Positive Behaviour Policy
and Statement of Behaviour Principles



Mansbridge Primary School

Approved by	Approved by Governing Body
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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education 2026 (DfE)
- GOV.UK Restrictive Interventions Guidance
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. The Mansbridge Vision and Values



Respect Aspire Include Nurture

Our values are an integral part of our school life. They are discussed in class and at weekly assemblies to help children understand how important they are, to ensure that everyone and every act matters, and that these acts foster a sense of belonging for all pupils in our school and the wider community. Pupils are praised for exhibiting our values within their daily routines and may receive some rewards as a show of appreciation from staff

In our school we will:

> Ensure that everyone is a valued member of the school community

> Encourage a sense of belonging and pride in our school

> Empower people to make the correct choices and enable them to make a positive impact on their community and the wider world

> Promote a passion for learning and ensure that every child is successful at school and beyond

> Adopt a trauma-informed approach to behaviour, recognising that behaviour may communicate an unmet need.

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4. Pupil conduct

There are many vehicles for communication and behaviour is a very important one. At Mansbridge we endeavour to understand what certain behaviours are trying to communicate in order to help us deal with situations successfully. Our staff serve as positive role models and as a school we use positive reinforcement strategies to motivate children to improve and change any negative behaviour which may occur. We understand that for our policy to be successful we must adopt a consistent approach throughout the school. The school recognises that child-on-child abuse can occur inside and outside school, online and offline. Such abuse will never be dismissed as banter, part of growing up or harmless behaviour.

5. Definitions

Good behaviour:

is defined as conduct that respects social norms, avoids harm or disruption to others, and supports cooperation, safety, and learning.

At Mansbridge School our pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Behave respectfully and safely online, both within and outside school, and to use technology in a manner that reflects the school's values.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the class or school rules
- Any form of child -on-child abuse, including but may not be limited to:
- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI

- Misogyny/misandry
- Vandalism
- Theft
- Fighting

  - Racist, sexist, homophobic or discriminatory behaviour
  - The creation, sharing, possession or distribution of inappropriate digital content, including AI-generated, edited or manipulated images, deepfake imagery, nudes and semi nudes or material intended to humiliate, threaten or harm another person.
  - Misuse of technology, including online bullying, sharing harmful content, inappropriate use of social media, image-based abuse, impersonation, or behaviour that poses a safeguarding risk to themselves or others.
  - Sexist, misogynistic, misandrist, discriminatory, prejudicial or harmful behaviour towards others, whether occurring in person or online.
  - Possession, use or threat of use of a weapon, or behaviour associated with serious violence.

Any concern regarding a pupil carrying, possessing or intending to use a weapon will be reported immediately to the Designated Safeguarding Lead and managed in line with safeguarding procedures.

6. 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 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
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, unwanted physical attention or inappropriate touching

TYPE OF BULLYING	DEFINITION
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 or gaming sites

The school will record, investigate and respond appropriately to incidents motivated by prejudice, including racism, faith-based discrimination, sexism, homophobia, biphobia, transphobia, disability discrimination or any other protected characteristic.

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying policy** which can be found on the website.

7. Mobile phones

The use of mobile phones is prohibited on the school site.

Children are discouraged from bringing phones to school although, for exceptional circumstances parents are allowed to request that their child bring their mobile phone to school.

If phones are brought into school they are collected by the class teacher, placed in a box and kept in the office until home time.

8. Roles and responsibilities

8.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the governing board

Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported

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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

8.3 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 and fairly

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, including providing additional support to meet the school's behaviour expectations where a pupil has SEND

Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')

Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions

Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

Challenging pupils to meet the school's expectations

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

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8.4 Parents

Parents are expected to:

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

Celebrate their child's successes

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, and working in collaboration with them to tackle behavioural issues.

8.5 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 duty to follow the behaviour policy

The school's key rules 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.

9. Rewards and Sanctions (See appendix 2 for rewards and sanctions)

We are very proud of our children's behaviour at Mansbridge and we reward both individuals and whole classes for maintaining positive behaviour throughout each day. Each class discuss their class rules at the beginning of each year and are aligned to the whole school behaviour policy. These rules are displayed in the classroom to act as a visual reminder to each child on a daily basis.

Children are awarded points for:

positive behaviour

exhibiting the Mansbridge values

their attitude to schoolwork.

Class points are also awarded for:

good behaviour

excellent attitude to learning

exhibiting the Mansbridge values

If a child chooses not to follow the class rules or demonstrate our school values the following sanctions will be applied:

1. A verbal warning will be given to remind the pupil of the correct way to behave.
2. A second verbal warning will be given.
3. If there is no improvement in behaviour, a member of LMT will be asked to meet with the child to discuss their behaviour and reflect on their actions.
4. The class teacher will inform the parent and discuss the behaviour

If this behaviour continues over a period of time there will be a meeting involving the child, the parents and a member of the Leadership Team.

In the event of a serious behaviour incident, the child's parents will be contacted on the same day.

In the case of repeated, serious behaviours, the pupil may be put onto a behaviour contract and parents will be asked to meet with LMT to arrange this.

