

# Mulbarton Primary School



## Behaviour Policy

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### **The aims of this policy are:**

Mulbarton Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils and all stakeholders in the implementation of Mulbarton Primary School's behaviour policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The purpose of this policy is to provide more detailed guidance for staff, pupils and parents, in order to establish and maintain a caring community atmosphere in school, which is a pre-requisite for the achievement of these aims. We believe discipline should be viewed in positive terms and prefer to emphasise and encourage good behaviour through guidance, encouragement and rewards, rather than focussing heavily on punishments or sanctions.

Please refer also to the Norfolk advice on positive behaviour strategies after lockdown

Signed by:

Bev Theobald Headteacher

Date: Sept 2020

Kevin Holland Chair of governors

Date: Sept 2020

**Reviewed 10.09.20 by staff**

## **1. Key roles and responsibilities**

- 1.1. The headteacher has overall responsibility for the implementation of this policy and the procedures at Mulbarton Primary School.
- 1.2. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the Mulbarton Primary School's Complaints Policy.
- 1.3. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.4. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.5. Parents/carers will be expected to take responsibility for the behaviour of their children inside and outside of school.
- 1.6. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.7. Everyone should take responsibility to ensure that good behaviour is maintained.
- 1.8. Class teachers should ensure that their class knows and understands the rules.
- 1.9. All pupils need to know that they are responsible for the way in which they behave, and should be helped to accept that responsibility.

## **Whole school rules**

The whole school follows the following three rules:

1. Always try to do your best
2. Be kind
3. Do as you are asked by an adult

Children will need these rules expanding on relative to their age and understanding.

Each class may have a charter which reflects these fundamental rules.

All discussions about behaviour must centre around these three rules.

Eg was that behaviour kind? Did you do what the adult asked?

## **2. Training of staff**

- 2.1. At Mulbarton Primary School we recognise that early intervention can prevent unacceptable behaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 2.2. Teachers and support staff will receive regular and ongoing training as part of their development.

## **3. Pupil expectations**

- 3.1. The school will ensure that pupils follow our school rules by teaching them how to behave sensibly, such as how to:
  - Encourage Legendary Lines and Wonderful Walking when entering or leaving the classroom or moving around school premises.
  - Sit appropriately on school chairs, carpets, hall floors, etc.
  - Use appropriate voice levels and language, including manners.
  - Model good behaviour to other pupils.
  - Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

## **4. Rewarding behaviour**

- 4.1. The school recognises that pupils should be rewarded for their display of exceptional behaviour.
- 4.2. The school will use the following rewards for displaying exceptional behaviour:
  - House points for exceptional behaviour at any time in the school day. These will be recorded electronically and displayed weekly in the halls.
  - At the end of each half term the house with the most points will have a non- uniform day
  - Dojo points for children demonstrating the learner values.
  - Wonderful Learner certificates to celebrate the 7 wonders of learning.
  - Verbal praise.
- 4.3 We make a deliberate effort to praise positive behaviour, catching moments, for example when groups of children are:
  - Lining up quietly
  - Demonstrating wonderful walking
  - Sitting on the carpet well
  - Sharing equipment
  - Handling equipment safely

## 5. Choice

Managing behaviour has three phases:

1. Giving children choices about their behaviour within fair rules
2. Encouraging them to make appropriate choices
3. Applying the consequences of their choices (rewards and sanctions)

Perhaps the most influential relationship in creating a positive classroom is that of inevitability between choice and consequence.

Practically it operates like this:

Good choice = positive consequence (reward)

Poor choice = negative consequence (sanction)

This is reinforced through our PSHE curriculum which gives the children the strategies to decide to make good choices.

## 6. Unacceptable behaviour

Unacceptable behaviour will be taken seriously at Mulbarton Primary School.

Breaking any of the school rules will lead to restorative conversations as well as sanctions and disciplinary action.

### **Steps to follow for behaviour management.**

#### **In the classroom if a child is displaying unacceptable behaviour:**

1. Planned ignore for a short time
2. Reminder of expectations using scripted language eg: 'I notice that you are...in our classroom we.....thank you.' Explain how behaviour is affecting learning of others and then give take up time. Acknowledge any underlying causes eg: 'I know you had a difficult playtime but.....' relate to the current pandemic situation eg "Your behaviour is putting others at risk"
3. Once the child is back on task/behaving as expected, praise and acknowledge the good behaviours for learning but don't reward.
4. If still off task, remind again but with choice- 'Choose to settle and get on with your work in the classroom or choose to go outside for 5 minutes. If you go outside, you will need to catch up with your work at lunchtime. You choose.' Remove from class or sit away from others for five minutes-use a timer.
5. If unacceptable behaviour continues then remind again – 'If you do not settle to your work, you will remain indoors at lunchtime and have a conversation with me'
6. Remain calm and positive throughout the interaction and do not address secondary behaviours.

#### **In the playground if a child is displaying unacceptable behaviour**

1. Reminder of expectations-referring to school rules with language of choice.
2. Time out on the benches or walk with an adult holding the child's hand (age dependent).

3. If the child continues to display unacceptable behaviour, they will be sent inside to sit with an adult to discuss their behaviour.

4. Fighting/swearing /refusing to do as asked will result in immediate loss of playtime and a conversation with a member of SLT.

## **7. Behaviour management**

At Mulbarton Primary School we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this using pupil asset. Repeated records will lead to a conversation with parents by either the class teacher or a member of the SLT.

