

Behaviour and Mental Health Policy			
Policy Number	Curriculum and Standards	Date of Issue	December 2025
Status		Review Date	December 2026
		Issue Number	2

THE MORTIMER FEDERATION OF ST. JOHN'S AND ST. MARY'S

BEHAVIOUR AND MENTAL HEALTH POLICY

Introduction

This policy was compiled by the Senior Leadership Team and all staff, and approved by the Governors.

Purpose

Our role as a school is to develop the whole child and to prepare him/her to be a contributing and positive member of their community both now and in the future. The Mortimer Federation of St. John's and St. Mary's has chosen to underpin this policy through the principles of **Therapeutic Thinking**.

As Church of England schools, we will model and work towards standards of behaviour embedded in the principles of aspiration, respect and resilience. .

Aims

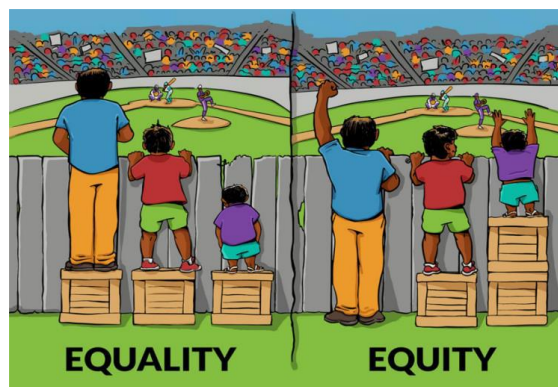
Through our behaviour policy we aim to:

- Promote the inseparable link between teaching, learning, behaviour and mental health.
- Provide a framework within which the pupils' spiritual, moral and social development may be enhanced by experience and example.
- Provide staff with clear guidance in applying the therapeutic approach in all aspects of school life.
- Enable children to solve their own conflicts by using the-restorative practice.
- Develop in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions within a non-judgemental environment.
- Promote the development of pupils' courtesy, honesty, respect and tolerance for others that will give them the skills to work and play in co-operation with others.
- Ensure there is a positive and inclusive environment for all learners.

What is Therapeutic Thinking?

Therapeutic Thinking is an approach to behaviour that priorities the positive experiences and feelings of everyone. When we are using a therapeutic approach, we analyse the root cause of the behaviour from each child's feelings and experiences and our outcome is carefully chosen to promote a resolution focussed outcome. We believe positive experiences create positive feelings and in turn positive feelings create positive behaviour.

Equity and Equality



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. We advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential. Good equity results in equality.

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How can we Teach behaviour?

- **Relationships:** invest at the start – children should want to do something because of the quality of their relationship with staff. The more staff know about the child, the more sensitive to their needs they can be.
- **Role modelling:** this is essential e.g. staff have to show them how to 'play nicely' by playing with them.
- **Consistency and Routines:** all staff need to be consistent as a school in this approach. However, there may be difference between children depending on their individual needs. Remember, equity not equality.
- **Prioritising prosocial behaviour:** children are consistently recognised and acknowledged for the positive behaviour they display in school. This may be due to being helpful, kind, showing respect to others or working hard.
- **Reward, positive reinforcement and feedback:** these should be given freely and unexpectedly, not as a form of bribery. For example, a child should not be asked to complete their learning so they can receive a reward. Instead, rewards should be given to children once work has been completed and in recognition of hard work and effort that has been put in.
- **Ignoring:** unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours. If this is not significantly disrupting the learning of other children.
- **Positive language:** tell children what you would like to see, not what you don't e.g. Please walk rather than don't run.
- **Planning educational and protective consequences to difficult and dangerous behaviours:** See below for further information.
- **Restorative Practice:** follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences.

We are developing the children's understanding of internal discipline verses external discipline. By this, we want the children to show positive behaviours because they know it is the 'right thing to do' rather than because they are going to receive something.

Reporting Behaviour Incidents

All behaviour incidents are recorded on CPOMs where adult intervention or support has been beyond a simple interaction to help children manage disagreements or navigate friendship issues. Any anti-social or dangerous behaviour to be logged on CPOMs using The Federation format and SLT informed.

Rewards and Recognition

We aim to be positive in our approach to behaviour. All members of the school community, both adults and children, play a role in recognising and rewarding prosocial behaviour. See Appendix 3 for a range of different systems currently in place at The Mortimer Federation of St. John's and St. Mary's.

