



# Maryport Church of England Primary School

**‘Learn, Achieve and Shine’**

Teach your children to choose the right path, and when they are older, they will remain upon it. **Proverbs 22:6**

# Positive Behaviour Policy

September 2023

## Background

In keeping with our school vision, **Teach your children to choose the right path, and when they are older they will remain upon it, Proverbs 22:6**, we believe that everyone, each pupil and member of staff, has an important part to play in promoting high standards of behaviour.

Maryport Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

All adults aim to be exemplary role models. All relationships are based on mutual respect, trust, openness, politeness and honesty.

The well-being of pupils and staff is very important to us as a school. Positive behaviour results from, and adds to, a happy learning and working environment which in turn leads to positive well-being for staff members.

## Aims

This policy has been developed with the following aims in mind:

- to maintain, encourage and promote positive behaviour
- to promote the use of restorative approaches in place of punishments
- To ensure that boundaries are understood
- To promote students self esteem through praising efforts in behaviour and in their work
- To ensure a consistent and calm approach to use and manage language of behaviour
- To foster good citizenship and self-discipline
- To encourage a positive, calm and purposeful atmosphere where pupils can learn without limits
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to staff, governors and families about our expectations including how we support pupils in managing their own behaviour to create a consistent approach throughout the school (involving pupils and families)
- to enable staff to act safely and with confidence
- to encourage risk-taking and independence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify her if the Governing Body want the school's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable

As a school community, through the taught curriculum as well as other opportunities eg. Lunchtimes and extended provision, we aim to:

- teach social skills eg. Sharing, turn taking, listening to one another, how to address people politely
- teach strategies for children to solve conflicts peacefully
- teach specific co-operative and collaborative skills to enable children to work as a group
- remind children regularly of acceptable boundaries of behaviour
- enable children to recognise, understand and respond to a range of feelings
- instil a positive attitude towards differences

- ensure children are aware of the consequences of their words and actions towards themselves and others.

## **Governing Body's statement of general principles**

The Governing Body has agreed the following general principles which the Headteacher should take into account when determining the measures to be taken to promote good behaviour at Maryport CE Primary School:

- as a caring, inclusive, Christian school, we believe in using positive behaviour management strategies;
- pupils' independence should be encouraged to take responsibility for their own behaviour including developing self-awareness and reflecting on their own behaviour, considering for themselves whether they have made good choices;
- pupils should be praised when they make good choices and their successes should be celebrated (the way in which different children prefer to have their successes celebrated will vary);
- pupils should be encouraged to develop an appreciation of the benefits of consistently good behaviour, both for them and for the whole community;
- it is important for the success and well-being of all staff and pupils that everyone is treated with respect;
- everyone makes bad choices from time to time and forgiveness is important;
- where re-direction or a consequence for inappropriate behaviour is required, this should be proportionate to the age of the pupil and the nature of the behaviour, consistently applied and constructive;
- generally, all pupils should be treated in the same way regardless of their background or personal circumstances and the school's Behaviour Policy will meet the needs of the vast majority of pupils. However, for some individuals, a personalised behaviour plan might be necessary owing to the pupil's special or additional needs.

## **The Standard of Expected Behaviour (School Rules)**

At Maryport Church of England Primary School, staff, pupils and families have agreed the following School Rules:

Always -

- ✓ be ready
- ✓ be respectful
- ✓ be safe

At the beginning of each year and as needed, class teachers will discuss the School Rules with their class, encouraging pupils to think about what they mean to them, consider examples of what each rule might look like for them and agree as a class to follow the School Rules. The rules run in conjunction with our focus Christian values which will be referenced during discussions with pupils about their behaviour. Our school principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

### **Responsibilities**

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

### **Adult strategies to develop excellent behaviour**

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect

- PRACTISE behaviour
- NOTICE excellent behaviour

### **What pupils can expect from staff**

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- visible consistencies in managing behaviour
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions and language consistently;
- model the behaviours you wish to see.

### **What staff can expect from pupils**

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;

- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

### **What staff can expect from their colleagues**

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

### **What staff can expect from parents**

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. PE kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;

- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

### **What parents can expect from staff and other adults in the school**

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities.

