

Mawsley Community Primary School



Behaviour and Discipline Policy

Policy Ownership	Headteacher
Statutory Requirement	Yes
Date reviewed by Headteacher	Term 1 2025-26
Formal Review	Term 1 2026-27

Mawsley C.P School – Behaviour, Discipline and Exclusions Policy

1. Aims and Expectations

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- We aim to ensure that every member of the school community feels valued and respected and that each person is treated fairly.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. It builds on upon the school's values of courage, determination, equality, excellence, friendship, inspiration and respect.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

3. Definitions and Approach

We praise and reward children for good behaviour in a variety of ways:

- Staff encourage and reward children with positive praise.
 - Staff give children learning points for good work and behaviour.
 - Excellent behaviour and demonstration of values, in and out of lessons, may result in a values sticker being awarded.
 - Each week a child from each class is awarded with the 'Learner of the Week' award.
 - Each week a child from each class is awarded with the "Behaviour Model of the Week" certificate.
 - Staff are nominated each week to award 'Spotlight Awards' to children where they have been spotted being a good role model.
 - Throughout the week children have the chance to receive a headteacher's gold award, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - Throughout the week children have the opportunity to earn a lunch raffle ticket, a draw takes place on a Friday where children are selected to eat at the golden table.
 - At the end of terms 1, 3 and 5 a child in each Phase 2, Phase 3 and Phase 4 class is awarded one of each of the seven values badges/wristbands. These reflect behaviours that have been epitomised by the child in the preceding term reflecting the selected value.
 - Willow Class, Holly, Hawthorn, Hazel and Hickory Class will focus on introducing the children to the school values and will recognize and award where deemed appropriate.
 - At the end of every year one child in each year group is awarded the 'Making a Difference' Award. This is awarded to a child whose behaviour has positively impacted the school and/or wider school community.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Where school teams have been entered for local competitions they are praised at phase assemblies. Certificates and/or awards are presented for out of school endeavours too, such as swimming, music, gymnastics or karate.
 - The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All classes in Phase 2, 3 and 4 follow a 1, 2, 3 system, which involves two warnings before a third warning results in having to take a period of time out of the nearest break time or end of the day reward time, in an age appropriate way (Appendix 1). There may be exceptional circumstances where a child requires a personalized approach to sanctioning, this will be documented on their personal information card and reviewed regularly.
 - In Willow and Hub, where behaviour needs improving/unacceptable behaviour is observed, staff will take an educational based approach immediately reflecting on the behaviour. This may be in the form of a time in with a member of staff to observe preferred behaviour. At lunchtime this approach will also be applied. Where behaviour is not corrected children may be asked to take time out in the Diamond room.
 - If a child's behaviour is of a significant level, for example a physical act towards a staff member or child, threatening behaviour, swearing or comments that are deemed offensive, a behaviour incident report will be completed (Appendix 2). Consequences that reflect the severity and context of the incident will be determined.
 - If during investigation a member of staff is concerned that an incident could be deemed as child on child abuse, as defined in our Safeguarding and Child Protection Policy and Child on Child Abuse Policy, the incident report will be referred to a Senior Leader and/or the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead for continued investigation and to determine appropriate action. All incident records are monitored by our Senior Leaders and Anti-bullying Lead.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, a first warning may be given and they may be asked to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to improve their work.
- If a child is disruptive in class, the teacher will give an appropriate warning. If a child misbehaves repeatedly, they will be asked to leave the classroom for an appropriate amount of time, until they are again ready to learn. This may mean a child going to work in a different classroom for a short time.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, that child will be removed from that activity.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the perpetrator will face appropriate consequences. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The class teacher discusses the school's expectations of behaviour with each class, ensuring all children have a clear, age appropriate understanding of our school rules; Be Ready, Be Respectful, Be Safe. In addition each class may develop their own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child knows the standard of behaviour that is expected in our school. If there are incidents of anti-social behaviour, the classteacher discusses these with the whole class at an appropriate time.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Teachers in our school do not react in a physical way to any pupils under any circumstances. Staff only intervene physically to prevent injury to a child or staff member, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines and have been modelled to staff through Team Teach training.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic image

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

What are the procedures for Reporting and Recording Bullying Incidents?

