

MILDMAY PRIMARY  
SCHOOL

# Behaviour Policy

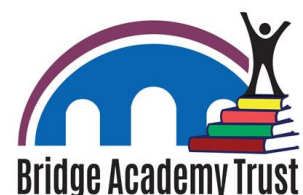
(September 2026)



Headteacher:  
*Mr D Mulholland*

Chair of Local Governing Committee:  
*Mrs E Toms*

CEO of Bridge Academy Trust:  
*Mr M Farmer*



Date of Policy: 01.10.2026

Date for Review: 30.09.2027

Ratified by the LGC on: 30.09.2026

*This policy was discussed and written by Bridge Academy Trust and members of the Senior Leadership Team of Mildmay Primary School, to be ratified by the Local Governing Committee and published for reference and application between the dates recorded above.*

#### Rationale:

Schools need to manage behaviour well to provide a calm, safe and supportive environment in which children and young people want to attend and where they can learn and thrive.

At Bridge Academy Trust, we know that being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Where pupils do exhibit anti-social behaviours, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We understand that schools will apply the principle of flexible consistency in the management of behaviour.

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## 1. Definitions:

### **Anti-social behaviour:**

*Behaviour which is to the detriment of others and may cause harm to individuals, the community of the environment.*

### **Unsocial behaviour:**

*Behaviour that is not social but not to the detriment of others.*

### **Pro-social behaviour:**

*A behaviour which is positive, helpful, promotes social acceptance and benefits others.*

### **Bullying:**

*The repeated or persistent actions taken by one or more children, exercising an imbalance of power, with the deliberate intent to harm another child, either physically or emotionally.*

### **Off-site Direction:**

*The temporary stay by a pupil at another educational setting.*

## 2. Aims & Values

The purpose of this policy is to provide all stakeholders with a clear understanding of behaviours and processes at Mildmay Primary School.

We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our objective is to promote good behaviour, rather than merely deter (or react to) anti-social, or unsocial behaviour. The school praises pro-social behaviour, as it believes that this will develop an ethos of kindness and cooperation.

## 3. Expectations

### *Pupils*

- To follow the pupils' Code of Behaviour (Simple Six), in particular behaving in a manner in which they treat each individual and the school with respect.
- To do their best and behave in a manner that allows every member of the class to learn free from disruption (see the Home-School Agreement).
- To not involve themselves in any violent or threatening behaviour towards other members of the school community (see separate Anti-Bullying Policy).
- To behave in an appropriate manner whilst representing the school outside of the school environment.

### *Staff*

- To treat pupils with dignity, building relationships rooted in mutual respect.
- To promote positive behaviour from pupils by applying the expectations of the school regarding behaviour in a fair and consistent manner.
- To liaise with parents where necessary, to discuss their child's behaviour.

### *Parents/Carers*

- To ensure that pupils are appropriately dressed and equipped for the school day.
- To engage with their children around the expectations that the school has regarding behaviour, to ensure that children understand what is expected from them.
- To support the school in its management of behaviour and if necessary, any sanctions.
- To inform the school of any personal factors that may result in changes to their child's behaviour.
- To attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

### *Governors*

- To support the school and parents in understanding and implementing this policy, resolving any queries or challenges.
- To maintain a Pupil Disciplinary Committee and a Pupil Disciplinary Appeals Committee as per the requirements of this policy.
- To review this policy annually, ensuring it meets the expectations of the Local Governing Committee as contained in the Statement of Behaviour Principles.
- To ensure this policy is made available to parents upon request.

## **4. Promoting Positive Behaviour:**

All school staff promote the same standard and consistent expectations for pro-social behaviour throughout the school. To support positive aspirations, the school has a code of expectation, the Simple 6, which is displayed prominently throughout the school.

The Mildmay Primary School 'Simple 6' states that as members of one school community:

- We are KIND
- We are RESPONSIBLE
- We are RESPECTFUL
- We are READY
- We are SAFE
- We CARE

All school staff endeavour to couch conversations about pupil behaviour in these terms and are instructed to allow opportunity for correction and a 'second' chance to resolve a situation before resorting to a higher-level sanction.

Class Teachers, and all school staff, discuss the school expectations with their pupils and these are reinforced regularly through school assemblies. In this way, every child in the school knows the standard of pro-social behaviour that we aspire to in our school.