## **The Benefits of Positive Behaviour**

A school community grounded in British and Christian values, including an ethos of mutual respect, is a happy and safe place to attend and work.

Our School Rules encourage pupils to:

- stay safe
- be reflective
- have internal discipline
- care for one another
- learn what positive behaviour means
- value friendship and collaboration
- develop a respect for others, regardless of their cultural background
- develop independence, self-confidence and resilience
- acquire a set of moral values
- have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school
- prepare for the next stage in their life

Our School Rules enable staff to:

- feel happy and safe in their workplace
- teach effectively
- promote the emotional and mental well-being of pupils in their care
- meet the academic needs of all pupils
- make positive contact with all families

- develop personally and professionally

Our School Rules enable families to:

- feel confident that their children are growing spiritually, socially, personally and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children’s progress in a positive and supportive atmosphere

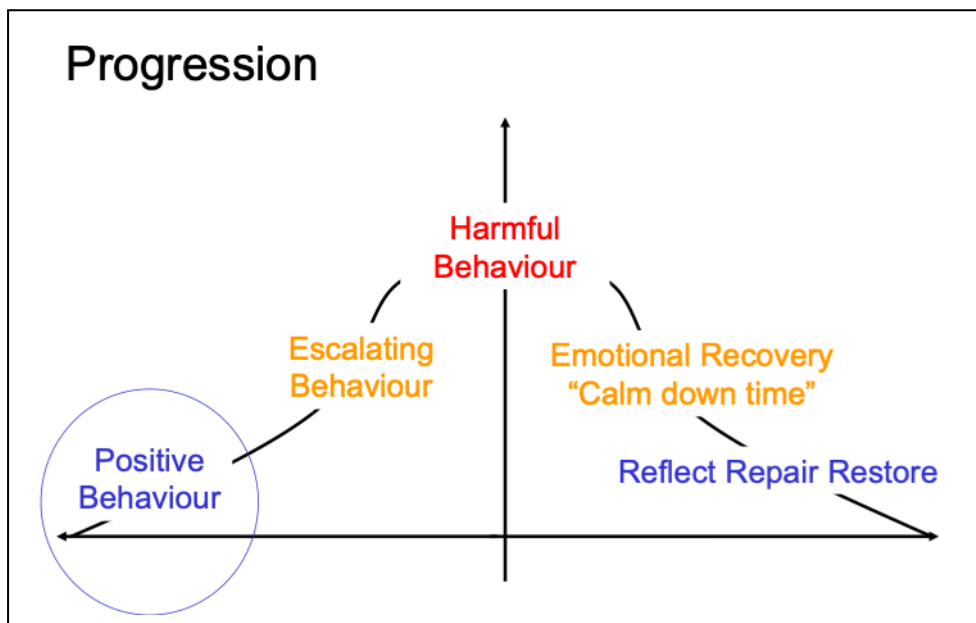
## Maryport Church of England Primary School approach to behaviour management – the progression

We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are conforming to the School Rules and also to encourage others (see Celebrating Positive Behaviour below).

We recognise and respond quickly and consistently to behaviour which is not positive, (“escalating behaviour”) with a view to preventing harmful behaviour (see Responding to escalating and harmful behaviour below).

Harmful behaviour is rare at our school. However, when it does occur, staff ensure that pupils are supported in reflecting on their behaviour and taking steps to repair and restore, once they are calm enough to do so.

A summary of our approach to behaviour management is set out in our Behaviour Code (Appendix 1).



## Celebrating Positive Behaviour

### Whole School Rewards:

Each week, we have a celebration worship where children are selected by their class teachers and teaching assistants for recognition at whole school level. Each child is congratulated in the assembly and a group photograph is taken of all the ‘stars of the week ’which is shared on our school social media page with parents. This is popular with children and parents alike. In addition to this, we have a writer of the week where their work is shared online for others to read and use a token reward system for children progressing through their reading rewards.

In the celebration worship, individuals are also identified who have shone in keeping with our Christian values e.g. demonstrating courageous advocacy or supporting charitable causes.

### **Class Rewards:**

Each class teacher may choose to reward their children using our Class Dojo system. Staff in school will reward children with 1 dojo when they are going above and beyond with demonstrating the school Christian values.

