Behaviour Policy

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Date: October 2026

Chair of Governors: Mr Yosef Cooper

Date: October 2026

Approved on	Approved by	Date of next review
October 2026		October 2027
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1. Policy Statement

Menorah Foundation School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This includes children, staff, parents and governors.

Our behaviour policy guides staff to teach and model self-regulation and self-discipline, supporting pupils to make thoughtful and responsible choices. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to addressing behaviour and dynamic interventions that support staff and learners.

We aim for all our children to reflect the school's objective of Torah Im Derech Eretz, demonstrating positive Middos (good character) and consistently being Ready, Respectful and Safe. These shared expectations help children understand the behaviours expected of them, reflect fundamental British Values and prepare them to contribute positively to life in modern Britain.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse (including Harassment and Violence) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Behaviour Support Plan

3. Aims and Purpose 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 support learners to develop ownership of their behaviour and understand the impact of their choices
- To build a community that values positive Middos (good character), encouraging children to be Ready, Respectful and Safe through kindness, care, empathy and consideration for others.
- To promote community cohesion through improved relationships
- To ensure that good behaviour is a minimum expectation for all

To provide simple, practical procedures for staff and pupils that:

- Recognise and celebrate positive behaviour
- Positively reinforce positive behaviour and good Middos (good character)
- Promote self-esteem, self-regulation and self-discipline
- Teach and model positive behaviour through proactive interventions
- Build positive relationships based on mutual respect
- Create a calm, safe and inclusive environment where every child can thrive

4. Responsibilities

All Staff

Staff are responsible for setting the tone and context for positive behaviour within the classroom and around the school.

They are expected to:

- Meet and greet pupils positively as they arrive, setting a calm and welcoming tone for the day
- Consistently model high standards of behaviour and build respectful, positive relationships with all pupils
- Establish and maintain clear routines, ensuring each day ends positively and every new day is a fresh start
- Plan and deliver lessons that are engaging, appropriately challenging and meet the needs of all learners
- Use positive reinforcement as a first approach, recognising and promoting expected behaviours
- Remain calm when addressing behaviour, allowing ‘take-up time’ for pupils to reflect and respond appropriately
- Follow up all behaviour incidents, taking ownership and using restorative conversations to support improvement
- Actively address behaviour at all times - never ignore or walk past pupils who are not meeting expectations

Middle Leaders

Middle leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the children.

Middle Leaders will:

- Be a visible presence across their Key Stage to encourage and promote positive behaviour
  Support staff in communicating with children and parents regarding behaviour

- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Lead investigations into more serious behaviours/incidents and issue internal suspensions where deemed necessary
- Monitor patterns of behaviour on CPOMS to identify emerging concerns and provide timely support

  CPOMS (Child Protection Online Management System) is the school's secure electronic system for recording and managing safeguarding and behaviour concerns. It enables staff to log incidents promptly, share information with relevant senior leaders, and ensure that concerns are tracked, monitored and responded to appropriately in line with safeguarding procedures.

Middle Leader for Behaviour

The Middle Leader for Behaviour will provide strategic leadership for behaviour, relationships and conduct across the school. They will oversee the development, implementation and monitoring of behaviour systems to ensure a calm, consistent and positive learning environment where the school's vision and values are clearly reflected.

The Middle leader for Behaviour will:

- Oversee and maintain consistent, fair implementation of behaviour systems, promoting a positive culture that supports learning, inclusion and wellbeing
- Manage and develop the school's rewards systems, including the House Point system, and organise events that reinforce positive behaviour and teamwork
- Review and refine the behaviour policy, ensuring clear communication and consistent application by staff, pupils and parents
- Coordinate targeted behaviour support for pupils, working with staff and external agencies to implement effective, inclusive strategies
- Support and develop staff in behaviour management through monitoring, coaching, modelling and sharing effective practice
- Monitor and analyse behaviour data to evaluate impact, identify trends and inform strategic decisions, while upholding professional responsibilities and acting as a role model
- Lead on bullying prevention and investigations, ensuring all concerns are handled promptly, thoroughly and in line with school policy, and that outcomes are clearly recorded and communicated

Senior Leaders (SLT)

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide and model and show a unified consistency to the children.

