



MANSFIELD PRIMARY ACADEMY

Behaviour Policy

Version	2.1
Date of Issue	September 2025
Policy Owner	David Jane
Date to be reviewed	July 2026

1. Introduction

At Mansfield Primary Academy, we are committed to creating a learning environment where exemplary behaviour is at the heart of effective and productive learning. Staff are dedicated to supporting children academically, socially, and emotionally and will provide clear and consistent boundaries for all children. We expect children to maintain high standards of behaviour, build respectful relationships with others and value their school environment.

2. Aims of the policy

Behaviour and wellbeing encompass and affect all aspects of school life and the development of young people. The school's culture and environment must create an ethos, and conditions, which support positive behaviours for learning and successful relationships. Positive behaviour within a clear, supportive, and consistent framework facilitates excellent learning in the formative primary years and lays the foundation for lifelong learning and mental health. It is vital that children are supported to focus on their learning and work well with others, so that all children develop the academic, physical, and emotional skills to develop to their potential.

Behaviour is multi-layered, complex, and personal to each individual. We aim to make behaviour at Mansfield Primary Academy outstanding, by ensuring standards are applied consistently and fairly by all staff and children in this phase of their education. We want children to develop in a safe, nurturing, and friendly environment, in which they feel valued and build resilience and a positive attitude to lifelong learning. It is important that children are comfortable asking for support and not afraid of making mistakes. Children should complete the Primary stage of their education feeling safe, happy, and valued, enriched with the academic and emotional skills required for their journey onward into young adulthood.

School leaders must demonstrate a commitment to the social and emotional wellbeing of all children and staff within a school. Developing strong, respectful relationships between school, learners and parents is a key contributing factor towards a productive school life. Adults in school should recognise the unique strengths, interests, and areas for development of each individual child, and must be trained to understand and support children who may have particular behavioural difficulties arising from influences beyond the school.

Any new children and parents joining the Academy will be explained the policy on their initial tours. The policy is sent out along with the academy admissions form to ensure they are fully aware of the policy and its protocol.

3. School values

Our values at Mansfield Primary Academy intend to support the personal, social, and spiritual development of all children and underpin our learning behaviours. We have developed our school values by speaking to our children, community, and staff. To recognise the journey which Mansfield Primary Academy has been on, and where we would like to go, our Values are:

Respect

'Respecting oneself and valuing people's beliefs and diversity'.

The aim is for children to understand that respect isn't just a rule— It creates a foundation of trust that enhances communication and cooperation. It's a value that shapes character, strengthens communities, and sets children up for success in every area of life.

Resilience

'Learn to cope with challenges. Persevering to overcome an obstacle whether educational, personal or mental, as failure is one step closer to deeper learning'

We understand that life can be difficult, and now more than ever, children need to be resilient to succeed. We support our children to learn resilience, in different contexts, to be able to push through the challenges to continue learning.

Responsibility

'Being a good citizen and being responsible for the choices we make; towards our education; other people and the environment'

Responsibility shapes not just academic success, but the kind of citizens students grow up to be. It promotes many areas such as:

- **Accountability**
Students learn to own their actions, decisions, and learning. This builds integrity and self-discipline.
- **Fosters Independence**
When children take responsibility for tasks and deadlines, they become more self-motivated and capable of managing their time effectively.
- **Builds Character**
Responsibility teaches respect for others, fairness, and ethical behaviour—traits essential for personal and professional life
- **Encourages Civic Engagement**
Responsible students are more likely to participate in community service and care about societal issues like inequality and climate change.
- **Prepares Future Leaders**
Responsibility helps students develop a strong moral compass and leadership skills, guiding them to make thoughtful decisions.
- **Improves Classroom Culture**
A responsible student body contributes to a respectful, cooperative, and productive learning environment.

To build a curriculum which is ambitious. We want our children to 'Aspire' to be the best they can. With the secure foundations to enable them to reach their full potential, our children are encouraged to take risks and learn through mistakes. Our children deserve to have provisions put into place to

broaden their horizons; we develop long-term plans which enable children to build on previous knowledge and develop schema across learning.

