



# Positive Behaviour Policy

2018 - 2019



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 be successful in the school environment. 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:

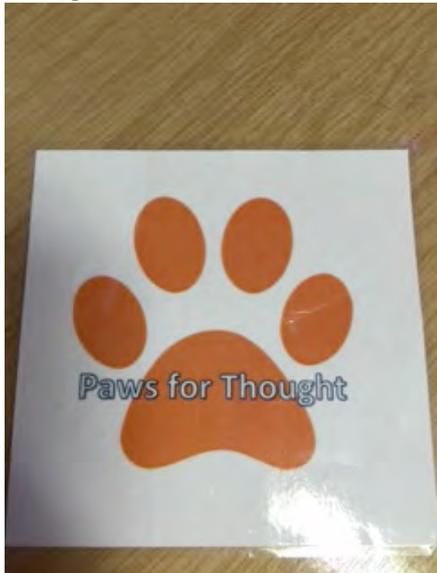
- 'Robbie Right Choices'
- 'Paws for Thought'
- Paw Pals
- Life Skills
- UNICEF Rights and Respecting Charter
- Fly the Nest Programme
- Wellbeing & Involvement measures.
- Becoming a Happy Centred School with Laughology.

### Robbie Right Choices



Robbie 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 or badge. 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 choice. 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><b>Working together is the meerkats way, Building relationships during work and play.</b></p>
	<p><b>Risk Taking is a rewarding thing to do, The crocodile bird knows and says it's true!</b></p>
	<p><b>Assess your learning to be effective, Just like an owl always reflective.</b></p>
	<p><b>Resourcefulness is important monkeys say, Solving problems day by day.</b></p>

	<p>Show resilience like a busy bee, Keep on trying after difficulty!</p>
	<p>Robbie is thoughtful, kind and polite, Always respectful, he knows it's right!</p>

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



As a school we have achieved the **UNICEF Rights and Respecting Level 1** and we are currently working towards the Level 2 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](http://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 consequences / 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 consequences 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**
- **Paw Pals (Daily Helpers)**
- **Golden Time**

## Consequences:

As a school we adopt a strategy to help us encourage and foster good behaviour and work practices. 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.

<b>Step 1</b>	<p>Praise positive behaviour. Noticing when children are making the right choices, using specific language to praise them 'Great sitting, I can see you are looking and listening!'</p> <p>Show 'Paws for Thought' Card if a child is not making the right choices.</p>
<b>Step 2</b>	<p>Positive expectations reminder. 'Surprised', known adults will discuss inappropriate behaviour and look forward to an improvement.</p> <p>Use of de-escalation script (such a '<i>child's name</i>, I can see there is a problem, I am here to help/Talk to me and I'll listen)</p>
<b>Step 3</b>	<p>3 x choice of making the right decisions (face saving time)</p> <p>Use of non-command language (such as 'come with me to do this job! Let's do it together etc)</p> <p>3<sup>rd</sup> time choice is given – reminder that making the wrong choice will result in step and loss of golden time.</p>
<b>Step 4</b>	<p>Consequence of moving down the caterpillar and loss of 5 minutes golden time.</p> <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. draw a picture, write a letter, helping, to complete work they've refused to do etc.</p> <p>They can earn back their lost golden time in 5 minute intervals through making more positive choices in the future (moving up the caterpillar. Children who have lost golden time cannot go onto gold – maximum 30 mins golden time.</p>
<b>Step 5</b>	<p>If, despite step 4 being carried out, 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"><li>• A different class teacher in year group</li><li>• Year group leader</li><li>• Deputy Head / Inclusion Manager</li><li>• Head teacher</li></ul> <p>Children to take with them a short social story as a reflection tool. Adult in the room to have short discussion about this before supporting child to return to own classroom.</p>