Mildmay Primary School understands that positive reinforcement of the attitudes and behaviours we wish to see is an important part of establishing a culture of positive learning behaviours; however, all children are taught that good behavior is expected and the underlying principle of this policy is to build the children's intrinsic motivation to behave appropriately for the circumstances. Therefore, we praise and reward children for good behaviour in a variety of ways:

- All staff congratulate children and use verbal praise whenever they observe children making good choices or demonstrating positive learning behaviours.
- All staff give children house points for exhibiting positive learning and pro-social behaviours above and beyond expectation.
- Each week, children from each class are rewarded with certificates for being the 'Rising Star' and/or 'Super Citizen' based on their positive attitude to learning and/or their respectful, compassionate and supporting behaviours towards one another.
- Children receive recognition for their positive behaviours as part of a fortnightly 'Roll of Honour' in the school newsletter.
- Staff distribute well done merits to children (particularly in the upper school), either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Out of school achievements are celebrated in assemblies each week and recorded in the newsletter.
- Other opportunities to acknowledge and reward achievements and endeavour (eg. Headteacher Awards, certificates, website record, photo galleries and notifications to parents) are exploited as appropriate to the circumstances in each individual case.

## 5. Pupils Code of Behaviour



MILDMAY PRIMARY SCHOOL



We are **KIND**,



We are **RESPECTFUL**,



We are **RESPONSIBLE**,



We are **SAFE**,



We are **READY**,



We **CARE!**

### *Prevention of Bullying and Discriminatory Behaviour*

The school will not tolerate any form of bullying or discriminatory behaviour. We ensure that any incident deemed to be bullying is addressed by staff. Incidents will incur similar sanctions to other forms of discrimination/discriminatory language and may lead to exclusion. Please see the Anti-Bullying Policy for further information.

### *Personal Items in School*

The school strongly advises that devices, valuable items and substantial sums of money should only be brought in when considered to be essential. Parents and pupils should understand that this is entirely at their own risk as the school accepts no responsibility for loss, theft or damage of any device brought into school. Such items may be confiscated.

### *Social Media*

To protect the privacy of pupils and staff, pupils may not under any circumstances create digital video recordings or take photographs of school community members either at school or whilst attending school activities outside of the school premises for online publication or distribution without prior permission.

Pupils may not use social media sites to publish unpleasant derogatory or harassing remarks about the school or members of its community.

To safeguard our children, pupils must not under any circumstances post photographs or videos of themselves or other pupils to websites or other forms of online social media acting unlawfully, unethically, or inappropriately. This applies whilst at school or when representing the school.

Any action by a pupil on a social media or online platform that causes either reputational or personal damage to a member of the school community may result in exclusion.

### *Substance Misuse*

The school will not tolerate substance misuse of any sort on school property or during off-site school activities. All of these rules also apply when travelling to and from school. It is recognised that for primary school-aged children, any incidents relating to substance misuse is likely to be a child protection concern.

Pupils believed to be in breach of the policy may be searched and any items found may be confiscated and the pupil sanctioned. This may lead to exclusion.

- **Prescription & Non-Prescription Drugs:** The school must be informed of any necessary medications and will make the decision on how and where medications will be held. No medications (prescription or non-prescription) should be brought to school, or kept in a child's possession, without the knowledge and consent of the school. Pupils may be permanently excluded if they are found to be involved in drug-related incidents, including psycho-active substances that are not controlled under the Misuse of Drugs Act 1971.
- **Alcohol:** Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.
- **Smoking (inc. E-cigarettes & Vaping):** Our school is an entirely smoke-free environment. Smoking is not permitted on our grounds. This policy applies to staff, all pupils, parents, visitors and contractors when they are on the school site. This policy includes times when pupils are representing the school.

## **6. Uniform & Presentation**

We encourage the wearing of school uniform, and it is hoped that all parents choosing to send their child to the school or nursery support this policy. In the interest of gender equality all items and variations in uniform can be adopted by any child should they wish to wear them.

Readiness to learn and pride in the school are important factors in the development of pro-social behaviours at school. The wearing of uniform promotes positivity and belonging.

Full details of our uniform guidance and regulations can be found in the school prospectus and on the school website.

## **7. Restrictive Intervention**

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE 'Restrictive interventions, including the use of reasonable force, in schools (published December 2025, effective 1 April 2026). The actions that we take are in line with government guidelines on the restraint of children.

Our approach prioritises **prevention, early support and de-escalation** to minimise the need for any restrictive intervention. When a restrictive intervention (including reasonable force or seclusion) is necessary to keep pupils and others **safe**, staff will act in a way that is **lawful, necessary**,

**proportionate and time limited**, never as a punishment. We will always consider the needs of pupils with SEND or other vulnerabilities when planning or using restrictive interventions.

Where restrictive intervention has been identified as necessary in the regular support for a child, this will be identified in their individual plans and documents. These plans will be regularly reviewed.