We have no public methods of tracking behaviour that risk creating negative feelings; children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support. Visual reminders such as stickers and certificates are private and only celebrated publicly in agreement with the child.

Consequences

All children need support in developing prosocial skills. Children who exhibit unsocial and antisocial behaviours will be supported in the form of educational consequences or protective consequences. We recognise that these types of behaviours may be a sign of needing help, attention or further support.

Protective consequences: A protective consequence is the removal of freedom to manage harm. An example of a protective consequence would be: if a child continues to hurt other children during their playtime, they would have their playtime at an alternative time. This would ensure the safety of all children.

Educational consequences: An educational consequence is when we support a child through the learning, rehearsing or teaching of behaviour so the freedom can be returned. An example of an educational consequence would be: if a child disrupts a lesson by continuing to shout out, they would initially work 1:1 with an adult in school to learn why it is important they do not shout out in lessons and how this affects both their learning and the learning of their peers.

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Appendix 3 has further information for staff on supporting children who are exhibiting unsocial and antisocial behaviours.

Serious incidents of continued, disruptive behaviour may require sources of help beyond the school. This may be from the Educational Psychologist or the Therapeutic Thinking Intervention Team. These can be contacted by the Special Needs Co-ordinator (SENCO). If it is a mental health need that is identified we can support this through a range of pastoral supports in school, including where appropriate the use of ELSAs (Emotional Literacy Support Assistants), social skills groups or mindfulness. If the need is greater than school support can offer, support can be sought from the Emotional Health Academy in the first instance and CAHMS (Child and Adolescent Mental Health Services).

School has legal duties under the Equality Act 2010 and in respect of pupils with Special Educational Needs. School should consider whether disruptive behaviour might be the result of current educational or other needs. At this point the school should consider whether a Multi-Agency meeting is necessary.

In situations where there are higher levels of dangerous behaviour and where other methods have been exhausted, exclusion may be used as a protective consequence. The purpose of this is to ensure the child and other members of the school community are safe. Staff in school work hard to ensure that this is a last resort and work closely with external professionals to support the needs of all children. It allows the school and other professionals, where necessary, to review current risk assessments and procedures and implement any further requirements to keep the school community safe. See Exclusion Policy Appendix 4 for further information.

Restorative Practice

After any antisocial behaviour that hurts others (child or adult) a restorative conversation will need to be held for everybody to explain how the situation made them feel and agree ways forwards. This is important for all people involved. Further information about Restorative Practice is in Appendix 2.

Partnership with Parents

Parents and carers are asked to sign the Home/School Agreement prior to their child starting at The Federation, and by doing so agree to support policies and procedures. This includes this policy. Working closely with parents/guardians to develop relationships and support our pupils is key to this entire therapeutic thinking approach. Where a child requires more significant support, parents will be informed and, where appropriate, invited to meetings with external professionals. Parents will be informed of all incidents of antisocial behaviours and their educational and/or protective consequences.

Child on Child abuse:

The Mortimer Federation recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- consensual and non-consensual sharing of nudes and semi nudes images and or videos
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Sexual harassment or violence
- Gang association and serious violence (County Lines)

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- Technology can be used for bullying and other abusive behaviour

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, child protection policy and online safety policy. Please see these other policies for how peer on peer abuse will be dealt with and the procedures followed by the Mortimer Federation.

All reports of peer on peer abuse will be made on a case by case basis with the designated safeguarding lead or the deputy designated lead taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

Monitoring and Evaluation

The monitoring and evaluation of this policy is the responsibility of all members of the school community, but is a particular responsibility of the Senior Leadership Team. This will be achieved in a variety of ways:

- Discussions on behaviour, progress and any individual plans will be held as appropriate
- Regular observation of playground and classroom environments
- Regular monitoring of recorded incidents
- Monitoring and evaluating all the therapeutic tools used for children with more significant needs
- Reviewing to evaluate standards of behaviour and thus the quality of learning environment throughout the school
- Recording incidents of significant dangerous behaviours, including restraint, on CREST
- SLT will continue to review the therapeutic approach and report to governors

Chair of Curriculum Committee

Date

Share Your Light

John 10:10 "Life in all its fullness"

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Appendix 1- Terminology

Prosocial

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Relating to behaviour which is positive, helpful, and intended to promote social acceptance.

Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Examples;

The best examples are demonstration of the ethos of our school;

We use our Federation Rules which encompass the themes of our federation's ethos and outline the good behaviour that is expected. This code of conduct will be visible around the school and in the classrooms as a prompt reminder to all.