<p><b>Step 6</b></p>	<p>If a child's behaviour continues to be challenging and disruptive, a fixed term exclusion may be applied according to LA policy. Frequent fixed term exclusions could lead to permanent exclusion. Behaviours that will result in fixed term exclusions are behaviours that are repeatedly intentionally attempting to cause own self or others significant harm, these include:</p> <ul style="list-style-type: none"> <li>• Throwing objects at others</li> <li>• Pushing others over</li> <li>• Biting</li> <li>• Hitting/kicking that causes injury</li> </ul>
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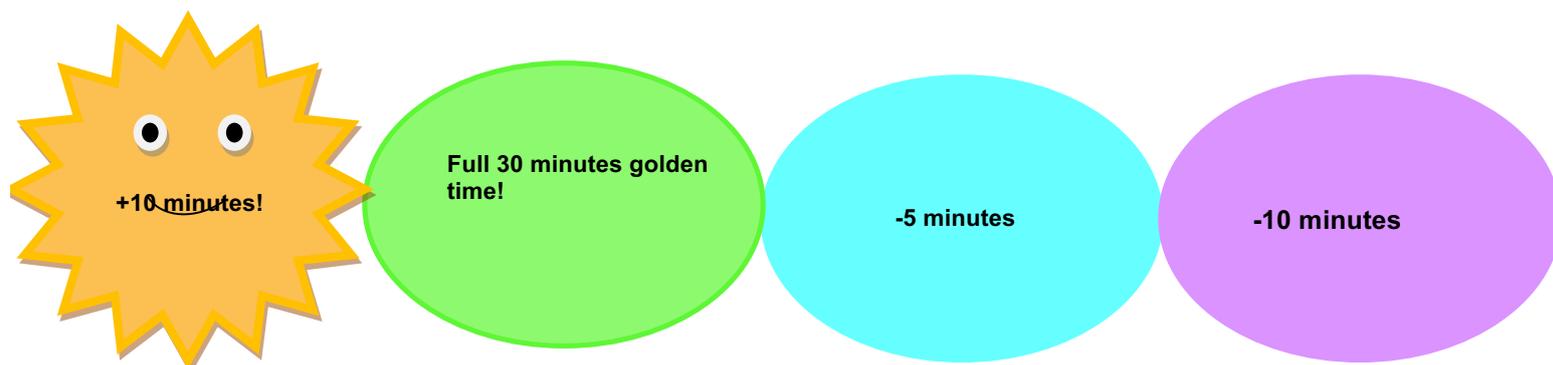
Should a child be regularly at Step 5, a meeting will take place with the Head teacher or Deputy Head and the parents of the child with ongoing behaviour issues. In this meeting, support strategies and further actions will be discussed to aim to resolve any behaviour concerns. We will always look for reasons that may cause negative behaviour and apply an appropriate support plan. Tools such as anxiety mapping, roots and fruits and risk assessment may be discussed and used in future planning. The class teacher/members of the inclusion team may also be involved in this meeting. The outcome of this plan could be to begin social, emotional and mental health interventions to support development in this area as well as involving other professional and outside agencies to provide guidance.

In instances when children may need more intensive physical support, whilst at school, please see Physical Restraint guidelines included in this policy.

**Golden Time:**

To encourage positive behaviour, golden time is 30 minutes every week (a maximum of 40 minutes for those who have earned it). This ensures that it is a special time that is looked forward to for every child. This is a structured time in which children have a class vote for the activity they would like to do. (Examples of this are den building/ games outside/ board games/talent show etc.) The golden time activity/activities are decided, as a class, on Monday mornings. This acts as a motivator for positive behaviour throughout the week.

All children begin the week on the green. If they make wrong choices they can move along the caterpillars back to the next shape. They can move forwards and backwards on the caterpillar but once moved along from the green, they can no longer reach the gold for that week. Children that reach the purple tail lose 10 minutes of golden time but can earn it back if moved onto the green. Children can only reach the gold if they have not been moved along from the green. Children that show extra special behaviour and are moving onto the gold can earn themselves an extra 10 minutes golden time.



## **DFE Guidance: Behaviour and Discipline in Schools Advice for Headteachers and School Staff – January 2016:**

### **Key points:**

- 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. Some children can find daily transition from one activity to another difficult also and support is given through visual timetables and verbal reassurance.

## **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. 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:

- All staff regularly received Essex Steps training and updates.
- 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.

### 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 Sencos / 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 Sencos 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.

#### **Complaints:**

It is important to us as a school that we communicate fully with parents regarding any issues pertaining to their child's behaviour. If parents have any concerns they should in the first instance speak to the class teacher and then the Deputy Head or Headteacher. If a situation is not resolved to a mutual conclusion then the Schools Complaint Policy & Procedures should be followed.

