



# Madresfield C.E. Primary School



# Behaviour Policy

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Policy Owner: Headteacher

# Our Vision

## Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by *Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"*.

As a school we aim to:

**Ignite:** to cultivate a love for learning and awe and respect for God's world.

**Illuminate:** to trust in God to guide us and develop our wisdom and compassion as we journey through school.

**Inspire:** to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

**Be kind-** being kind to others.

**Be ready-** being ready to learn.

**Be respectful-** being respectful to all.

**Be safe-** being safe around school.

### Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

*This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.*

## **1. Positive Relationships**

Proactively making positive relationships is central to our approach to behaviour and spiritual flourishing. When positive relationships are formed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships. In turn, this create a caring community that is supportive, accountable and respectful and ensures that every individual is responsible for their own behaviour.

At Madresfield we aim for every member of the school community to feel valued and respected and to be treated well and fairly. We are a caring school community, and our Behaviour Policy is therefore designed to support the way members of the school can work and play together through respectful relationships. It promotes positive behaviour between peers and aims to promote an environment where everyone feels happy, safe and secure.

Madresfield has a positive and inclusive approach to managing behaviour. We will treat all children fairly and apply this in a consistent way. We believe strongly in the importance of promoting and praising good behaviour. All staff will clearly state how they want the children to behave rather than issuing negative statements. If necessary, children will be discreetly given clear warnings and reminded that they are responsible for their own choices and actions.

At Madresfield CE Primary School positive relationships are prioritised by;

- Daily Check ins,
- Use of Emotional Zones of Regulation
- Daily welcome
- Emotionally available adults
- Circles with adults and children
- Open door policy
- Reflective areas in classes and around the school environment, including the sensory room and courtyard.
- Worry Monsters

The Restorative Approach is based upon knowing the effect that a pupils behaviour has on others, this provides opportunities for both children and adults to consider how incidents and issues are approached. It gives everyone the opportunity to think about the impact of the behaviours and what needs to happen to restore relationships across the school community.

Through our relational approach we find positive ways of repairing the harm caused, rather than focussing on punishing and shaming individuals. Children and adults are encouraged to reflect, restore and repair together.

## **2. Positive Language**

Positive Language is used to notice the positive behaviours around the school:

- Use of do rather than don't e.g. please walk in the corridor rather than 'don't run'.
- Use of effective statements- 'when you... I feel...' both positive and negative

## **3. Consequences**

All behaviours have consequences. We see behaviours as a form of communication. We work through high support and high challenge. Behaviour incidents are dealt with in a fair, consistent and respectful manner. There is a key focus on ensuring that individual's take responsibility for their behaviour, repair and restore and rebuild any relationships. To restore relationships, conversations happen at a time when all are regulated and ready.

These are not consecutive steps but are used depending on the behaviours that are seen.

- **A Positive Distraction**

Adults will take children to one side and ask them a question or a job to do. Reminder given to make good choices and help them regain focus.

- **An Informal Reminder**

Adults will give a reminder of the school values. Adults may instigate a conversation about what has happened and ask them to make a good choice.

- **Reflection and Repair Time**

This adult instigated intervention reminds children of our expectations as a school and informs the child of the consequences of their actions - to have a conversation with their teacher at the next opportunity. Children will need to reflect on their actions, repair relationships and move on positively. Parents will be informed of the incident by the class teacher or teaching assistant.

- **Serious or repeated unsafe behaviours**

Repair time is important but needs to be well planned. Behaviour that has not improved will need a conversation with parents, class teacher, Headteacher and the child. Support may be required from external agencies and the child may need to be reviewed in line with our SEND policy.

- **Exclusion and Suspension**

In exceptional circumstances where there is a continuation of poor behaviour or lack of cooperation in improvement, school may internally exclude or suspend the pupil. Exclusions can be short term or permanent.

### *Fixed Term and Permanent Exclusions*

Only the Headteacher can exclude a child from school. They may exclude a child for one or more fixed periods, up to 45 days in any one school year. A fixed period exclusion means that the child will not be allowed to go to school for lunchtime periods or a number of school days. The parents/carers will normally receive a telephone call followed by a letter telling them about the exclusion. The letter will say when the child can go back to school. The return to school will normally be preceded by a Reintegration Meeting with the Headteacher.

The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert a fixed-term exclusion to a permanent exclusion if necessary and if the circumstances warrant this.

A decision to exclude a child permanently should only be taken

- in response to a serious breach or persistent breaches of the Behaviour Policy; and
- where allowing the child to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

If the Headteacher excludes a child they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Local Academy Board (governing body).

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

While a child is excluded, he/she may not go to school or into the school grounds. Schools and school grounds are private places. Anyone entering without authority, which might include excluded pupils, is trespassing and will be asked to leave. The school will set work but it is up to parents/carers to make sure that the work is collected and returned, when completed, for marking.

Parents/Carers are responsible for the child while they are excluded. An exclusion takes effect as soon as the school has made the decision to exclude.

This information and more can be found in our exclusion policy.

#### **The Restorative Conversation:**

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What needs to be done now to make things right?
5. How can we do things differently in the future?

