



Middlewich Primary School

Positive Discipline and Behaviour Policy

'We will strive every day to be our best and do our best'

At Middlewich Primary School high standards of behaviour are encouraged through the positive reinforcement of good behaviour patterns. This is part of the ethos of the school, which is to encourage a safe and caring learning environment in which children have high self-esteem; develop pride in their achievements; and respect for themselves, their work, other people, and the world around them, particularly of those people who have different cultural or religious beliefs. We recognise that poor behaviour may possibly indicate difficulties children are experiencing in and out of school and may be linked to safeguarding, therefore the well-being, sensitivity and understanding of individuals is of utmost importance.

As a school we work hard to:-

1. Listen to children
2. Promote positive behaviour across the school.
3. Ensure a consistent approach by all staff, including lunchtime staff
4. Encourage children to take responsibility for their own behaviour
5. Develop a professional approach to dealing with children both inside and outside the classroom
6. Develop strategies for ensuring good behaviour at all times
7. Work closely with parents (see Home School agreement appendix 4)

Aims of the policy document

- To maximise the impact which the school can make on good behaviour
- To encourage a positive learning and play environment
- To minimise or prevent the occurrence of misbehaviour or confrontations
- To help children feel good about themselves
- To encourage children to co-operate with one another and with staff
- To underpin the school ethos with a policy which promotes good behaviour

Structure of the Policy

This document is divided into the following sections:-

1. Safeguarding
2. School Code of Conduct
3. PSHE and RHE Curriculum
4. Managing Behaviour
5. Confiscation of inappropriate items
6. Individual Behaviour Plans and Positive Handling
7. Lunch and break times
8. Circulation around the school
9. Working with parents

1. Safeguarding

The school treats the safeguarding and well-being of pupils with the utmost priority. We recognise that challenging behaviour can be indicative of a safeguarding concern. Through the ongoing and regularly updated training of all staff members we remain vigilant and aware of the types of behaviour that could be the result of a safeguarding issue. These can be obvious or subtle and gradual changes in a pupil's behaviour and can range from having a short temper and displaying challenging behaviours, through to children becoming overly compliant, easily distracted or over reliant on adult support. Other behaviours can include:

Low self esteem

Becoming withdrawn

Fear of certain adults

Poor social relationships

Becoming extremely passive/ aggressive

(See Child Protection and Safeguarding Policy)

Through the regularly updated training all staff members receive, they are able to look closely for any safeguarding indicators and to use the correct methods to record and report these effectively. All safeguarding concerns are monitored, recorded and reported to the Designated Safeguarding Lead (DSL). Class teachers work with appropriate members of the senior Leadership team, DSL, Parents, carers and relevant authorities.

2. School Contract

The school aims to create a positive culture in which children feel safe and secure and where every child and adult is treated with courtesy and respect. We feel it is essential that children have a very good understanding of what excellent behaviour is expected of them and in turn, what behaviours they should expect from the adults who work with them.

Each academic year a School Council is formed with members from each class from year 2 upwards. Each member is voted for by their peers and is involved in regular school council meetings. They help to promote the new whole school goal each year.

3. PSHE and RHE Curriculum

We believe it is essential that all children to have good behaviour and high moral standards, they must develop respect, empathy, endeavour and resilience. Through assemblies, class circle time and within the PSHE and RSE curriculum children develop their understanding of the characteristics of positive relationships in the real world and online. They are also taught to respect themselves, their peers and adults, and how to formulate healthy and safe relationships. Lessons are taught weekly and linked to the whole school assemblies and through follow up session in circle time. The pupils are taught to understand the importance of mental wellbeing for good health as well as the range of emotions they can experience and how to handle them appropriately. They are also taught to recognise different types of bullying behaviour and what to do if they feel it is happening to them (See RHE policy for further information).

4. Managing Behaviour

This section of the policy aims to:-

1. Develop strategies to reward positive behaviour and strategies for dealing with negative behaviour
2. Develop a consistent approach throughout the school in the management of behaviour

The management of behaviour is a whole school issue. We strongly believe in a positive approach to behaviour, not simply concentrating on disciplining children who misbehave. Children and staff have a

clear understanding of what constitutes good behaviour, how it will be acknowledged and the consequences of bad behaviour.