- **Seclusion:** Seclusion may be used only as a safety measure, under supervision, and for the shortest time necessary—never as a disciplinary response.
- **Recording & Reporting:** We record every significant incident involving the use of force or seclusion and report it to parents/carers as soon as practicable, in line with DfE requirements.
- **Training & safe practice:** Staff who may need to use restrictive interventions receive appropriate training, they follow safe techniques that avoid any risk to breathing or circulation.

Full details of the processes and expectations relating to physical intervention can be seen in the 'Physical Intervention & Intimate Care Policy' available on the school website.

## 8. School Response to Anti-Social Behaviours

Staff will use the school's 'Promoting Positive Behaviours' guidance to support behaviour for learning, utilising the 3-stage approach outlined in Appendix A.

Higher level anti-social behaviours (including persistent, dangerous and/or malicious activities) are reported to senior staff via an incident report form (Using CPOMS software). Investigation of the details of the incident is undertaken by the member of senior staff or delegated other. Where the details of the poor behaviour are found to be accurate, appropriate higher-level responses will be implemented and the action taken will be recorded against the reported incident (also using CPOMS)

Where an incident has a bullying, racist or other discriminatory context, the recording mechanism will classify the incident as such and also require appropriate attention.

A list of some behaviours that would be considered lower and higher-level behaviour incidents. Can be viewed in Appendix D

The safety of all children is of paramount importance in all situations.

### *Suspension*

The need to suspend any pupil will, under normal circumstances, be relatively infrequent and, in the case of permanent exclusion, rare. The school believes that exclusion is not an appropriate response to minor incidents. For examples of behaviours warranting suspension/exclusion please see Appendix C.

The school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach, there has to be flexibility built into the system to reflect individual circumstances. A decision to suspend a pupil for a fixed period should be taken on balance, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

When the school identifies that a pupil is at risk of permanent exclusion following a number of suspensions for serious breaches of the behaviour policy, the school may look to seek involvement from external agencies and support. Supportive plans will also be discussed which may include placing the pupil onto a formal Consistent Support Plan.

### *Exclusion*

If all available strategies have been exhausted, then the school may consider a permanent exclusion. We understand that the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Senior Leaders may inform the police where a criminal offence may have taken place. They should also consider making a multi-agency referral.

In cases such as these, the needs of the school community as a whole are paramount. In making the decision to permanently exclude for a 'one-off' offence the school will make reference to the pupil's previous conduct, but this will not be paramount when making the decision. Parents must accept that there are some serious breaches (examples listed in Appendix 3) where the school has to permanently exclude a child even if this is the first time they have been excluded from school. In these cases, the needs of the school community take precedence over the needs of the individual. In cases such as this there is an understanding that the school will be limited in the mechanisms it can use to support pupils such is the serious nature of the breach of school discipline.

### *Behaviour outside of school*

Where students are involved in serious misbehaviour outside of the school day this will usually be considered a matter for parents and carers. In exceptional circumstances, the senior leadership may consider disciplinary measures. This is likely to be in circumstances when the student is:

- Is taking part in activity organised by the school.
- Is travelling to and from school.
- Is wearing school uniform within a reasonable time both before and after the end of the school day.
- Poses a serious threat to another student or member of staff (this would primarily be in conjunction with external agencies)

## **9. Monitoring and Review**

The Headteacher monitors the effectiveness of this policy and the records of behaviour incidents on a regular basis and reports to the Local Governing Committee (LGC) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Records of behaviour reviewed include:

- School Behaviour Log (via CPOMS) for records of recordable incidents (and resolutions/outcomes) that are reported to senior staff via an electronic incident form. These records are used to inform the governing body of the behaviour picture across the school.
- Discrete electronic logs (via CPOMS) of bullying, racist, homophobic and other discriminatory incidents are kept and used to inform governors of the behaviour picture across the school.

- Central records relating to any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the local governing committee to monitor the rates of exclusion (FTE and Permanent) and to ensure that the school policy is administered fairly and consistently.

The local governing committee pays particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background. They also pay specific attention to rates/incidents of bullying and discriminatory activity, requesting data/feedback on such incidents from the Headteacher.

The LGC reviews this policy at least every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## 10. GDPR (General Data Protection Regulation)

Mildmay Primary School needs to hold personal information about your child on our computer system and in paper records to help us with their educational needs.

School staff have access to your child's records to enable them to do their jobs. From time to time information may be shared with others involved in your child's care, if it is necessary. Anyone with access to your child's records is properly trained in confidentiality issues and is governed by a legal duty to keep their details secure, accurate and up to date.

All information about your child is held securely and appropriate safeguards are in place to prevent accidental loss.

In some circumstances we may be required by law to release your child's details to statutory or other official bodies, for example if a court order is presented, or in the case of public educational issues. In other circumstances you may be required to give written consent before information is released – such as the educational reports for insurance, solicitors etc.

