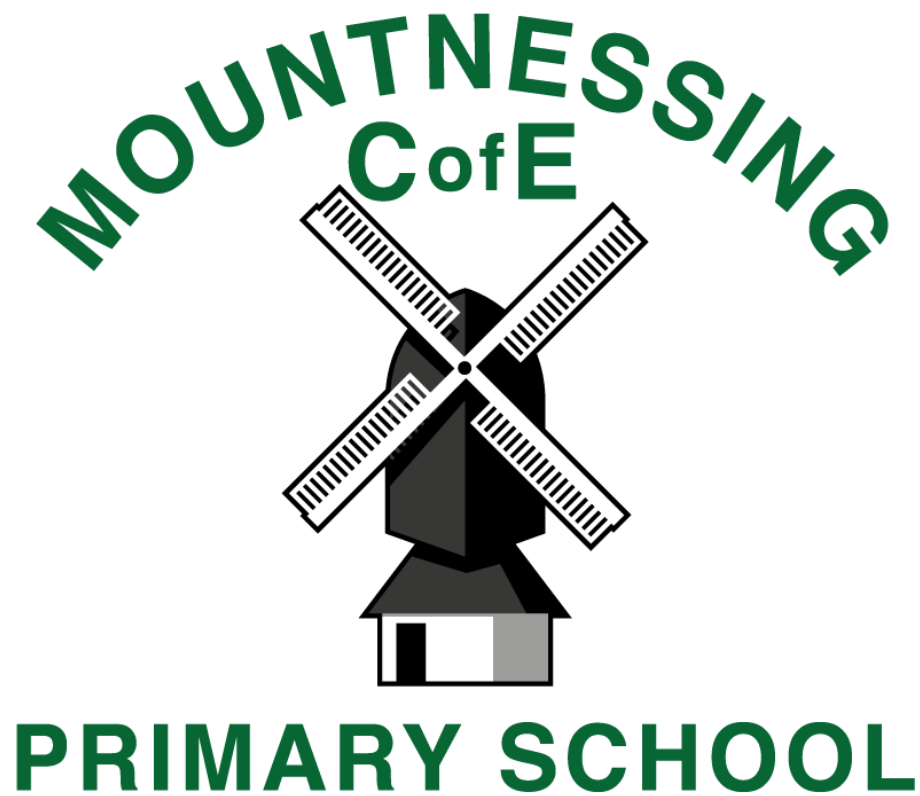




Behaviour Policy

Autumn 2025

Unlocking Every Child's Potential as a unique child
of God

Agreed by staff: 1st September 2025

Ratified by Governing Body: September 2025

Review Date: Autumn term 2028

School Vision: To unlock every child's potential as a unique child of God.

May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses all knowledge, so that you may be filled with all the fullness of God. Ephesians 3.17-19

1. Introduction:

At our school, it is our primary aim that every member of the school community feels valued, respected, and treated fairly. We are a caring community built on a Christian Vision with Christian values, mutual trust, and respect for all. Positive behaviour is essential to creating a safe, supportive, and successful learning environment where everyone can thrive. This behaviour policy is designed to support the way in which all members of our school can live and work together in harmony, promoting an atmosphere where everyone feels happy, secure, and ready to learn. We believe that strong relationships are at the heart of good behaviour—ensuring every child feels safe, connected to trusted adults, and has a real sense of belonging within the school community. Over the years, we have seen the lasting impact of these values in shaping a positive and inclusive culture, and this policy reflects our continued commitment to nurturing respectful, responsible, and compassionate individuals.

You can see how positive behaviour has impacted our school in our recent inspections:

SIAMS Inspection 2024:

- *Leaders create and maintain a loving, nurturing culture in which everyone is known and cared for individually. As a result, they are able to thrive professionally, personally and in their learning.*
- *Pupils are relaxed and happy in school, caring for each other across different age groups*

Ofsted Inspection 2022:

- *Pupils are friendly and polite. Relationships between pupils and adults are respectful. Pupils respond well to staff members' high expectations.*
- *Pupils enjoy school. They are proud to be members of a school community where everyone is valued.*

This behaviour policy is based on the views of the children and adults of Mountnassing Church of England Primary School. We recognise the important part behaviour plays within the life of the school and it is a wish that this is a valued working document. Regularly reviewing this document will assist in making it of value to all.

This behaviour policy also links with:

- Anti-bullying policy
- Child protection policy
- SEN policy
- Equal Opportunities Policy
- Attendance policy
- Reasonable Force and restraint policy
- Home school agreement

2. Aims and expectations:

It is our main aim that children and adults work together for a common purpose.

