



Positive Behaviour Policy

2015 - 2017

Ratified: 2.12.15



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Positive Behaviour Policy

Aims

At Mildmay Infant and Nursery School we aim to provide an educational experience which will give knowledge and access to the whole curriculum where children are encouraged to enjoy learning. We aim to work in partnership with children, parents, colleagues and other professionals so we can help enable children to reach their full potential. We aim to develop the whole child as a moral and social being; able to accept responsibility and take their place in society as secure and happy individuals. We have high expectation of all members in our school community.

Through ensuring that we have a secure knowledge of our children we aim to meet their social, emotional and behavioural needs and provide a secure environment in order to promote positive attitudes and relationship. This is the key focus in our school ethos and is reflected in our everyday teaching. We encourage children to take ownership of their own behaviour and understand that their actions and words impact on the feelings and wellbeing of others.

We want to ensure that we create a learning environment which promotes high levels of wellbeing and activities which engage and challenge all learners. Therefore we have a variety of strategies and policies which are part of daily life in school. These include:

- 'Robbie Right Choices'
- 'Paws for Thought'
- Reliable Robins
- Paw Pals
- Life Skills
- UNICEF Rights and Respecting Charter
- Wellbeing & Involvement measures.

Robbie Right Choices



Robbie is a toy character in our school who is very popular with the children and helps encourage ownership of behaviour by promoting positive actions. Each week in Celebration Assembly Robbie is awarded to a class who have made lots of right choices and show high levels of good behaviour. In assemblies, Robbie will often be used to model good behaviours too. Robbie will spend the week with the chosen class and the children are able to change his clothes and accessories throughout the week.



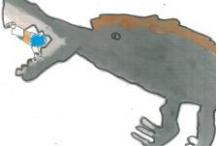
Each member of school staff has a '**Paws for Thought**' Card. The children know that if they are shown this card that they need to stop and think to make sure they are making the right choices in certain situations. Very often the adult doesn't even need to speak to the child who will see the card and change their behaviour. This gives a very positive approach to behaviour management.

Once the children have settled into their new classes, **Paw Pals** are chosen to help support their peers in the playground. This will include helping children to find friends to play with and reinforcing good choices.

Life Skills

Our Life Skills are an important and valued part of our curriculum and embedded in daily lessons, assemblies and playtimes. We believe in developing skills to prepare children for everyday challenges and also those they may face in adult life.

Life Skills

	<p>Working together is the meerkats way, Building relationships during work and play.</p>
	<p>Risk Taking is a rewarding thing to do, The crocodile bird knows and says it's true!</p>
	<p>Assess your learning to be effective, Just like an owl always reflective.</p>
	<p>Resourcefulness is important monkeys say, Solving problems day by day.</p>
	<p>Show resilience like a busy bee, Keep on trying after difficulty!</p>

Our Children's Friendship Charter & UNICEF Rights & Respecting Philosophy



As a school we have achieved the **UNICEF Rights and Respecting Recognition of Commitment** and we are currently working towards the Level 1 award. The principles that have been adopted worldwide are valued here at Mildmay Infant & Nursery School. The Children's Charter was based upon the articles set by UNICEF which promote children's rights across the world. Our Friendship Charter was written by the children and is displayed in every classroom.

Children are taught through the charter that everyone's rights should be respected. Rather than teaching negative rules about what children should not do, a positive approach is applied in line with the charter. For example, children are taught that everyone has the right to feel safe and what behaviour should be applied to ensure that they do. Their class 'rules' are established in each classroom and the playtime codes were established through Class and School Council.



Equality & Inclusion

We are proud of our inclusive school and every member is supported to achieve and establish positive relationships and attitudes to learning. Children may exhibit varying behaviours according to their needs, abilities and understanding. Where children have a statement for educational needs or an Educational Health Care Plan their One Plan will provide support strategies to support them develop positive interactions on a daily basis. It is understood that children may need to be treated differently to be treated equally. Further information can be found in our Schools Offer & SEN Provision on our school website www.mildmayinfants.co.uk

Practices for encouraging positive behaviour

We expect all adults and children to:

- Treat each other with courtesy and consideration by treating others the way we would wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other; making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise by treating children fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

At Mildmay Infant & Nursery School we promote:

- An atmosphere that encourages children's independence and provides the opportunities for them to make their own decisions.
- Consistency of approach (but the approach may vary according to the needs of the child)
- The option of choices for a positive outcome.
- Positive behaviour by praise, encouragement and attention.
- Praising good behaviour choices to model positive examples.
- Avoiding unnecessary confrontational approaches.
- Separating the behaviour from the children and maintaining attitudes that raise a child's self-esteem e.g. by telling a child that they are OK even if the choices they have made are wrong.
- Involving parents for information and planning a support system.