How to report bullying:

- Pupils – are actively taught to use the adults on their network hand to report any worries or concerns about any wellbeing issues to. They should report any concerns about bullying to an adult in school they feel safe with. They can communicate in any method which they feel safe and comfortable to do so including the following ways which pupils themselves suggested: face to face conversations, notes or messages written and left in an agreed place e.g. teacher's desk, email or telephone call from home (supported by parent if necessary) or any other method that ensures a school adult hears about the issue.
- Staff – are actively supported in general wellbeing by having a line manager with whom any concerns should be reported to. If the member of staff feels they cannot address their line manager about a bullying issue then they should seek support from the anti-bullying lead or a member of SLT.

If a member of staff is reporting an incident of bullying on behalf of a child they should first speak to/email the child's class teacher. **Class teacher must** be given any information on bullying (unless they are

considered to be carrying out the bullying) for any reports concerning children in their class. Class teacher will then report a brief description of the concerns via **email** and if they feel further detail is needed by speaking directly to the anti-bullying lead.

- Parents/carers – if parents/carers feel they are the target of bullying related to school they should report this via email to the anti-bullying lead or a member of SLT. They may prefer to book a telephone call to deal with the concerns which will be organised after first email contact.

If a parent wishes to report an incident of bullying on behalf of their child they should ask their child how they feel confident in discussing issues with a school adult and support the contact. This should be an initial email to class teacher as first point of contact (or the anti-bullying lead or member of SLT) who can then organise a 1:1 discussion via phone call/video call or face to face with an adult the child feels safe to talk to.

- Wider community – Any member of the wider community who wishes to report an issue related to bullying at Mawsley Primary School be it they are the target or they have witnessed something targeted at another child/adult they should email the anti-bullying lead or member of the SLT.

What happens after bullying is reported:

The following steps may be taken when dealing with all incidents of bullying reported to the school and all reports will be treated with sensitivity and confidentiality where possible:

- If bullying is suspected or reported, the incident will be dealt with as quickly as possible by the member of staff who has been approached or witnessed the concern.
- Any concern raised and deemed to be an issue of bullying as per guidance in this policy **must** be reported by email to the anti-bullying lead.
- The school will provide appropriate support for the target of the bullying – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Anti-bullying lead, deputy headteacher/headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure where required parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the anti-bullying lead in accordance with existing safeguarding procedures. This will include recording appropriate details regarding decisions and action taken.

For information please refer to the Mawsley School Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The Mawsley C.P School Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 3)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Mawsley C.P School Governing Board.
- › Giving due consideration to the school's statement of behaviour principles (appendix 3)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering 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
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 2 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › 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
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals. Pupil Induction procedures can be found in Appendix 5.

6. School behaviour curriculum

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. It builds upon the school's values of courage, determination, equality, excellence, friendship, inspiration and respect.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils are allowed mobile phones on site if they require them to walk to and from school.

- Phones should be handed to the class teacher or school office for safe keeping.
- Pupils may only turn their phones on once they have left the school site.
- Exceptions may be made if a child requires their phone for medical or personal reasons, parental communication would be required for this to be considered.

- Mobile phones brought into school are done so at the child's own risk.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day a fresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Positions of responsibility
- Learning points for good work and behaviour.
- A values sticker/Lunch raffle ticket
- Learner of the Week certificate
- Behaviour Role Model of the Week Certificate
- Gold award/Smelly sticker
- Values badge or wristband
- Making a Difference Award

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/DSL or a Deputy Designated Safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative

approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) or DDSL will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be suitably supervised for an agreed period of time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as :

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in a behaviour incident report.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. For further information please see the Mawsley C.P School Suspension and Permanent Exclusion Policy.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Reintegration measures may include:

- Reintegration meetings
- Daily contact with a nominated member of staff
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Appendix 4 outlines the schools' induction procedures for mid-year transfers.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by our PSHE Lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 3) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
 - Suspension and Exclusion Policy

- Physical restraint policy
- Acceptable Use policy
- Child on Child abuse policy
- Anti-Bullying policy
- School Uniform policy

Appendices

Appendix 1:

Warning System and Reward Time

Children who behave successfully will earn reward time at the end of the school day, from 15:00 – 15:10. This may consist of an additional playtime or teacher guided / teacher led activity, either inside or outside e.g. circle games etc.

