

Medina Primary School



BEHAVIOUR POLICY

Reviewed by	Governing Body	Authorised by	A McGarvey (Headteacher)
Last Review		Date	Sept 2025
Next Review	Sept 2027	Review Cycle	Every 2 years
Signed by A McGarvey			

Our rationale

Every adult and child have the right to thrive in a happy, safe and supported school built on mutual respect. We believe that good relationships between everyone – pupils, staff and parents are vital in establishing a positive learning environment. It is our aim that adults are able to teach, and children are able to learn. We achieve this through the promotion of positive and respectful behaviours that build supportive relationships. Our adults act as positive role-models to develop responsible citizens both in and outside of school. We always give our pupils support to make the right choice with their behaviour.

The purpose of this policy is to ensure that all children make the most of their learning time while they are at Medina Primary School. It is the duty of all staff to promote our behaviour expectations. The expectations of this policy will apply to children at any such time that they are representing the school, on their way to and from school and whenever they are wearing their school uniform.

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Everyone in our school community has a role to play, and responsibilities to ensure this policy is promoted fairly and consistently. Roles and responsibilities are set out in Appendix One.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To build a community which values kindness, care, good humour, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is "connection before correction"
- Pupils are provided with excellent role models
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Staff use PACE (Appendix three) and restorative approaches in their interactions with pupils taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. Changing how we respond to behaviour does

not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

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](#)

[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](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Our School Rules

An agreed set of rules will be implemented to ensure the safety of children and adults and the smooth running of the school. These rules are:

- Be Safe
- Be Respectful
- Be Ready



Be safe



Be Ready



Be Respectful

Support to develop positive behaviour

At Medina we work hard to build and maintain the relationships that underpin our vision. Some of the ways we do this include:

Relational and Restorative Practice

Medina Primary School uses relational and restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Relational and restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

Weekly ***Circle Times*** on a Monday and a Friday that help to develop valuable connections between pupils and staff. They provide staff with the opportunity to listen to pupils and for pupils to share their opinions and thoughts.

Zones of Regulation are another important part of our school. These link a colour (red, blue, yellow and green) to feelings and moods. We teach children to be able to identify which zone they are in and to develop strategies that enable them to manage their feelings and emotions.

Rewards for positive behaviour and attitudes to learning at Medina

There are a number of positive behaviour strategies that staff use to support the children in their learning and in making the right choices. These include the following, but this list is not exhaustive:

- The use of a visible recognition board throughout every lesson where children can earn a positive reward as a whole class
- Verbal praise e.g. to the child, parent
- Written praise e.g. a positive comment on work,
- Team points
- Best seat in the house during celebration assemblies
- Class praise/Key Stage praise
- Stickers
- Merit Book
- Merit Certificate (celebration assembly)
- Monitor responsibilities
- End of Year Awards (including Peter Ashley award)

What happens when a child does not follow our rules/expectations?

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps	Actions
1) Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. PACE may be used here.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step" PACE may be used here.
3) Last Chance (5 minutes after class for restorative conversation/5 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage using some scripted conversation... • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Medina Primary School, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss five minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective/relational dialogue. For serious breaches at lunch times, the pupil will be expected to have take up time (5 minutes sat on the bench) PACE may be used here.
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/ calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

5) Repair Restorative Conversation	5 questions are usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
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Some children will need an individual positive behaviour management programme. These pupils need extra support to manage and change their behaviour. Usually, these will be children who have medical conditions and/or special educational needs and/or disabilities (SEND). Parents/carers will be informed and encouraged to work in partnership with the school. Depending on their needs and with parents' agreement, we may also seek support from outside agencies, and occasionally through a multi-agency assessment.

Suspension

Suspension from school for a period of time will be considered in extreme circumstances, and in collaboration with the Local Authority. Should a child be suspended for a period of time, parents will be informed and reasons for suspension shared. A plan for a reintroduction appointment will be given, when parents and the child will meet with a member of SLT.

At this meeting, expectations for improved behaviour will be discussed and reasonable adjustments will be made to support successful re-integration. All external suspensions will be reported to the Local Authority and Medina Primary School's Chair of Governors.

See Appendix 4 for further information about suspensions and exclusions, including parent's right of appeal.

Record Keeping

Informal notes may be kept by teachers when behaviour is detrimental to learning. These may then be discussed during consultations with parents. Certain behaviours require more formal record keeping.