To ensure your child's privacy, we will not disclose information over the telephone or fax unless we are sure that we are talking to you - the parent/carer.

Information will not be disclosed to family and friends unless we have prior written consent.

## 11. Related Policies & Documents

This policy should be read in conjunction with the following documents from Mildmay Primary School (MPS) and/or Bridge Academy Trust (BAT):

- Anti-Bullying Policy (MPS)
- Child Protection Policy (BAT)
- Complaints Policy (BAT)
- Home/School Agreement (MPS)
- Uniform Guidance & Regulations (MPS)
- Physical Intervention & Intimate Care Policy (MPS)

All Mildmay Primary School and Bridge Academy Trust Policies can be accessed via the following websites: [www.mildmayprimary.org](http://www.mildmayprimary.org) and [www.bridgeacademytrust.org](http://www.bridgeacademytrust.org)

## APPENDIX A: Proportionate Behaviour Response Protocol

### Expectations:

One or more children failing to meet the expectations of the 'Simple 6' is disruptive to learning for the child and their class colleagues; low-level behaviour infringements are therefore unacceptable in our classrooms and the wider school environment. Our 'Simple 6' is clear to all, and what school staff mean by each of the six terms is shared explicitly with all children and parents.

Of course, we do recognise that children make genuine mistakes and need the opportunity to put things right and learn from their actions. Therefore, we choose to adopt a 'Proportional Response' approach to positive behaviour management.

### Proportionality:

It is important that all staff maintain a consistent response to the behaviours we observe in school and that there is fairness and parity in the experiences of the children when their behaviours are being addressed. Ensuring that expectation transgressions are acknowledged and acted upon is key to establishing positive behaviour for learning in each class cohort and throughout the school.

In the event of a failure to meet expectations, it will be up to the member of staff addressing the incident to select and apply an appropriate and proportionate response (example responses given below). All staff should ensure that the response applied is:

- a) **Reasonable** – that what the child is asked to do in response fits the scale of the incident being addressed.
- b) **Reflective** – offers the child opportunity to understand the reason for the response and the negative impact of the observed behaviour.
- c) **Restorative** – allows a child to 'put things right' and rebuild the relationship with the member of staff or their peers.

However, we also must be clear that we have a good understanding of the child(ren) involved in the incident and take account of levels of need and/or personal circumstances. What is the right course of action for most children, may not be appropriate for a select few.

### Responses:

The school staff employ a number of actions to support adherence to school expectations and to ensure a safe and positive learning environment.

Proportionate responses are employed as an opportunity to change and improve observed unacceptable behaviours and never purely in a punitive manner. Within the context of an applied response, all staff will seek to discuss the key issue(s) and address them for improved performance in a future circumstance.

Responses are generally incremental and may include (not an exhaustive list):

| Stage of Incident:                    | Nature of Incident:                                                            | Example Proportionate Responses:                                                                                                 |
|---------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1</b><br><br>Verbal Response | <b>1<sup>st</sup> Infringement</b> – failing to meet expectations of Simple 6. | <b>'Verbal warning'</b> – clearly stating what is unacceptable and how to change it (eg. Interrupting others, incorrect uniform) |

