Mill Lodge Primary School Behaviour Anti-bullying Policy

This policy refers to managing behaviour of all pupils and the responsibilities of the school staff. The specific systems such as the traffic lights apply only to main- stream children. For additional and separate information on managing pupils' behaviour in the ARC please follow the link here.

Approved by:	Full Governing Body	**Date:**	
Last reviewed on:			
Next review due by:	Autumn 2026		

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Ethos and Values

Mission Statement:
Mill Lodge is a kind and safe school where every individual commits to achieve their full potential and is a valued and respected member of our community.

Aims:
Mill Lodge is a school where:
Everyone learns
Everyone is safe
Everyone does their best
Everyone belongs
Everyone cares

Values:
Mill Lodge Primary School's values are vital to our school as they create a strong moral and ethical foundation that guides children in their personal and academic growth. At Mill Lodge we aim to develop well-rounded, responsible and compassionate individuals who contribute positively to society. Over the academic year, we take a value each half-term and work with pupils, parents and governors to raise awareness and share our thinking and beliefs. Our values are:













Kindness, Respect, Honesty, Commitment, Cooperation, Responsibility

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Our Rights

We have six rights in school, voted for and chosen by all stakeholders. These underpin everything we do in school.

The right to be safe
The right to learn
The right to play
The right to friendship
The right to be healthy
The right to our own beliefs







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- A positive behaviour can be recorded at the staff member's discretion. 25
- ALL reds must be reported on the CPOMs system. SLT will manage reporting lunchtime incidents. 25
- If a child has received 3 + warning in a week this must be reported on CPOMS (use the class log to keep track) Staff use professional judgement here. If a child receives 2+ warnings each week every week – this should be flagged. 25
- Who do I assign to? 25
- FS staff assign to EYFS lead, EYFS lead to assign to Deputy Head. 25
- Yr1-6 assign to Headteacher 25
- As SLT will always be alerted any escalation can happen if needed. 25
- Who do I alert? 25
- SLT 25
- Anyone else that needs to know (Think about others that teach the class, Annette and SENCO)) 25
- Teaching Assistant Role 25
- If a child meets criteria for reporting whilst a teaching assistant is watching the class or leading intervention, they are responsible for recording. If they are present when supply are in the class they are responsible for ensuring behaviour is recorded appropriately. 25

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024

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- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

3. Definitions

Misbehaviour or inappropriate behaviour is defined as:

- Disruption in lessons, on school premises, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude such as:
    - **Disruptive behaviour:** Talking out of turn, failing to follow instructions, distracting others or being disrespectful towards staff or peers.
    - **Lack of engagement:** Poor attitude towards home learning, not completing work, or generally not contributing to the learning environment.
- Incorrect uniform (purposefully not following uniform policy)
- Verbal or physical inappropriate behaviour through peer conflict (e.g. a quick push, shoulder barge – quick and impulsive in the moment)
- Failing to hand in a mobile phone
- Swearing (not directed at adult)

Serious misbehaviour is defined as:

- Repeated breaches of the school behaviour expectations/ class rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Vandalism

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- Theft
- Fighting (children aiming to harm each other in an altercation that is more sustained)
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Use of mobile phone on school grounds
- Verbal or physically inappropriate behaviour towards adults

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be a one-off incident and SLT with responsibility for behaviour will evaluate each possible bullying incident.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying prevention

All school staff utilise class time to raise awareness of bullying and tackle it (including cyber bullying, prejudice-based bullying and discriminatory bullying):

- We are a 'No Outsiders' school – everyone belongs
- Nurture school
- Whole school assemblies promote protected characteristics, our 'No Outsiders' ethos, the 6 rights and the school values.
- PSHE/Jigsaw classes are used to discuss issues around diversity and draw out anti-bullying messages.
- Jigsaw programme is a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying.
- RE curriculum
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.
- Teaching safe and respectful online behaviours and acceptable use of the internet.
- Preventative work is undertaken during anti- bullying week, on an annual basis.

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Bullying reporting

- Anyone can report bullying to a member of school staff
- Pupils learn they must report any incidence of bullying to an adult within school (moral courage), and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- All reported incidents of bullying will be investigated (see Appendix 4, for action flow chart) and taken seriously by staff members, allegations will be recorded on CPOMS.
- Any **proven** examples of bullying will then be clearly categorised on CPOMs. Racial and other discriminatory bullying is reported to governors on a termly basis.
- In the event of an incident of staff bullying refer to the Dignity at work policy.