Our curriculum equips our children with the skills and knowledge they need to be life-long learners in today's world. Learning at Mansfield Primary Academy is relevant and challenging, we want children to have a breadth of knowledge to help them find their place in the world

4. Dealing with behaviour

At Mansfield Primary Academy we aim for children to learn from their mistakes and, where possible, make amendments for their actions. As a school we recognise that individual circumstances can have a significant impact on behaviour. The behaviour framework below details how behaviour will be addressed in a consistent and proportionate way and how as the children move through levels 1-5 it will involve more senior staff to reflect the severity or regularity of the behaviour. We recognise that some children may need reasonable adjustments or individual behaviour approaches, which will be developed by our inclusion team and teachers. All staff are trained each year regarding the policy and discussions to reflect on practice are held.

The framework begins with positive reinforcement strategies.

	Strategies	Examples
<u>Positive reinforcements</u>	- We aim to 'catch' the children being good as we know this is an effective way to encourage the positive behaviour to continue. - We aim to celebrate children embodying our school values.	- Stickers - Non-verbal cues, such as 'looks' and gestures. - Verbal praise - Certificates 'Star of the day' - Special responsibilities - Head teacher's awards
<u>Level 1</u> – low level classroom disruption	- Use positive reinforcement strategies. - Tactically ignore and seek out good behaviour nearby to praise. - Give the child the chance to make the right choice. - Validate the child's feelings, 'I can see that you are upset...' - Distract the child, re-direct their attention. - Focus on the behaviour	<u>Level 1 behaviour</u> Low level disruption e.g <i>Calling out in class, not working, disturbing others, defiance, inadvertent physical contact with another child.</i>
<u>Level 2</u> – actioned in classroom (such as a warning or moved in the classroom.)	- Use an appropriate volume of voice to directly remind the child of expected behaviour e.g "please put your pen down", "please put all four legs of your chair on the floor". - If it continues- Give Reminder 1. Try to 'catch' improvements in behaviour and praise them to move back to being positive. - If behaviour continues- Give Reminder 2 – remind the child of expectation. Explain the consequences if behaviour continues e.g., they will have to move/	<u>Level 2 behaviour</u> <i>A continuation/ escalation of low-level disruption.</i>

....will be taken away/time out. Encourage them to make the right choice and try to catch improvements.

- If behaviour continues- **Give Reminder 3 – follow through with consequences in the classroom-** move seat /take away/time out/ etc. Explain that if the behaviour continues, they will be moved out of the classroom.

Level 3 – Actioned by class teacher, the child to move to a different class and parents/ carers to be informed.

This will be recorded

- If behaviour continues or escalates then the child should be **moved out of the classroom**. The child will be asked to go to a different class or away from peers for some reflection time.
- Children should take work with them to complete.

Persistence of low-level disruption level 1 & 2 behaviour.

Level 3 behaviour

Inappropriate or abusive language
e.g swearing

Inappropriate physical contact *e.g violent games, deliberately injuring others.*

Damage to property *e.g defacing school equipment, deliberately breaking or damaging school resources.*

Level 4 – Involve wider school staff, such as pastoral team and SLT.

This will be recorded

- If behaviour continues once the child returns to the classroom the pastoral team and SLT will be informed. They will come and talk to the child at the earliest opportunity to outline expectations/ discuss issues surrounding behaviour.
- Pastoral team or SLT will discuss next steps, such as whether an individual behaviour plan is necessary or the child would benefit from pastoral support.
- Pastoral team or SLT will make phone calls to parents to notify them of their involvement and discuss any issues at home that may be contributing to the behaviour.
- Some behaviours may be so extreme that the pastoral team or SLT are informed immediately.

Escalation of level 1-3 behaviour.

Level 4 behaviour

Dangerous behaviour *e.g fighting, throwing objects, tipping over table*

Level 5 – risk of suspension, involve parents and SLT.

This will be recorded.

- If poor behaviour persists or an incident is so extreme, the child becomes at risk of suspension, SLT or pastoral team will explore other avenues to prevent suspension. Other actions may include:
Moved away from Peers to calm.
Moved into another class within the academy
Moved to work with SLT

Could be a repeat behaviour of level 4.

Level 5 behaviour

Extreme behaviour *e.g racist abuse, use of weapons, severe damage to school property*

However, in the most serious cases, a fixed term and/ or permanent suspension may be necessary.

Child- on-child abuse

Some behaviours are considered to be very serious and this may result in the incident being referred directly to a member of the Senior Leadership Team, SENDCo, Safeguarding Team or indeed to the Principal.

This may include:

- Drugs/ cigarettes/alcohol/offensive weapon related incidents.
- Physical aggression towards children and adults.
- Bringing the school into disrepute as a result of a serious incident outside of school.
- Significant damage to school property.
- Sexual Violence
- Sexual harassment
- Bullying

This list is not exhaustive but provides some examples.

If suspension was to occur, this will be decided by the principal or someone acting upon their behalf and usually as a last result unless serious offence has occurred. Records of suspensions or Permanent Exclusions need to be sent to local authority. Work will be provided for the child to complete at home, and they cannot be out in public during school hours. On the return to school a readmission meeting between the parents/carers and school will happen to decide how we reintegrate the child back into the Academy. During the meeting all parties will reflect on the incident and to set targets that all parties to adhere too.

5. Behaviour logs

All behaviours from Level 2 will be logged through CPOMs. The Senior Leadership Team analyse behaviours and trends on a weekly basis and explore restorative approaches to support children, staff, parents, and carers.

We will work with children, parents, carers, staff, and other agencies to create individual support plans to identify triggers and implement a graduated response where every child is given the opportunity to achieve. A graduated response will be applied, meetings with parents and other stakeholders will be used to support at different trigger points.

The SLT will collate details of behaviour and monitor those with repeated behaviour to ensure the relevant interventions and reasonable adjustments are made to support the child as required.

6. Consequences

Consequences of poor behaviour will be age and stage appropriate. For poor learning behaviour, the teacher must consider whether the task set was inappropriate, leading to disruptive behaviour.

For behaviour at Level 1 and Level 2, the child may miss part of a play time to consider their actions. Missing a whole play time does not allow the child to reset and start the next lesson afresh. It is important to give children a break, even with low-level disruptive behaviour.

At Level 3, parents will be informed. This may have involved hurting other children or violence, or foul language. The child should miss their playtime and/or lunchtime. Depending on the nature of the incident the child may still be given chance to have a break from the classroom, this may involve having

5 minutes with a learning mentor or other adult to talk or for a short run around on the playground before returning to the class.

At Level 4 and Level 5, depending on the nature of the behaviour, the child may spend part of, or all their day, or week with a member of SLT. They will be provided with work by the class teacher, and the child will have a separate playtime which will be organised by the supervising staff. At this stage, removal to a different class may be considered. Likewise, SLT need to decide whether it is appropriate or safe for the child to attend off-site visits, residential trip or represent school teams.

Following any consequence, school staff will reintegrate children back into the classroom and both reflect on what can be done to ensure behaviours do not continue. This will take place once the child demonstrates regulated behaviours. A conversation will take place to restore expectations, where possible, parents and carers may be included to discuss other options to support the child succeed.

Any child who is removed from class to another classroom will have this recorded on CPOMS and a log will be kept by SLT. If a child is open to Social care, Child in need plan, Child Protection. The linked social worker will be informed of the removal as well as parents/carers.

Pupil voice will be provided periodically or at least yearly to ensure the policy is purposeful and to reflect on its consistency of use and effectiveness. Enabling the academy to adjust to new challenges if/when they occur. This is also supported by a review of behaviour and protocols by the Greenwood Academies Trust educational directors as part of our governors arrangements.

7. Positive Behaviour Reinforcements

At Mansfield Primary Academy we believe that positive reinforcement is the most powerful way to promote good behaviour and ensure that it will continue, we aim to turn challenging behaviour around by 'catching' children being good. We consistently recognise, praise, and reward positive behaviour to motivate and maintain good learning behaviours. There are opportunities for children to gain rewards for themselves and for their team. These include:

Star of the Week

The Star of the Week is given at Celebration Assemblies. Children are chosen from each class for outstanding work, effort, behaviour or attitude to work. Children should be aware of what they have been chosen for. Each child takes home a certificate to keep. Their name and photo is placed on the Star of the Week display board. Parents receive a text message inviting them to join the celebration assembly.

Dojo Points

These are allocated for attitude, effort, behaviour and work. Dojo points are only used positively and are accumulative. Dojo Points are consistent across the Academy given for: Positive attitude to work, good effort, following the school rules and values, being kind. Points are then exchanged for certificates and prizes from the Principal.

Pupil of the day

A message will be sent to families regarding positive behaviour of a chosen child,

Star of the Term and Values Awards

Each class teacher chooses a child who has been outstanding work during the term or showed particular aptitude towards one of our school values. Their names are then collated on the special display in the besides hall. This is celebrated with the whole school and parents during the celebration assembly. Children have the opportunity to feel proud and share in this celebration of effort and hard work with the whole school community.