Instances of poor behaviour are recorded on the whole school management system, CPOMS. This ensures there is a clear record of behaviour patterns for individual pupils. Staff also use the system to record examples of particularly good behaviour, as they deem appropriate. The behaviour management senior leader, learning mentor, headteacher and deputy headteacher will monitor recorded instances and intervene to support the class teacher as appropriate to the situation.

Teachers must be consistent and fair in the use of both positive and negative consequences. (In special circumstances children with SEND may have a slightly different plan).

Each day should be treated as new, therefore each child begins with a “clean slate”

The children should be made aware that their behaviour is their choice. They choose to follow or not to follow the rules.

Whole school strategies to promote positive behaviour

Children learn by the examples they see. Adults demonstrate good behaviour explicitly, showing sensitivity, courtesy and respect, always seeking to build children’s self esteem by dealing with incidents fairly and consistently. Children and adults are greeted with a smile. Quiet voices are used around the building and people’s feelings are acknowledged and respected with an appreciation of individuals. Children are encouraged to tell if they see any incidents of unfairness or bad behaviour and these are dealt with appropriately and as soon as possible. All members of staff take responsibility for the behaviour of children round the school including dinner times and break times. Good behaviour is noted and passed on to the child’s class teacher, as are incidents of misbehaviour and rewards and sanctions are given as appropriate.

Classroom strategies to support effective learning and good behaviour

All year groups develop age appropriate rules and set up clear systems to support them. Each class has a traffic light system with photographs of every child in the class clearly shown in a designated area of each classroom.

Each class has a stamper chart. Children receive a stamper for good behaviour for learning (green) or good manners (red). When a child reached 10, 20, and 30 stamps, they receive a Headteacher’s award in recognition for their efforts. This system of promoting positive behaviour should ensure all pupils’ good behaviour and hard work is recognised, particularly for those pupils who consistently achieve high standards.

Rewards

The following are the rewards children receive for positive behaviour:

- Verbal praise makes everyone feel valued and encouraging remarks from a teacher or any adult can mean a great deal to a young child. These should be used frequently to acknowledge all occasions when children are following the school code and demonstrating good behaviour.
- Written comments can also be very effective in rewarding and encouraging children. Staff should write explicit positive comments on children’s work in recognition of their efforts.
- Sharing achievements and efforts with other members of staff helps children feel valued and that their efforts are recognised beyond the classroom. Children will be given opportunities to show

their work to other teachers and members of staff of their own choosing. The Headteacher is available to see any child whose work or behaviour deserves special recognition on the recommendations of the class teacher.

- Children who have behaved exceptionally well are invited to the 'Friday Tea Party'. This is run by a year six responsibilities group and is a reward aimed at those pupils who are an ongoing positive role model to others. This has proven to be an effective tool in promoting positive behaviour.

In addition, further rewards are given in the form of:

- Assembly certificates
- Stickers
- Individual Class rewards (e.g. raffle tickets, Class Dojo,)
- Headteacher rewards
- In addition, individual incentives, stickers and rewards are given when appropriate e.g. for attendance or punctuality.

Whole School Strategies to deal with negative behaviour

There may be occasions when children do not abide by our school rules and expectations and so it is appropriate for sanctions to be applied. The adult present will deal with unacceptable behaviour at the time. All members of staff, teaching and non-teaching act as role models for the children and should behave in a restrained yet firm manner when dealing with incidents of bad behaviour, using a calm, controlled tone of voice.

Confrontation, in which an adult warns of a course of action if a child does not behave in a certain way, should be avoided unless the action is genuinely envisaged as being carried out. Adults should not put themselves into the position of having to back down nor should a child be pushed into a corner from which repeated defiance is the only course of action. Repeated threats that are not carried out are self-defeating.

In an incident in which several children are involved, and the facts are confused, a discussion of events that led up to the incident and the possible out-come of such behaviour should take place. This will be carried out by the class teacher whenever possible. The discussion should be conducted in a non-threatening manner and children should feel that they have the opportunity to say all they wish to say and have been treated fairly. Sanctions will follow as appropriate. It should be made clear that honesty is appreciated and that telling the truth will be respected although bad behaviour cannot be condoned. When a negative consequence is given it must be made clear that it is the behaviour, not the child, that is being disapproved of.