Dealing with an incident of bullying

- Upon discovery of an incident of bullying, school staff (usually Senior Leadership Team) will discuss with the children the issues appropriate to the incident and to their age and level of understanding.
- If the incident has not led to significant harm/or has been caught early, a solution focused approach will be taken. All actions should remain focused on finding a solution to the problem and stopping the bullying recurring.
- A solution focused approach is a positive problem-solving model for dealing with behaviour. Energy is directed to finding a satisfactory way forward.
- Bullying that has led to significant harm may mean the consequences of the behaviour policy are used to enforce sanctions/ consequences.
- The parents of bullies and their victims will be informed of any incidents and the action that has taken place, parents will also be asked to support strategies proposed to tackle the problem.

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Useful numbers and websites to support anti-bullying can be found in appendix 5.

5. Roles and responsibilities

5.1 The governing board

The Full governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Monitoring incidents of bullying by frequency and type
- Holding the headteacher to account for its implementation

5.2 The headteacher

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The headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Report incidents of serious breaches of behaviour to governors including all discriminatory behaviour such as bullying, racial bullying and homophobic bullying

5.3 Staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

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- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy. Also, by working in collaboration with the school to tackle behavioural issues.

5.5 Pupils

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

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

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

All staff have a high expectation of behaviour and follow 7 truths to ensure excellent behaviour by all.

- School is a safe environment,
- Behaviour is dependent on relationships,
- Behaviour supports everyone's rights,
- The adult is in charge,
- Behaviour is everyone's responsibility,
- We are consistent, fair and proportional,
- We teach appropriate behaviour in the same way do other learning.

We believe successful behaviour is dependent on all stakeholders taking responsibility and expect all adults to be role models for this.

School does not have a definitive list of rules for children to follow, although some classes chose to produce their own. Instead, we expect behaviours that uphold our values and protect our rights. It would be against school rules to take away someone's right to safety for example.

Displaying behaviours set out in section 3 would be a breach of school rules.

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We understand that behaviour is communication. Instead of viewing challenging actions as deliberate misbehavior, this perspective encourages adults to look deeper and understand what a pupil is trying to express, such as fear, frustration, or a need for help. This understanding helps in developing appropriate responses to support pupils in meeting their needs and communicating with them in healthier ways.

6.1 Mobile phones

- Pupils in year 6 (or those that walk to and/or from school alone in any year group) are permitted to bring their mobile phones to school.
- Pupils must hand the phone into the school office at the start of the day and collect from the school office/ class teacher at the end of the day. (School do not accept any responsibility for lost or damaged phones. Parents allow their children to bring phones only if this is accepted)
- Children are not permitted to use their phones on the school site at any time. Failure to follow this rule will result in the pupil being banned from bringing their phone onto the school site.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Display the behaviour curriculum and their own classroom rules (if devised)
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines- visual timetables
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using strategies such as PACE

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information https://www.mill-lodge.solihull.sch.uk/policies/

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7.3 Responding to good behaviour

School use a traffic light system to support pupil's good behaviour (see appendix 3)

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Move up the traffic lights
- Communicating praise to parents/carers via a phone call or a note
- Certificates, prize assemblies
- Whole class awards such as special time

7.4 Responding to misbehaviour

School use a traffic light system to support pupil's good behaviour (see appendix 3)

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. We use PACE strategies across the school.

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

Staff should always reflect on their actions/behaviours in relation to evaluating a behavioural incident - asking 'What could I have done/changed?' 'Could my actions and/or behaviours acted as trigger?'

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Move down the traffic lights
- Thinking spot (EYFS)
- Expecting work to be completed at home, or at break or lunchtime. (SLT monitor to ensure the right to play is not significantly impacted)
- Detention at break or lunchtime, or after school
- School-based community service, such as tidying a classroom.
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers

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- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. See school's exclusion policy.

7.5 Reasonable force

Reasonable force is conducted in line with the DfE's latest guidance reasonable force and other restrictive interventions.

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

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

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers in line with national guidance.

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

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher, who may decide to contact parents and/or police.

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

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

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

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

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

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- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

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- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

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

Please refer to our child protection policy for more information here.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Serious sanctions

8.1 Detention

Detentions during the school day can be issued by all members of learning staff. Only the headteacher and/or deputy can issue a detention to a pupil after school. The school doesn't currently use after school detention of a pupil as a sanction but reserves the right to in exceptional circumstances.

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Remove their right to play
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

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8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. *Removal from classroom doesn't include the 'time-out' step on the consequences hierarchy.* Removal refers to an SLT member deciding the pupil can no longer remain in the classroom.

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of staff directed by the headteacher and will be removed for a maximum of one school day.

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

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

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

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

- Use of additional teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

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

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information here.

9. Responding to misbehaviour from pupils with SEND

This policy refers to staff and pupils in the main-stream part of the school only. The Rainbows have a separate behaviour policy which can be found here.