In the following scenarios, a pupil's behaviour will be recorded on the school's CPOMS system: prejudicial and racial incidents, sexualised behaviour, sexual harassment and abuse, homophobic incidents, bullying (see anti-bullying policy and appendix five for definitions of bullying), persistent refusal to work, damage to equipment, offensive language, physical assault to an adult or pupil.

In most of these circumstances, parents will be informed. For extreme violent behaviours a VIR (Violent Incident Report) must be completed.

Physical Contact and Reasonable Force

At Medina Primary School some of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible.

Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

The school physical intervention policy has further information.

Confiscation

Searching and screening pupils is only used when staff have the reason to believe that something harmful has been brought on site. Items may include weapons, drugs, alcohol, tobacco, and sexually harmful material.

Searching and screening of pupils may also occur if there is evidence of stealing. Any stolen or harmful items found in pupils' possession will be confiscated. These items will not be returned to pupils. They will be returned to pupils only after discussion with parents, if appropriate. In exceptional cases and where a crime is linked with an item, it may be handed to the Police.

In line with Government guidance and to maintain good order, the use of mobile phones is banned during the school day. They *may* be brought to school, but they **MUST** not be used anywhere on school grounds, including when walking into and out of school. They must be handed into the school office on arrival at the school. If a pupil uses a mobile phone in school, it will be confiscated, returned to the parent and banned altogether.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, this will be regarded as very serious behaviour. The head teacher will discipline the pupil in line with this policy.

The head teacher will consider the pastoral needs of staff accused of misconduct.

Date: **September 2025**

The policy will be publicised to parents and school staff at the start of every school year

Review Date: **September 2027**

APPENDIX ONE

Roles and responsibilities

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- 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
- 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)

Every adult is responsible for:

- Creating a calm and safe environment for pupils
- Referring to the school rules 'Ready, Respectful, Safe'.
- Be calm and give 'take up time' when going through the steps. Respond calmly to help pupils become calm. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation / zones of regulation.
- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Won't use sarcasm to embarrass pupils who are struggling to regulate
- Will manage the transitions between lessons so corridors feel like safe places
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Use a PACE approach to support children
- Empathise

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
- Discuss any behavioural concerns with the class teacher promptly
- 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.

APPENDIX TWO

Governors' Statement of Behaviour Principles

The Governors at Medina Primary believe that high standards of behaviour lie at the heart of a successful school. Good behaviour and positive attitudes enable children to make the best possible progress in all aspects of school life. Our behaviour policy is rooted in our values of tolerance and respect for others within a cohesive community.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected. Pupils have the right to learn free from disruption.
- Medina Primary is an inclusive school. All pupils, staff and visitors are free from any form of discrimination.
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- We believe children should be encouraged to support each other by learning about positive behaviour and by giving each other positive reinforcement.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Rewards and sanctions are used consistently by staff, in line with our behaviour policy. Sanctions are applied fairly, proportionally and reasonably, considering special educational needs and disabilities, and the needs of vulnerable children.
- We expect school staff to offer pupils' support to improve their behaviour, as necessary.
- By effectively preventing and tackling bullying, the policy will help to create a safe, disciplined environment where pupils are able to fulfil their potential.
- Violence or threatening behaviour will not be tolerated in any circumstances. The governors expect the Headteacher to clarify when staff can use their powers to search for banned items; to use reasonable force (make physical contact with children); and to discipline pupils (including notifying police) for misbehaviour outside school 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 Medina pupil.

The decision to use physical intervention and /or reasonable force will be based on individual circumstances and the professional judgement of staff.

- Suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort.

The practical application of these principles is the responsibility of the Headteacher.

This written statement of behaviour principles is reviewed and approved by the governing body no longer than every two years.

APPENDIX THREE

Dan Hughes' PACE Approach - PACE refers to **Playfulness, Acceptance, Curiosity and Empathy**:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

APPENDIX FOUR

The examples below are of levels of inappropriate behaviour and are a guide to staff when managing behaviour in school. This list is not exhaustive and there will always be an element of discretion as it is important that behaviour is dealt with satisfactorily, taking into consideration the individual needs and circumstances of all children.

Pupils with EHCPs and Individual Behaviour Plans will follow their own plans and staff must be aware of these children. Staff will be expected to engage in meaningful restorative conversations with pupils when they deem it necessary. Staff will be supported by SENCo/Pastoral Manager to ensure that they are confident when having these restorative conversations.

