



Behaviour and Discipline Policy

This policy is being reviewed for implementation in Spring 2026 alongside the Anti-Bullying Policy.

Mortimer Primary School

Behaviour and Discipline Policy Statement

Vision Statement

We believe in establishing high expectations for behaviour from all pupils. We consider good relationships to be the heart of everything we do. Reward and praise for the daily aspects of good behaviour should be essential for all pupils. We need to provide a safe and positive environment in which to learn, allowing our pupils to thrive upon every opportunity within our provision. We aim to ensure everyone reaches their full potential, we work together to provide the best possible learning and recreation opportunities, with targeted protection, care and support for those in greatest need.

Aims of the Policy:

- ☐ To support the whole school community in maintaining outstanding standards of behaviour following a consistent approach throughout the school.
- ☐ To develop increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour.
- ☐ To maintain a calm, purposeful and happy atmosphere within the school in line with our school ethos.
- ☐ To value parental co-operation and involvement in ensuring positive behaviour in and out of school.
- ☐ To exemplify appropriate behaviour through role modelling and setting of high expectations.
- ☐ To take all reasonable steps to ensure that the individual needs of any pupil is considered in the application of this Policy.
- ☐ To ensure equality of education and develop a culture of inclusion and diversity which enables pupils with disabilities to participate fully in school life (see Disability Equality Scheme).
- ☐ To ensure that the school meets its legal responsibilities regarding safeguarding and Special Educational Needs (see Safeguarding and SEND policies).

Responsibilities and Expectations

Legal Guidance and Responsibilities

The DfE guidance, 'Behaviour and Discipline in Schools; Advice for Heads and school staff (January 2016)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of pupils.

General expectations

Pupils are expected to:

- ☐ Conduct themselves around the school in a safe, sensible manner and show regard to others
- ☐ Dress according to the guidance on school uniform contained in the school brochure
- ☐ Adhere to the Policy whilst in school, off-site visits, and to and from school
- ☐ Behave in a respectful and polite manner to all staff and pupils
- ☐ Show respect for the opinions and beliefs of others
- ☐ Support other members of the school community in promoting the expectations of good behaviour
- ☐ Ensure homework is completed and handed in on time
- ☐ Follow the class charter (One Life Scheme)

Staff are expected to:

- ☐ Model appropriate behaviour and reinforce clear expectations of behaviour
- ☐ Have high expectations for behaviour and conduct
- ☐ Apply expectations consistently and fairly
- ☐ Deal with incidents of inappropriate behaviour by following the school's procedures
- ☐ Promote and reinforce positive behaviour in the classroom and about the school

Parents and carers are expected to:

- ☐ Work in partnership with staff to ensure good behaviour and the safety of all.
- ☐ Inform staff of any concerns
- ☐ Respond to concerns raised by members of staff
- ☐ Ensure their pupil/pupils come to school correctly equipped and prepared to work
- ☐ Support their pupil in adhering to the school values
- ☐ Inform the school of any changes in circumstances that may affect their pupil's behaviour
- ☐ Inform the school of any incidents that may result in dysregulation before school.
- ☐ Discuss any behavioural concerns with staff promptly
- ☐ Respect teachers' decisions and support staff in discussions about behaviour and expectations
- ☐ Understand that school do not disclose consequences given to other pupils as a result of behaviour, due to confidentiality
- ☐ Not condone behaviour that would be viewed as challenging by the school

The Headteacher's responsibilities:

- ☐ Ensure a School Behaviour Policy is in place, approved by the Governing Body, published on the school website and reviewed annually.
- ☐ Ensure the policy is understood and adhered to by all staff.
- ☐ Ensure all physical interventions are appropriate
- ☐ Make sure that adequate resources are available to ensure this policy is implemented.
- ☐ Ensure individual student risk assessments and positive handling plans are put in place and regularly reviewed when required
- ☐ Ensure all incidents where a physical intervention has been used are recorded and followed up.
- ☐ Decide when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.
- ☐ Provide pastoral care for staff accused of misconduct.

Governors are expected to:

- ☐ Ensure that policies designed to promote good behaviour and discipline on the part of its pupils and all members of the school community are reviewed on an annual basis.