Sanctions

All incidents requiring sanctions will be recorded. Sanctions must be carefully structured and follow these guidelines:

- Children will be given warnings before sanctions are applied
- The children must be aware of which consequence level they have reached
- The consequences must be taught to all children and be used fairly and consistently

The main sanctions used will be the following:

- In minor incidents an acceptance that the behaviour was unacceptable and an apology will be sufficient.
- Often children become very inflamed over playground incidents and a “cooling off” period may be required. Children may be sent into school, but a member of staff must be informed. If children are given “time out” to cool off, they will be sent away from other children so they are not at risk of being ridiculed or humiliated
- Loss of part of break times. (Children must be supervised)
- Loss of all break times, gradually increasing according to the seriousness of the incident.
- Writing a letter of apology or a recount of the incident identifying how the child could have managed it more positively
- Carrying out a community task appropriate to the incident
- Working in another class for an agreed period.
- Letters home to parents/carers with an acknowledgement slip to be returned to school for a follow up meeting to discuss strategies to improve the situation. (These to be written in consultation with the Headteacher or the Deputy Headteacher in her absence)

The Headteacher is available for consultation at any stage but only persistent or exceptionally bad behaviour should need discipline from the Headteacher. If a child develops a pattern of persistent low-level misbehaviour, they will be informed that the next time will result in a more serious consequence being given immediately. If the individual incident is severe then the most serious consequences will follow. This will involve the Headteacher, the class teacher and the child’s parents. The consequences will be removal from the class for a fixed period or school exclusion. To maintain a strong relationship between home and school, parents may be consulted informally about incidents, particularly at KS1.

5. Confiscation of Inappropriate Items

In the event of a pupil bringing an item to school which is either:

- an article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property
- or, any item which is deemed to be inappropriate or, one that a pupil has on their person at an inappropriate time,

may be confiscated, retained or disposed of by a member of staff as either a health and safety measure or, as a form of sanction. In accordance with the Education and Inspections Act 2006, the school is protected from liability for damage to, or loss of, any confiscated items.

6. Special Educational Needs and Disability (SEND)

The school recognises that persistently poor behaviour or a sudden change in behaviour, can be indicative of a safeguarding concern or, a concern with the pupil’s emotional and mental health and well-being. In such cases, the pupil will be carefully monitored by staff working closely to them, alongside the senior leaders of the school (including the headteacher) and the family support worker. When possible, additional staff members will be made available to support a pupil’s need (see child protection and safeguarding policy).

SEND children

Behavioural expectations for SEND children are no different than for any other child (e.g. use of the traffic light system and class rules).

However, when dealing with an incidence of poor behaviour, staff must be aware that SEND children may:

- Have a lack of understanding and require additional explanation of a situation
- Not have-age appropriate language skills to explain a situation clearly
- Fail to empathise with their peers or recognise more complex emotions in others
- Be easily led into bad behaviour through lack of understanding
- Have good expressive language, but large gaps in understanding

Following an incidence it is therefore essential that understanding is checked thoroughly (e.g. by asking them to summarise what you have said). Asking 'Do you understand?' is insufficient.

For some SEND children, behaving appropriately is more challenging. In these cases it is important to give the child a clear guide as to what is happening throughout the day (e.g. visual timetable/ objects to cue in an activity).

Occasionally children will not manage to conform to the school rules and expectations. This may be because a child has social and emotional needs which fall under the umbrella of SEND. In these situations, class teachers work with the SENDCO and appropriate senior leaders to formulate behaviour plans for these pupils laying out strategies to support their social and emotional development. A child can undergo the 'First Concerns' procedure. This involves looking at their strengths, needs and strategies to achieve specific desired outcomes to support and improve behaviour. This is agreed between the child, teacher and the child's parents. A child may then go on to be placed on the SEND Register and an SEND plan will be developed with the SENDCO, the class teacher and any relevant outside agencies such as an Educational Psychologist.