Children will receive warnings for inappropriate behaviour. If the inappropriate behaviour continues and three warnings are given, the child will miss a period of time from either morning break if it occurred in the first period, lunch if within the second period or their reward time at the end of the day if within the afternoon period. The child will be sent to reflect on their behaviour and will complete a reflection sheet if in Phase 3 or 4, describing the nature of behaviour and how they understand this to be unacceptable within school. This will be sent home with the child, to be discussed with the parent and returned to the class teacher the following day. Parents of children in Phase 1 and 2 will be contacted by the class teacher if their child receives 3 warnings in the same day.

A child whose behaviour is such that they receive four warnings will be removed to another classroom to work independently. They will miss which ever break/reward occurs following the lesson removal and a reflection sheet will be completed and sent home. A child who is frequently removed to work in another classroom may be placed on a behaviour report card to improve their behaviour. A meeting or phone call with a parent will take place when a behaviour report card is going to be used.

Appendix 2



Child information						Incident information								
Name						Day	Mon	Tue	Wed	Thur	Fri	Report writer		
Year group						Date	Please complete.					Incident reported by	<u>u.c.</u> child, parent, lunch staff, friend	
Class						Time	Lesson	Break	Lunch	Reward	Out of school	Other	Others involved	<u>u.c.</u> another child/adult who was hit, witnessed, involved
						<u>u.c.</u> transition/assembly								
Other factor	PP	SEN	EAL	Male	Female	Location	Classroom	Playground	Hall	Home	Other	Please state:		
						<u>u.c.</u> toilets, park								

Incident details				
*Lead up to incident (if any)				*Description of incident
Type of incident	Intentional physical/violent act to child/adult	Threat of harm to child/adult	Intentional spitting at someone else	
	Intentionally swearing at someone else	Abscond from the premises	Sexual incident (intentional or unintentional)	
	Racial incident (intentional or unintentional)	LGBTQ incident (intentional or unintentional)	Intentional damage to property (school or personal)	
	Internal exclusion	Theft	Inappropriate use of ICT/Social media	
	Bullying behaviour	3 reflections within 1 week	Peer on Peer Abuse	
	Accusation of bullying	Other Please specify:		



Incident follow up						
*Consequence given	Time in with adult at break/reward time	Letter/picture to indicate apology	Notified (Please date)	Parent/Carer		Other (please state)
	Tidying class area/resources	Cleaning equipment		Email:	Email:	
	Create a poster promoting positive behaviour	Other: Please state		Face to face:	Face to face:	
				Telephone:	Telephone:	
*Education given (Please give brief description)						
*Additional follow up/check in (where necessary)	Date:	Adult:	Brief description:			
	Date:	Adult:	Brief description:			
	Date:	Adult:	Brief description:			
Incident noted by (please sign to verify)	Class teacher (must sign and date)			Any further actions required:		
	<u>PSHE</u> / Antbullying lead (must sign and date)			Safeguarding Team, SENCO, ONLINE Lead, SLT, MyConcern logged/created.		
				Circle if informed or actioned.		

*Please attach additional sheets if necessary.

Appendix 3 – Governor Written Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2016) requires the Governors to make and frequently review, a statement of general behaviour and discipline principles to guide the headteacher in determining measures to promote good behaviour, taking into account the needs of all pupils.

This statement has been produced to give guidance to the headteacher by stating the principles which governors expect to be followed. The Behaviour, Discipline and Exclusions policy helps to underpin the governors' duty of care to pupils and employees as well as promote high standards of attainment and teaching and learning. It can be found on the school's website and is available on request from the school office.

Behaviour Principles

At Mawsley Community Primary School we believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and happy environment. We value the strong relationships in our school that lead to mutual respect and encourage good behaviour. We have high expectations for all pupils, staff, parents, carers and stakeholders and we will actively promote equality in all areas such as race, gender, age, sexuality, disability or religion. We work to eliminate all forms of discrimination, harassment and bullying. The Mawsley School values of determination, inspiration, friendship, excellence, courage, equality and respect are at the heart of all we do as adults, children, parents, carers and stakeholders.