Senior Leaders will:

- Meet and greet children at the beginning and end of the day
- Be a visible presence around the school and particularly at times of mass movement
- Celebrate children whose effort goes above and beyond expectations
- Work in conjunction with the Middle Leader for Behaviour to update behaviour policies, develop the school's rewards systems and provide strategic oversight
- Support Middle Leaders in managing children with more complex or consistent negative behaviours
- Regularly review provision for children with Behaviour Support Plans and incidents recorded on CPOMs

5. Expectations for Good Behaviour

Our school has 3 simple rules: Ready, Respectful, Safe.

During lessons, pupils are expected to:

- **Be ready for learning** – stay on task, face the front and listen attentively, avoid distracting others, and bring the correct equipment each day
- **Be safe** – move calmly around the classroom only when necessary, sit properly on chairs without swinging, handle equipment safely by passing rather than throwing, and seek adult permission before leaving the room (e.g. to use the toilet)
- **Be respectful** – maintain appropriate noise levels, keep the classroom neat and tidy, and signal to an adult when you wish to speak or share ideas

During break time, pupils are expected to:

- **Be ready** - line up immediately when the whistle is blown, ensure they have visited the toilet
- **Be safe** - move around the playground safely, be aware of where other children are playing, inform staff of unsafe behaviour or accidents, do not enter the school building other than to use the toilet
- **Be respectful** - speak kindly to others, include others in games, ensure litter is put in the bin, treat playground equipment with care

In the lunch hall, pupils are expected to:

- **Be ready** - line up immediately when instructed to do so, ensure they are not distracted by others and use the time for eating
- **Be safe** - move around the lunch hall calmly and only when required, seek permission from an adult to leave e.g. to use the toilet
- **Be respectful** - help ensure that the noise level is appropriate at all times, help to tidy up, remember their manners when being served food

In assembly, pupils are expected to:

- **Be ready** - line up immediately when instructed to do so, show that they are ready to listen by facing the front
- **Be safe** - walk into the hall and wait for others in front of them to be seated before sitting down
- **Be respectful** - enter the hall without talking, show the hand signal and quieten down when it is shown by an adult, speak clearly so others can hear

In the toilets, pupils are expected to:

- **Be ready** - use the toilet and immediately return to class/playground/lunch hall
- **Be safe** - behave appropriately and wash their hands after using the toilet
- **Be respectful** - respect the privacy of others and maintain and treat facilities with care.

6. Positive Reinforcement and Rewards

Our emphasis is on positive reinforcement and rewards to reinforce good behaviour. We believe that this has a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements, in school work and homework.

Rewards include, but are not limited to:

- Verbal and non-verbal praise
- House points, stickers, marbles and certificates
- Points and marbles towards group/whole class rewards
- For significant achievements children will visit SLT
- 'VIP' certificates (Very Important Pupil) are given in recognition for good behaviour or super effort, and celebrated during Monday assembly. Every Key Stage will have a VIP each half term to celebrate significant achievements of individual pupils, and these pupils will enjoy VIT (Very Important Tea) with a Middle Leader
- Chesed Awards are given out during Friday assembly in recognition for children who have shown kindness
- Positive messages sent or phone calls made to parents
- 'L'chaim with HT and Rabbi B' will take place at the end of each term with one pupil chosen by the class teachers in recognition of hard work, positive behaviour or effort in class

7. House Points

At MFS, pupils are allocated to one of five school houses, which play a central role in promoting a strong sense of community, belonging and school spirit. The house system is designed to foster collective responsibility, teamwork and a shared sense of identity. House points are awarded to recognise positive contributions and are not removed; pupils are continually supported to earn points through positive choices. Throughout the academic year, pupils contribute to their house through demonstrating good 'Middos' (good character). House points are awarded for consistently demonstrating our school values, positive learning behaviours, effort, contribution to the school community and acts of kindness.