Stickers A range of stickers are used to help motivate or to acknowledge children in their work, attitude or behaviour.

P.S.H.E.

A variety of P.S.H.E. strategies are used throughout school. These include verbal praise by staff and peer group, circle games activities, P.S.H.E. charts etc.

Shared Achievement

Children also have the opportunity to share their work with the Principal and other staff and children both informally and also at Assembly.

8. Roles and responsibilities

Rights, rules, and responsibilities

Central to our Promoting Positive Behaviour policy are clearly identified rights, rules, and responsibilities.

Rights

Every child has the following rights:

- To be and feel safe, healthy, and happy.
- To be treated with respect, dignity, and equality.
- To be taught and to learn.

Children With rights go responsibilities; good behaviour is expected from every child so that good learning can take place. It is the responsibility of children to **always make good choices**. We expect them to:

- To show kindness and respect to others
- Show care and respect for their environment.
- Listen and respect others right to listen.
- Show mutual respect and tolerance towards all members of the school community regardless of their cultural background.
- Be polite, kind, and helpful towards each other.
- Conduct themselves in a safe and sensible manner at all times.
- Play an active part in the review and implementation of the policy, through Pupil's Voice forums.

Parents and carers A strong partnership between school and parents is fundamental to a successful behaviour policy. It is vital that parents/carers receive consistent messages about the school's approach to promoting positive behaviour. We will speak with parents immediately if we have concerns about their child's welfare or behaviour. We expect each parent/carer to:

- Ensure children attend school punctually and regularly with personal needs met (having had breakfast, suitable clothes etc.) and adequate school equipment/ kit.

- Engage in communicate in an appropriate manner with staff around children's progress, attainment, behaviour, and wellbeing.
- Inform school of reasons children are absent from school.
- Support staff in trying to modify any inappropriate behaviour.
- Take an interest in children's learning.

All staff

- Proactively develop positive relationships with all children.
- Maintain the school behaviour policy and uphold the school values.
- Create and deliver inspiring, engaging lessons and learning environments which promote risk taking, independence, and not being afraid of making mistakes.
- Model respectful and positive behaviour with all children, all the time.
- Be aware of the children within school who may have unique needs/ behaviour plans and therefore may need careful interaction.
- Show respect to children by giving them reason for our rules and giving positive instructions and explicit praise for good behaviour.
- Always use appropriate body language and tone in all interactions with children.
- Be a good role model to children by showing kindness, respect and modelling hard working attitudes.
- Value child's voice and ensure children always feel listened to.
- Follow the steps outlined in the levels of behaviour to deal with behaviour consistently across school.
- Communicate effectively with stakeholders to support children.
- Create a safe environment for children.
- To recognise and reward academic and non-academic achievements.
- To recognise the contributions made by lunchtime staff and ensure they are appropriately trained so that they can support our school values and model play and positive behaviour.
- Develop positive relationships with parents to ensure strong home- school partnerships.
- To ensure children who are new to school are welcomes into the community, relationships are made with their home life to help them transition.
- To ensure effective transition practice is put into place to help children succeed.
- To follow the Jigsaw scheme to support with children understanding relationships and themselves.

School Leaders

- Support parents, carers, and staff in managing child's behaviour through the application of the behaviour policy.
- Offer appropriate training to staff on dealing with behaviour.
- Deliver a comprehensive induction programme to new staff, which covers relevant policies and individual behaviour plans for children they will be working with. Ongoing support and training will be available for staff, in-line with school trends.
- Analyse behaviour trends so that the school can be proactive.
- Develop a sustainable Pastoral Team to support a graduated response within school.
- Report behaviour data to Greenwood Academies Trust, Academy Council, and the Local Authority.

9. Classroom Learning Behaviour

Adults will be proactive in managing behaviour in their class or classes. Teachers model calm and respectful behaviour towards children. Within the classroom there will be a shared agreement

between staff and children outlining expectations. There will be an age-appropriate visual timetable prominently displayed so that children know what to expect during the day.

We will work with children on developing skills of cooperation within the classroom, sharing equipment, working together to complete a project and general collaboration skills. Adults at Mansfield Primary Academy recognise that these are the key *soft skills* that will be essential in their future.

There will **never** be whole class sanctions, but children can work as a 'team' to earn points towards their class reward. Teachers must be constantly reflective on their practice and why things might not go as planned when dealing with behaviour.

