

Mandeville Primary School



Behaviour Policy

Document Date: Spring 2026

Review Date: Spring 2027

The Governing Body will review this policy in line with its schedule for policy review.
The policy was last reviewed and agreed by the Governing Body on 23rd March 2026.

Signature:
Head Teacher

Date: 23rd March 2026

Signature:
Chair of Governors

Date: 23rd March 2026

Introduction

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. Mandeville Primary School's Vision Statement includes the ethos and values of the school and directly links to aspects of behaviour. It includes the aims to:

- provide an inclusive, supportive, caring and safe environment, which has high expectations and values all members of the school community;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- encourage all pupils to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage pupils to be adaptable and to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage pupils to value the diversity in our society and the environment in which they live;
- encourage pupils to become active and responsible citizens, contributing positively to the community and society.

At Mandeville Primary School we believe that valued behaviour is important:

- to ensure the safety and emotional security of children;
- to enable the smooth running of the school so that effective teaching and learning can take place.

We aim, as a school, to produce a safe and secure environment where all can learn effectively. We expect the children to behave pro-socially towards each other, their teachers, and other adults. We do not condone detrimental behaviour and reinforce the belief that we each own our own behaviour.

Mandeville Primary School adopts the STEPS therapeutic thinking approach of behaviour management. This is defined as an approach to behaviour which prioritises the pro-social experiences and feelings of everyone in the dynamic. The dynamic being everyone in the school environment.

All staff have a responsibility for the behaviour throughout the school, with regard to the statements in this policy.

The policy can only be effective if all adults, in school, are consistent in their approach in terms of providing pupils with good examples of valued behaviour. All adults need to be consistent in their attitude to giving praise and actively encouraging expected behaviour.

Governing Body's Statement of Behaviour Principles

The production and implementation of the Behaviour Policy is the responsibility of the Headteacher and staff, with the support of the governors.

The governors wish the school to promote these values, beliefs and principles in the day-to-day life of the children at Mandeville:

A commitment to a positive and respectful culture within our school

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

Behaviour is a form of communication

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic thinking approach to behaviour.

Not all behaviours are a choice

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

Behaviours can change and improvement can be secured

Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured.

Clear boundaries are paired with an individualised graduated response where needed

A nurturing and structured environment is used to keep children safe. A clear well-communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a child's needs including educational, mental health and other needs or vulnerabilities.

Children may develop academically and emotionally at different rates

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

Children and young people are supported to develop internal discipline/self-regulation and resilience

A variety of feedback, reward, or consequence systems are used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

A commitment to equality and equity

Each child receives resources appropriately adapted/differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour.

A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

Engagement of families, outside agencies and the wider community is sought when planning support for children

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children.

Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

The governors expect the Behaviour Policy and any related policy or procedure to be produced in accordance with equality legislation and the duty to eliminate discrimination.

Our Policy

Mandeville Primary School's Behaviour Policy aims to:

- promote valued behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils are able to work at their own pace;
- regulate the conduct of pupils.

Staff aim to:

- have high expectations of standards of behaviour;
- set the tone for the day by greeting children in a warm and friendly manner
- teach children how to behave pro-socially through good role modelling;
- support them as they learn, by giving praise and encouragement;
- correct detrimental behaviour as it arises;
- help/teach children to reflect on events, actions and feelings;
- help/teach children to be self-aware and to have high self-esteem;
- develop children's intrinsic desire to behave pro-socially and to do the best that they can in all that they do;
- ensure that everyone values and respects themselves and each other;
- ensure pupils, parents/carers and staff adhere to the 'Home/School Agreement'.

Detrimental behaviour definition

Behaviour that hurts or hinders an individual, the community or the environment.

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.



Therapeutic Thinking Ltd. © September 2024

Valued behaviour definition

Behaviour held in high regard by an individual, the community or the environment.

- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society



Therapeutic Thinking Ltd. © September 2024

We make our expectations explicit by involving children in individual and class discussions. We also talk about behaviour issues and feelings in our assemblies, through the delivery of the PSHE (Personal, Social and Health Education) curriculum and P4C (Philosophy for Children).

We maintain routines and expectations that support children, as they learn to be consistent, independent and more able to take personal responsibility. We accept that all children can behave in a valued way and that it is the responsibility of adults to help/teach them to resolve problems and disagreements. Valued behaviour needs to be taught and it may take time to learn.

We respond positively to behaviour which is:

- kind and considerate;
- honest and trustworthy;
- responsible and sensible;
- friendly and helpful.

We do not accept:

- disrespectful behaviour;
- voices raised in anger;
- violence or aggression;
- vindictive or malicious talk;
- sexual harassment, online sexual abuse and sexual violence (including sexualised language);
- racism, persecution or bullying in any form.

Valued behaviour is encouraged in every area of school life and children are helped to recognise this behaviour.

- When moving around school we walk quietly. We let visitors and adults go first.
- In class, we listen and do as asked or instructed.
- Children use and recognise their Learning Powers
- Everyone takes responsibility for tidying up and the care of equipment.
- At playtime, we play games sensibly and fairly.
- If we are lining up or waiting in a queue, we are quiet and patient.
- In the dining hall we remember good manners, speak to the assistants politely and clear away for ourselves.
- When we go out of school we remember that people judge us, our school and our families by our behaviour.

Everyone on the staff at Mandeville Primary School has agreed to:

- recognise and praise valued behaviour as it occurs;
- ensure that criticism is constructive and positive;
- explain and demonstrate the behaviour we wish to see;
- encourage children to be responsible for their own behaviour.

We believe that valued behaviour should be recognised through:

- praise, e.g. verbally or through certificates;
- sharing good behaviour with members of staff;
- opportunities for greater responsibility in class and school.

Behaviour and action going above and beyond are recognised through:

- praise, e.g. verbally or through Well done cards;
- pupils can be awarded with steps towards valued behavior by earning a quarter of the card at a time.

Strategies

- Remain calm, use the child's name first before giving instructions.
- Use "thank you" rather than "please" when giving an instruction e.g. "walk through the hall. Thank you".
- Use positive phrasing "stand next to me, put the book on the table, walk with me to the classroom, stay seated in your chair, hands down".
- Spend time with the child, away from others if possible, trying to unpick the reasons for their behaviour.
- Ignore secondary behaviours (eye rolling, muttering, stomping, banging resources on the table). A child may do these whilst conforming to the instruction. This may be discussed later.
- Explain clearly to the child why the behaviour is not acceptable. Explain how the behaviour is preventing learning taking place.
- Tell the child the consequences for continuing with the behaviour.
- Give limited choices "where shall we talk here or in the library?" "put the pencil in the box or on the table".
- Allow take up time by giving limited choices and then moving away.
- When giving instructions give plenty of space between you and the child.
- Recognise that some behaviour may be attention needing and chose to ignore or distract the child in order to avoid negative reinforcement.

- It may be helpful to discuss behaviour with a colleague who has taught the child before.
- Disempower the behaviour “you can listen from there, come and find me when you come back, come back in when you are ready”.
- Seek help from the senior leadership team/SENCo who may offer additional support or access outside agencies.

School Rules

All classes will establish the rules at the beginning of each year and they will be reinforced at the start of each new term.

- The rules operate in all areas of the school.
- The rules are written in a positive way .
- The rules will be fair and establish expectations for behaviour.
- They will be published and displayed in the classroom and in general areas across the school.

We refer to these as the ‘School Rules’; they are the moral values that we wish to promote in the school. Rules include:

- A communication rule, e.g. we are polite to others.
- A kindness rule, e.g. we work and play co-operatively.
- A movement rule, e.g. we walk around school carefully.
- A safety rule, e.g. we use equipment safely.
- A learning rule, e.g. we treat everyone with respect.

The following strategies/interventions are also used to support children’s behaviour:

- Year 6 Buddy Scheme
- Peer Support
- Behaviour Programmes – With/Without External Agencies
- Social stories
- Comic strip conversations
- Sand Play
- Lego building
- Protective behaviours
- Talkabout
- 20/20/20 lunchtime support

Rewards and Consequences

The school has in place a range of rewards to reinforce and praise valued behaviour, and clear consequences for those who do not comply with the school’s Behaviour Policy. These are applied consistently and fairly across the whole school. Rewards are proportionate and fair responses that vary according to the age of the pupils, and any other special circumstances that affect the pupil. Children are recognised for displaying learning powers such as persistence, co-operation, resilience and the use of thinking skills. This also includes acting kindly towards others, looking after an upset child, tidying up equipment or being helpful.

When detrimental behaviour is identified, consequences should be implemented consistently, in line with the Behaviour Policy. These should be fair and in line with the impact of the behaviour.

Some children may struggle to self-regulate and need additional support to meet behaviour expectations.

In order to support children’s understanding of the importance of taking responsibility for their own behaviour (during lesson time and at breaktime/lunchtime), children will

usually complete a 'Protective/Educational Consequence Form' (Appendix 1), which encourages them to reflect on their behaviour, which school rule they have broken and what action needs to be taken. The adult who requested that they complete a Behaviour Form should then sit with the child to determine the most appropriate educational consequences. Younger children will complete the form with the support of an adult. Reparation may include the need for a verbal apology, written apology, etc.

In The Event Of Detrimental Behaviour During Lesson Time

If children behave detrimentally they will be reminded of our expectations. We will make it clear that it is their behaviour (not them) that we do not accept. If the behaviour is willfully repeated we will apply the following sanctions in order to improve behaviour. The sanctions form a staged approach.

The stages are

1. When any detrimental behaviour first arises, which disrupts the learning of others and themselves, 2 verbal warnings will be given to the child by an adult in the room and it will be explained to them why their behaviour is inappropriate. The adult clearly describes the behaviour which needs to change.
2. The child will then be given 'thinking time' within the classroom area but away from other children. This would be for a short period of time, in a quiet area, within the classroom.
3. If the same behaviour continues the child will then be sent to the next year group up for a period of time (suggested 10 minutes) followed by a consequence. A child should not be sent to a lower year group. Conversation with the child should be minimal allowing them to think about their behaviour.
4. When returning to the class, talk briefly to the child to re-establish a positive start to the rest of the session. Look for improvements and praise child directly rather than publicly.
5. If this behaviour is repeated for a second time in a week, or the behaviour is persistent, the child will be sent to a senior member of staff and the parents/carers contacted by the class teacher and the Protective/Educational Consequences form is completed alongside the child.
6. If this behaviour is repeated 3 times in one week, parents/carers will be contacted by the classteacher and invited to discuss ways of helping the child to improve his/her behaviour. This would then be recorded on CPOMS, A 'Roots and Fruits' (Appendix 6) may be completed by the SENCo to inform prosocial experiences.
7. If behaviour is violent or dangerous in nature so as to cause harm or potential harm, the Headteacher is informed. The child's parents/carers will be contacted by the classteacher/Headteacher. This will also be recorded on CPOMS. A 'Risk Calculator' may also be completed (Appendix 7).

Examples of dangerous behaviours are

- uncooperative or defiant behaviour which makes it difficult for members of staff or children to carry out their work effectively
 - lack of respect for school property and that of others
 - use of violence including retaliation
 - use of abusive/sexist/racist language
 - harmful sexual behaviour which includes sexual harassment, online sexual abuse and sexual violence
 - bullying – repeated physical, emotional or verbal
8. In some cases, a STEPS 'Therapeutic/Risk Reduction Plan' (Appendix 2) will be devised which will help the child to learn appropriate behaviour in school.

