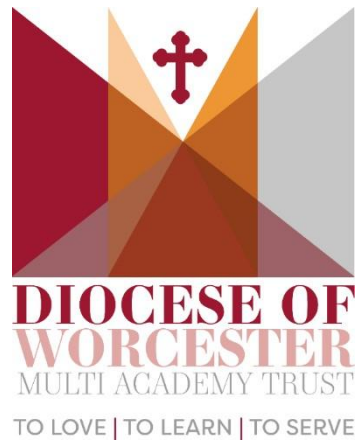




Madresfield C.E. Primary School



Behaviour Policy

LAB Approval: July 2026

Date of last review: December 2025

Date of next review: July 2027

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. Aims

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
- 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
- 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 and 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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

3.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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

3.3 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
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

3.4 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

3.5 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

4. 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 creates 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.

5. 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

6. 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?

7. 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 the same as they would be 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.

8. 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.

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.

9. 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	• Low level disruption • Boisterous behaviour (playground) • Uncooperative actions • Not getting on with task in hand • Using avoidance tactics • Disrupting others	• Preventative actions - de-escalation (removing the object) • Calming time within class / Distraction job • State the facts/ Affective statements (I like it when you listen to me because it shows me that you are ready to learn) • Make the child aware of their previous positive choices
An informal reminder	• Repeatedly disrupting others • Inappropriate discussions and statements • Inappropriate language • Poor choices • Hurt someone (carelessness) • Lack of respect for people or property	• Reminder expectations. • Remind the child of previous positive choices • Individual working space • Informal discussion to support child • Reminder of expectations • No choice-choice! (you can work in a group or work on your own- expectation is that the work will be completed) • Short teacher led restorative conversation
Reflection and repair time	• Teasing • Swearing/verbal abuse of another • Physical assault (kicked/hit/bit as part of incident) • Refusal to accept prior guidance • Continual disruption over a period of time • Vandalism • Refusal to work • Spitting	• Time out • Remind children of behaviour expectations • Discussion with parents or carers • Reflect on their actions (mind map, letter, picture, feelings work) during reflection at lunch. • If at play time the child will be sent in to talk to a member of staff • Longer restorative conversation with teacher or Key Stage Lead • Relationship repair time • Review of in school support
Serious or repeated behaviours	• On-going of the above behaviours or extreme example of above behaviours • Physical assault (kicked/hit/bit without provocation) • Bullying • Stealing • Repeated defiant behaviours	• Formal conversation with child and parents to redirect undesirable behaviours • Headteacher support • Reflection time away from their class • Management of unstructured times • Explore external agency support • Review of in school support, possible introduction of PSP.
Exclusion	• Racism • Homophobia	• Multi-agency meetings • Exclusion (see separate policy)

	• Specific behaviours related to an ongoing issue • Physical assault – member of staff	
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10. Restrictive interventions, including reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

10.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information.

10.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

11. Searching, screening and confiscation

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

11.1 Confiscation

Any prohibited items found in a pupil's possession as a result of a search or handed in by a pupil will be confiscated. These items will not be returned to the pupil. They will be taken directly to the school office for safe storage and should not remain in a location accessible to pupils.

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/carers, if appropriate.

11.2 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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. Items are defined as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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)

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, to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 11.2, 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, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or 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 11.2
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 11.2), including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents/carers will always be informed of any search for a prohibited item (listed in section 11.2).

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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.3 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.

12. 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