A House Trophy is awarded annually to the house that accumulates the highest number of points across the year. The winning house is engraved on the cup, contributing to the school's legacy and celebrating collective achievement over time. Each term, a house competition is organised to foster teamwork, cooperation and camaraderie, with pupils working collaboratively to earn house points. PE lessons and Sports Day also contribute to the house system. An engraved shield is awarded to the house that achieves the highest number of points at Sports Day.

Our school houses are:

Chesed **Kindness**	**Emes** **Honesty**	**Ahava** **Love**	**Gevurah** **Strength**	**Shalom** **Peace**

House points are given to children in 2 ways:

1. In classrooms, there is a laminated house teams display for teachers to add house points in a tally
2. Staff have a pouch of small tokens attached to their lanyards which can be given to any child around the school. These tokens are collected in coloured boxes housed in classrooms

House Captains are chosen termly from our Year 5 cohort who collect the house points weekly from the classrooms, count them and then are displayed in our House Team boxes, on display in the hall. Each week the amount of points accumulated is announced in assembly as well as the school's newsletter.

8. Responses and Practical Steps in Managing Behaviour

When children do not meet behavioural expectations, staff will respond in a consistent and supportive manner. Our approach focuses on helping the child reflect, understand the impact of their behaviour and make positive choices moving forward. All responses are applied fairly and consistently by staff in line with the school's agreed procedures.

Children are held responsible for their behaviour. Staff must always respond calmly and with care. It is essential that behaviour is addressed calmly and professionally at all times.

Staff should deal with behaviour using the steps outlined in the table below:

Steps	Actions
Non - verbal Reminder	A non-verbal reminder of the expectations Ready, Respectful, Safe, delivered privately wherever possible. The teacher makes the child aware of their behaviour. De-escalate where reasonable and possible and take the initiative to keep things at this stage.
Warning	A clear verbal warning, making the child aware of their behaviour and name moved on the classroom behaviour chart.
Reflection	At this point, the child will be issued with a Reflection and will stay in at break time to have a short restorative conversation with the teacher to reflect upon their behaviour and choices. They must not miss all of their break and should still be allowed time to go outside to get fresh air/run around and visit the toilet.
Reflection Station	A Reflection Station is issued after a Reflection if the behaviour persists **OR** if a child is behaving in a way that disrupts the class from learning. When a Reflection Station is issued, the child will work at the Reflection Station outside the classroom for a specified period of time. The classroom door must remain open at all times. A restorative conversation and Reflection Record will be completed during the next break time and stored in the class Behaviour File.

Our aim is to guide and support children to self regulate before they reach any consequences.
If a child needs time out to regulate, this should be issued at the discretion of the teacher (at any point) and is not a punishment. These can take place in/out of the class.

Possible regulation activities:

- Quiet time in the class library or quiet space
- A few minutes of mindfulness breathing
- Run 2+ laps around the playground (with adult supervision)
- A drink and some fresh air (with adult supervision)
- A few minutes of quiet reading/other quiet activity

Restorative Conversations

These will take place when a child's behaviour has not met expectations and may include questions such as:

Understand	Listen	Reflect
Tell me about... What happened? What happened before the incident?	What were you thinking /feeling when that happened? How are you feeling now?	How did your actions affect ...? How have you been affected? How do you think ... felt? How can you/we make things right?

Resetting

When a child has received warnings or a Reflection in a block of learning, it is not carried over into the next block. The behaviour chart is reset and the child is given a fresh start at the beginning of the next block of learning.

Block 1: Soft entry until morning break
Block 2: After morning break until lunch break
Block 3: After lunch break until dismissal

Reflections

MFS uses a graduated Reflection system to support pupils in reflecting on their behaviour, restoring relationships and returning successfully to learning. The purpose of this approach is to ensure responses are proportionate, consistent and focused on regulation, reflection and positive behaviour change.