Bullying (including cyber bullying)

Further guidance is available in the school's Anti-Bullying Policy

Remote learning

A positive behaviour Policy should be encouraged at all times. Pupils, parents, carers and staff are aware of the Acceptable Use Policy and if/when a reminder is needed, a teacher can and will post for the class. If one pupil needs to be talked to separately and not as part of the class, then this would deem necessary for a phone call home to the parent.

Discriminatory language/incidents

- ☐ Incidents which include elements of racism, sexual orientation, gender identity or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- ☐ They should be dealt with in line with this Policy and report all incidents to the Headteacher and DSL (Designated Safeguarding Lead)
- ☐ They must be recorded appropriately, including any follow-up action
- ☐ Some pupils use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach pupils/young people how to be respectful to each other

If the school feel pupils are being abused through extremism or being radicalised, the school will inform the local authority and consult directly with the police Prevent Team and seek advice.

Training

Our staff are provided with training on behaviour management.

Behaviour management will also form part of continuing professional development.

Physical Contact with Pupils

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.

- ☐ It should only be used if the pupil/young person is putting himself or others in danger and where failure to intervene would constitute neglect
- ☐ All restraints must be recorded in the school's incident recording system

Key members of staff receive 'Team Teach' training on the use of de-escalation and restraint techniques.

The school recognises that there are occasions when physical contact (other than reasonable force) with a student is proper and necessary, such as:

- ☐ holding the hand of the student
- ☐ comforting or congratulating a student
- ☐ demonstrating how to use equipment
- ☐ demonstrating techniques
- ☐ provide first aid

Good Behaviour and Positive Discipline Rewards System

All members of staff will be looking for examples of good behaviour and praise will be given to individual pupils throughout the course of a school day.

This praise will be made more public by, but not limited to:

- ☐ Praising a pupil or showing work to the rest of the class
- ☐ Commending pupils in front of other classes or showing work to other classes and teachers.
- ☐ Being awarded stickers by the class teacher or other members of staff including Senior Management.
- ☐ For exceptional work or behaviour, pupils will be sent to the deputy or headteacher to share their success.
- ☐ All Junior pupils participate in a house system and annual merit award system. House points are awarded to individuals for good work and behaviour.

Challenging behaviour is defined as, but not limited to:

- ☐ Anything which goes against our school values and so is disrespectful, unsafe, unkind or disruptive to learning
- ☐ Disruption when walking around the school building, and at break and lunchtimes
- ☐ Non-completion of classwork or homework
- ☐ Ignoring adult instructions or speaking disrespectfully to adults in school
- ☐ Using inappropriate language or swearing
- ☐ Accessing unsuitable content when online
- ☐ Aggressive and/or unwanted physical contact towards staff and/or pupils.
- ☐ Damage to school property and equipment.

Seriously challenging behaviour is defined as, but not limited to:

- ☐ Repeated challenging behaviour / repeatedly acting against the school values
- ☐ Absconding
- ☐ Any form of bullying, including cyberbullying
- ☐ Sexual violence or harassment, meaning unwanted conduct of a sexual nature, such as:
 - ☐ Sexual comments
 - ☐ Sexual jokes or taunting
 - ☐ Unwanted interfering with the clothing of others.
 - ☐ Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- ☐ Vandalism
- ☐ Theft
- ☐ Fighting
- ☐ Smoking/vaping/e-cigarettes
- ☐ Racist, sexist, homophobic or discriminatory behaviour
- ☐ Possession of any prohibited items as defined within the DfE Use of Reasonable Force & Searching, Screening & Confiscation, such as, but not limited to:
 - ☐ knives and weapons
 - ☐ alcohol
 - ☐ illegal drugs
 - ☐ stolen items
 - ☐ tobacco and cigarette papers (including, E-Cigarettes)
 - ☐ fireworks and lighters (including matches etc)
 - ☐ pornographic images
 - ☐ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Consequences of unacceptable behaviour

Consequences are linked to the language of choice and signal that the pupil is making an inappropriate choice about his/her behaviour.

It is the responsibility of teachers to deal with minor incidents which occur in the classroom.