Positive Handling

Some individuals may react to challenge or confrontation by portraying violent or aggressive outbursts (towards their peers or staff). In such cases, it may be necessary to restrain a child or remove them from a situation. As near as possible, restraints will be conducted by staff who have had positive handling training (Delivered by Team Teach or Cornstone.).

Please see appendix 1.

7. Lunchtime and Break time

Staff on duty at breaktimes ensure that equipment is used appropriately and that the games children play are also of the correct nature. Children can be removed from games or equipment can be put away if it is not being correctly used. The whole school 'traffic light' sanction system is also used by staff members if appropriate and children who show inappropriate behaviour can be sent in or asked to stand to the side for a cooling off period. Lunchtime supervisors also undergo annual training to help with behaviour management.

8. Around the School

There are times when the children have to move around the building. F.S. and Key Stage 1 may on occasions have an adult with them to supervise them. Key Stage 2 children may be trusted to move around the school without adult supervision.

It is up to all staff to encourage and expect the children to behave in a sensible manner.

The children are expected to:

- Always walk around the school and be aware of others along the corridors
- Move around the school in a quiet and sensible manner
- Stand back to allow staff and visitors to pass
- Open internal doors for staff and visitors

9. Working with parents

It is extremely important that the school works as closely as possible with parents/carers in all aspects of school life. This can also include times when recurring or particularly challenging behaviour is being demonstrated. During these circumstances an individual behaviour plan is drawn up between the parents, child and appropriate staff members in line with the aims outlined in section 6 SEND. This is aimed addressing the child's specific needs and highlighting the positive behaviour that the individual child displays. This is then used to record these incidences, to reward the individual child and improve behaviour in the long term.

Reviewed by:-

Headteacher _____

PWP committee _____

Head Pupils _____

Behaviour Management

Senior Leader _____

Date _____

This policy is reviewed annually.

Appendix 1

Positive Handling

The Education and Inspections Act 2006 section 93, reinforces and replaces previous guidance. It also takes into consideration the joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

This is to be followed by all the teaching and support staff, who come into contact with pupils and for volunteers working within the school. Its contents are available to parents and pupils.

Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Use of Physical Handling

Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies was issued in 2011.

The main points are summarised:

- *School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution*
- *Suspension should not be automatic when a member of staff has been accused of excessive force*
- *Senior school leaders should support their staff when they use this power*

When should reasonable force be used?

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

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Middlewich Primary School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

All the techniques used take account of a young person's:

Minimising the Need to Use Force

At Middlewich Primary we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff will use skills to defuse situations before behaviour becomes challenging and will try to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

Bluebell Room- calming down space

Bluebell room is a designated space in Middlewich Primary School that is specifically intended to give children who are in a state of heightened aggression or anxiety, an opportunity to calm down and eventually reflect upon their behaviour. The room is sparse and only furnished with a cushions and a sofa.

This room will be used when a child needs to be physically restrained and removed from a classroom etc. to ensure their own safety and the safety of others. It may also be used when a child voluntarily opts to use the space to calm down.

When the room is in use, a minimum of two staff will be present if possible. On an occasion where a staff member has had to work in solitary, another staff member should be contacted as soon as possible by either an internal phone or message sent with another child.

There is a glass pane in the door to Bluebell room which any adults can see through to ensure a child is safe. If a situation occurs where a child is behaving in a very violent /aggressive way, or they attempt to abscond from the room, the door will be closed and, if required, held shut by an adult to ensure all parties are kept safe until the

child has had sufficient time to calm down. **This action will only be undertaken as a last resort and the door of the room will never be locked.** If a child is in a heightened state of anxiety but not behaving aggressively towards the staff members and is not attempting to abscond, the door will be wedged open. All incidents of a child using Bluebell room as a calming down space will be recorded in the red book.

Injury to the Child

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Positive handling techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported using the school's positive handling report form and an accident form. Any injuries to pupils as a result of incidents involving restraint will be reported to the Headteacher/Deputy Headteacher and parents/carers.

Recording and Monitoring Incidents

Where physical control or restraint has been used, a record of the incident must be completed by staff in the using the school's record sheet. The record must be completed as soon after the incident as possible and before the member of staff leaves for the day. These records will be stored electronically on CPOMs.