Classroom Management:

Class teachers should ensure that rigorous classroom management strategies are in place and the children are supervised effectively. This includes the scanning of the classroom and also the line when moving from one place to another. The Class Teachers, LSA's and MDA's follow the schools Positive Behaviour Policy when using rewards and sanctions.

Rewards and Sanctions / Systems

Rewards are in place as children respond well to praise however all children are taught that good behaviour is expected and respected. It is our aim as a school that sanctions are in place to deal with inappropriate behaviour but the key aim to establish an environment that avoids negative behaviour becoming an issue. Rewards include:

- **Classroom based reward systems**
- **Headteachers Awards**
- **Lunchtime Divas and Dudes**
- **Reliable Robins (Daily Helpers)**
- **Golden Time**

Sanctions:

As a school we adopt a strategy to help us encourage and foster good behaviour and work practises. The following steps are in place to ensure consistency of approach so that support is put in place for any child who may need additional strategies to support positive behaviour.

Step 1	Praise positive behaviour. Show 'Paws for Thought' Card.
Step 2	Positive expectations reminder.
Step 3	Warning and choice (face saving time). Move child or other children within classroom.
Step 4	<p>If a child is repeatedly being reminded of positive behaviour choices they will be taken to a different location so they can be given time to reflect upon their actions. The change of location should follow the order below.</p> <ul style="list-style-type: none">• Class teacher in year group• Year Group Leader• Deputy Head / Inclusion Manager• Headteacher <p>Depending on the behaviour issue, children will be encouraged to think about the consequences of their actions and what they could reasonably do to put things right i.e. apologies, draw a picture, write a letter, helping etc.</p> <p>Children will occasionally need to be in 'time out' at playtime or lunchtime with a member of staff. 'Surprised', known adults will discuss inappropriate behaviour and look forward to an improvement.</p> <p>Parents will be informed if their child needs to be reminded of appropriate behaviour by the class teacher and strategies will be discussed and shared.</p>
Step 5	A meeting will take place with the Headteacher and the parents of the child who is regularly in time out or we have concerns about ongoing behaviour issues. In this meeting, support strategies and further actions will be discussed to aim to resolve any behaviour concerns. We will always look for reasons that may cause negative behaviour and apply an appropriate support plan. The class teacher / Inclusion Manager may also be involved in this meeting. The outcome of this plan could be to involve other professional and outside agencies to provide guidance.
Step 6	If a child's behaviour continues to be challenging and disruptive, a fixed term exclusion maybe applied according to LA policy. Frequent fixed term exclusions could lead to permanent exclusion.

DFE Guidance: Behaviour and Discipline in Schools Advice for Headteachers and School Staff – February 2014:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and in some circumstances outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, includes the use of rewards and sanctions.

- Governing bodies of maintained schools have a duty under section 17 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Anti-Bullying:

- The school takes bullying very seriously and has clear systems for recording behaviour and bullying incidents.
- These are kept in a central log so any patterns or frequency of behaviour can be seen and support put in place for all children involved.
- The school will act swiftly on any concerns raised by staff, pupils or parents and aim to resolve the situation as quickly as possible through extra support and positive behaviour strategies.
- Where children are having difficulties socialising and establishing friendships, school staff will support this process giving feedback to parents as necessary.
- The school supports positive friendships through Life Skills, UNICEF Friendship Charter, Robbie Right Choices, Circle Time, School Council and Class Council.

Transition:

At Mildmay Infant & Nursery School we are aware that times of transition can be stressful for some children and this can manifest in negative behaviours. As a school we work hard on transition from Pre-schools to Yr R and from Yr2 to our neighbouring Junior School. We also focus on the end of the summer term and beginning of the autumn term as the children prepare to settle into their new classes.

Reasonable Force & Restraint

DFE Guidance: Use of Reasonable Force; Advice for Headteachers, staff and governing bodies. July 2013

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused an instruction to do so;
- Prevent a pupil behaving in such 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.

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 or if a pupil is at risk of harming themselves or others.