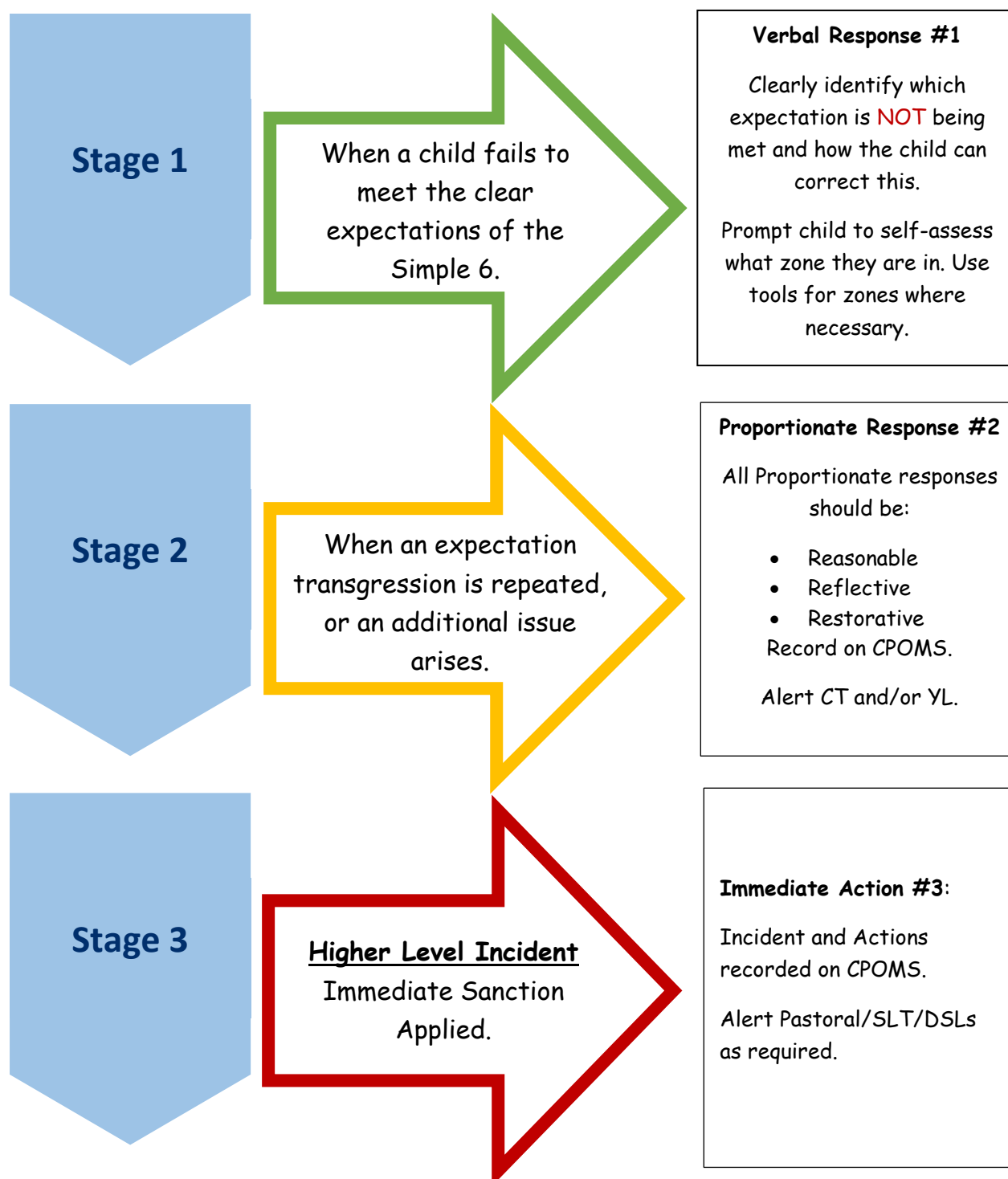
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|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                             | <p><b>‘Correct it’</b> – ask a child to repeat the action (eg. Walking in corridors, putting equipment away, waiting their turn)</p> <p><b>‘Positive Reinforcement’</b> – point out and praise those doing it right and indicate who should do the same.</p> <p><b>‘Practice Routine’</b> – repeat the action with a group/class until satisfied that expectations are collectively met.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Stage 2</b></p> <p>Incident and proportionate response to be recorded on CPOMS.</p>                                                                                | <p><b>Repetition</b> – failing to meet same or another expectation in the same day having already been actioned at Stage 1.</p> <p><b>Failure to comply</b> – negative response to 1<sup>st</sup> infringement proportionate response.</p> <p><i>* Some 1<sup>st</sup> Infringements may require a Stage 2 response at staff discretion (eg. Unacceptable language)</i></p> | <p><b>‘Detain in Social time’</b> – offer choice of when to co-operate – “now or at break?” (eg. Completing missed work, sitting in seat, engaging in restorative conversation.)</p> <p><b>‘Time-out’</b> – removal from or to a place inside or outside the classroom to minimise the impact of actions (eg. Disruption, calling-out, off-task talk)</p> <p><b>‘Restorative conversation’</b> – adult/child discussion about action, impact, consequences – agree way forward (eg. Rudeness, Friendship Issue)</p> <p><b>‘Reflection Log’</b> – complete form considering consequences and impact of behaviours (eg. Unsafe behaviour, Inappropriate language)</p> <p><b>‘Make it better’</b> – do something to repair the damage (eg. Clean up, write apology, redo the work).</p> <p style="text-align: right;"><i>...continued</i></p> <p><b>‘Email Home (child present)’</b> – advise parents of repeated concern and request support to address (eg. Incorrect uniform) – <i>via Arbor, standard wording to be agreed.</i></p> <p><b>‘Parent Phonecall or End of Day Conversation’</b> – to discuss issue and agree strategy to improve</p> |
| <p><b>Stage 3</b></p> <p>Incident and all Actions recorded on CPOMS. Alert Pastoral/SLT/DSLs as required</p> <p>In all stage 3 incidents parents must be notified of</p> | <p><b>Serious behaviour incidents</b> - requiring the support of SLT or Year Lead to address.</p> <p><b>Violent/aggressive behaviour</b> - ALL incidents raised to Stage 3.</p>                                                                                                                                                                                             | <p><b>‘Behaviour Support Plan’</b> – 5 day monitoring of persistent disruptive behaviours. Completed by all supervising staff and discussed with parents (Also to be implemented on return from Suspension).</p> <p><b>‘Internal Isolation/Exclusion’</b> – separation from peers at either/both lesson and social times to prevent further occurrence (eg. fighting, highly disruptive/aggressive behaviour)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                          |                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the incident and the action to be taken. | <b>Discrimination &amp; bullying</b> – all confirmed cases after investigation. | <p><b>‘Suspension from school’</b> – applied to serious behaviour incidents where the actions of one child have put the safety or wellbeing of another child or member of staff at risk (eg. unprovoked physical behaviour). <i>Only applied at the Headteacher’s instruction.</i></p> <p><b>‘Permanent exclusion (PEX)’</b> – applied in extreme cases where a child has repeatedly displayed high level behaviour concerns resulting in suspension or commits a single incident of such seriousness that continued education within the school setting is no longer viable (eg. bringing weapon to school and threatening another).<br/><i>Only applied at the Headteacher’s instruction and in the most extreme circumstances.</i></p> |
|------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