### **Individual Rewards:**

**Level 1:** “Catch them getting it right”. Staff should constantly look for opportunities to give specific praise to children when they are trying hard and conforming to the School Rules. Praise should be specific so that pupils are clear on what they have done well.

**Level 2:** For pupils who go the “extra mile”, a Class Dojo point signifies that staff have noticed the special effort they have put in.

**Level 3:** During celebration assembly, children will be selected through being identified as working above and beyond over the week. Children who have followed the collective worship themes, school rules and have went above and beyond will be selected as the ‘star of the week.’ These children will meet with the head teacher or deputy on Friday morning for a catch up to share their good work and to enjoy a drink and biscuit. A ‘star writer’ will be awarded with a certificate and will have their work published on the school Facebook page to allow parents to comment and like their work. Reading tokens will be provided for those that have reached their 3x a week target. Children’s photos will go on the school Facebook page of the weekly winners.

**Level 4:** For children reaching certain levels of dojos – 50, 100 and 150 - special prizes will be provided from the headteacher.

## **Dealing with escalating or harmful behaviour**

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that ***Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.***

At Maryport Church of England Primary School, we understand that whilst external discipline (such as loss of privileges) can ***suppress*** anti-social behaviour, in order to effect long term behavioural changes, developing internal discipline is necessary.

We believe that it is essential to have a consistent, open and transparent approach to re-directing escalating behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances (for example, pupils need to understand that “ignoring” escalating behaviour doesn’t mean a pupils has “got away with it” but that it might be the most effective way of dis-empowering that behaviour).

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited and provide support to deal with these underlying reasons.

## **Responses to escalating and harmful behaviour**

### **Our behaviour ladder**



1. Fantastic
2. Great
3. Make a choice (Level 1)
4. Time out (Level 2 - recorded on CPOMS )
5. Written warning (Level 3 - recorded on CPOMS)
6. Behaviour report / monitoring (Level 4 - recorded on CPOMS)

### **1. Fantastic**

Dojo points for going above and beyond

### **2. Great**

Complying with the school rules and values

### **3. Make a choice**

When negative behaviour has been spotted and the pupil needs to make a positive choice to move back up the ladder. If that behaviour or persistent low level disruption continues, then two warnings and reminder of expected behaviour will be given before a pupil moves down to the next level. Children will be reminded using the shared script.

### **4. Time out (L2 CPOMS)**

If inappropriate behaviour continues. Again a firm, clear description of the inappropriate behaviour linked to the school Rules will be given and advice how the behaviour should be changed using the shared script. The consequence is 10 minutes 'time out 'during playtime with a member of staff. Child will be handed over to a member of staff on duty, the child will spend 10 minutes by their side.

### **5. Written warning (L3 CPOMS)**

If a child is swearing, hurting others, rude or constantly refusing to comply with School rules. The consequence is to miss their playtime (30 minutes 'time out 'during lunchtime break) EYFS/KS1 12.30-1pm with Miss Dover, KS2 1-1.30pm with Mrs Ormond.

An initial phone call will be made then a follow up letter to parents will be sent home to be signed and returned to school. It will then be attached to CPOMS. This will be checked by SLT. A behaviour plan may then be put in place if appropriate.

### **6. Behaviour report (L4 CPOMS)**

If the inappropriate behaviour persists. The consequence is lunchtime for 3 days with SLT and internal exclusion from class if appropriate. After 3 times on written warning, parents will be invited into school to discuss the child's behaviour and the child will be put on report for a week in order to monitor their behaviour patterns closely to analyse and put in any support deemed appropriate. However, each case will be looked at individually, and is at the discretion of the head teacher, depending on the severity. We place inappropriate behaviour into three categories: 1. Abusive behaviour towards pupils or adults; 2. Disruptive behaviour which prevents others from learning; 3. Dangerous behaviour which puts safety at risk. Each situation which arises is different and will be treated with sensitivity by the staff and governors. Provocation is also taken into consideration and everyone's points of view taken into account.

**Level 4 Individualised Support:** For pupils whose needs are exceptional and in respect of whom responses at Levels 1-3 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil's family and a senior leader will be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour; and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.

## **Beyond Level 4**

At Maryport CE Primary School, our commitment to inclusive practice and supporting pupils as individuals including differentiating the curriculum for them and making reasonable adjustments to support their behaviour means that a

response at one of the Levels outlined above is almost always sufficient to support our pupils without risking harm to either themselves or another member of the school community (harm to pupils or staff or harm to the education of other pupils).

However, because we have a responsibility to keep all members of the school community including pupils, staff and visitors safe and to ensure that the learning of our pupils is not disrupted, unfortunately there will be, in a very small minority of cases, a requirement to employ one of the following strategies which are only ever used as a last resort.

## **1. Fixed Term Exclusion**

In very rare cases, it may be necessary to temporarily exclude a pupil for a fixed period of time (subject to a limit of 45 days in any one school year). On return, there will be a return to school meeting with the child and family.

A fixed term exclusion may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

## **2. Permanent Exclusion**

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

### **Bullying**

*In addition to the sections below, we have a separate Peer on peer abuse Policy and procedures, a copy of which is available on request from the school office.*

#### **What is Bullying?**

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;

- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- Upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and conduct an investigation. As a conclusion to any investigation, the school may then impose a sanction upon the bully where this individual is recognisable.

## **The Law**

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

## **Reporting and Recording Incidents of Bullying**

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE, Kidsafe sessions and during class/circle time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

## **Tackling Bullying**

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

## Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying thoroughly
- PSHE programme that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Home school agreement
- Anti-bullying Ambassadors

## Strategies for Dealing with the Bully

- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed if appropriate

## Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview, parental support and involvement

## Shared scripts and expectations

Children are praised publicly and reprimanded in private.

Our rules	Visible adult consistencies	Above and beyond recognition	Relentless routine
Coose the path to be: Ready Respect Safe	Daily meet and greet Calm, consistent and fair Attention to best conduct – children always praised for this	Star of the week Celebration assesmbly Writer of the week Headteacher/ SLT praise Good news calls/ seesaw messages	Awesome appearance Eyes on me/ Magnet eyes Team stop Cinema seats

## Stepped sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away

### 1. Make a choice (Level 1) (reinforce the 3 school rules privately if possible)

I noticed you choose to (state the noticed behaviour)  
This is a reminder that you need to be (State the relevant rule)  
You now have the chance to make a better choice  
Thank you for listening

Example – I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.

### 2. Make a choice second warning (Level 1)

I noticed you choose to (state the noticed behaviour)  
This is the second time I have spoken to you  
(child's name) if you choose to break our school rules again, you leave me no choice but to put you into time out during break time.  
Do you remember when (model previous good behaviour?) That is the behaviour that I expect from you. Think carefully I know that you can make good choices.  
Thank you for listening

Example – I have noticed that you are not ready to do your work. You are breaking the school rule of being ready. if you choose to break our school rules again, you leave me no choice but to put you into time out during break time Do you remember when you started your work right away and got it finished? That is what I need to see today. Thank you for listening.

### 3. Time out (Level 2)

I noticed you choose to (state the noticed behaviour)  
You now need spend time out during break time with a grown up.

Child handed over to a member of staff on break time duty.  
10 minutes with staff to reflect

### 4. Written warning (Level 3)

I noticed you choose to (state the noticed behaviour)  
You have now refused to follow our school rules on several occasions.  
You will now spend your lunch time with (SLT name)

\*Do not discuss child's behaviour to another adult in front of the child.

Child escorted to SLT at correct time. 12.30 EYFS/KS1 1pm KS2  
Phone call home and a follow up letter sent.

## 5. Behaviour report (Level 4)

I noticed you choose to (state the noticed behaviour)

You have choose to continue to not follow our school rules, so you will now spend the next three days with (SLT name) during your lunch playtime.

\*Do not discuss child's behaviour to another adult in front of the child.

Child escorted to SLT at lunch times.

A meeting with head teacher and parents

Child on behaviour report for the week.

## Follow up, repair, restore

Use the restorative questions to follow up an incident, repair relationships and enable the child to learn what to do next time.

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected/ hurt?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The number of questions used will depend on the age of the child.