The Behaviour, Discipline and Exclusions Policy will be applied with fairness and consistency according to each individual situation. We work to emphasise good behaviour and celebrate children who are good role models of behaviour and learning through praise and rewards. However, when necessary, sanctions will be taken to enable pupils to reflect on and learn from their behaviour. We will always focus on positive behaviour and help children to learn from any mistakes.

We work with our parents and carers to get to know all our children and their individual circumstances. This relationship between home and school is given very high importance at Mawsley Primary School and helps to build a strong community. We have a duty of care to our pupils and this written statement and the policies that are associated with it such as behaviour, anti-bullying and exclusions, applies to all our pupils when in school, when travelling to and from school and when engaged in extra-curricular activities such as educational visits and residential trips.

Some pupils may experience particular difficulties with behaviour and the school will work to ensure these children receive behaviour support and guidance according to their specific individual needs. The school will balance the needs of the individual with those of the rest of the class or school

community and where a pupil's behaviour places others at risk, the safety of all pupils is paramount. As a result the governing board support the right to permanently exclude a child if it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of other children. In the same way, the school will utilise its ability to search and to use reasonable force in order to keep individuals from harm, or further harming themselves or others.

Safeguarding Information

Mawsley Community Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Safeguarding is at the core of everything we do at MCP and is everyone's responsibility.

Activities and experiences are planned with regard to safeguarding procedures for all of our children. The health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which children can grow and flourish. At Mawsley Community Primary School a wide range of measures are put in place to achieve this outcome (see Safeguarding Policy).

Appendix 4 – Induction Procedures



Mawsley C.P School Induction for New Pupil to School

New pupils may arrive at our school at any time of the year, and we need we support the pupil and family right from the start.

Induction document to added to Teams file, it is the responsibility of the class teacher to ensure all aspects of induction are undertaken, staff involved in induction should update document as they complete tasks. When all induction tasks have been completed the class teacher should email the Headteacher, once it has been checked, office team to be informed and a copy to be printed and added to pupil file.

Pupil	
Year Group	
Class	
Class teacher	

Member of staff responsible	Action	Date completed	Initials
HT/DHT/AHT	Before start – Tour		
Office	Before start – Relevant paperwork provided to parent/carer (data sheet, photo permission, Dolce, school Uniform policy, attendance policy, school brochure)		
Office	Before start -Inform HT, DHT, AHT, Anti-bullying lead, Lunch Lead, HLTAs and Classteacher of start date of new pupil		
Office	Allocate child into a school team (inform Classteacher of team)		
Class teacher	Before start – Inform class that a new child is joining and share their name – discuss how to help them to settle		
Class teacher	Before Start – Ensure new pupil has a peg, a tray(if your class allocates trays), pack and a set of books etch which are labelled		

Class teacher	Day 1 – Nominate a class buddy to provide the new pupil with a tour of the school, they should ensure the child knows where to go at break and lunch		
Office	Request safeguarding records from previous school		
Office	During first week – Phone call to parent to check they have managed to access all necessary school systems		
Class teacher	During first week – Regularly check in with new pupil		
	<p>During first week –</p> <p>Complete AR Star Reader quiz (if year 3 or above)</p> <p>Phonics assessment (if year 2 or below or if there are initial concerns)</p> <p>Times tables Rock Star Assessment (if year 3 or above)</p> <p><i>All other assessments to be completed with rest of cohort online with school assessment times</i></p>		
Class teacher (MH to timetable cover)	During first week – Pupil conference (listen to pupil read, look at books where work has been completed so far – discuss what helped them at previous school, discuss expectations at Mawsley)		
Class teacher	End of first week – Email/Phone call to parent to share how pupil has settled		
Anti-bullying Lead	During the second week – Pupil conference – check in on friendships, playtime/lunchtime, share how to raise concerns, online safety)		
HT/DHT/AHT	End of first complete term – chat with pupil about their first term, child to bring books to look through		