Reflection

A Reflection is used for low-level disruption or behaviour that does not meet classroom expectations. This involves a short restorative conversation with the teacher to reflect upon their behaviour and choices during the next break.

Reflection Station

These involve children working at the Reflection Station outside the classroom for a specified period of time, having a restorative conversation with the teacher at the next break time and completing a Reflection Record which will be stored in the class Behaviour File.

A Reflection Station is issued after a Reflection if the behaviour persists.
A Reflection Station can instantly be issued for behaviours that disrupt learning but do not make others feel unsafe.

Examples of behaviours that can result in an instant Reflection Station:

- Calling out that is unrelated to learning
- Off-task behaviour
- Distracting others
- Refusing to work
- Silly noises
- Refusal to follow instructions
- Minor rudeness e.g. speaking back, making inappropriate comments

Reflection Room

A Reflection Room is used for unsafe behaviour and involves the pupil being taken to the Reflection Room for a short period of time to regulate, reflect and prepare to return to learning successfully. The Reflection Room provides a calm space away from the classroom environment where pupils can pause, consider the impact of their behaviour and complete a reflection activity and work.

The supervising adult will support the pupil to settle and ensure they are ready to reintegrate into learning. Where appropriate, a restorative conversation may take place following the incident to support the pupil in repairing relationships and making positive choices moving forward.

All Reflection Rooms are recorded and used to identify patterns, monitor behaviour and inform further support where appropriate.

Behaviours that significantly disrupt learning or compromise the safety, wellbeing or dignity of others will result in a Reflection Room. These can include:

- Minor physical altercations
- Deliberately invading personal space
- Refusal to follow repeated adult instructions
- Walking out of class without permission
- Stealing
- Arguing rudely with staff
- Unkind or intimidating behaviour

Where a pupil receives a Reflection Room, parents may be informed where appropriate, and additional support or follow-up actions may be put in place if patterns of behaviour emerge.

Lunch Time In The Hall

Lunch in the hall requires a high level of safe and responsible behaviour to ensure that it runs smoothly and safely. As pupils are eating and moving around, it is essential that they follow instructions, remain seated appropriately and demonstrate respect for others at all times. This section outlines the expectations and agreed approaches for managing behaviour during lunchtime in the hall to ensure a safe, calm and positive environment for all.

When behaviour is not meeting expectations in the playground, the following system will be used:

1. If behaviour does not meet expectations, the child will receive a verbal warning.
2. If the behaviour continues, the child will be moved to an empty table in the hall for the rest of the sitting.

Break and Daily Mile in the Playground

Break times in the playground require a high level of safety awareness to ensure that all pupils can enjoy their time outside safely and positively. As pupils are moving, playing and interacting with others, it is essential that they follow instructions, use equipment appropriately and demonstrate respect for others at all times. This section outlines the expectations and agreed approaches for managing behaviour during break times to ensure a safe, inclusive and enjoyable environment for all.

When behaviour is not meeting expectations in the playground, the following system will be used:

1. If behaviour does not meet expectations, the child will receive a first verbal warning.
2. If the behaviour continues, the child will be asked to stand next to a member of staff on duty for an allotted period of time.

Behaviour Outside School (Travel/School Trips/Off-Site Activities/Clubs)

All pupils are expected to uphold the school's high behaviour standards during off-site activities, which are planned to enhance the curriculum. The safety and wellbeing of all pupils is paramount.

Where a pupil finds it difficult to demonstrate safe behaviour in school, staff will work with families to assess readiness for trips. If behaviour during a visit compromises safety, the Designated Trip Lead will supervise and support the pupil. This may include temporary withdrawal from activities until they can rejoin safely. In some cases, a pupil may attend a trip with a parent; in rare circumstances, participation may not be appropriate if safety cannot be assured.

