

Behaviour & Discipline Policy



Mepal & Witcham Primary School
a part of Ely Diocese Multi Academy Trust

Approved by the Governing Body:	
Signed:	
Date:	

Date to be reviewed:

Mepal & Witcham Church of England Primary School Behaviour and Discipline Policy

'To nurture, to grow, to flourish'

Philosophy

At Mepal and Witcham Church of England Primary School, we follow a therapeutic approach to developing positive behaviour. We achieve this through a variety of ways, aimed at developing internal discipline that will enable our children to go on to live successful lives as adults being able to regulate their behaviour appropriately. We aim to teach positive behaviour rather than simply managing behaviour. We are committed to providing an inclusive environment in which individual needs and feelings are supported.

We recognize that all behaviour is a communication, and we strive to recognize and understand the behaviour that an individual may exhibit. We seek to understand and respond to children on an individual level, ensuring personalised and consistent responses which enable children to learn to effectively manage their own behaviour. We believe that to create long term change we need to understand, not simply suppress, the behaviour an individual may demonstrate. We understand that positive, caring and trustworthy relationships are key to the success of our approach.

At Mepal and Witcham we recognise that experiences, feelings and behaviours are inextricably linked. We believe that positive experiences create positive feelings and positive feelings create positive behaviour.

For a therapeutic approach to be successful there needs to be a shared understanding and consistency among all members of the school community. This policy sets out that approach and all staff are expected to uphold the principles within.

All staff need to know how to promote pro-social behaviour and how to manage difficult or dangerous behaviour. They also need to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Strong school leadership

Mepal and Witcham Local Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to shape the school policy. The head teacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The head teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE, DEMAT and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour has due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

The school has a Code of Conduct:

At Mepal and Witcham

We always walk in the school building.

We always hold the door open for others.

We always say please, thank you, excuse me and sorry.

We always walk in and out of collective worship silently and listen respectfully.

We always listen to others.

We always look after our own belongings and respect other people's belongings.

We always show kindness to others.

We always walk into school at the end of playtime.

We always put our rubbish in the bin.

We always use our best manners when eating and talk quietly in the dining room.

We always treat others like we would like to be treated.

We promise that we will strive to follow these rules so that Mepal and Witcham Church of England Primary School is a safe and exciting place to be!

At the start of the school year all the children sign the contract. The children are referred back to the contract at regular periods of time.

Classroom management

Classroom management is key to promoting positive behaviour. At Mepal and Witcham we expect all classrooms to have:

- A positive tone
- Clear classroom rules/contracts displayed which have been agreed by the teacher and the class at the start of the year.
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day
- An attractive, tidy, well-cared for environment
- A well-planned environment so that children can move easily, can find resources, property respected etc
- Strategic seating arrangements if needed for children when working on the carpet or at a table

Strategies

Strategies to acknowledge and encourage pro-social behaviour

Within the established positive learning environment, children should expect to receive regular praise from all they come into contact with. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes..

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Strategies to acknowledge positive behaviour include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Written remarks about successes in learning (based on knowledge about the standard that can be expected for the individual)
- Stickers
- Sending children to another teacher or Headteacher to share their work/good behaviour
- Displaying pupils' work and achievements

- Headteacher of the Week awards to celebrate children's success (for behaviour, social and academic achievement)
- House points
- Good Manners Awards
- Marbles in the jar

Strategies to respond to and de-escalate anti-social behaviour

When a pupil's behaviour falls below an acceptable standard, a range of strategies may be used:

- Verbal reminders
- Name on orange as a warning
- Move place of work/ cooling off time
- Quiet pause to refocus in class
- Positive phrasing about the desired behaviour- clear instructions, with repetition. This provides children with processing and take-up time.
 - Limited choices- this helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.
 - Disempowering the behaviour- this may include tactical "ignoring" of unwanted behaviour and "catching them getting it right" at the earliest opportunity.

Anti-bullying

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is wrong and it will not be tolerated at Mepal and Witcham Church of England Primary School. To support this principle, all children are told regularly, through class PSHE lessons and collective worship, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

Our Anti-bullying Policy takes into account guidance from the Equalities Act, the LA and the Church of England.

Playtimes

Behaviour during morning break times is monitored by the staff on duty. Staff zone the playground area to ensure that adults are visible to the children at all times. Staff on duty will handle minor issues and refer to the child's class teacher if/when appropriate.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children.

Lunchtime

- Lunch times are the immediate responsibility of the midday supervisors.
- The playground is zoned
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.
 - MDSs have access to school based approaches such as stickers
 - At lunchtimes the MDSs report major problems to the Headteacher
 - Minor incidents are reported directly to the class teacher by the MDS if necessary.

In suitable weather conditions the field may be used at lunchtime. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at lunchtime or stagger the number of children outside. In these circumstances MDS remain responsible for the supervision of the in allocated classrooms and the ICT suite.

Leaving Classroom, building or site

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Consequences

Following an incident of unacceptable behaviour, a consequence may be given to the child. This may be a protective consequence, aimed at managing the risk of harm, or an educational consequence, focused on teaching so that the incident does not occur again.