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property

At Mortimer St. Mary's, each class creates a Class Charter based on the Golden Rules and showing children what the Golden Rules mean in practice. This code of conduct will be visible around the school and in the classrooms as a prompt reminder to all.

Unsocial Behaviour (referred to as 'difficult')

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Examples of unsociable behaviour might be:

Leaving their chair or carpet space without permission

Refusing to complete the work set

Calling out and/or talking to a friend

Not listening to instructions

Antisocial Behaviour (referred to as 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Antisocial Behaviours that are emotionally detrimental to others	Antisocial Behaviours that are physically detrimental to others
Aggressive shouting out persistently and disruptively Swearing Answering back, mimicking Lying Distracting and/or disrupting others' learning Stealing Verbal or online bullying Peer on peer abuse	Leaving the school building Leaving the premises Physically hurting others Throwing equipment Damage to property/pushing over furniture Physical bullying Peer on peer abuse

It is important not to group unsocial behaviour with antisocial behaviour.

The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

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Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Subconscious behaviour: unable to moderate or self-regulate their behaviour

Conscious behaviour: unwilling to moderate or self-regulate their behaviour

Behaviour can be a mixture of both conscious and subconscious.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours. By working with children and their emotional needs through Educational and Protective Consequences, children can learn how to behave in a safe environment/manner.

Appendix 2- Restorative Practice

A Restorative Practice session may occur at a much later date after the incident depending on the emotional regulation of the people involved. Sensory objects may need to be made available for the child to focus on during the discussion.

You may begin with a 1-10 scale of how the child is now feeling (they don't need to explain why they have chosen this number). You may offer opportunities to draw instead of talking.

Ask restorative questions;

'Tell me what happened when...'

'How were you feeling when you....?'

'Who has been affected...?'

'How do you thinkfelt?'

'How can you help to put this right?'

'How can we make things better for you when you feel like this?'

'So, let's practise what we have learnt so that we can do things better next time.' (You may want to use further resources to support this conversation. See SENCO for support).

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Appendix 3- Scripted Language

Positive Reinforcement Ideas;

- Non-verbal examples are good for not interrupting the learning e.g. thumbs up, smile, eye contact
- Words of encouragement –Praise for specific, small prosocial behaviours increases the chance of others following e.g. *'I have noticed that'*
- Stickers – can be given for particular encouragement
- Peers encouraging each other
- House Points
- Share Your Light certificates (all given 'privately' in class)
- Inform parents – verbally at pick up time, phone call and notes home
- Send to another member of staff to praise prosocial behaviour
- Additional jobs and responsibilities
- Pen licence and 99 club bands.
- Receiving a House Point to acknowledge positive behaviour by demonstrating skills in learning.

Children should expect and be provided with, feedback on their prosocial behaviour and should be used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc are not taken for granted but also not overly rewarded. When children feel safe, liked, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Examples of prosocial Behaviours	
Behaviour	Positive Phrasing
Holding open a door	'Thank you so much for holding open the door for me. That is very polite of you.'
Saying 'please' and 'thank you'	'What great manners you have. Thank you for being so polite.'
Sharing with a friend	'What a kind member of the class you are. Thank you for sharing with...'
Comforting a friend when they are sad/hurt/ill	'What a kind member of the class you are. You have really made your friend feel better.'
Helping the teacher or another pupil	'Thank you so much for ... It is really kind of you.'
Trying their best with their learning	'Wow, I can see you have worked really hard on ... I feel so proud of you. How does it make you feel?'
Unsocial Behaviour	

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Behaviour	Positive Phrasing	Limited choice (offer choice twice to allow for take up time)	Disempowering the behaviour and/or de-escalating	Protective or educational consequence
Leaving their chair/space without permission	'(name)...You need to stay in your chair/space...' 'Who else can I see sitting nicely?' 'I can see you may not be comfortable there but stay seated until we have finished.'	'Are you going to sit on your own or with the group?' 'Would you like to sit on the chair at this desk or that desk?'	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	'You worked well with this yesterday. How shall we get started today?' 'You can do this. What do you need to help you to get going?' 'Can you tell me..../show me?'	'Do you need help from a grown up or can you do this on your own?' 'Are you starting your work with the words or a picture?' 'Which question are you going to start with?' 'You can work with a friend or on your own.' 'Are you going to start recording it like this....or like this....'	'I can see you are not ready to start your maths now. You can choose this activity first and choose to finish your maths later.'	Completing tasks 'later'. Social story to support understanding of completing tasks. If child struggling to access curriculum as it is too hard then look at differentiated curriculum – possibly practical and creative activities to encourage engagement in class see SENCo
Refusing to get changed for PE	'Do you need help getting changed?' (MSJ) 'Do you need to go and get changed in the toilet?' (MSM due to periods) 'Why don't you and your partner work with me when we do PE?'	'Are you going to let me help you get changed or are you going to change when the class has gone to PE?' 'Are you going to change here or in the toilet?' 'Are you going to work with me or with your partner?'	'Ok, I can see you are not going to change for PE today. Are you going to help me with ...job and we will do your PE later?'	1:1 session on the importance of exercise and PE. Come to an agreement about how they can be supported to change for PE.