For more serious or unsafe behaviour, parents may be required to collect their child from the outing. The school's behaviour expectations apply at all times off-site, including during trips and travel to and from school. Pupils attending clubs run by external providers are expected to follow the school's behaviour policy; alternative arrangements may be made where behaviour impacts others.

PE and other Physical Activities

PE lessons and other physical activities (swimming, silent discos, Banana Bus and bouncy castles etc.) require a high level of safety awareness to ensure they run effectively and safely. Due to the active and sometimes physically demanding nature of PE and these activities, it is essential that pupils follow instructions and demonstrate responsible behaviour at all times to minimise the risk of injury to themselves and others. This section outlines the expectations and agreed approaches for managing behaviour during PE lessons and other physical activities to ensure a safe and positive learning environment for all.

Class teachers will play an active role during PE lessons to assist the PE coach in managing and supervising the children.

When behaviour is not meeting expectations in PE lessons and other physical activities, the following system will be used:

1. If behaviour does not meet expectations, the child will receive a first verbal warning
2. If the behaviour continues, the child will leave the activity for a 5-minute Reflection alongside the class teacher
3. The child will then rejoin the lesson or activity
4. If the behaviour continues, the child will receive a second verbal warning
5. If the behaviour persists, the child will be removed from the lesson or activity and will observe alongside the class teacher for the remainder of the session

9. Persistent Negative Behaviour and Behaviour Support Plans

In the case of persistent negative behaviour that does not improve using the behaviour strategies outlined above, the teacher must contact the parents to inform them and discuss ways in which they can support the child together.

It is important that following the initial conversation, parents are kept up to date with their child's behaviour.

If negative behaviours persist and a child's behaviour becomes a cause for concern, the teacher - in conjunction with the Middle Leader for Behaviour - may decide to put a child on a Behaviour Support Plan.

A Behaviour Support Plan (BSP) is implemented to support individual children whose behaviours are persistent and require additional targeted intervention. The purpose of the BSP is to support the child in developing self-regulation, improving behaviour and engaging positively in learning.

- BSPs are developed by the Middle Leader for Behaviour in collaboration with staff and parents
- Plans take account of identified triggers and include proactive strategies to support positive behaviour
- Parents will be informed and work in partnership with the school to support their child
- Each plan includes clear, positive and achievable targets linked to behaviour and learning
- Targets are designed to support self-regulation, positive behaviour choices and engagement with learning
- Plans are regularly reviewed and monitored by staff, with oversight from SLT where appropriate
- Targets are shared clearly with the child and reinforced consistently throughout the day by staff
- Progress is monitored daily and reviewed by middle or senior leaders
- Next steps are agreed collaboratively between staff, parents and the child where appropriate
- Pupil voice is included in the development, review and ongoing evaluation of behaviour support strategies and targets to ensure the child is heard and actively involved in their own progress

10. Internal Suspensions

Internal suspensions are reserved for behaviours that are serious, unsafe or deliberately harmful. Children may be issued an internal suspension for the following behaviours (this list is not exhaustive and will be determined by the Middle Leader on call in liaison with the Headteacher):

- Major physical altercations
- Deliberate damage to school property or another person's belongings
- Swearing
- Stealing
- Aggressive or confrontational behaviour towards staff
- Racist, sexist or discriminatory language
- Threatening/aggressive behaviour

The following steps will be taken by a Middle Leader, though not necessarily in this order:

- The adult who has been involved with the incident will inform their Middle Leader
- If required, the Middle Leader will investigate the incident by interviewing staff and children involved
- The duration of internal suspensions will be decided together by the Middle Leader in conjunction with the Headteacher. They will consider a range of factors when making their decision, such as the age, needs of the child, circumstances leading up to the event and the type of behaviour displayed