#### 4. General Expectations

##### **School Environment**

Our expectation is that all classrooms will be tidy and well organised as this has a positive impact on attitudes and behaviour. All of us should be proud of our school. It is the responsibility of the adults and the children alike to maintain our school by looking after resources and displays. Children are expected to always walk quietly around the building, showing respect to others. Children and adults should be keen to hold doors open for others to show politeness and consideration.

##### **Lunch Time**

All children should feel safe outside. They should know who the trusted adults are and be kind and considerate to others on the playground. All pupils should show manners as a mark of respect. At the end of lunchtime children should line up on the playground in their class lines quietly, ready to start the afternoon's learning.

##### **School Trips**

Expectations for behaviour on school visits and out of school activities remain as the Headteacher's for in school. At all stages of planning for an off-site visit, should a child's behaviour whilst at school be un-safe then a risk assessment will be carried out.

#### 5. Reasonable adjustments and adaptations

At Madresfield we are aware of our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We recognise all pupils are unique and therefore we are flexible in the way we build relationships and address behaviours. We adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

#### 6. Sanctions

Good behaviour is always the expectation and is rewarded in a variety of ways. However, we believe that children should understand that poor behaviour choices will result in a sanction. If poor behaviour is exhibited, we follow the procedure outlined below:

Overview of possible behaviours	Behaviours	Actions
A Positive Distraction	<ul style="list-style-type: none"><li>• Low level disruption</li><li>• Boisterous behaviour (playground)</li><li>• Uncooperative actions</li><li>• Not getting on with task in hand</li><li>• Using avoidance tactics</li><li>• Disrupting others</li></ul>	<ul style="list-style-type: none"><li>• Preventative actions - de-escalation (removing the object)</li><li>• Calming time within class / Distraction job</li><li>• State the facts/ Affective statements (I like it when you listen to me because it shows me that you are ready to learn)</li><li>• Make the child aware of their previous positive choices</li></ul>
An informal reminder	<ul style="list-style-type: none"><li>• Repeatedly disrupting others</li><li>• Inappropriate discussions and statements</li><li>• Inappropriate language</li></ul>	<ul style="list-style-type: none"><li>• Reminder expectations.</li><li>• Remind the child of previous positive choices</li><li>• Individual working space</li><li>• Informal discussion to support child</li></ul>

	<ul style="list-style-type: none"> <li>• Poor choices</li> <li>• Hurt someone (carelessness)</li> <li>• Lack of respect for people or property</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• No choice-choice! (you can work in a group or work on your own- expectation is that the work will be completed)</li> <li>• Short teacher led restorative conversation</li> </ul>
Reflection and repair time	<ul style="list-style-type: none"> <li>• Teasing</li> <li>• Swearing/verbal abuse of another</li> <li>• Physical assault (kicked/hit/bit as part of incident)</li> <li>• Refusal to accept prior guidance</li> <li>• Continual disruption over a period of time</li> <li>• Vandalism</li> <li>• Refusal to work</li> <li>• Spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Remind children of behaviour expectations</li> <li>• Discussion with parents or carers</li> <li>• Reflect on their actions (mind map, letter, picture, feelings work) during reflection at lunch.</li> <li>• If at play time the child will be sent in to talk to a member of staff</li> <li>• Longer restorative conversation with teacher or Key Stage Lead</li> <li>• Relationship repair time</li> <li>• Review of in school support</li> </ul>
Serious or repeated behaviours	<ul style="list-style-type: none"> <li>• On-going of the above behaviours or extreme example of above behaviours</li> <li>• Physical assault (kicked/hit/bit without provocation)</li> <li>• Bullying</li> <li>• Stealing</li> <li>• Repeated defiant behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Formal conversation with child and parents to redirect undesirable behaviours</li> <li>• Headteacher support</li> <li>• Reflection time away from their class</li> <li>• Management of unstructured times</li> <li>• Explore external agency support</li> <li>• Review of in school support, possible introduction of PSP.</li> </ul>
Exclusion	<ul style="list-style-type: none"> <li>• Racism</li> <li>• Homophobia</li> <li>• Specific behaviours related to an ongoing issue</li> <li>• Physical assault – member of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-agency meetings</li> <li>• Exclusion (see separate policy)</li> </ul>

## 7. Positive Handling

All staff in schools are authorised to use physical intervention in certain circumstances to keep children safe. Any physical intervention force used should be the minimum needed to achieve the desired result. There are 4 broad categories where reasonable force may be used:

- In self-defence, where risk of injury is imminent
- Where pupils may injure themselves, another pupil or adult
- Where there is a developing risk of injury or significant damage to property
- Where good order and discipline are compromised.

## 8. Pastoral Support Plan

Following repeated disruptive behaviour, parents will be contacted and expected to work in partnership with the school. The child may receive a Pastoral Support Plan which will be discussed

and written with parents at a mutually convenient time. These plans will be reviewed regularly. At this stage, school may also seek support from other agencies within Children's Services.

**This behaviour policy is linked to the following policies:**

- Anti-bullying
- Child Protection and Safeguarding
- Child on Child
- Positive Handling
- Touch Policy
- Home-School Partnership Agreement
- Social Media
- Online Safety
- Exclusions