10. Playtime/ Lunchtime Behaviour

Lunchtime and playtimes are different to the classroom; however, we still expect children to follow the key principles above.

To ensure that playtimes and lunchtimes run smoothly, all staff: -

- Will escort their class to the appropriate play areas or dinner hall.
- Will be punctual and not leave their class unattended when another member of the team might be delayed.
- Join in with games where appropriate e.g., lead skipping games, referee a football match, supervise play equipment.

SLT will ensure that Midday Supervisors have training in behaviour management, conflict resolution and are aware of key children who may display more challenging behaviour.

In the dining hall, we expect the children to continue to follow the key principles. Children will have adequate time to eat and interact with others. We expect and will train the children to take plates, dishes, knives, forks, and waste to the appropriate place.

11. Outside School – travelling to and from the premises and collecting children from school.

In response to all non-criminal poor behaviour and bullying which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly using the behaviour framework for consistency. This may include when the child is:

- Taking part in any school- organised or school related activities
- Travelling to or from school
- Wearing the school uniform
- Is identifiable as a child from the school

Negative behaviour that has repercussions for the orderly running of the school, poses a threat to another child or member of the public or could have an adverse effect on the reputation of the school will be dealt with according to the behaviour framework.

12. Mobile Phones

Years 5/6 are permitted to walk home alone if parents agree to this factor. Therefore, Mobile phones would be allowed to be brought into school for the safety of children who are walking alone. Mobiles are not to be kept with children, and to be handed into the office each day for safe keeping. They are then returned to the child at the end of each day. We do this to safeguard children and to ensure the device is safe within the Academy. Children who do not following this rule may have their walk home permissions redacted by the academy. This same applies to children who do not display the school values on their journeys.

13. Handling children

On very rare occasions we may have to physically intervene to keep children from hurting themselves or hurting others. If this needs to happen, it will be only done in-line with Use of Reasonable Force ([Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)) and Trust's guidance. The handling log is completed and parents contacted. If children need to be handled regularly, it will form part of their alternative behaviour provision, and a risk assessment will be completed and shared with other adults in school and the parents.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

- **Force** is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- Schools generally use force to control children and to restrain them.
- **Control** means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

In accordance with Department for Education guidance 2011, school does not require parental consent to use force on a child.

When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- restrain a child at risk of harming themselves through physical outbursts.

Staff faced with a potentially violent situation should try to remain calm, confident and objective. Talking and listening or methods of non-physical communication should be the first line of approach. If practicable, another adult should be sent for before any physical intervention becomes necessary.

Staff should consider the appropriateness of seeking medical assistance after any incident requiring restraint.

Staff should use the minimum force required to control aggression and should apply it in a manner which attempts to prevent rather than provoke further aggressive reaction. Restraint must not be applied any longer than necessary and the adult should continue attempting to calm him/her down and making clear that restraint will cease when it appears safe to do so e.g. "If you stop kicking I will release my hold".

School will not use force as a punishment – it is always unlawful to use force as a punishment.

Staff will use a range of techniques to de-escalate the situation and these may include:

Early intervention, remaining calm, taking quietly, avoiding an audience, repeating expectations, offering choices, allowing time and space and getting other staff to take over if they feel the situation is personal or that they cannot cope. Staff may also de-escalate the situation by sitting down, breaking eye contact with the child, diverting the child by suggesting an alternative activity,

showing they are listening to what the child has to say, being prepared to apologise to the child if a mistake has been made.

Staff must not - Shout, act in anger, ask rhetorical questions e.g. What do you think you are doing? Who do you think you are? make promises they cannot fulfil, make personal comments, or force the child into a corner (literally or metaphorically). Staff should avoid invading personal space and not take angry comments personally.

14. Bullying

At Mansfield Primary Academy, we treat allegations of bullying extremely seriously. If proven to be true, bullying can be escalated straight to Level 4, where SLT will work with the children and contact the parents of those involved.

The DFE defines bullying as-

- Deliberate
- Repeated, often over a period of time
- Difficult to defend against.

Different types of bullying include emotional, physical, racial, sexual, direct, or indirect verbal and cyber-bullying.

<u>Types of Bullying</u>	<u>Definition</u>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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,
Prejudicial or Discriminatory Language	Comments based on prejudice of protected characteristics such as race, gender, religion.

Categories of bullying will be discussed with the children during assemblies and PSHE lessons time at an age-appropriate level and as required if incidents occur.