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9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Some to the ways we anticipate and remove triggers of misbehaviour are:

- Short, planned movement breaks for a pupil with SEND who finds is difficult to sit still for long
- Adjusting seating plans to meet need
- Adjusting uniform requirements
- Training for staff
- Use of safe spaces and break cards
- Use of ear defenders to minimise sensory overload
- Low arousal classroom environment

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

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

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

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

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

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

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

10. Supporting pupils following a sanction

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

Strategies could include measures such as:

- Reintegration meeting
- Daily contact with pastoral lead
- Report card
- Peer mentor

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing pupils for transition

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

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

12. Training

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

- The proper use of restraint (selected school staff only)
- Annual behaviour training in September by headteacher
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

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Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Incidents of bullying including discriminatory bullying
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders

The data will be analysed every term by SLT and reported to BHS committee.

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection policy
- Physical restraint policy
- Safe touch Policy

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Appendix 1: written statement of behaviour principles

❖ The Governors of Mill Lodge Primary School believe that high standards of behaviour lie at the heart of a successful school which

(a) enable all its children to make the best possible progress in all aspects of their school life and work and

(b) all staff to be able to teach and promote good learning without undue interruption or harassment.

❖ All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

❖ Mill Lodge Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school must have a clear and comprehensive anti-Bullying agenda within the behaviour policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of gender, disability, race, faith, ethnicity, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

❖ The school's legal duties in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.

❖ Parents / carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for the life after school.

❖ The School values, rights and mission statement should be clearly stated in the Behaviour Policy. These set out expected standards of behaviour, should be displayed in relevant parts of the school and shared with and explained to all children. The school doesn't have a definitive list of rules but expects all stakeholders to uphold the values and rights within the school and take no action that would remove these rights or that would be contrary to the values. The governors expect the behaviour expectations to be consistently applied by all staff and regularly monitored for their effectiveness.

❖ Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

❖ Sanctions for unacceptable / misbehaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must not be applied.

❖ The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place.

❖ Sanctions should be monitored for their proper use and effective impact.

❖ The Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in Managing Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

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- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
    - Taking part in school organised or related activity
    - Travelling to or from school
    - Wearing school uniform or in some other way identifiable as a pupil

  This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

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Appendix 2: Behaviour log

This guidance refers to main-stream school only

All behaviour concerns can be recorded using CPOMs and using the tag 'behaviour'. Not all behaviour needs to be recorded via CPOMS.

- A positive behaviour can be recorded at the staff member's discretion.
- ALL reds **must** be reported on the CPOMs system. SLT will manage reporting lunchtime incidents.
- If a child has received 3 + warning in a week this must be reported on CPOMS (use the class log to keep track) Staff use professional judgement here. If a child receives 2+ warnings each week every week – this should be flagged.
- Any accusation of bullying must be recorded even if found to be unfounded
- Who do I assign to?
    - FS staff assign to EYFS lead, EYFS lead to assign to Deputy Head.
    - Yr1-6 assign to Headteacher
    - As SLT will always be alerted any escalation can happen if needed.
- Who do I alert?
    - SLT
    - Anyone else that needs to know (Think about others that teach the class, Annette and SENCO))
- Teaching Assistant Role
    - If a child meets criteria for reporting whilst a teaching assistant is watching the class or leading intervention, they are responsible for recording. If they are present when supply are in the class they are responsible for ensuring behaviour is recorded appropriately.

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Appendix 3: Traffic Light System

The system encourages children to take responsibility for their own actions and to provide a consistent approach to behaviour management for all adults, Traffic light are used from FS2 to year 6.

A traffic light zone board is a visual record of the child's cooperation with the agreed classroom behavioural expectations. It is not used to celebrate good learning – other systems of praise can be used. The boards are colour coded in 5 sections: gold, silver, green, yellow and red spots. (FS2 also have a ladder between silver and gold)

Procedure:

- All children have their name/face on the board (new children and lost labels must be added immediately)
- All children start on green at the start of each day.
- Consistent good choices and effort = move to silver (silver star sticker at end of day)
- Outstanding behaviour and effort = move to gold (visit Mrs Challender that day where possible)

CONSEQUENCES FLOW CHART

1. Reminder * - Children move to the space around the edge of green.
   (They can move back from here.)
2. Warning – Children move to orange.
   (They can move back from here)
3. Time Out – Children move to red and go to a different classroom for their timeout.
   They cannot move back from here.
4. Spoken to by Miss Pope
5. Spoken to by Mrs Challender
6. Parents spoken to (This may happen at any step)

Time Out Zones:
FS2 to use thinking spot
Year 1 to Year 2
Year 2 to Year 1
Year 3 to Year 4
Year 4 to Year 5
Year 5 to Year 6
Year 6 to Year 5

If child returns from timeout and continues to make poor choices, then they are sent for timeout with Kate Pope. If behaviour continues, then the child is sent to Jo Challender.
If a child's behaviour is deemed serious misbehaviour (see section 3) they are sent straight to a member of the Senior Leadership team.