Educational consequences may include:

- Completing work at later time (this may involve missing break time)
- Assisting with repairs/ jobs
- Research
- Restorative meetings/writing a reflection/letter of apology
- Communication with parents

Protective consequences may include:

- Time away from the classroom, a differentiated teaching space, being sent to the head
- Limited access to outside space (e.g. loss of break time)
- Exclusion

Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate.

Through working closely and openly with pupils and their families, it is our aim at Mepal and Witcham to resolve behavioural issues at the earliest possible stage.

Behavioural concerns are logged by staff members on CPOMS, and these records are reviewed regularly by the Head and SENCo.

Post-incident recovery and restoration

Following an incident of unacceptable behaviour, we will work with the pupil to reflect, repair and restore relationships as appropriate. The purpose of this is to re-visit the experience by re-telling and exploring the situation with a changed set of feelings, in order to learn from it. This process will only be begun once those involved in an incident have had time to return to emotional equilibrium. The process may be completed in a variety of ways, appropriate to the child's age and learning style (e.g. through conversations, exploration of feelings with anyone else involved), but it involves:

- Telling the story of what happened
- Exploring what people were thinking and feeling at the time
- Exploring who has been affected and how

- Exploring how we can repair relationships
- Summarising what we have learned so we are able to respond differently next time.

Our **Behaviour Code** describes the plan for the majority of the pupils

Children begin every day on Green. Each day is a fresh start. If they remain on green all day then they may achieve rewards.

Children are moved onto Amber as a warning that their behaviour is falling below what is expected. Children should be reminded to earn their way back onto the green by demonstrating good behaviour

If a child does not correct their poor choices, then they are moved onto the Red. Behaviour is recorded on cpoms and the child is sent to Mrs Lomax or Mrs Bevan who will provide a suitable consequence.

Pupil support systems

At Mepal and Witcham staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases any emotional difficulties should be acknowledged. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group and non-verbal systems for communication may be tried.

Personalised plans

The SENDCo and Headteacher will assist with any persistent challenging behaviour in any context. Some children may require an individual approach that differs from the whole school code. An

assessment of the child's needs is undertaken, with an aim to develop an understanding of the child's behaviour.

A number of tools may be used to support this process, including:

- The gathering of ABCC (antecedent, behaviour, communication, consequence) charts to look triggers and patterns of behaviour
- Anxiety maps
- Roots and Fruits trees to explore the links between experiences, feelings and behaviour

A Risk Management Plan may be formulated to formalise strategies for the individual that differentiate from policy. (See Appendix A) This will be developed in collaboration with parents and professionals, and agreed approaches will be based on pupil, parents and staff views about what works/doesn't work in promoting pro-social behaviour and in de-escalating difficult behaviour. A Risk Management Plan will ensure consistency of approach, and will be reviewed regularly in order to refine strategies as needed.

Further external support may be sought through the initiation of an Early Help Assessment.

Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, we will follow the guidance set out in the LA Exclusions Guidance. The Chair of the Local Governing Body and DEMAT will be informed if a decision is made to exclude.

As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of the Exclusion Guidance.

Staff development and support

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- Induction for new staff will include training on the therapeutic approach adopted by the school, and annual refresher training will be provided for existing staff.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENDCo.
- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, supporting the formulation of individual plans, and paying due regard to staff health and wellbeing.

Liaison with parents and other agencies

Working with parents is an important part of supporting children with their behaviour. At Mepal and Witcham we make sure that parents are informed of incidents involving their child, especially when their behaviour has been of a serious or of a continuous low level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the

schools' home school agreement whereby parents are encouraged to sign to show a commitment to the ethos and work of the school.

Any parent can work with our SENCo Mrs Bevan by making an appointment through the school office.

Physical intervention

Any Physical Intervention strategies comply with guidance. All staff have received training on supporting, guiding and escorting in line with the Cambridgeshire STEPS approach.

Restrictive Physical Interventions will be used when all other strategies have been considered, and therefore only as a last resort. There are situations when Restrictive Physical Interventions may be necessary, for example, in a situation of clear danger and extreme urgency. A risk assessment will be drawn up should physical intervention become a likely need for specific children and key members of staff will be trained in Positive handling strategies. Staff will take steps in advance to avoid the needs for restrictive physical intervention through dialogue and diversion. Staff will be able to show that the intervention used was a reasonable response to the incident.

Exclusions Procedure

At all times we work to the Local Authority Exclusions Guidance which takes account of national government guidance which can be found online:

DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher the Deputy Headteacher) can exclude a pupil, and whenever the school excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it in writing. The Chair of the Local Governing Body and DEMAT must also be informed.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Individual **fixed period exclusions** should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.**

The role of Governors

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in **Parts 4.3 – 6.3** of the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion (www.education.gov.uk)** are followed at all times. **Use of**

Force

The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force

At Mepal and Witcham, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2012*. This guidance is the framework for current LA policy development and links to their communication to all schools. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. In schools force is generally used for two different purposes – to **control** pupils and to **restrain** them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at Mepal and Witcham, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely

to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use of force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix B

RECORDING SANCTIONS: Notes

Moved to Amber : on wall display

It is not essential or even desirable that all moves to amber are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being moved to amber

Moved to Red: on wall display

All should be recorded and stored in CPOMs:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs