Behaviour Policy

Mickley Village Primary and Nursery School

Record of Policy Amendment/History:

Last reviewed	**September 2026 – Revised Policy**
Written by	**Ashley Greveson**
Reviewed by	**Victoria Merrick, Chair of Governors**
Next review date	**September 2027**

Mickley Village Primary and Nursery School
Behaviour Policy

Policy Statement

At Mickley Village Primary and Nursery School, we sow and grow the seeds of success by nurturing each learner. We are committed to promoting positive behaviour in an environment of mutual respect and positive relationships. Our behaviour philosophy actively encourages kindness, a simple, consistent approach to good behaviour and we aim to challenge those who deviate away from our agreement.

Our School Rules:

We have a clear view of our core values which underpin our three essential rules:

1. **READY**
2. **RESPECTFUL**
3. **SAFE**

These are used by all members of our school community.

The role of the adults:

At Mickley Village Primary all adults play a crucial role in promoting good behaviour by fostering a collaborative approach and inclusive environment where children feel valued and understood. By maintaining consistency in expectations and responses, they create a sense of stability which helps children understand boundaries and develop self-discipline. Building good relationships with children based on trust and mutual respect encouraged positive interactions and reinforces the importance of kindness and cooperation. Additionally, through providing structure through clear routines and expectations helps children feel secure and supports their ability to develop confidence, empathy and the ability to regulate their own behaviour effectively.

All staff will:

- Give praise, recognition and rewards to any children who go above and beyond expected behaviour
- Praise any behaviour they want to see
- Be a good role model by modelling positive behaviour and building positive relationships
- Display the school rules and ensure these are referred to and revisited
- Challenge those who step away from our school behaviour agreement
- Never ignore poor or disruptive behaviour
- Calmly and slowly deal with disruptive learners by ensuring they are stepped through sanctions, giving ‘take up’ time every time
- Will have a restorative conversation with the child after any ‘time out’

Routines

- Children will be welcomed into school by a member of staff on the school gate and receive a meet and greet from a member of staff in their class at the classroom door on arrival to school
- Use a countback from 5 to 1 to get the attention of children. By 1 all children will be silent and ready to listen to the adult
- Children to walk around school in a safe, calm and appropriate way always

Whole school rewards

- Verbal praise
- A visit to the headteacher or another class to showcase work or achievement
- Ribbon winner of the week (based on learning)
- Sticker winner (based on behaviour attitudes)
- VIP table for positive behaviour/ manners at lunchtimes
- House Teams (Beech, Birch, Oak, Sycamore)
- 'Shout Outs'

Class rewards

- Verbal praise - ''I've noticed…''
- 'Branches of Brilliance' Recognition Board (based on a behaviour focus)
- A positive note home or postcard

Consequences and Sanctions

We value the need for a consistent approach to behaviour from all staff members, ensuring that children understand the link between their actions and the consequences that follow. We recognise that children make mistakes or poor choices, whether intentional or not, and we approach these moments with understanding and guidance. However, it is essential to demonstrate that choosing inappropriate behaviour has an impact on others. Through clear sanctions and fair responses, we aim to support children in learning from their actions, promoting a respectful and considerate environment for all. We acknowledge that safeguarding measures may be necessary to protect children from harm, whether from peers or adults. Through our PSHE and RSE curriculum, we actively promote a safe environment and work to prevent sexual harassment, online abuse, and sexual violence. For further details, please refer to our Child Protection and Safeguarding Policy, as well as our Online Safety Policy— available on the school website.

1. **Reminder** – Private Reminder to Learner – Expectations: 'Safe, Ready, Respectful'
2. **Warning** – Verbal Warning – Encouraging Positive Choices

The staff member issues a clear, calm, and firm verbal warning to the learner, making them aware of their behaviour and the potential consequences if it continues. Using the phrase: "Think carefully about your next step as there will be consequences." The learner is given an opportunity to reflect and make the right choice, ensuring they understand the expectations set for them. Wherever possible, the teacher reinforces positive behaviour by reminding the learner of instances where they have previously demonstrated good conduct, encouraging them to return to those positive behaviours.

3. **Last Chance** – **Final Opportunity – 'Last Chance' Reminder**

The staff member firmly but calmly provides a final opportunity for the learner to make the right choice, resetting boundaries and expectations. Using the words: *"Last chance—please make the right choice."* This statement reinforces the importance of responsible decision-making while ensuring the learner understands that consequences will follow if the behaviour does not change. The reset of boundaries clarifies expectations, giving the learner one final chance to engage positively and demonstrate appropriate conduct.

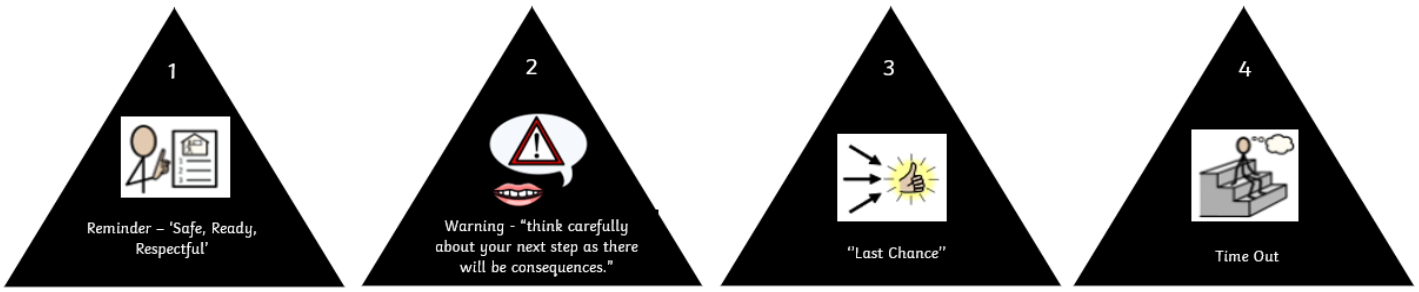
4. **Time Out** – **Reflection and Reset**

If the learner does not respond to resetting their behaviours, they will spend two minutes in a designated time-out space within the adjacent classroom. This allows them time to calm down, reflect on their behaviour, and prepare to rejoin the lesson in a positive manner. If this occurs during breaktime or lunchtime, the learner is directed to a seated area such as a bench/chair, providing a space to refocus before returning to social interactions and activities.

Repair – This involves a restorative conversation between the adult and child, aimed at addressing the situation constructively. It may take the form of a brief discussion or a more structured conversation, depending on the circumstances. These conversations can take place during break, lunchtime, or after school, providing an opportunity for reflection, understanding, and positive resolution.

<u>Our visual cues of Consequences and Sanctions</u>

Please see images below…



Mental Health and SEND

Our behaviour policy is designed to provide a consistent framework while allowing flexibility to meet the individual needs of children and specific cohorts. In certain cases, adjustments are made to ensure appropriate support, considering factors such as special educational needs, mental health, or unique circumstances. These tailored approaches help create an environment where every child feels supported, understood, and encouraged to make positive behavioural choices while maintaining clear expectations across the school.

All staff acknowledge that mental health can influence behaviour incidents and recognise that multiple factors may contribute to these situations. Each case is approached individually to identify and understand the underlying causes of the behaviour. This applies equally to pupils with special educational needs and disabilities. For further details, please refer to our SEND policy.

The restorative conversation

The conversation should take place between the child and the adult directly involved, ensuring the child has had sufficient time to reflect and the situation has de-escalated. It must be conducted at a time that does not interfere with learning and should be documented using our restorative conversation forms, which are then recorded on Satchel One.

Ask;

1. What happened?
2. Who was affected?
3. How were they affected?
4. What needs to be done to put things right?
5. How will you do things differently next time?

Where behaviour does not improve after time out, the same steps will be followed. At the second time-out the child will be sent to the headteacher to work there until the end of the session. The child will return to their teacher to have the restorative conversation as above. Parents will be informed of this and are invited into school to discuss the next steps. During this meeting a Behaviour Support Plan may be deemed necessary and be put in place, that clearly identifies what behaviours are expected from the child and the consequences of any further unacceptable behaviour.

Parents and pupils will also be informed at this meeting that further unacceptable behaviour may lead to a system of internal exclusions within school. The behaviour support plan will also include restorative measures to support the child and help change and understand their behaviours. Our school Learning Mentor would be involved in supporting the child to help them with strategies to manage their emotions and choices. This may include attending Nurture Group, Positive Play, Talk-time, Anger and Anxiety support to name a few. Mickley also obtain expert advice from external specialists in some circumstances, to ensure that we are supporting children with the correct individual approach.