The headteacher will monitor all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Everybody must ensure that all children who break the school rules are dealt with in a manner appropriate and relevant to the situation, whichever class they are in.

We are all responsible for the behaviour of every child in the school so it is always preferable for incidents to be dealt with by the member of staff who witnessed it, rather than it being passed onto that child's class teacher. Obviously how the staff member dealt with the incident will be fed back to the class teacher.

A reminder should be used initially for minor incidents and children offered the choice to behave well and are then expected to do so.

If this does not have the desired effect or if the transgression is of a significant nature the concept of a consequence is introduced.

Continued unacceptable behaviour either inside or outside the classroom will be discussed with parents and a plan be developed. If felt necessary the SENCO and nurture team will be involved in this process. Our aim is to ensure that all children achieve their best and that we help them to make good choices. Exclusion will only be used for the most serious of offences and will be at the discretion of the headteacher.

Occasionally children on the SEND register for emotional and behavioural difficulties are managed using the 'two warning system'; time out of the room is part of this and is appropriate in this situation. If children are sent out of the classroom for a period of 'cooling off' care should be taken to set and adhere to a time limit that is understood by the child.

The room opposite the headteacher's office has been remodelled as a 'Chill-out' area. This can be used by any child who is in need of 'time out' from a situation. Use must be monitored by the adult responsible for the child at the time.

It is important to use the 'catch them being good' method for children who persistently misbehave and praise and reward them when they do behave well. This will manage the behaviour positively and reinforce the good aspects as much as possible.

## **8. Positive Handling**

Staff have received training (STEPS) in positive handling strategies.

## **9. Use of Reasonable Force**

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

*'Reasonable in the circumstances' means using no more force than is needed.*

The school can use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Staff who are restraining children should have taken part in the Step Up training.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

### **Schools can use reasonable force to:**

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school 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; and

restrain a pupil at risk of harming themselves through physical outbursts.

A Physical Intervention Report Form will be completed by adults involved in physical intervention with pupils. These are available in the classrooms or headteacher's office. Once completed, a copy needs to be passed to the headteacher.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

## **10. Follow up Form**

For many 'rule-breaking' situations a simple sheet can be given to the child to fill in during Time Out with headings such as; -

*What is the problem?*

*I am feeling*

*Why I did it.*

*What can you do about it?*

*Which is the best idea?*

This can take the place of an apology and be worded to suit the child and the situation. It can also be kept as a record, as well as an acknowledgement and agreement to behave in future.



## **11. Exclusion (fixed period or permanent)**

Occasions may arise when pupils must be excluded from school, and there are clear regulations for school on the procedures to be followed which are outlined in our exclusion policy.

The following points should be borne in mind:

Exclusion should be used only in very serious cases and after careful consideration.

On rare occasions exclusion may be necessary to protect the safety and welfare of pupils and staff, including any who may be suspended.

The grounds for exclusion must always be sound, based on detailed evidence and clearly set out.

Only the Headteacher has the power to exclude, so staff should not either threaten or suggest exclusion as an automatic consequence of a particular action.

Where permanent exclusion has taken place the Chair of Governors is to be notified as soon as possible.

## **12. Smoking and drug policy**

12.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

12.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

12.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

12.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

12.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

## **13. Items which pupils are not allowed to bring into school**

13.1. Fire lighting equipment

13.2. Drugs and smoking equipment

13.3. Weapons and other dangerous implements or substances

13.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks

- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones unless agreed with the headteacher
- Any toys unless agreed with the teacher

## **14. Outside school and the wider community**

- 14.1. Pupils at the school must agree to represent the school in a positive manner.
- 14.2. The guidance laid out in the behaviour policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 14.3. Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

## **15. Searching**

- 15.1. Staff members may use common law to search pupils, with their consent, for any item. They may search, for example, their pockets, backpacks, lockers and classroom trays.
- 15.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 15.3. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 15.4. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- 15.5. Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

## **16. Monitoring and review**

- 16.1. This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all stakeholders.
- 16.2. This policy will be made available for inspection and review by the chief inspector, upon request.



## **Appendix 1 The language we use as adults**

We practise and use the language of choice and personalise it until it flows naturally.

Consider the profound difference between these two instructions.

*“Wayne, if you don’t stop talking I’ll move you over here on your own.”*

*“Wayne, if you choose to keep talking while I’m teaching, you’ll be choosing to sit here on your own. Make a better choice now. Thanks.”*

The first says, ‘If you don’t do what I want now, I’ll make you do this.’ It is a direct threat and a challenge many children cannot resist meeting.

The second says, ‘You are responsible for your behaviour. I want you to make this choice because it protects the basic right to teach but if you don’t, then you will have chosen the sanction.’ It offers a limited range of choices but crucially gives the child the chance to move to more successful behaviour.

We have found the way we speak to children can affect their behaviour.

We could say

*“You’re running in school again. How many times do I have to tell you”*

Instead we say

*“Walking, thanks”*

If we always look for the negative, then eventually children will always expect it.

We could say, when going into assembly,

*“BE QUIET, this really is too noisy!”*

Instead we will identify those children who are sitting quietly and praise them.

*“Thank you for sitting quietly, you make me so pleased”*

Everyone responds to praise and particularly young children.

We offer choices rather than ultimatums.

If a child has a toy out in class, we could say

*“You’re not allowed toys in class. Give it to me now.”*

Instead we say

*“In your bag or on my desk. Thanks.”*

## Appendix 2 – Behavioural reporting structure