As a school we adopt a strategy to help us encourage and foster good behaviour and work practices. The following suggested phases of intervention in the classroom are in place to ensure staff have examples of strategies to use in 3 stages of response and that there is consistency across the school.

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 1 :<br>Proximal<br>Praise            | <p>Praise the positive behaviours that you observe.<br/><i>“I like the way that you are working together with ‘A’ looking at that story”</i></p> <p>Put your energy into those behaviours that to DO want to see.</p>                                                                                                                                                                                              |
| Phase 2:<br>Whole Class<br>Prompts         | <p>Indirectly address behaviours that you want to correct with non-confrontational class comments.<br/><i>“I’m wondering about (that noise over there) and how we can fix that.”</i></p> <p>Use a non-verbal visual reminder and follow up with praise when the desired outcome is achieved. Make sure to catch the child getting it right.<br/><i>“That’s great ‘A’, I like the way you’re working now.”</i></p>  |
| Phase 3:<br>Disempower<br>the<br>Behaviour | <p>Use non-command /positive language. Include ‘face-saving’ time in your approach (also known as Psychological Take-up Time).</p> <p>Give limited choices and the opportunity to make a safe ‘good’ choice<br/><i>“Are you starting your work with the picture or words?”</i><br/><i>“Are you going to listen from this seat for from the carpet?”</i><br/><i>“Where shall we talk? ...here or in the...”</i></p> |
| Phase 4:<br>De-<br>Escalation              | <p>Use a familiar script to address a deregulated/distressed child.<br/><i>“Ok ‘B (use name)’, I can see that something has happened.</i><br/><i>I’m here to help</i><br/><i>Talk to me – I will listen.</i><br/><i>Come with me and we...(specific action for the child).”</i></p>                                                                                                                                |
| Phase 5:                                   | For a child whose behavior continues to impact on others, it may be necessary to remove them to a different location and/or introduce a new voice. Consider:                                                                                                                                                                                                                                                       |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relocate or Re-assign | <ul style="list-style-type: none"> <li>• using another trusted adult in the vicinity (LSA)</li> <li>• asking your year lead to support the management of the incident</li> <li>• calling for specialist assistance (SENCO, PSO, SLT)</li> <li>• seeking the support of the DHT/HT</li> </ul> <p>Following the resolution/support, ensure that you discuss the behaviour and any pattern with the assisting colleague. Consider using 'Anxiety Mapping' (Essex Steps) to identify triggers and potential solutions.</p> |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## APPENDIX B: Search & Confiscation

### Power to Search

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School staff have the power to search for an items contravening school rules, if the Pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has prohibited items. Members of the Senior Leadership Team and those with L3 Safeguarding certification are authorised by the headteacher to undertake a search.

### Power to Confiscate

---

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. This includes any items that have been brought onto the site to be sold or re-sold to any other pupil.

In most circumstances it will not be appropriate to return prohibited items (e.g. alcohol, cigarettes or vapes) to pupils. Controlled drugs, stolen items of value, illegal pornographic images (e.g. those of children) and weapons will be passed to the police. If staff are unsure whether a substance found is a controlled drug, it should be treated as such.

As well as confiscation, a pupil found in possession of a prohibited item may be sanctioned in accordance with the policy.

If there is any doubt as to these provisions, or for more advice, the DfE's publication "Screening, Searching and Confiscation" should be consulted.