- Children on internal suspensions will be given work by the class teacher to complete independently
- Where possible, children will complete their internal suspension in an SLT member's office
- The Middle Leader will contact the parent/s of the child/children involved to inform them of the incident and the actions being taken as soon as reasonably possible
- At the end of the internal suspension, the child will have a restorative conversation with a Middle Leader to discuss and consider alternative ways of behaving to avoid reoccurrence and to prepare them for the restorative conversation that will be held with the other children or staff involved
- The Middle Leader will facilitate a restorative conversation between the child and any other children affected, as well as staff
- The child will only be able to rejoin their class once this restorative work is done
- Children will attend internal suspensions on the day of the behaviour or the next day if the behaviour happens late in the afternoon
- Children on internal suspensions will go out to break/lunch with another key stage so that they still have supervised time outside
- These behaviour incidents must be recorded on CPOMs
- This data will be analysed monthly by the Middle Leader for Behaviour

11. Fixed-Term Suspensions

At MFS, fixed term suspensions are used where a serious incident requires an immediate response to ensure the safety and wellbeing of pupils and staff or to protect the education of others. Our aim is always to support children to learn from their actions and successfully reintegrate into school.

A fixed-term suspension may be considered for serious incidents including, but not limited to:

- Physical assault against a pupil or adult
- Behaviour resulting in, or intended to cause, significant injury
- Serious verbal abuse, intimidation or credible threats towards pupils or staff
- Use, or threat of use, of an offensive weapon or prohibited item.
- Significant or deliberate damage to school property
- Sexual abuse or assault
- Behaviour that presents a serious risk to the safety or wellbeing of others

The decision to suspend a pupil rests solely with the Headteacher and will be made in accordance with statutory guidance and the school's Suspensions and Exclusions Policy. Parents will be informed immediately and a reintegration meeting will be held before the pupil returns to school.

The Headteacher informs the Governing Body about any fixed term suspensions.

12. Permanent Exclusions

Permanent exclusion is an exceptionally rare measure and will only be considered where all reasonable interventions have been exhausted, or where a single incident is of such seriousness that exclusion is deemed necessary. The school is committed to working collaboratively with families, the Local Authority and external agencies to explore all appropriate alternatives before permanent exclusion is considered.

All suspensions and permanent exclusions are managed in accordance with the Department for Education's statutory guidance and the school's Suspensions and Exclusions Policy.

The Headteacher informs the Governing Board about any permanent exclusions.

13. Children with Identified Special Educational Needs and Disabilities

In some specific cases, where the identified needs of individual children may conflict with the ethos of the Behaviour Policy, some alternative arrangements may be put in place at the discretion of the SLT (including the SENCO) and teachers. For example, class teachers may discuss with the SENCO whether a certain course of action would be appropriate or, in some cases, counterproductive.

In relevant cases the SENCO will work with the teachers and other involved professionals to develop an ongoing appropriate system of rewards and sanctions. If alternative arrangements need to be implemented, these must be reflected in the child's ISP.

14. Child-on-Child Abuse (including harassment and violence)

At MFS, all incidents of child-on-child abuse (including harassment and violence) are taken seriously and responded to promptly in line with our safeguarding responsibilities. We recognise that children can abuse their peers in a range of ways, including, but not limited to:

- Bullying, including cyberbullying
- Physical abuse
- Sexual violence
- Sexual harassment, including online sexual abuse, sharing of nude or semi-nude images, and upskirting

Any concerns or allegations of child-on-child abuse (including harassment and violence) will be managed in accordance with the school's Child Protection and Safeguarding Policy, with the safety and wellbeing of all children remaining the highest priority.

Bullying

At MFS, bullying is viewed as a serious breach of our values and will not be tolerated. We are committed to providing a safe, respectful and inclusive environment where all pupils feel valued and protected.

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally causes physical or emotional harm. It is characterised by:

- A deliberate intention to hurt, intimidate or humiliate
- An imbalance of power, making it difficult for the victim to defend themselves
- Repeated or persistent behaviour over time

All allegations of bullying are taken seriously and investigated promptly. Concerns will be managed in accordance with the school's Anti-Bullying Policy, with appropriate records maintained and support provided for all pupils involved.

