classroom where children can go to regulate. This may include activities such as, mindful colouring, fidget toys, books etc.
- Celebrate staff and pupils whose efforts go above and beyond expectations
- Feedback positive behaviour to parents/carers
- Never ignore or walk past pupils who are making poor behaviour choices
- Be calm and recognise the importance of being an 'Emotionally Available Adult'
- Follow 'The Step Approach' (outlined later in the policy)
- Feedback significant behaviour incidents to parents/carers (phone call, face-to-face, email)
- Engage fully in reconciliation meetings and restorative conversations

Consequences for Positive Behaviour

We actively pursue and seek out positive behaviour in our classrooms and around the school. All classrooms have recognition boards to celebrate pupils who are reaching the high expectations of conduct set for each session. Recognition boards feed into our whole school 'Track It' system to log positive behaviour and these are collectively celebrated in our weekly celebration assembly. Headteacher awards are awarded weekly to those children who have displayed one or more of the school values and these children meet together in the Headteacher's Office for a drink and biscuit to further discuss their achievements from the week.

Consequences for Undesired Behaviour

Behaviour incidents, whether in school or whilst representing the school offsite, are recorded on Track It Lights, the schools behaviour monitoring system. Incidents of Red behaviour transfer to My Concern; our safeguarding tracking system.

Addressing Undesired Behaviour - The Step Approach

Gentle encouragement, a 'nudge' in the right direction, a small act of kindness or distraction to a more positive behaviour choice is always the first step in addressing any undesired behaviour and is a constant strategy used by all members of staff.

1. The Reminder

A direct reminder of the expectations for pupils to 'Be Ready, Be Respectful and Be Safe' is delivered privately (wherever possible) to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice/chance to do the right thing.

2. The Caution - AMBER on Track It Lights

A clear, verbal caution delivered privately (wherever possible) to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices. At this time, some children may be offered an intervention, such as a 'Brain Break' to allow them to regulate and return to make the right choice.

Adults will:

- State the behaviour that was observed and which rule/expectation/routine it contravenes
- Boundaries are reset
- Tell the pupil what the consequences of their action is
- Refer to previous good behaviour/learning as a model for the desired behaviour.
- Ask the pupil to reflect on their next step
- Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away, make a note, and follow up later
- Pupil is given a final opportunity to re-engage with the learning / follow instructions
- Children are reminded to, 'think carefully about your next steps.'

- Repair - If the pupil's behaviour improves, then a short 'repair' conversation takes place. The teacher/adult makes it clear that their positive changes have been seen and expectations are reaffirmed.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

3. Next Steps (if behaviour doesn't improve) - YELLOW on Track It Lights

If the step above is unsuccessful, further action may follow, which could include:

- Missed minutes of break time/lunchtime (at the teacher's discretion, taking into account the child's age and needs - not to exceed 10 minutes)
- Asked to complete work in another classroom
- Work sent home
- Conversation with a different adult (Nurture/SLT/different teacher)

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Behaviour expectations are repeated and reinforced. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

4. Next Steps (if behaviour doesn't improve) - RED on Track It Lights

(NB - instances of violent/aggressive behaviour, significant damage to property, behaviour that puts themselves or others in danger)

If the child's behaviour continues to need intervention and no improvements are made, then further additional action will be taken, which could include:

- Parents contacted
- Loss of break time/lunch time
- Loss of privileges
- Internal seclusion (in another class, with SLT, in Nurture room)
- Fixed term exclusion (See Suspension and Permanent Exclusion Policy)

5. Reconciliation

Reconciliation meetings at Mersham Primary School are a core part of repairing damage to trust between staff and pupils. Our reconciliation meetings are structured in 6 steps:

- *What's happened?*
- *What was each party thinking?*
- *Who feels harmed and why?*
- *What have each party thought since?*
- *What behaviours will each of us show next time?*
- *Reaffirm your commitment to building a trusting relationship.*

Staff at Mersham will take responsibility for leading reconciliation meetings, senior leaders will support when requested.

6. Formal Meeting

A formal meeting will be called between the school and parents/carers (and pupils if appropriate) where there is a cause for concern in relation to behaviour.

- Discuss behaviour to date
- Agree future action and consequences
- There may be an element of 'pay back' agreed at this meeting e.g. Pupils may be asked to positively contribute time back to school as part of the process of repairing any damage they have caused
- Parents will be expected to contribute financially to the cost of any damage to school property
- If appropriate, agree a review date

All of these matters will be recorded on My Concern.

7. Suspension

At Mersham Primary School we 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

See Suspension and Permanent Exclusion Policy for more information.

Children with Special Educational Needs and Disabilities (SEND)

Adaptations to this policy may be made to meet the needs of children with SEND.

Further Support

The school may seek additional support from other agencies, such as, The Emotional Well Being Team, Police, Early Help and Specialist Teaching and Learning Service to further support our pupils and families with managing behaviour.

Monitoring

This policy will be annually reviewed, or more frequently if needed, by the Headteacher and Governing body. The school will continually collect and monitor behaviour data and respond appropriately.

Supporting Policies

This policy should be read in conjunction with other supporting policies, including:

- Anti Bullying Policy
- Online Safety Policy
- Child Protection Policy
- Suspension and Permanent Exclusions Policy

Appendix 1 - Searching and Confiscation

All your staff have a duty to consider the best interests of pupils in your school. This is covered in paragraph 2 of [Keeping Children Safe in Education](#) (KCSIE). This includes both the pupil you're considering searching, and all the other pupils.

Pupils also have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the Human Rights Act 1998. Any 'interference' with this right by your school must be justified and proportionate.

This means that, when deciding whether to search a pupil, you should balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items, and
- The safeguarding needs, rights and wellbeing of the pupil suspected of possessing these items, including the potential:
 - Loss of privacy when clothes, bags or possessions are searched
 - Loss of a sense of security, if they feel they are being monitored and/or searched without reason
 - Impact on their dignity or reputation if they are searched or suspected of possessing prohibited items

When and who can conduct a search for banned items

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees

Banned items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including to the pupil) or damage to property
- Mobile phones (unless given to the school office during the school day)
- Chewing gum
- Jewellery (except items permitted by the school uniform policy)
- Any other item/toy from home not appropriate to a primary school setting

How a search will be carried out

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, and how and where the search will happen; and give them the opportunity to ask questions about it
- Always seek the pupil's co-operation
- Staff can search pupil's lockers and trays if the need arises.

If the pupil refuses to cooperate:

- We may sanction them in line with our behaviour policy
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder.

What we can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

Confiscated items will either be returned to an appropriate person, disposed of or given to the police if necessary. Please refer to the Child Protection Policy and Online Safety Policy for further guidance regarding examining electronic devices.

Parents/carers will be informed if their child has been searched or an item confiscated.

Appendix 2 - Use of Reasonable Force

Who can use reasonable force?

- All members of staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Schools do not require parental consent to use force on a student.

Examples include:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Staff Training

- Staff at Mersham Primary School receive regular training on de-escalation techniques and PROACT-SCIPr-UK training to ensure their awareness of appropriate techniques to physically intervene.

Telling parents when force has been used on their child

- All instances where physical intervention has been used will be recorded on My Concern and the parents/carers will be informed.

Appendix 3 - Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please also see the Child Protection Policy,

Appendix 4 - Zones of Regulation

(<https://zonesofregulation.com/how-it-works/>)