This will always be done in conjunction with the parents/carers. With parental permission, support can be given by the Rivers Education Support Centre.

9. The ultimate consequence is exclusion. (In this event Hertfordshire County Council procedures would be followed.) If it is felt that a child is at risk of exclusion, then a STEPS 'Therapeutic/Risk Reduction Plan' (Appendix 2) will be put in place.
10. If any adult working in school ever suspects that any form of bullying is taking place then this will be dealt with in accordance with the 'Anti-Bullying Policy'.

A visual presentation of the stages can be found in Appendix ? This can be shared with the pupil if deemed appropriate.

In The Event Of Detrimental Behaviour During Lunchtime Or Playtime

Teachers will be supportive of Midday Supervisors. Should a Midday Supervisor be otherwise engaged and a teacher sees the incident then s/he will intervene.

If a child misbehaves at playtime or lunchtime, the following sanctions will apply:

1. A proactive approach is needed to prevent detrimental behaviour. Distract and redirect if a situation is becoming a problem. Ask the child to remind you of the rules and what they need to change. Use of "walk with me" can be useful to allow the child to calm and observe children playing appropriately.
2. Giving effective reminders of appropriate behaviour. The child will be given 2 verbal warnings and it will also be explained to them why their behaviour is inappropriate. (If any child finds this difficult to understand we will help them by making guidance more specific and more suited to their individual needs.)
3. Giving 'time out' within the playground away from other children. If this occurs twice in the same lunchtime then this will then be passed on to the class teacher.
4. The nearest member of staff should use positive phrasing and/or the 'De-escalation Script' (Appendix 3).
5. If MSAs feel this is an ongoing problem then it will be passed to the Headteacher. The Headteacher will meet with the child and their behaviour will be recorded on CPOMS. Parents/carers will also be informed.
6. One child should not be relied upon to recount the events, speak to all those involved to find out what happened. Children may draw the incident to help explain the order of events.
7. If behaviour is violent in nature so as to cause harm or potential harm to the child, others or property, the child will be moved using the STEPS 'Open Mitten Escort' (Appendix 4) and the Headteacher informed. The child's parents/carers will be contacted by the Headteacher. This will then be recorded in the 'Behaviour Log', kept in the Headteacher's office.

Policies And Procedures For Breaktimes And Lunchtimes

Detrimental behaviour (e.g. purposeful damage of property, hitting others, swearing, etc.) will result in the following process being implemented:

1. The pupil's behaviour is discussed with a member of staff.
2. Pupils are encouraged to identify ways to improve their behaviour – they may need support with this
3. Pupils may lose their free time if their behaviour does not improve significantly plus educational consequences

If there are disputes between children at lunchtimes, children are spoken to by the Midday Supervisors who will advise them accordingly. If the dispute continues or Midday Supervisors suspect that any form of bullying is taken place then this will be dealt with in accordance with the Anti-Bullying Policy. Repeated detrimental playtime behaviour is referred to the class teacher. Extreme or persistent detrimental behaviour is dealt with by the Headteacher, and parents/carers will always be informed. The Midday Supervisory Assistants (MSAs) use walkie-talkies to ensure

effective communication throughout the lunch period and meet termly with the Deputy Headteacher and SENCo.

Peer on Peer Abuse

Staff recognise that children are capable of abusing their peers and this should not be tolerated or passed off as 'banter' or 'part of growing up'. In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe;
- Has systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Develops robust risk assessments where appropriate (e.g. Using the STEPS Risk Reduction Plan and Safety and Support Plan tools, anxiety mapping).

For further information, see the 'Child Protection Policy'.

Links With Home

Parents/carers have a vital role in promoting valued behaviour in school and so effective home/school liaison is very important. When first investigating unsocial behaviours an Early Prognosis Form may be used to agree strategies jointly (Appendix 8). The school expects that parents/carers will give their full support in dealing with their child's behaviour.