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Refusal to do PE	'You did this really well last time.' 'You can use your skills from...to help you with ...'	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' 'Who do you want to work with today? Me or a partner?'	'Ok, I can see you are not going to change for PE today. Are you going to help me with ...job and we will do your PE later?'	'At breaktime, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'Well done everyone for following my instructions/doing ...Bob, you are normally really good at following instructions, can you show me that super listening now?' 'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'	'I can see you are not choosing to listen at the moment, would you like me to explain again now or after the lesson?' 'Do you listen somewhere different?'	'Ok, you can choose not to listen now and we can go over the information later.'	'We will check you understand how to.... Before you go out to break.'
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'Look at all the people that are...Can you put that away and show me you are ready to join in?'	'You can choose to do this now or later'. 'I can see you are choosing to read/draw now rather than join in. If you do this.... first, then you can draw/read after that.' 'Do you need help from a grown up or can you do this on your own?' 'Do you need me to explain the task to you again?'	'You can choose to do this later if you would like to when the others are doing.....?'	'We can check you understand and complete the activity at break time.'
Rocking on their chair	'(Name) Can you please show me your super sitting?'	'Do you want to sit on the chair properly or the carpet?'	'Ok, you choose to continue rocking on your chair or you	'We may need to practise how to sit on the chair safely at breaktime.'

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	'(Name) Put the 4 chair legs on the floor.'	'Do you sit on your chair properly or come and sit next to me?'	can choose to learn how to sit on your chair later.'	
Calling out and/or talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I know you can do super listening; can you show me your good listening?'	'I can see you are not choosing to listen at the moment, would you like to sit next to me or next to...' 'I can see you are finding it hard to listening at the moment, would you like to write your ideas down on a whiteboard and we can share them in a moment.'	'You can choose to practice this later when the others go out to play if you are struggling now.'	'We can talk through the effect your calling out is having on the rest of the class at break time. Then we can practice what do to instead.'
Playing/fiddling with equipment <i>(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</i>	'Can you show me your super sitting.' 'Can you show me your empty hands/hands in your lap...' 'Just think of the others around you. Your fiddling is going to disturb them.'	'Can you put it on your table or give it to me.' 'Can you sit still or would you like to write some notes while we are all listening?'	'We can talk later about what you might need to help you listen?'	'We can talk through the effect your fiddling/playing is having on the rest of the class at break time. Then we can practice what do to instead.'

Antisocial Behaviour

Behaviour	Positive Phrasing	Limited choice (offer choice twice to allow for take up time)	Disempowering the behaviour and/or de-escalating	Protective or educational consequence
				Consequences will need consistent application but adults will need to use their professional judgement about when consequences will/may be put in place. This will be in accordance with the situation and age, ability and needs of the child.

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				• Parents and other staff (SLT) will always be informed. • Loss of break time(s) and/or lunchtime(s) – this may be an immediate consequence or at a different point in the week. • During the consequence – a child may write a letter(s) of apology to children and/or adults and/or writing out school behaviour code of conduct. • A child may spend time in another classroom – for part of a lesson, a whole lesson or whole day. • An adult will spend time with the child to discuss the behaviour, and to use the time effectively to support the child with making positive choices next time. • A communication via letter or email may be sent to parent/carer after discussion with a member of Senior Leadership Team. • A meeting with parent/carer and school staff may be set up to discuss the concerns and the best way to support the child.
Continued interruptions Aggressive shouting/calling out disruptively	I can see you are upset/cross. Can you tell me what it is you need? 'I can see you know the answer but at the moment it	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?'	'Do you need to take some time outside of the classroom. I can come and join you in a minute and talk through your feelings.'	'We can talk through the effect your shouting out is having on the rest of the class at break time. Then we can practice what do to instead.' TA support to keep them quiet and on track.

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Answering back/mimicking	is’s turn to share their thoughts. I will come back to you in a minute.’	‘I would love you to share your ideas. Would you like to write them down while you are waiting so you don’t forget them?’		Start of lesson in an alternative space to support the learning of others. Reminder of possible consequence(s), and reminder that the behaviour is not acceptable.
Swearing Name calling	‘I can see you are upset. We can talk when you are ready.’ ‘Please tell me what the problem and how I can help. I want to help you.’ ‘Do you need some time to stop and relax.’ ‘I think you might be feeling...because of...it ok to feel...but it is not ok to swear/name calling.’	‘When you are ready we can talk here or in the library/office/classroom.’ ‘We can talk when you are ready – who would you like to talk to, me or?’ ‘If you don’t want to talk about it do you want to talk or write about it?’ ‘Do you need to have some time in ... or...before we talk?’	‘I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.’ (then ignore until they are ready).	‘We can talk through the effect your swearing/name calling is having on the rest of the class at break time. Then we can practice what do to instead.’ ‘We need to talk about why these words and not acceptable. We will also talk this through with your parents so they can chat to you at home.’ TA support to keep them quiet and on track. The location of the name calling/swearing would decide the protective consequence. Seek SENCo support.
Refusal to carry out an adult’s request	‘I can see something is wrong, if you want to talk I will listen – I am here to help.’ ‘I can see you are upset. We can talk when you are ready.’	‘When you are ready we can talk here or in the library/office/classroom.’ ‘We can talk when you are ready – who would you like to talk to, me or?’ ‘If you don’t want to talk about it do you want to draw or write about it?’ ‘Do you need to have some time in ... or...before we talk?’	‘I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.’ (then ignore until they are ready).	‘You can complete your activity at breaktime. We will talk this through afterwards.’ Have a restorative practice resolution.

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Leaving the classroom without permission	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.'	'Come back into the room when you are ready and we can talk here or with who would you like to talk to, me or?' 'You can come and find me when you are ready.'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready as long as another person is in the vicinity and the child is safe).	Identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult. Create a 'safe space' outside of the classroom so the child can go there if the classroom is too much for them. Adult to check in with them regularly to check on their emotional regulation. Come up with a plan of action to support them. Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation.
Damage to property	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.' 'You are not safe right now. I need to you be safe. Come away from the objects/put them down.'	'When you are ready we can talk here or in the library/office/classroom.' 'If you don't want to talk about it do you want to draw or write about it?'	'I can see you are not happy at the moment. When you have stop damaging things we can talk.' (then ignore until they are ready as long as another person is in the vicinity and the child is safe).	Identify early warning signs a build up of emotions. Ensure the child is safe and does not require first aid. Make sure the area is safe and secure. Creation of a 'safe space' in the classroom if staying in class is difficult. Create a 'safe space' outside of the classroom so the child can go there if the classroom is too much for them. Adult to check in with them regularly to check on their emotional regulation.

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				Come up with a plan of action to support them. Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. Assisting with repairs or planning the repairs or tidying up Researching real world implications
Stealing Lying	'It's important for you to be honest with me. Then we can sort this out.'	'When you are ready to return it, you can give it to me or put it in the box/on my table.' 'When you are ready, you can either tell me the truth or write it down.' 'We need to talk about this. You can either speak to me or talk to ...'	We can only sort this out when you are ready to be honest about it.	Research the real-world implications Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. The location of the lying/stealing would decide the protective consequence. Seek SENCo support.
Leaving the premises/school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to ... <i>or</i> 'When you come in would you like to go to ... or ...?'	'(Name), you have left the school premises, so I am going inside to call the police.'	Conversation and exploration- clear boundaries explained e.g. calling the police Create safe space that is available at all times. Adult to check in with them regularly to check on their emotional regulation. Extra measures in place for off-site activities

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				Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. Identify early warning signs for needing to leave and ensure SLT and office staff are aware of the heightened situation
Physically hurting another child or staff member	'Your actions have hurt me/child's name. Use your words and I will listen.' 'Talk and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to ...or... ' 'When you are ready we can talk here or in the library/office/classroom.'	Change of face for adult support Remove other children from around them	Conversation and exploration- clear boundaries explained e.g. everyone has the right to be safe at school Create safe space that is available at all times. Adult to check in with them regularly to check on their emotional regulation. Extra measures in place for off-site activities Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. Rectify what has gone wrong and put it right. Discuss real world implications

Behaviour and Mental Health Policy			
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Appendix 4 (Behaviour & Mental Health Policy)

Exclusions Policy

The behaviour and mental health policy clearly lays out expectations and procedures for behaviour in both schools. Ultimately, when other consequences are no longer appropriate, suspension or permanent exclusion from school may be necessary. The Federation's Exclusion Policy is based on the Local Authority model policy for Exclusions and is in line with the government statutory guidance on exclusions:

- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)*
- *Behaviour in Schools – Advice for headteachers and school staff (February 2024)*

Staff will work in conjunction with the Local Authority Exclusions Officer and make use of Local Authority template letters and documentation where this policy is invoked.