Our aims are

- To encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities, and to encourage children to take responsibility for their own actions
- To encourage independence and self-discipline
- To accept responsibility for own behaviour
- To have positive caring attitudes towards everyone – be kind
- To have a consistent approach to behaviour across the whole school
- To make boundaries of behaviour clear and ensure safety
- To raise awareness about appropriate behaviour and promote it through positive reinforcement

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and young people (CYP) and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with CYP (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

This policy helps children to grow in a safe and secure environment and to become positive, responsible and independent members of the school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school, these values run through all the school policies and practice.

At our school we adopt and use the relational behaviour model which is the approach from Trauma Perceptive Practice (TPP). The following table explains how it is applied

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context

Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

This works in conjunction with our school's overarching 5 Expectations.

3. **FIVE Main Expectations:**

The 5 main expectations in our school are to

- Be safe
- Be kind
- Show respect
- Be responsible
- Learn



Class Expectations:

Each class will create a list of class expectations or a class charter at the start of the school year, which will be directly linked to the five main school expectations. These charters will serve as positive reminders of the behaviour and actions expected in the classroom and throughout the school. They will be written in clear, positive language that is easy for all children to understand and will be agreed upon by the entire class. Examples might include:

- *In our class, we will always tidy up at the end of the day to show responsibility.*
- *In our class, we will always walk to stay safe.*
- *In our class, we will raise our hand if we want to speak, to show respect and kindness.*

These charters will be reviewed throughout the school year and adapted as needed.

Children

4. Our School procedures:

There are some expectations in our school that don't always fit in the charters or in the 5 main rules. These are:

- We only allow children to drink water in the classrooms and playtime. At lunch time they may have juice. Fizzy drinks are never allowed.
- We encourage the children to have healthy lunchboxes and will remove sweets and chocolate from their packed lunch and return them at the end of the school day.
- Toys must not be brought into school.
- KS2 are allowed to bring in pencil cases, but they are encouraged to be of a sensible size and contain only items that will be of use to the children. They must stay in bags unless the teacher asks for them to be in the classroom. If these cause a distraction in class they may be sent home.
- At playtime and lunchtime, 'toilet lanyards' and 'first aid' lanyards will be used. If children need to enter the building they must ask an adult first and collect a lanyard. If these are all used, they must wait their turn. If it is a first aid emergency then staff will assist.
- Trading cards are banned in school (unless approved by the head teacher for a special circumstance)

5. Rewards and Sanctions:

At our school we accept and understand behaviour as a learning process. CYP will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the CYP so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our CYP's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the CYP of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use a strategy called STOP.

The STOP strategy is a helpful framework designed to guide students through the process of resolving conflicts, handling challenging emotions and making positive choices. It is an approach grounded in self-reflection and problem-solving, aimed at improving communication and fostering a positive school environment.

1. STOP and Say the Problem

- Pause and take a moment before reacting
- Use calm words to identify what is wrong

2. Think of Feelings

- Identify and acknowledge how you and others are feeling
- Build empathy by considering the impact of actions on others.

3. Options to Solve It

- Think of safe, respectful and fair ways to solve the problem
- Encourage children to problem solve
- Logical consequences (including saying sorry where needed)

4. Prove You Can Do It Right

- Choose the best option and act on it
- Demonstrate positive behaviour and reflect on the outcome
- Learn from mistakes

The STOP strategy can be used in various situations, including:

- Resolving conflicts with peers
- When children are dysregulated and need support
- When children have made the wrong behaviour choice
- Managing frustration or anger
- Making positive choices during moments of stress
- Seeking help from an adult when needed

By using the STOP strategy, children are encouraged to:

- Reflect on their behaviour and feelings
- Think critically about possible solutions
- Act responsibly and respectfully
- Create a positive and respectful school environment

Using this approach, CYP have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

All staff will use this strategy to help children. Time will be given to discuss this with CYP and reflection will be expected.

At our school the staff work with the CYP to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Within the classrooms positive behaviour is modelled clearly by all. We teach high quality and engaging lessons to ensure children are all engrossed in their learning. Staff will praise the good behaviours as shown by others and encourage other children to act the same. Children will often self-correct bad behaviour, but if they do not teachers will prompt and question children to find the right way to behave for themselves. We teach the importance of fairness and kindness and expect all children to show good manners and be polite.

Teachers have many different ways of managing and encouraging positive behaviour in the classroom, some of these are listed below:

- Praising the good
- Modelling
- Sand timers
- Flash cards
- Behaviour charts
- Class charters
- Using lead learners
- Calm spaces

In our school we have various rewards for children.

1. Pom Pom jar

Each class has a Pom Pom jar. The children can earn pom poms as a whole class reward for following their class charters and working together. Once the jars are filled, the children can earn a whole class reward. The class will have decided what the reward is before they start filling the jar. Once the jar is half way filled, they can earn 10 minutes extra playtime. A full jar reward might include, choosing an unhealthy break time snack, non-uniform day, bring a teddy to school, silly hair day, changing seats in class, extra play. In KS2 the class can decide whether they want to earn a larger reward and fill the jar twice. Examples of this reward might include, a water fight, extra forest school session, film afternoon, picnic, craft, dodgeball session, silent disco, biscuit decorating.