Preventative Strategies:

All staff in school must be aware of the strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation. The strategies listed below as examples will be influenced by the age of the pupil(s) and the context in which they are applied.

- 1) Move calmly and confidently;
- 2) Make simple, clear statements;
- 3) Intervene early;
- 4) Try to maintain eye contact;

- 5) If necessary summon help before the problem escalates; and
- 6) If possible, remove the audience from the immediate location.

Action Steps:

- 1) Tell the pupil to stop and tell him/her the possible consequences of failure to do so.
- 2) Summon another adult. (Another adult should be present if physical restraint of any kind needs to be applied.) Use the 'red card' or send another pupil / message to alert a member of the Senior Leadership Team.
- 3) Continue to communicate with the pupil throughout the incident.
- 4) Make it clear that physical intervention will cease as soon as it is no longer necessary.
- 5) Appropriate follow-up action should be taken, which may include:
 - a. providing medical support;
 - b. providing respite for those involved; and
 - c. accessing external advice/support.

Approach:

- A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. Whilst limiting damage to property and/or persons, it is advisable not to 'corner' or give the child a feeling of being 'trapped' in any way as this can often inflame reactions. Where possible, allow the child space to move.
- 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.

Risk Assessment & Guidance

- If a child is known to exhibit behaviours which could cause harm to themselves or others a Risk Assessment is put in place and parents and staff are fully consulted.
- The school records patterns of behaviour and where possible, avoids triggers which could cause outbursts. Prevention strategies to avoid behaviour escalating are an essential element of the risk assessment process.
- A generic Risk Assessment is attached to this document which can be adapted according to the needs of the child.
- This can be completed with the Inclusion Manager / Headteacher, designated adults and parents according to specific guidance and procedures.

Revising and Reviewing

- After any incident the risk assessment and support for a child is reviewed to see if anything different can be done to avoid an outburst in the future.
- If a child has a physical outburst that is not expected for the first time a risk assessment will be put in place.
- All children are treated as individual cases and what may work for one child would not be appropriate for another.
- Staff training and guidance will continue to be updated as the need arises or when relevant courses are available.
- The Inclusion Manager can provide additional information to staff for the appropriate ways to deal with children who have physical outbursts.

Support for Staff

- If a member of staff has been involved with a situation where a child has had to be restrained; they would always be offered time to calm themselves.
- If a member of staff has been accused of handling a child inappropriately the Headteacher or member of the leadership team would follow school safeguarding guidance and call the Local Authority Designated Officer before taking further action and then follow advice accordingly.
- If a member of staff has been wrongly accused support will be put in place and the appropriate procedures followed.

DFE Guidance: Use of Reasonable Force; Advice for Headteachers, staff and governing bodies. July 2013

Other Physical Contact with Pupils:

It is not illegal to touch a pupil. There are occasions when the physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front / back of the line when going to assembly or walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give First Aid.



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RECORD OF RISK ASSESSMENT

Establishment / Team: Mildmay Infant & Nursery School					
Assessed by (print):				Date:	
Activity: Reasonable Force & Restraint					
Significant hazards / risks: Inappropriate use of force or members of the school community being hurt or resources being damaged.					
Who could be harmed? Children & Adults					
Control measures currently in place: <ul style="list-style-type: none"> • New Positive Behaviour Policy which includes guidance on reasonable force and restraint. • Physical Intervention Policy & Guidance in place for all staff to read • Senco to coordinate behaviour programmes, training and advice from outside agencies where appropriate. 					
Competence Requirement: Authorised staff, teachers and LSA's.					
What more needs to be done to control the risk?					Priority high, med, low
<ul style="list-style-type: none"> • Discussion with parents if it is likely some form of physical intervention is necessary. • Make it clear to the parents that only reasonable and appropriate intervention would be used and explain what this means. • Give all adults concerned a copy of the Positive Behaviour Policy & Physical Intervention Guidance. • Unsure adequate supervision is in place and staff know where emergency cards are placed if they need to call for assistance • Do not remain on your own always call for assistance. • Only use physical contact if the individual is likely to harm themselves, others or damage resources or property. • Follow the Positive Behaviour Policy approaches in remain calm and reassure the child. • Appropriate strategies regarding physical intervention to be discussed using DFE guidance and school policy. • Risk Assessment to be individualised for each child. 					
Date reviewed:					
Initials:					