We hope that sanctions will not be necessary but realistically we realise that sometimes pupils will not behave in an acceptable manner. In direct response to the following sanctions will be applied:

- i) A warning look from a member of staff
- ii) A reminder of positive behaviour in front of the class
- iii) Pupils will be spoken to privately by the class teacher
- iv) Pupils will be withdrawn from the group and will work separately in the classroom or practical area
- v) The pupil will reflect on what has happened during afternoon playtime. If the impact of reflection time is minimal and the inappropriate behaviour continues, parents will be contacted.
- vi) Pupils will be sent to the Key Stage Lead/ Deputy Headteacher who will re-enforce the disapproval and identify necessary sanctions. This could involve keeping a pupil in at playtime and withdrawal of other privileges such as attending clubs or extra-curricular activities such as playing for school teams. This will be supervised by class teacher.
- vii) Serious breaches of acceptable discipline will be dealt with quickly by the headteacher and parents will be involved at an early stage.

The headteacher has the power to set exclusion procedures into motion.

Fixed Period and Permanent Exclusions

Informal exclusions or any sending home of pupils for disciplinary reasons other than through exclusion are illegal. Parents/carers must not be encouraged to home educate a pupil in order to avoid exclusion.

In occasional cases the headteacher may feel that they have to exclude a pupil, however, such decisions are not taken lightly and will be determined on an individual basis.

Internal Exclusion

At the headteacher's discretion, internal exclusion may be applied as a consequence to challenging behaviour. Internal exclusions are fixed at three days. Internal exclusion may include:

- Missing break times
- Working in another class
- Working in a different area of the school
- Working under the supervision of a senior member of staff

Pupils with exceptional behavioural and or SEN needs

All pupils with exceptional/SEND behaviour needs will be given additional support, tailored to their specific needs, which may include drawing upon additional resources from beyond the school i.e. CAMHS, Educational Psychologist.

Fixed Period and Permanent Exclusions for pupils with exceptional behavioural and or SEND needs will be managed on an individual basis. This process will take into account their response in relation to their individual SEND needs. Where reasonable adjustments have been made and are in place for that pupil,

incidents considered challenging or seriously challenging as outlined above may result in an exclusion. This is at the discretion of the Headteacher.

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, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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 pupil. We will work with parents to create the plan and review it on a regular basis.

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.

Behaviour Outside School

Travel to and from school

The expectations in this policy apply whilst pupils are travelling to and from school.

Off-Site Visits

The expectations in this policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Searching, Screening and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Heads, school staff and governing bodies' January 2018, states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful.

This means that staff may confiscate or seize items in possession of a student that are illegal or banned from school, the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the student without notice. Staff can carry out the search of a pupil, their property and their tray/bag/coat where they reasonably believe that there is a risk that serious harm will be caused to a person.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do so.

Violence to Staff

The school takes a serious view of any incidence of violence against its employees and takes responsibility for protecting all of its employees from acts of violence and aggression. Such acts must never become an acceptable hazard of working in a school or local government.

A system of reporting and monitoring incidents of violence and aggression towards employees has been adopted so that appropriate action can be taken to improve safety for employees in the workplace.

See Violence to staff-[Health and Safety Manual 2021](#)

Where any injury has occurred, the school will complete a Health and Safety Incident Form AR1/V1 for staff and AR2 for pupils following the STC Policy '3.15 Accident Reporting' [Health and Safety Manual 2021](#)

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 work alongside 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 work alongside 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 is in need of help, or the allegation may have been a cry for help. If so, a referral to pupil'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 pupil protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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 Safeguarding Policy.

Conclusion

This policy statement attempts to make certain that all pupils are given a positive attitude to school and to understand clearly the high standards of behaviour expected of them. The consistent implementation of this policy ensures that the school is a caring and well-ordered community where effective teaching and learning takes place, and where pupils consistently demonstrate positive attitudes and excellent behaviour where they are proud of their achievements and their school.

This policy will be reviewed annually and will be publicised to all staff, parents, pupils and governors. It will be available from the school office as well as through the school's website.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Anti-bullying
- Safeguarding
- Positive handling
- School exclusion
- SEND

Supporting Documents

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 Pupils Safe in Education
- Use of reasonable force in schools
- 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