Staff will work in conjunction with other external professionals where a pupil is at risk of suspension or permanent exclusion, such as Educational Psychology Service, SEND service, Mental Health Support Team, Therapeutic Thinking Support Team or Virtual School.

The categories for reporting of exclusions that are used by The Federation are:

- Bullying
- Drug and alcohol related
- Persistent disruptive behaviour
- Damage
- Physical assault against an adult
- Physical assault against a child
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse/threat to an adult
- Verbal abuse/threat to a child

Separate Provision

Where possible, when a child's behaviour is dangerous to themselves or others, the school will consider implementing a bespoke provision for that child. This might include a short term reduced timetable (in agreement with parents), access to nurture support or an individualised curriculum outside the classroom. This will provide an opportunity to protect others without resorting to suspension or permanent exclusion procedures.

Internal Exclusion

When a child's behaviour seriously contravenes The Federation's behaviour policy the school may consider internal exclusion (ideally before considering other forms of exclusion). With an internal exclusion, a child will be kept isolated from all other children in the school for a specified amount of time. During the internal exclusion the child will work in a specified area with work supplied by their class teacher. Parents will be informed of internal exclusions, and a letter will go in the child's school file.

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Suspension

Suspension occurs when a child has to be removed from the school. Our schools aim to only use suspensions where a child's behaviour may seriously endanger themselves or others. The schools will use the period of suspension to put in place strategies for the child's return. This is usually for a duration of between one and five days. Parents have a duty to ensure that children are not present in a public place during school hours during the period of their suspension. The school will set work for suspended children to be completed on the days specified as school days during the period of the suspension. Parents must ensure that work set by the school is completed and returned promptly for marking. Suspensions can be longer than five days in some cases although the school will, in these instances, make arrangements for the suspended child to have educational provision from the sixth day. Parents of suspended children have the right to make representations to the governing board. A suspension is a serious consequence and, following suspension, parents must attend the school for a reintegration meeting with the child to discuss further strategies. It is expected that this meeting will take place before the child returns.

Permanent Exclusion

In exceptional cases, the Executive Headteacher may decide to permanently exclude a child. This may be the consequence of a single extremely serious example of misbehaviour or of very poor behaviour over an extended period of time, where the child has not responded to interventions. Before using permanent exclusion, the school will ensure that all other possible avenues have been considered. In the case of a permanent exclusion, the governing board disciplinary panel will hold a formal hearing within 15 school days, whether or not the parents make representations. The committee may confirm the exclusion or direct reinstatement of the child. If reinstatement is not practicable because the parents do not want it, the governors will consider whether or not the decision to exclude was justified. This decision should be included in the child's record.

Appeals against Exclusion

The school will refer any appeal against an exclusion to the Local Authority which is, in turn, responsible for managing the Independent Appeals Panel. The appeal must be heard within 15 days of the parent's appeal and suitable alternative provision must be made until the case is settled.

How do we know our excluded young people are safe?

Given that safeguarding is everyone's responsibility, and that pupils who are excluded from school are particularly vulnerable, all those working with the pupil or family, however tangentially, should check with school staff, social workers, parents and other colleagues, to assure themselves of the pupil's safety whilst out of school. Any concerns expressed should be passed on to CAAS (Child Advice and Assessment Service) in the usual manner. Good practice would be to discuss safeguarding concerns with more than one person from the school, family and other colleagues so that a decision is not made based on one person's opinion. If West Berkshire Council's Exclusions Officer is involved they will record that they have discussed any safeguarding concerns with the school and others. If Education Welfare Officers, Educational Psychologists, the Special Educational Needs Department, Youth Offending Team and other colleagues are involved then they should routinely record, within their normal note-taking system, that safeguarding concerns have been discussed and acted upon if appropriate. Schools should be encouraged to do the same whenever they exclude a pupil.