15. Concerns About Radicalisation

At MFS, protecting children from the risk of radicalisation forms part of our wider safeguarding responsibilities. We are committed to meeting our duties under the **Counter-Terrorism and Security Act 2015** and the **Prevent Duty**, ensuring that pupils are safeguarded from the risk of being drawn into terrorism or extremist ideologies.

Staff should remain vigilant to any concerns that a pupil may be vulnerable to radicalisation or extremism. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's Child Protection and Safeguarding Policy. Where appropriate, referrals will be made to external agencies in line with local safeguarding procedures.

Through our curriculum, assemblies and wider school ethos, including the promotion of Fundamental British Values, we support pupils in developing resilience, critical thinking and respect for others. This helps pupils to

recognise, challenge and reject extremist views while promoting inclusion, tolerance and mutual respect.

16. Positive Handling

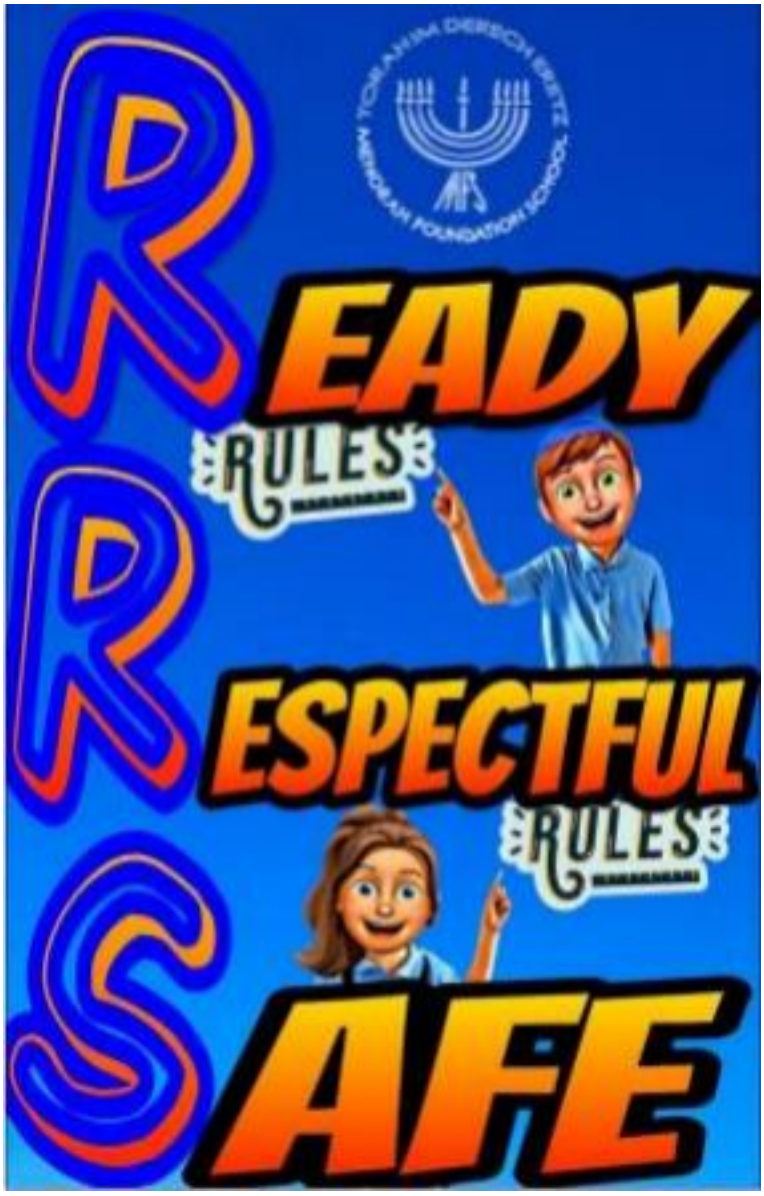
At MFS, the safety and wellbeing of all pupils and staff is paramount. In line with Section 93 of the **Education and Inspections Act 2006**, all members of staff have the legal power to use reasonable force where it is necessary to prevent a pupil from:

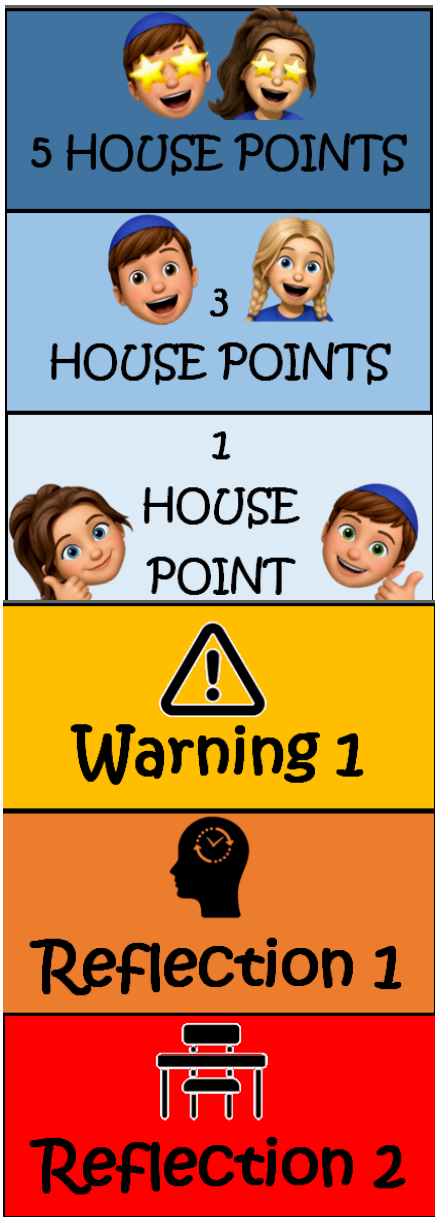
- Committing a criminal offence
- Causing injury to themselves or others
- Damaging property
- Seriously disrupting the good order and discipline of the school
- Reasonable force will always be used as a last resort and only for the minimum time necessary to reduce the risk of harm
- The use of force may include guiding a pupil to a safer location, blocking a pupil's path where appropriate, or physically intervening to prevent injury or serious disruption
- When considering the use of reasonable force, staff will take into account the individual needs of the child, including their age, level of development, SEND and any known vulnerabilities
- Decisions will always be based on the level of risk and the need to maintain the safety of everyone involved

Following any incident involving reasonable force:

- A written record will be completed
- Parents will be informed as soon as reasonably practicable
- The incident will be reviewed to identify any triggers, evaluate the effectiveness of the response and determine whether additional support or strategies are required
- Where appropriate, parents and relevant professionals will be involved in planning future support.

17. Behaviour Chart Display for Classrooms





MFS Home School Partnership Agreement

At MFS, we believe that children achieve their best when school and home work together in partnership. This agreement outlines our shared commitment to creating a positive, respectful and safe environment where every child can learn, grow and thrive. By working together, we aim to uphold our school values of Ready, Respectful and Safe and ensure that every member of our community feels valued and supported.

MFS will...	Pupils will...	Parents will...
Provide a safe, inclusive and nurturing environment where every child can thrive.	Be Ready, Respectful and Safe every day.	Support the ethos and values of MFS.
Teach, model and celebrate positive behaviour through a relational approach.	Try their best, take responsibility for their choices and allow others to learn.	Work in partnership with the school to support my child's learning, wellbeing and behaviour.
Listen, support and communicate openly with families.	Show good Middos by treating everyone with kindness and respect.	Communicate respectfully and share any information that may affect my child's wellbeing or learning.
Safeguard every child and promote their wellbeing.	Tell a trusted adult if they are worried or need help.	Ensure my child attends school regularly, arrives on time and is ready to learn.
Provide high-quality teaching, support and opportunities for every child to succeed.	Follow school expectations in class, around school and on educational visits and enrichment trips.	Support the school's policies and procedures to help maintain a positive school community.