To provide continual support and promote positive behaviour, sticker reward charts and other incentives may be used for individual children.

9.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Stickers
- Certificates
- Invitations to the head teacher's office to have a milk shake or hot chocolate at weekly reward time

10. Reporting and Recording

All incidents involving child-on-child abuse, sexual harassment, sexual violence, serious violence, discriminatory incidents or safeguarding concerns will be recorded on cpoms, in accordance with safeguarding procedures and reviewed by the DSL and reported to governors.

The school uses filtering and monitoring systems to help safeguard pupils online. Concerns identified through these systems will be managed in line with safeguarding procedures.

The Headteacher, DSL and Governing Body will receive regular information regarding the effectiveness of the school's filtering and monitoring systems and take appropriate action where safeguarding concerns are identified.

11. Suspensions and Exclusions:

Suspension is when a pupil is removed from the school for a fixed period. Exclusion is when a pupil is removed from the school permanently and taken off the school's admissions register

The Headteacher may suspend a child for a fixed period, but the suspension must be kept as short as possible and reintegration must be the aim. Suspensions will be used to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. Suspensions are carried out following the guidance from the DFE: Statutory guidance on the suspension of pupils from local-authority-maintained schools, academies and pupil referral units. https://www.gov.uk/government/publications/school-exclusion

12. Sexual harassment and sexual violence

The school will not tolerate misogynistic or sexist language, behaviours or attitudes and recognises that these may indicate wider safeguarding concerns.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. The welfare, wishes and ongoing safety of any child affected by sexual harassment or sexual violence will be central to decision-making and support plans.

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

Sanctions for sexual harassment and violence may include:

>Asking the victim how they would like the incident to be dealt with

>Supporting and educating the child to improve their behaviour

>Monitoring their behaviour for any recurrence

>Contacting parents to discuss the incident

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
- Liaising with a DSL to determine the best course of action

Please refer to our child protection and safeguarding policy for more information.

13. Off-site behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will consider the context of the situation and the action that would have been taken if the offence had taken place on school

premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

14. 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 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 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, where relevant) will consider whether the pupil who made the allegation needs 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 safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15. Behaviour management

At Mansbridge we are committed to providing a safe and welcoming environment throughout the school and especially in the classrooms. We base our ethos on understanding, trust and respect. Our teachers model good behaviour within the school which acts as a constant reminder to the children about how they should behave and interact with their peers and the adults in the school. We aim to be proactive rather than reactive when dealing with behaviour issues and believe that a consistent approach throughout the school is essential.

Behaviour, suspension, exclusion, attendance and safeguarding data will be analysed by group, including pupils with SEND, disadvantaged pupils, looked after children and pupils with protected characteristics, to identify any disproportionality and inform support strategies.

15.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Using positive reinforcement

15.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint 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 on CPOMs and reported to parents

15.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

15.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, reasonable adjustments and additional support will be considered for pupils with SEND, in accordance with the Equality Act 2010 and SEND Code of Practice.

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

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 to create the plan and review it on a regular basis.

16. 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.

The school recognises that persistent absence, severe absence, lateness and patterns of non-attendance may be indicators of safeguarding concerns, including neglect, abuse, child criminal exploitation, child sexual exploitation, domestic abuse, mental health concerns or other vulnerabilities. Attendance, welfare and safeguarding concerns will be considered together and appropriate referrals made where necessary.

The school recognises emerging safeguarding risks associated with artificial intelligence (AI), including AI-generated images, deepfakes, online impersonation, harassment and image-based abuse.

The school recognises that behavioural changes may be linked to mental health needs, emotional wellbeing concerns, trauma, adverse childhood experiences or safeguarding concerns. Appropriate support and referrals will be considered where required.

17 Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

18. Training

Our staff are provided with training on managing behaviour, including a trauma informed approach and proper use of restraint, where necessary.

Behaviour management will also form part of continuing professional development.

19. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and permanent exclusions policy
- Child protection and safeguarding policy
- SEND policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and permanent exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Reward chart and sanction chart

Rewards

1. **Stickers**

   Given for good work and good behaviour.
   You can earn stickers for anything you do well.

2. **Head Teacher or Deputy Head Teacher stickers**

   Given when your teacher thinks there is something good that Mrs Brosnan, Miss Davies or Mrs Von Landau should see!



3. **Star of the Week**

   Given out in class assembly and your name will be put on the school website for all to see.

4. **Dojo Points**



   Collected in class for showing a great attitude to learning. The two children in each class with the highest total by the end of the week will receive a reward.

5. **Whole class reward**

   The whole class will work towards a reward for everyone to enjoy.

Sanctions

Sanctions are given when someone breaks the code of conduct.

	**Stage 1** A verbal warning to remind you to change your behaviour.
	**Stage 2** A second verbal warning.
	**Stage 3** The class teacher will speak to your parents and discuss your behaviour.
	**Stage 4** If there is no improvement in behaviour, the head teacher or deputy head will meet with you to discuss your behaviour and reflect on your actions.
	**Stage 5** If this behaviour is being exhibited consistently then there will be a meeting between the parents and a member of The Leadership Team. You may be set some targets to improve your behaviour.