Bullying will be recorded through CPOMs and will be monitored by SLT, safeguarding and the Pastoral team.

15. Cyber bullying

Children at Mansfield Primary Academy Primary are **not** old enough to hold accounts on Facebook, WhatsApp, Snapchat, Instagram, Twitter, TikTok amongst others.

We recognise that many children can access these accounts because of poor age verification systems with the different companies. Many parents may struggle to understand or keep track of their child's online activity. Whilst many children use these sites responsibly, it can be a medium whereby children think that they cannot be checked on. Our behaviour policy still applies for incidents that occur between children and/or adults online.

16. SEND and Safeguarding

All staff have annual safeguarding training and understand some children's behaviour may indicate that they have or may continue to experience significant harm or abuse. Staff will follow the safeguarding policy in recording concerns or disclosures and informing the safeguarding team.

We recognise that some continuous disruptive behaviour may be due to unmet educational needs or trauma. We understand that our behaviour strategies may not be effective for all children and for those reasonable adjustments should be made. This is in both relation to a child SEND or protected Characteristics. Staff will follow the SEND processes, recording behaviour using CPOMs.

17. Child support

We recognise that for some children their behaviour may be caused by a range of emotional factors, including stress, anxiety, and low self-esteem. At Mansfield Primary Academy we are committed to understanding the root of challenging behaviour and identifying the triggers so that we can proactively prevent challenging behaviour from occurring in school. We aim to support children and keep them within their 'window of tolerance' by teaching strategies for self-regulation.

Mental break	Physical break	Spiritual break- yoga, relaxation techniques.	Positive self- talk	Grounding activities
<i>Reading corner</i>	<i>Sensory Circuit</i>	<i>Class yoga</i>	<i>Star of the Day –</i>	<i>Deep breathing</i>
<i>Chat to an adult</i>	<i>Activity session</i>	<i>Juggling</i>	<i>say something</i>	<i>Slow counting or</i>
<i>Draw a picture</i>	<i>Show your work</i>	<i>Meditate</i>	<i>kind about</i>	<i>counting games</i>
<i>Mindfulness activities</i>	<i>to your last teacher</i>		<i>another member of the class.</i>	
	<i>Get a drink of water</i>			

Some children may need additional support to develop their personal, social, and emotional well-being. These children will be identified by their class teacher for additional support, through ELSA referrals, which may take the form of:

- Intervention groups which encourage social interaction skills e.g circle of friends, musical interaction group.
- Breakfast groups
- Mentoring

- ELSA support groups

18. Staff Training

Working in school with large groups of children can cause anxiety and stress for teachers and other adults. It is the responsibility of SLT to ensure that teachers are adequately supported in their dealings with children, parents, and other professionals. This will include ensuring all staff have training and are supported in their dealings with children, especially those who have their own behaviour plans, de-escalation plans and risk assessments.

Training may be provided by outside providers, for example the Autism Team or may be dealt with internally by the SENDCo or other professionals. Likewise, staff are encouraged to speak to SLT if they are experiencing difficulties.

19. Searching Children and their belongings

The possession of prohibited items brought into the academy may result in a child having to be searched as a safeguarding and security exercise.

School staff can search a child for any item if the child agrees. The ability to consent may be influenced by the child's age or other factors.

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item such as:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to:
- Commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the child).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

School staff can confiscate any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Under Article 8 of the European Convention of Human Rights children have a right to respect towards their private life. In the context of these particular powers, this means that children have the right to expect a reasonable level of personal privacy. This right is not absolute; it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also

acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way

20. Parents and carers views

The Behaviour Management Policy is on the school website for parental access. Parents are always asked specific questions about behaviour in school on the annual parent questionnaire. Parents also have the opportunity to make comments at this point but also are able all year round to place any comments/suggestions in the suggestion box in the school reception. Senior Management always responds to each comment/suggestion made by parents regarding behaviour. When new policies are wrote they are shared with parents via its communication methods.

Children's views on behaviour, and how safe they feel in school, are gained via the annual Pupil survey. These responses are noted and a response given by Senior Management in assembly time. Discussions about behaviour etc are also discussed at Class level, key stage level and decisions reported to the children.

21. Complaints

An individual wishing to make a complaint regarding the school's actions in dealing with incidents of inappropriate behaviour should discuss this with Mr. Jane, Principal, in the first instance. If the issue is not resolved then a formal complaint may be made, following the complaints procedure as set out in the Greenwood Academy Trust complaints policy.