Persistent and unacceptable behaviours

Depending on the outcome of the parent, pupil and staff discussion, and behaviour persists to be unacceptable, it may be that your child will be secluded in school for a full day. Prior to returning to class a restorative conversation will take place with additional targets/support provided. Any repeat seclusions will be reviewed by the Head Teacher and may lead to a suspension.

A formal suspension is usually 1 day but can be longer depending on the severity or frequency of the behaviours displayed. Please note that for more serious incidents, such as fighting, harmful sexualised behaviours, bullying, swearing or extreme defiance, these sanctions or suspension may be implemented immediately. This is at the discretion of the Head Teacher. On return to school a re-integration meeting with the pupil and parents/carers and will set targets for improvement. If no improvement is made, then formal warning of the move to permanent exclusion will be given.

The school will follow all DFE guidance on suspending or permanently excluding a pupil.

Summary (stepped sanctions)

1st Time Out - 'Calm' time out within the class environment. Restorative conversation with class teacher

2nd Time Out - Child to work with another teacher for a fixed amount of time or until the end of the lesson. Restorative conversation with teacher

3rd Time Out - Child to work with SLT until the end of the lesson. Restorative conversation with Senior Leaders, meeting with parents, behaviour plan in place if appropriate

Persistent or Serious behaviour incidents – Suspension and Permanent Exclusion. Letter to parents/carers, Local Authority and Chair of Governors

Reasonable Force, Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscations powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Only the Headteacher and Senior Leadership Team have a statutory power to search a pupil of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted. The authorised member of staff will make an assessment of how urgent the need for a search is and consider the risk to other pupils and staff.

Any searches of possessions will be conducted away from other pupils and on school premises. There will be two members of authorised staff present (including one member of staff from the senior leadership team) and the pupil. Parents will be informed if a search of possessions has occurred and any follow up actions, including potential sanctions. Any search of possessions by a member of staff will be recorded on the schools safeguarding system. If evidence is found that is harmful to the pupil, other pupils or staff, the pupils' parents will be informed and possibly children's social care and/or the police depending upon the nature of the incident.

No member of staff will carry out a body or strip search. If in the rare circumstance this is required, the police and pupil's parents will be informed. No search will take place without a parent being present with the police.

Reasonable Force

The use of reasonable force in schools is in exceptional circumstances, when necessary to protect pupils or staff from harm to themselves, others, or the environment, the use of reasonable force may be employed. We adhere to legal requirements and guidelines to ensure that any use of force is proportionate and in line with our duty of care. Under no circumstances will physical force be used as a form of punishment. Each occasion where force has had to be carried out will be logged on My Concern and reviewed by a member of the safeguarding team and by the Headteacher.

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot: • use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- 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. Force cannot be used to search for items banned under the school rules.

Measures to prevent bullying including cyber bullying

To effectively prevent bullying—including cyberbullying, prejudice-based, and discriminatory bullying at Mickley Village Primary and Nursery School we adopt a whole-school approach based on the information provided by the Department for Education (DfE).

Bullying is defined as repeated, intentional harm where there is an imbalance of power, and it can be physical, verbal, psychological, or online. Mickley Village Primary and Nursery School is legally required under the Education and Inspections Act 2006 to implement measures to promote good behaviour and prevent all forms of bullying, including those motivated by race, religion, gender, sexual orientation, disability, or other protected characteristics under the Equality Act 2010.

For cyberbullying, schools and parents must work together to educate children about responsible online behaviour, privacy settings, and how to report abuse. Parents and carers play a vital role in preventing bullying by maintaining open communication with their children and the school, monitoring online activity, and modelling respectful behaviour. If bullying occurs, they should document incidents and engage with the school's designated safeguarding leads, to help their child feel supported and safe. For further support please see: https://assets.publishing.service.gov.uk/media/5a81638840f0b6230269709c/Advice_for_parents_on_cyberbullying.pdf

Links with other School Policies/Statutory Documents and Guidance

- Antibullying policy
- Child Protection Policy
- Keeping Children Safe in Education (Safeguarding)
- Online safety
- Searching, Screening and Confiscation (DFE)
- SEND policy
- Staff Code of Conduct
- Statutory guidance (School suspensions and permanent exclusions)
- Use of reasonable force in schools (DFE)