The school asks parents/carers:

- to keep them informed of behaviour difficulties they may be experiencing at home;
- inform them of any circumstances which may affect their child's behaviour at school.

The school will endeavour to achieve good home/school liaison by:

- giving parents/carers regular constructive and positive comment on their child's behaviour;
- involving parents/carers at an early stage in any disciplinary problems.

In extreme cases

Underpinning our philosophy to behaviour management is the belief that all behaviour is communication. In order to improve the educational outcomes for a child the school seeks to understand their difficulties. 'Anxiety Maps' (Appendix 5) are used to analyse by tracking staff, location, activity, time and peers. This is carried out in conjunction with the Headteacher or the SENCo.

As we believe that positive experiences create positive feelings and in turn positive feelings create positive behaviours, we use 'Roots and Fruits' (Appendix 6) to explore what we need to plan for a child. Information from both Anxiety maps and Roots and Fruits form a foundation of knowledge to apply to a Therapeutic plan. This is discussed and agreed with parents.

Reasonable Force

Where it is believed that physical restraint (the positive use of force) may be needed, it will be included as part of a Therapeutic plan.

Reasonable force can be used 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

Searching Pupils

The Headteacher and teaching staff may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. Consent is not required if the search is for prohibited items, such as knives, weapons, alcohol, drugs, etc. Schools have the right to confiscate any item from a pupil that is considered dangerous or illegal. Where carrying such items may be a crime, these items will not be returned to their original owner or parent, but passed as soon as possible to the police.

Exclusion

In cases of dangerous and persistent detrimental behaviour, the Headteacher may suspend a child from school for a fixed period of time or permanently exclude. The 'Risk Calculator' (Appendix 7) is used to quantify the behaviour. In his or her absence, the most senior teacher has the right to exclude a pupil from school. If such action is taken, the Headteacher will inform the Chair of Governors and seek advice from the Local Authority. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements. Suspension and exclusion is only used as a last resort.

Pastoral Care For School Staff

In the event of any allegation against a member of staff, the school would follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff Policy'.

Monitoring And Review

This policy was drawn up with reference to the 'Governing Body Statement of Principles for Behaviour and Discipline'.

The effectiveness of the policy will be monitored and reviewed by consultation with any of the below:

- Headteacher, SLT, class teachers, support staff and MSAs
- Analysis of incidents reported
- Parent/carer and pupils' questionnaires

The Governing Body continually monitors regulatory developments in this area, as well reviewing data (Behaviour Forms) regarding behaviour termly at the School Development Committee meetings. The Headteacher produces an annual report to the Governing Body detailing the number of incidences of all bad behaviour recorded including racial abuse. This is reviewed by the Governing Body and any necessary corrective or preventative actions put in place.

Appendix 1: Protective/Educational Consequence Form

Mandeville Primary School
Protective/Educational Consequence Form



Name:

Class:

What I did:

Who I did it to:

Which rule I broke (tick):

Learning	
Safety	
Kindness	
Movement	
Communication	

My thoughts about what happened:

Next steps – linked to educational consequence (completed by teacher):

Signed (pupil):

Signed (teacher):

Date:

Appendix 2:Therapeutic Plan (risk reduction plan)

Name:	DOB:	Date:	Review Date:
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		

Prosocial / positive behaviours	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: Date:

Signature of Parent / Carer: Date:

Signature of Young Person: Date:

De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

Appendix 4: Open Mitten Escort

Open mitten escort (to support, guide and escort)