2. Golden Star

Children who have done something exceptional in class can achieve the golden star each day. Their name is displayed on the large star in class and they achieve a special sticker to go home with.

3. Celebration awards

Each Friday we hold a special celebration assembly. The children can achieve different certificates including Achievement Awards, Christian Value awards, HT and DHT awards and the SIMIBI star.

4. Stickers

Class teachers may give out stickers and these will be different in each class.

Sanctions:

Use of logical Consequences

In class when children do not demonstrate our Christian values or school expectations, teachers will use a system of actions to manage behaviour. This has been discussed with children in advance. In class (Years R to Year 6)

- Step 1 A verbal reminder linked to the school values (first reminder)
- Step 2 If this is not sufficient for the child to focus on their learning, the child is given a second warning.

At the end of the session - if no further reminders are given and the child is now making good choices and showing the school values, there is a fresh start for the next session.

- Step 3 if there has been no improvement following two warnings, the child moves in class for the rest of the session. The STOP process is used.
- Step 4 When this is still not enough to help the child make appropriate choices, they are sent with their work, to another class for the rest of the session. The teacher will make a note of this on a behaviour log on CPOMS and parents will be informed at the end of the day.

*Session: A session will depend on the age of the children and teachers should their discretion using their knowledge of the children.

- Step 5 The Deputy Headteacher/ Headteacher are called and will decide if a further consequence is needed.
- If a child physically hurts an adult or child in class on purpose or swears at an adult, they will automatically be sent to a member of the Senior Leadership Team and a sanction of a reflection, internal exclusion, a suspension or a permanent exclusion will be considered.

Responses to inappropriate behaviour

The deputy/ headteacher will investigate the incident/s and decide on the appropriate sanction in response to the seriousness of the incident/s. This may be a period of reflection, suspension or exclusion. Suspension or exclusion may be the result of persistently poor behaviour or a serious single incident.

Reflection Time – This is an opportunity for the pupil to have time to cool down away from their peers and reflect about their behaviour, supported by a member of staff. This may be at breaktime or lunchtime. The pupil/s will be offered an opportunity to engage in conflict resolution and to apologise where necessary.

Internal Exclusion - a pupil is separated from and must work away from their class for a fixed amount of time. This will be in a different classroom or room. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for a suspension or exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary (examples: behaviour chart to address specific

Internal Exclusion to another Trust School

We recognise that sometimes an internal exclusion may not be effective, and a different approach is required. In this case, and where a suspension is not necessary /appropriate, we may choose to send a pupil to another school within the trust. A member of school staff will supervise the pupil whilst they complete set work in isolation at Shenfield St Mary's, Ingatestone Juniors or Bentley St Pauls. Parents will be required to drop off and collect their child from the nominated school at the beginning and end of the day as well as make alternative arrangements for lunchtime.

5. INDIVIDUAL PLANS

All staff are aware of individual children who may have a specific behavioural needs which is identified through a one plan or EHCP. The SENCo, teacher, LSA and parents are all involved in producing specific ways to manage behaviour for these children and set them targets to meet, but ultimately we have the same expectations of behaviour for all children in school.

Individual interventions will at times be required in order to stop negative behaviours. The following steps will be taken:

The class teacher will liaise with a specified senior school leader to set up, monitor and review an individual behaviour plan. This will be negotiated with the child and parents will be informed.

If the short term plan does not stop the negative behaviour, further support will be required through referral to the external agencies in partnership with the parent/carer.

Risk assessments may sometimes be written and actions put in place to ensure that all children have the right to be taught in a safe and respectful learning environment.

6. EXCLUSION

Mountnessing Church of England Primary School aims to stop negative behaviours through early intervention. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

The school and parents/carers should work in partnership alongside other relevant professionals to stop the negative behaviours. A ‘Team Around the Family’ meeting will be established with the family and relevant professionals.

Types of Support Strategies in School:

- Verbal ‘counselling’, talking to the child about the reason for the problem. Then providing simple, low level advice and help to overcome the issue.
- Discussions with parents/child/teacher regarding coping strategies
- In-house counselling with agencies visiting school (BSCWT)
- Senior Leadership Team mentoring
- Support from Outside Agencies [dependent on the specific need]:
- Missing Education and Child Employment Service (Attendance/Punctuality)
- Children’s Social Care
- Family Solutions
- Health Agencies
- Education Psychologist
- Police
- Kids Inspire or EWMHS – Emotional Well-being and Mental Health Service

Exclusion will only occur if the school feels that all other routes have been explored without a positive outcome; or if the safety of children or adults is being put at risk and cannot be guaranteed; or the negative behaviours are having an extremely detrimental effect upon the learning of others.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious breach of the school’s rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school. This can either be a very serious incident or the repetition of serious incidents.

