



**Middleton-in-Teesdale**

## Middleton-in-Teesdale Primary School

### Behaviour Policy

Policy approved: September 2023  
Headteacher: Catherine Harris  
Chair of Governors: Richard Welsby

## Introduction

We believe strongly that our children learn best when they feel safe, secure and happy. In our school, we strive for warmth, mutual respect and clear boundaries for behaviour. Our school rules provide clear guidance and our day-to-day methods are underpinned with strategies to motivate children to develop their self-control and consideration of others.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills, maintaining a safe learning environment.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents;
- Behaviour can change and that we as teachers can assist children to manage their behaviour more effectively;
- Some pupils will need additional support.

## Aims

As a whole school community, governors and staff believe a happy and effective primary school has the following aims:

- Value each other and develop mutual respect
- Provide an orderly, fair, consistent and safe environment
- Provide an environment where effective teaching and learning can take place
- Encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- Develop a whole school approach to behaviour
- Apply appropriate sanctions when pupil conduct falls below the standard which could be reasonably expected
- Build a community where all feel valued, safe and secure
- Fulfil all legal requirements

Behaviour standards and expectations are clear to pupils and will be applied fairly, proportionally and without discrimination. We work hard to ensure that discipline is consistent across the school and will also take into account Safeguarding, Anti-Bullying and Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable pupils may face.

We will take all reasonable measures to ensure the safety and well-being of all pupils and will offer opportunities to promote self-esteem, confidence and independence through:

- PSHE curriculum
- RE curriculum
- RE Curriculum
- Character Education
- Citizenship

- Assemblies
- Links with the community

### Behaviour expectations

The class teacher will discuss the school rules with each class and a copy of the rules are displayed in each classroom and around school. This will ensure that all pupils are aware of the standard of behaviour expected of them.

At Middleton-in-Teesdale Primary School, we expect all pupils to:

- To follow school rules
- Be polite and respectful to others
- Be gentle and not to hurt others
- Be kind and helpful – not hurt anybody’s feelings
- Listen and not interrupt
- Work hard and don’t waste their own time or that of others
- Move around the school in a calm and quiet manner
- Respect the environment and property of others
- Try their best in all activities and allow others to do the same

We expect all adults to:

- Maintain high standards of behaviour
- Provide excellent role models
- Manage behaviour in a calm and consistent way
- Collaborate and support each other
- Fully implement school rules
- Provide a positive classroom climate in which all children can learn
- Respect and value all children, display patience and listen carefully to children
- Teach respect by example, treating children with fairness and consistency
- Regularly communicate with parents and carers

We expect our leadership team to:

- Advise and support staff to manage children’s behaviour effectively
- Regularly communicate with parents, carers and governors
- Provide effective support for teachers presented with extremely challenging behaviours
- Liaise with external services for the benefit of staff and children
- Ensure that appropriate curriculum is in place which will excite and motivate children

We want our parents and carers to:

- Support the work of the school
- Be well informed about their child’s achievement and behaviour

- Support the school to ensure that their child adheres to school rules
- Inform us of any circumstances which may affect their child's learning and behaviour
- Maintain regular contact with the school
- Attend school events, parents' evenings and special meetings
- Celebrate pupil's successes

### School Rules

At Middleton-in-Teesdale Primary School, we have three whole-school rules which support us in promoting positive behaviours in and out of school:

1. Be ready
2. Be respectful
3. Be safe

These rules can be adapted to suit all situations involving children's behaviour and attitudes. All adults in school have a responsibility to enforce and promote these rules across school.

Children will be regularly reminded of the rules and reasons why we have them. At key times throughout the school year, these will be the subject of school assemblies and a key part in the class establishment plans of each teacher. They will be revisited throughout the school year to remind children of their importance and assist children who transfer into our school.

### School Values

We have 9 core values which run alongside our school rules:

- Resilience
- Independence
- Integrity
- Excellence
- Aim High
- Caring
- Love of Learning
- Respect
- Tolerance

These values have been carefully chosen to support our pupils in becoming a good citizen and to prepare them for life beyond Middleton-in-Teesdale Primary School, in the community, at home and in adulthood. Each week we have a 'value of the week'; we use this to teach pupils how to show and uphold the chosen value. These values are further embedded across everything we do at Middleton-in-Teesdale Primary School.