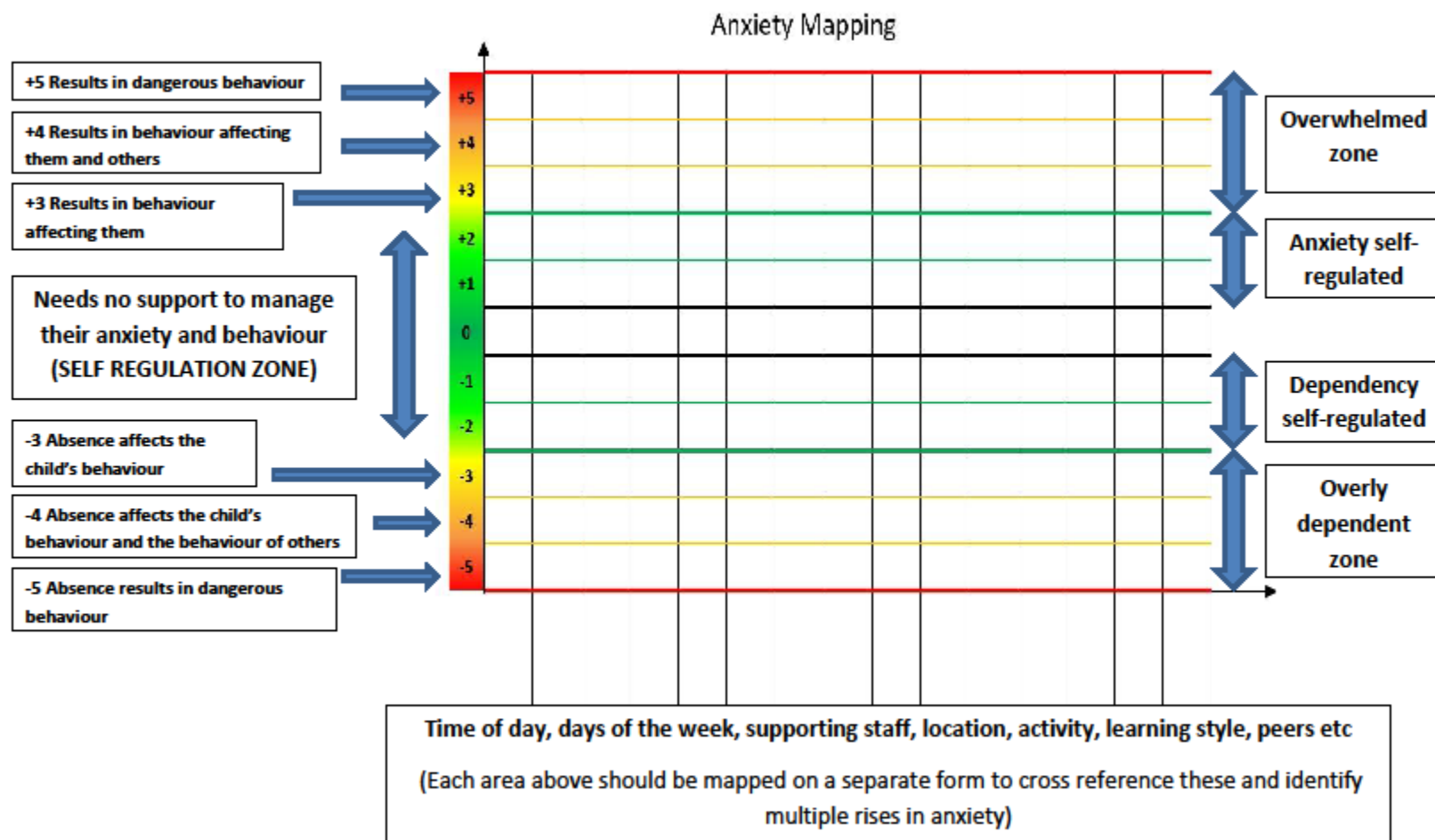
Open mitten escort

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Appendix 5: Anxiety Map

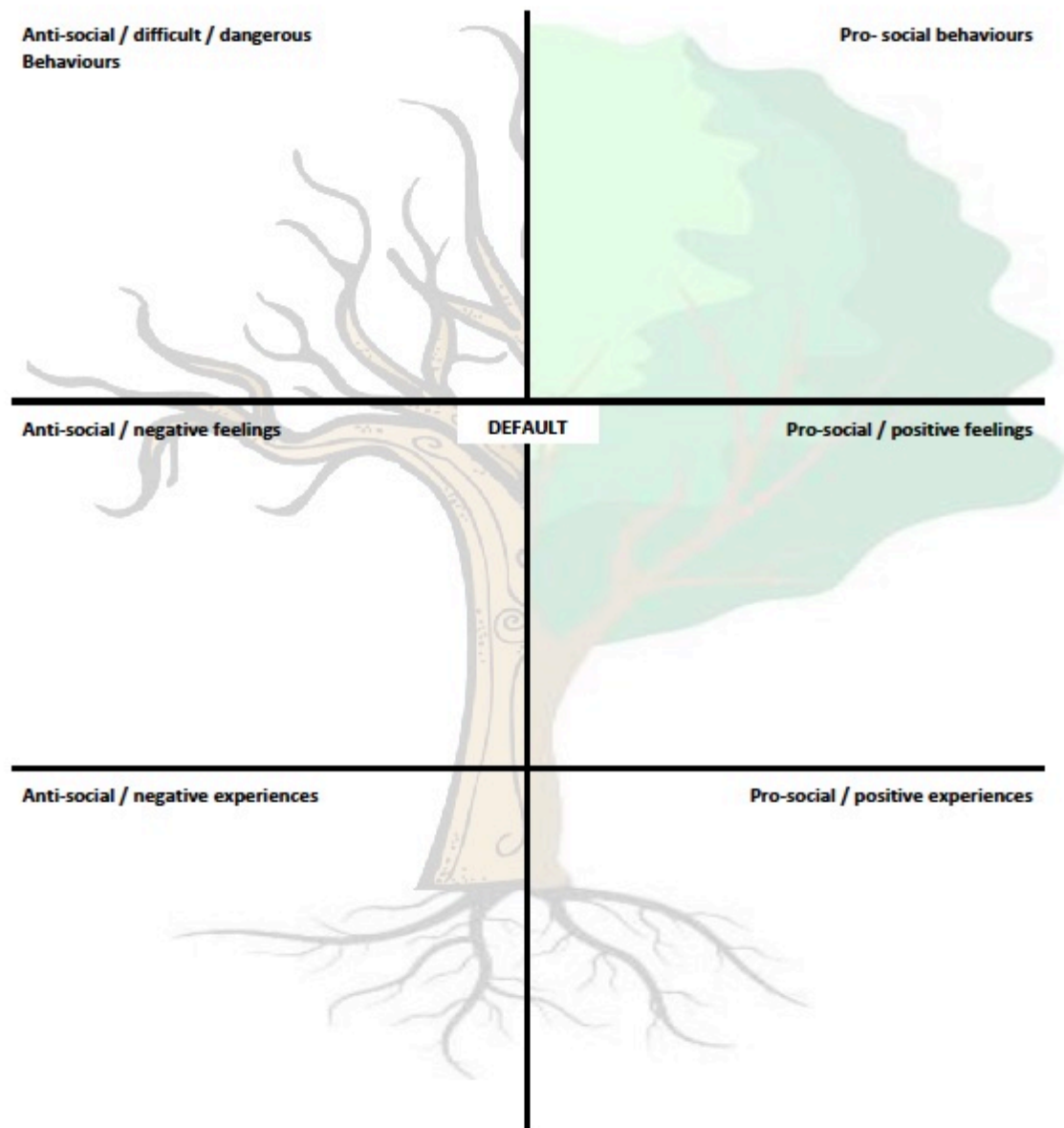
Anxiety mapping guidance



Appendix 6: Roots and Fruits

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Appendix 7: Risk Calculator

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Appendix 8: Early Prognosis Form

Early Prognosis