#### **Other guidance linked to this policy:**

- DFE Guidance: Use of Reasonable Force; Advice for Headteachers, staff and governing bodies. July 2013
- DFE Guidance: Behaviour and Discipline in Schools: Advice for headteachers and school staff.
- Essex Steps: A Model Restrictive Physical Intervention Policy for Schools.
- DFE: Schools Complaint Procedures 2014 / School Complaints Policy.



**VISION:**

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

**Bullying & Behaviour Incidents**

Please use this form to record any issues that relate to behaviour or possible bullying which you have concerns about.

<b>Childs Name:</b>	
<b>Date :</b>	
<b>Class:</b>	
<b>Completed by:</b>	
<b>Incident:</b> (Please continue on an additional piece of paper if necessary.)	
<b>Action taken:</b>	



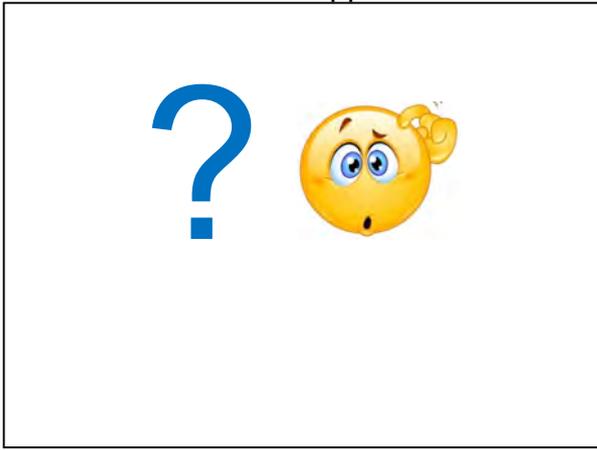
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**RECORD OF RISK ASSESSMENT**

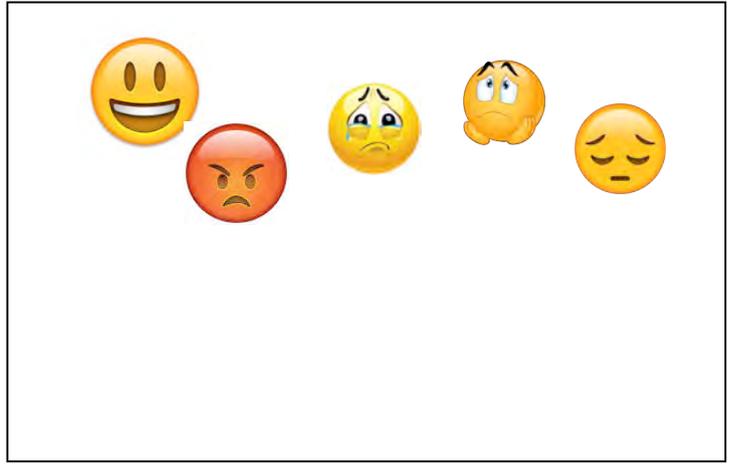
<b>Establishment / Team: Mildmay Infant &amp; Nursery School</b>					
<b>Assessed by (print):</b>				<b>Date:</b>	
<b>Activity:</b> Reasonable Force & Restraint					
<b>Significant hazards / risks:</b> Inappropriate use of force or members of the school community being hurt or resources being damaged.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

**Restorative conversation**

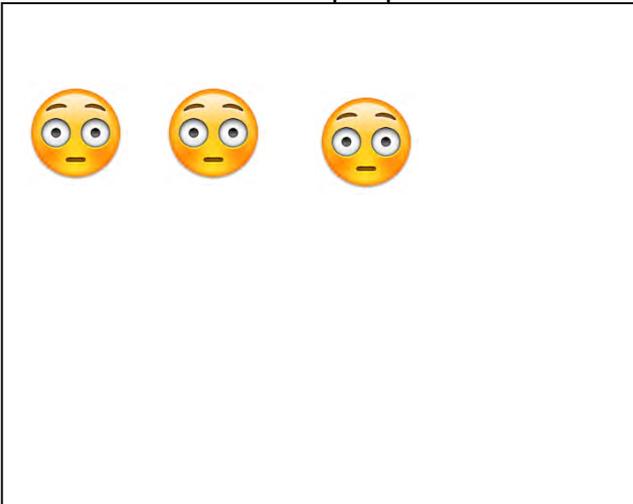
What has happened?



How do I feel?



How do other people feel?



What can I do to make this better so we can all feel happy again?