## APPENDIX C – Reasons for Suspension/Exclusion

Suspension or exclusion will only be considered in the light of serious incidents which may include:

- Persistent disruptive behaviour
- Refusal to carry out instructions.
- Using foul and abusive language to other pupils or staff.
- Serious actual or threatened violence against another pupil or adult.
- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse/threatening or intimidatory behaviour towards another Pupil.
- Verbal abuse/threatening or intimidatory behaviour towards an adult.
- Bullying.
- Cyber/online bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Possessing or using drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Supplying drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Reckless or deliberate destruction of school property.
- Reckless behaviour resulting in injuries to others.
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy.
- Theft (either from other pupils, staff or school property).
- Uploading images, videos or other forms of multimedia that relate to staff or pupils of the school onto the internet or other online platforms/apps without prior permission of the school.
- Sexual abuse or assault.

The above is not an exhaustive list, nor is it written in any particular order, but indicate the severity of such offences and the fact that such behaviour can affect the safety and well-being of the school.

### Off-Site Direction

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Off-site direction is the temporary stay by a pupil at another educational setting. It can only be used as a way to improve a pupil's future behaviour and not as a sanction.

The aim of off-site direction is to reintegrate the pupil back into their home school. However, once the time limit of the offsite direction has been reached it may be necessary to consider alternative options to a return to the home school. These may include a managed move.

Parents/Carers (and the Local Authority if the pupil has an ECHP) will be notified in writing and provided with information about the offsite direction as soon as practicable after the direction has been made and no later than two school days before the relevant day.

Parents/carers (and the Local Authority where the pupil has an ECHP) can request that the Local Governing Committee hold a review meeting. The Local Governing Committee must comply with the request as soon as is practicable unless there has already been a review meeting in the previous 10 weeks.

During the off-site direction, the school will ensure that the pupil continues to study a broad and balanced curriculum.

The length of the offsite direction will depend on what best supports the pupil's needs and potential for improved behaviour.

## Suspension

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Suspension is when a pupil is excluded from school for a fixed period of time.

Whilst the school will always work with parents to try and support pupils, there will be occasions when there is a serious breach of school discipline. In these circumstances the school may consider a suspension as the appropriate sanction. The decision to exclude a pupil will be taken:

- In response to serious breaches of the school's Pupil Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can exclude a pupil. The school will always try and contact the parent/carer by phone to discuss the suspension before the pupil is sent home. The Headteacher (or Deputy Headteacher) will, normally on the day of the suspension, inform the parent/carer in writing of the following:

- The precise period of the suspension.
- The reason(s) for the suspension.
- The parent's/carer's right to make representations about the suspension to the Local Governing Committee and how the pupil may be involved in this.
- The person the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend a meeting with the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first five school days of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- An invitation to a re-integration meeting.

If the school is aware that the pupil has a social worker or is Looked After, the social worker and or Virtual School Head will also be notified of the suspension as applicable.

The Local Authority will be notified of the suspension without delay.

The limit for the length of suspensions is 45 days in any school year.

Any suspension which results in a pupil being excluded from school for a total of more than five school days in a term will be reported to the Local Governing Committee.

## Exclusion

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Exclusion is when a pupil is permanently excluded from school. The Headteacher (Deputy Headteacher or Director of Primary Education in their absence) is the only person who can exclude a pupil. The school will always try and contact the parent by phone to discuss the exclusion before the pupil is sent home. The Headteacher (or DHT or Director of Primary Education) will normally on the day of the exclusion, inform the parent in writing of the following:

- The fact that it is a permanent exclusion.
- The reason(s) for the permanent exclusion.
- The parent/carer's right to make representations about the exclusion to the Local Governing Committee and how the pupil may be involved in this.
- The person to whom the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend the permanent exclusion hearing held by the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first 5 school days of a permanent exclusion, including the setting and marking of work. It is the parent/carer's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the Pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

For a permanent exclusion, the Headteacher should also document for reference, any previous warnings, exclusions or other disciplinary measures that have been taken against the Pupil.

The Headteacher will prepare a full written report for the Governors' Pupil Disciplinary Panel. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded child prior to the meeting – as per the 2026 DFE Guidance [‘Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’](#).

The Governors' Pupil Disciplinary Panel will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to re-instate the pupil or will uphold the decision to permanently exclude the child. If the exclusion is upheld, then the Governors' Disciplinary Panel must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents, an Independent Review Panel would then be convened to hear all representations. In line with government legislation, once a decision has been made, the school is under no obligation to re-instate a pupil, even after an appeal.

## APPENDIX D - Low & High Level Behaviours (Examples)

These lists are not intended to be exhaustive and act as a guide to staff and parents as to the kind of response that can be expected. However, every incident of anti-social behaviour is evaluated on its own merits and appropriate responses considered.

| Lower level behaviours to be managed by the member of staff at the time of witnessing/experiencing the issue:<br><br><i>(These behaviours should be recorded on CPOMS as appropriate and marked as 'actioned/resolved' to advise that no further response is required)</i> | High level behaviours worthy of completing a 'Behaviour Incident' (via CPOMS) for the attention of senior staff:<br><br><i>(CPOMS alerts are set up so that the necessary staff will be made aware of the incident and can support any action in this incident).</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disrupting the learning of others                                                                                                                                                                                                                                          | Persistent occurrence of any lower-level behaviours                                                                                                                                                                                                                  |
| Disrespectful attitude shown                                                                                                                                                                                                                                               | Malicious use of inappropriate language                                                                                                                                                                                                                              |
| Rudeness to others                                                                                                                                                                                                                                                         | Physical or verbal abuse/intimidation of others                                                                                                                                                                                                                      |
| Failing to follow instruction (first time)                                                                                                                                                                                                                                 | Dangerous or violent behaviour (inc. fighting)                                                                                                                                                                                                                       |
| Running or boisterous behaviour around the site                                                                                                                                                                                                                            | Leaving the school site (other than by agreed arrangement)                                                                                                                                                                                                           |
| Leaving the classroom without permission                                                                                                                                                                                                                                   | Vandalism or damage to school/pupil property                                                                                                                                                                                                                         |
| Inappropriate language (without malice)                                                                                                                                                                                                                                    | Bullying                                                                                                                                                                                                                                                             |
| Littering                                                                                                                                                                                                                                                                  | Racist or Homophobic incidents                                                                                                                                                                                                                                       |
| Non-adherence to the 'Simple 6'                                                                                                                                                                                                                                            | Drug/Alcohol related incidents                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                            | Theft                                                                                                                                                                                                                                                                |

Mildmay Primary School recognises that not every undesirable behaviour exhibited by a child is intentional, malicious or even understood by the child. Staff will use their professional judgement and reasonable investigation of any incident to ensure that children are managed in the moment and learn to correct behaviours without unnecessary distress, upset or sanction.

## APPENDIX E – Consistent Management Plan (Template)

|                |                    |             |              |
|----------------|--------------------|-------------|--------------|
| Child's Name   |                    |             |              |
| Date of Birth: | Plan Co-Ordinator: | Start Date: | Review Date: |
|                |                    |             |              |

|                                                                                                  |                                           |                                |  |
|--------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------|--|
|                 | Known Triggers & Risk Reduction Measures: |                                |  |
|                                                                                                  |                                           |                                |  |
| Pro-social/Positive Behaviours:<br><i>(what we want to see)</i>                                  |                                           | Strategies to Support:         |  |
|                                                                                                  |                                           |                                |  |
| Dis-regulated Behaviours:<br><i>(what we see and want to address)</i>                            |                                           | Response Strategies:           |  |
|                                                                                                  |                                           |                                |  |
| Crisis Behaviours:<br><i>(what we may see in a crisis situation for the child)</i>               |                                           | Immediate Response Strategies: |  |
|                                                                                                  |                                           |                                |  |
| Post Crisis Recovery Indicators:<br><i>(how we know that the child is ready/able to discuss)</i> |                                           | Debrief Strategies:            |  |
|                                                                                                  |                                           |                                |  |

|                                  |  |       |  |
|----------------------------------|--|-------|--|
| Plan Co-Ordinators<br>Signature: |  | Date: |  |
| Parent/Carer<br>Signature:       |  | Date: |  |

## APPENDIX F – Governors Statement of Behaviour Principles

### Rationale and Purpose:

*The Education and Inspections Act 2006 and DfE ‘Behaviour in Schools: advice for Headteachers and School Staff’ (February 2024).*

*requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.*

The purpose of this statement is to provide guidance for the headteacher in drawing up the Mildmay Primary School Behaviour Policy (and related policies) so that it reflects the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters.

Staff should be confident that they have the governors’ support when following this guidance.

This is a statement of principles, not practice. It is the responsibility of the headteacher to draw up the Behaviour Policies at Mildmay Primary School, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication [‘Behaviour in Schools: advice for Headteachers and School Staff’ \(February 2024\)](#).

The Behaviour Policy (and related policies) must be publicised to staff, parents/carers and children each year. It must also appear on the school’s website.

### Our Behaviour Principles:

Our behaviour principles reflect our school values, a commitment to the United Nations Convention on the Rights of the Child and our curriculum drivers.

- Mildmay Primary School is an inclusive school.
- Everyone should be free from discrimination, harassment, victimisation of any sort.
- Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe.
- Bullying or harassment of any description is unacceptable.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Consequences or sanctions should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.