Any exclusion will be at the decision of the Head Teacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Types of Exclusion

Internal Exclusion:

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

Temporary / Fixed-Term exclusion:

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This is often called a suspension. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion:

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Local Board of Governors as soon as possible in such a case. External Exclusion (Permanent) will only be used as a last resort and will be in accordance with the latest guidance from the DfE on exclusions.

The Mountnessing Local Board of Governors will decide whether to uphold the permanent external exclusion, supported by specialist advisors. If the decision is to permanently exclude, the parents/carers have a right to appeal this decision. The appeal committee will be an Independent Review Panel, provided by Essex CC and an independent clerk from Schools' Choice.

Reasons for Exclusion:

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence.

Including, but not limited to:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident. Persistent or cumulative problems Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. These would be imposed only when the school had already offered and implemented a range of support

and management strategies. These could be joint action plans with parents, child and school, behaviour intervention, target setting, home/school communication book etc.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence.

In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. In such cases the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. The Local Board of Governors will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

If the Head Teacher decides to exclude a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- ensure the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Safeguarding:

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration:

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded and a copy retained by the parent, child and school.

Work is set when a pupil is excluded for more than one day. Work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over or via Google Classroom. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for

providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

In school we will treat all cases of misbehaviour fairly and listen to all sides of a story. We treat each case individually. Staff are aware of children with additional needs and will be mindful of their individual targets when dealing with behaviour issues.

7. Role of staff:

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a CYP's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Praise regularly
- Regulate our own emotions
- Prioritise relationships to ensure all CYP feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a CYP is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with CYP in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our CYP
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to exclude a CYP (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all CYP across the school
- Provide support to staff, pupils and parents as necessary

- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all CYP
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a CYP may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

8. Parental Involvement

Parents, children and the school sign the home school agreement when a child starts at Mountnessing C of E Primary School. This sets out what the expectations from each party are.

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract, attend a parenting course or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

Confidentiality and Trust in Handling Investigations

- **Confidentiality:** Parents will only be informed about the consequences or outcomes of investigations as they relate to their own child. The school maintains strict confidentiality to protect the privacy of all students involved.
- **Trust in School Staff:** We ask that parents trust the school staff to act in the best interests of all children. Our staff are committed to ensuring that each student's well-being, safety, and education are always prioritised.
- **Respect for Other Pupils' Privacy:** The details of any other child's involvement in incidents or disciplinary actions are confidential and will not be shared with parents unless it directly concerns their child. This ensures fairness and respect for all parties involved.
- **Open Communication:** While we are unable to discuss other children's situations, we encourage open communication between parents and staff. If you have concerns or would like clarification regarding your own child's behaviour, we are always available for a discussion.

9. Screening, searching and items requiring confiscation

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and discipline in Schools - Advice for headteachers and school staff’ (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Year 6 are allowed to bring in mobile phones with a written permission letter, and these must be handed in to the office at the beginning of the day and collected at the end.

10. Use of reasonable force

Please read ‘Use of Reasonable Force Policy’ in conjunction with this policy.

Reasonable force may be used when children are a danger to themselves or others. Staff have appropriate training before being able to use reasonable force and this is only to be used as a last resort. Where possible, 2 members of staff must be present.

- The term ‘reasonable force’ covers the broad range of actions used by teachers that could involve a degree of physical contact with pupils.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff always carry a red card, which can be used to call an additional adult if necessary.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

11. Pupil's conduct outside of the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

The teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all of these circumstances the headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the Child Protection Policy.

12. Allegations against staff

Allegations of abuse will be taken seriously, and Mountnessing C of E Primary School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

13. Record Keeping

Monitoring systems are used to assess causes, frequency and outcomes of poor behaviour.

All serious behaviour instances are recorded on CPOMs.

Minor incidents within the classrooms are recorded by the teaching staff in note form. If parents have been met with then this is recorded on CPOMS. These notes will form evidence if it is necessary to review the frequency of behaviour incidents.

It may be necessary to investigate incidents within school and in this case notes will be recorded on CPOMs for all children who have been spoken to.

If exclusions have been applied then the formal record keeping process will be followed with a plan drawn up.

14. Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Head Teacher should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

15. Managed move

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head Teacher may consult with the Local Authority and propose a permanent managed move to another school. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school.

16. Removal from the school for other reasons

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

17. Equal Opportunities

The Local Board of Governors recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Mid Essex Anglican Academy Trust should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

18. Monitoring

This policy will be monitored by the SLT, Safeguarding Lead Governor (SLG) and reported to the Mountnessing Local Board.

The policy will be reviewed fully every three years.