## Visible adult consistencies

These are visible behaviours that are exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

1. Children are greeted daily. On the gates, yard and on the classroom door.
2. Staff will be calm, consistent and fair when treating children. Adults in school will avoid shouting or becoming emotionally charged. They will model self control.
3. Staff will pay attention to best conduct and will catch children doing it right. Praise will be used when children show the right behaviour.

## Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about behaviour expectations of all adults.

1. **AWESOME APPEARANCE** – demonstrating pride in their appearance and the way that they conduct themselves when walking around school. Pupils and adults adhere to the dress code. Pupils and staff walk around school quietly, pupils are walked by an adult through the corridors and out at lunch, play and the end of the day.
2. **TEAM STOP/ EYES ON ME/ MAGNET EYES** – pupils are taught to stop what they are doing and raise their hand or eyes on me. Allowing children to be ready to listen and learn. This ensures a quiet, calm classroom where the teacher can address all children at the same time.
3. **CINEMA SEATS** – adults may use this term indicating that all children should turn themselves and chairs in a certain direction.

## **Screening, Searching and Confiscation**

The school follows Government advice when confiscating items from pupils which is outlined in their document “Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies, a copy of which is available from the school on request.

The following items are what are termed ‘Prohibited Items’ and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

## **Pupil conduct and misbehaviour outside the school premises**

### **What the law allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

Subject to the school’s Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

### **Out of school behaviour**

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Use of Physical Intervention at Maryport CE Primary School**

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive hug) ;
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil's family.

At Maryport CE Primary School, we understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their family and the professional relationships enjoyed with school staff. Physical contact between pupils and school staff should never feel intimate and school staff will avoid any intimate acts (e.g. lengthy eye contact; intimate body parts touching in a cuddle).

Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. Staff never praise a pupil with physical contact who finds it uncomfortable.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.



The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

At Maryport Church of England Primary School, we do not believe in using physical interventions which overpower children. Physical interventions which overpower a pupil are known as **restrictive physical intervention**.

Restrictive physical intervention will only be used at Maryport Church of England Primary School in two situations:

1. **Positive Handling Plan:** where a named pupil is considered likely to need restrictive physical intervention, a plan will be drawn up with the pupil's family in consultation with experts detailing likely risks, strategies for avoiding them, successful de-escalation strategies for that pupil and the point at which restrictive physical intervention may be used. Staff working with that pupil will receive bespoke training in how to avoid restrictive physical intervention being necessary and what to do if restrictive physical intervention is unavoidable.
2. **Unforeseeable Emergency:** in the event of an unforeseeable emergency such as a person wielding a weapon or pupil attempting self-harm in unforeseeable circumstances, staff may feel they have no option other than to use overpowering force to save one or more pupils from serious injury.

If physical intervention is needed, in the best interests of the pupil who is being restrained, staff will ensure that the force it is reasonable, proportionate and necessary. The intervention should use the minimum amount of force necessary and last for the shortest amount of time possible.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.

- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Staff will never use force which results in:

- A negative impact on the process of breathing (e.g. basket hold)
- Pain as a direct result of the technique
- A sense of violation

## Recording of responses to behaviour

Staff should document, using CPOMs -

- Any Level 3+ behaviours
- Allegations of Bullying (in line with the Anti-Bullying Policy)
- Any racial incidents (in line with the school's Racial Harassment Policy.)

## Monitoring

All teaching staff are responsible for monitoring the behaviour in their class. All staff in the school are also responsible for ensuring positive behaviour as a whole and will offer praise/encouragement when they witness positive behaviours and intervention when they see/hear any escalating negative behaviours. The Headteacher and Deputy Headteacher review behaviour records on a termly basis as part of the Pupil Progress process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

## Behaviour of parents and other visitors to the School

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of

the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

### **Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

### **Procedures for dealing with unacceptable behaviour**

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.

- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

Appendices:

1. Behaviour ladder



# Maryport Church of England Primary School

Teach your children to choose the right path, and when they are older, they will remain upon it.

Proverbs 22:6

## Behaviour Ladder



*Class teachers may also choose to reward the entire class if they have worked hard collectively or have shown good team work*