Level	Behaviour Examples <i>Note – these are not intended to be exhaustive examples</i>	Consequences <i>If/when pupils are making the wrong choices, staff will follow the same procedures</i>
Low	• Poor effort • Distracting others in class • Wandering around class at wrong time • Calling out • Taking another person's property • Taking during assemblies/class discussions	• Reminder of our school/class rules and expectations • If behaviour continues the child could have a restorative conversation during a break time • Time out of assembly/class activity
Moderate	• Persistent low-level behaviour • Refusal to complete task • Misuse of school equipment/property • Rudeness to adults • Leaving class without permission • Dangerous play • Swearing – intentional • Continuation of low-level behaviour	• Complete task at break • Restorative conversation at break • Complete work in 'partner' class • Loss of privileges (ie football at break) • Move seat/workstation in class • Teacher to contact parent • Report Card (KS2 pupils) • Behaviours to be recorded on CPOMS
Serious	• Persistent moderate level behaviour • Bullying • Use of mobile phone in school/on school grounds • Deliberately hurting another child • Swearing at member of staff • Stealing • Inappropriate use of social media • Using serious threatening behaviour	• Parent contacted • Senior Leadership involved (KS Lead/Deputy/Head) • Parents informed and face to face meeting arranged with either class teacher/KS Lead/SLT • Loss of school trip • Detention • Behaviours to be recorded on CPOMS
Extremely serious	• Serious violent with intent to cause harm to child/adult • Sexual assault/abuse • Carrying/bringing into school an offensive weapon • Repeated bullying	• Pupil goes to a safe space – isolation • Parents informed and meeting arranged • Suspension • Permanent exclusion • Behaviours to be recorded on CPOMS

Procedure for issuing a Detention

1. Teacher to inform Headteacher
2. Phone parents to inform them of behaviour resulting in a detention for next day. (N.B. Parents will have 24 hours prior notice.)
3. Detention given – pupil be supervised in class until 4pm. Depending on reason for detention – pupil may complete unfinished work, write letter of apology and a restorative conversation is always conducted during detention.

Fixed-term suspensions and permanent exclusions

Our practice is informed by the DfE [Guidance for suspension and permanent exclusion](#)

The school will always take advice from the Local Authority regarding alternatives to suspension. Nevertheless, in certain circumstances the Headteacher may decide upon a fixed-term suspension or (extremely rarely) a permanent exclusion.

The length of any suspension will be proportionate to the misbehaviour. Fixed-term suspensions will be issued alongside the development of a robust support plan to support the pupil's return to school. We are committed to working collaboratively with the pupil and parents/carers to ensure successful reintegration with future planning that maintains good conduct.

Behaviours that may result in suspension include (but are not limited to):

- Unprovoked/highly aggressive physical attack on a pupil or adult.
- Verbal abuse/ threatening behaviour against a pupil or adults.
- Persistent bullying, racism, sexism, homophobia, transphobia or harassment
- Dangerous or irresponsible behaviour
- Bringing any offensive weapon into school
- Theft or vandalism.
- Persistent disruptive behaviour
- Sexual misconduct

When suspending a child, the school will inform the Local Authority (Portsmouth City Council) without delay and discuss alternatives. Parents can access information from [Portsmouth's SEND Local Offer](#)

In the absence of the Headteacher, the Deputy Headteacher may make the decision to suspend, but will make every effort to contact the Headteacher first.

A decision to issue a permanent suspension is always made as a last resort.

Once a decision to exclude has been made, parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Headteacher. The letter will outline how parents can exercise their right of appeal to the Governing Body. Governors have the duty to consider the representations of the parents and must decide either to uphold the suspension or direct reinstatement. Their decision will be given in writing and without delay and will give the reasons for the decision.

At all times of the suspension /exclusion process, the headteacher and governing body must comply with The Equality Act 2010 and have regard to the SEND Code of Practice.

APPENDIX FIVE

Our anti-bullying policy and children friendly anti-bullying policy can be found on our web site.
<https://medinaprimary.co.uk/policies/>

We use the following definition:

‘The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’. As defined by the Anti-Bullying Alliance.
<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

At Medina Primary School use a simple acronym to remind pupils what bullying behaviour actually is:
STOP – Several Times on Purpose.

Bullying is often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)