* A reminder isn't a consequence or a sanction – it is a quiet 'course correction' – a final chance. After that the behaviour is a more 'deliberate' choice, although (of course) for some children they may be stuck on a pattern of behaviour that they can't get out of themselves. Always about de-escalation. Use PACE strategies where possible.

There should be more praise than sanction in any classroom and for any pupil. This system will not be used to shame of humiliate children not making good choices. It is to be used positively to reinforce appropriate choices an protect the rights we have.

Lunchtime behaviour will not be recorded on the traffic light system in the classroom.

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Nursey System

Nursery do not use the traffic light system.

For the traffic light system to have an impact on promoting positive behaviour, we assume that children have a certain level of control over their behaviours and/or they understand the expectations clearly. Inappropriate behaviours displayed in very young children are more likely to be impulsive and as a result of not understanding social norms and interactions. They may also be through a lack of ability to communicate in other more suitable and acceptable ways.

Nursery use positive reinforcement strategies by naming and rewarding positive behaviours using the treasure chest. Children move up the treasure chest each time they demonstrate a positive or desirable behaviour. On reaching the top of the chest they receive a special sticker as a surprise.

When a child demonstrates an inappropriate behaviour, staff work in the moment to de-escalate and redirect. This time is used as a teaching point to model appropriate behaviour.

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Appendix 4:

School Response to Reported Bullying Incident – Flowchart

1. Incident Reported or Discovered

→ Staff become aware of a bullying incident.

→Staff report to SLT

2. Initial Discussion with Children

→ SLT discusses the incident with involved children.

→ Tailored to age and understanding.

3. Assess Severity of Incident

→ *Has significant harm occurred?*

• No → Proceed with Solution-Focused Approach

• Yes → Proceed with Behaviour Policy Sanctions

4A. Solution-Focused Approach (if no significant harm)

→ Positive problem-solving and restorative practices

→ Focus on resolution and preventing recurrence.

4B. Behaviour Policy Sanctions (if significant harm)

→ Apply appropriate consequences as per school behaviour policy.

5. Inform Parents

→ Notify parents of both bully and victim.

→ Share actions taken.

→ Request parental support for strategies.

6. Monitor and Follow-Up

→ Ensure bullying does not recur.

→ Continue support for all involved.

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Appendix 5:

National contacts and Telephone numbers

- **Childline** : 0800 1111 *www.ChildLine.org.uk/**Bullying***
- **The NSPCC** : 0808 800 5000
- **Kidscape** : 020 7730 3300
- **Relate** : 0300 100 1234
- **Splitz** : 01225 777724 provide people experiencing separation, divorce or domestic abuse
- **Victim Support** : 01380 729476
- **Barnardo's** : 01225 751261
- **Samaritans** : 0845 790 9090
- **Beat Bullying**: 0208 771 3377 *http://www.beatbullying.org*
- **Parentline Plus** : 0808 800 2222 National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

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Appendix 5: PACE

What is PACE?

PACE is a relational approach developed by clinical psychologist Dr. Dan Hughes to support children who have experienced trauma, attachment difficulties, or adverse childhood experiences. It stands for:

- **Playfulness**
- **Acceptance**
- **Curiosity**
- **Empathy**

These four principles help adults build safe, trusting relationships with children, which are essential for emotional healing and learning.

Why is PACE Important in Primary Schools?

Children affected by trauma may struggle with behaviour, emotional regulation, and learning. The PACE approach helps staff respond in ways that:

- Reduce fear and shame
- Promote emotional safety
- Support secure attachments
- Encourage positive behaviour and engagement

The Four Elements of PACE

1. **Playfulness**
    - Light-hearted interactions that build connection and reduce tension.
    - Helps children feel safe and valued.
2. **Acceptance**
    - Unconditional positive regard for the child, separating behaviour from identity.
    - "I accept you, even if I don't accept your behaviour."
3. **Curiosity**
    - Gentle, non-judgmental interest in the child's inner world.
    - "I wonder what made you feel that way?"
4. **Empathy**
    - Feeling with the child, validating their emotions.
    - "That must have been really hard for you."

PACE is not a programme—it's a mindset. When embedded across the school, it fosters resilience, emotional safety, and stronger relationships, helping every child thrive.

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