### Rewards and Consequences

Our behaviour policy includes a clear strategy for the rewards and consequences which follow positive and negative behaviours (see appendix 2). Adults are responsible for following this system for the pupils in their class, year group and across the school.

### **Rewards**

Good behaviour is consistently recognised and rewarded. The attention given to good behaviour is just as significant as that given to unacceptable behaviour. Children are taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways:

### **Verbal Praise**

We use verbal praise to acknowledge all good choices pupils make. We pride ourselves on ‘catching the good’ and celebrating those making the right choices.

### **Dojo / House Points**

Class Dojo is an online behaviour management system intended to foster positive pupil behaviors and classroom culture. Pupils earn 'Dojo Points' based on their classroom conduct. Children across school are awarded ‘dojo points’ for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort
- Displaying good manners
- Demonstrating a caring attitude towards others
- Staying on task etc.

The dojo points are accumulated at the end of the a week and a total for each house. A trophy is presented to the winning house team during our weekly ‘Celebration Assembly’.

### **Raffle Tickets**

Pupils may receive a raffle ticket which enters them into the prize draw during the end of term assembly. All tickets are put together and prizes are won if their ticket is selected at random. The more raffle tickets pupils earn, the more chances they have to win!

### **‘Shining Star’ Status**

Pupils are identified by adults in school for their behaviour and attitudes. Pupils have shown they can follow school rules and/or uphold our school values. Pupils are then known as part of the ‘Shining Stars’ for the following week. Pupils enjoy the following privileges:

- Wear a ‘Shining Star’ lanyard
- Have their photograph displayed on the ‘Wall of Fame’
- Sit on the ‘Shining Star’ lunch table, with a friend
- 10 mins extra break time

Achievements will be celebrated in celebration assemblies. At the end of a term, we have an end of term celebration assembly where further significant achievement awards are given:

- Attendance Awards
- Headteacher's Awards
- 'Values Ambassador' status

### **Consequences**

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions and consequences. In addition to the School Rules, each class creates their own class rules and a class charter. Pupils identify, discuss and agree consequences for inappropriate behaviour which are signed by every pupil, laminated and prominently displayed in class. Like rewards, we have a clear system of consequences:

### **Verbal warning**

A verbal reminder/reprimand of the expectations of behaviour in school.

### **Missed time from breaks**

To support pupils to understand and meet the behaviour expectations of school, they may miss time from their morning break/lunchtime. During this time, adults will speak to the child about the behaviour and the choices made.

### **Missed break time**

Where behaviour escalated to this stage, pupils are given the opportunity to reflect on the choices they have made through conversations and activities. Restorative conversations will take place where other pupils/adults have been affected.

### **Reflection time**

If repeated disruption in class takes place, the pupil will be moved to a partnership class to complete their work. Removal from the classroom is considered serious and should only be used when all classroom behavioural strategies have been used. Removal ensures:

- The safety of all pupils
- Disruptive pupils can continue education in a managed environment
- To allow the pupil to regain calm.

Parents will be informed if their child is removed from the classroom.

### **Meeting with parent/carer**

Where behaviour is consistently disruptive, disrespectful or unsafe, parents/carers will be invited into school to discuss the next steps of how school will support your child in making the right choices. This may include:

### **Behaviour report card**

If a child frequently fails to follow the rules or class charter, they will receive a behaviour report card. This is a home school liaison tool which records the child's behaviour at all times of the day in order to monitor when their difficulties are most apparent and the effectiveness of our interventions.

### **Pastoral Group**

If the pupil continues to disrupt lessons, senior leaders will be involved. This is the school's multi-agency forum, which meets to discuss those pupils with problems relating to behaviour, attendance, social and emotional difficulties, and bullying. The Pastoral Group may refer a pupil to other outside agencies, such as the One Point, or Social Services. The group may also recommend statutory assessment by the school's Educational Psychologist.

### **Individual Behaviour Plan (IBP)**

This behaviour tool allows staff to recognise and review a particular pupil's behaviour and agree the appropriate action plan, specific support and way forward for a child. The pupil will be set several behavioural targets and the plan will run for approximately four school weeks. A review will take place at this point, to evaluate the plan going forwards.

Parents/carers will receive a copy of the plan and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the pupil will be asked to sign the IBP. An offer of an Early Help referral will also be made to parents/carers. Pupils might be asked to complete a PIP as an additional supportive measure. A further offer of an Early Help Referral will also be made to parents/carers.

### **Exceptions**

There are certain behaviours which we will not tolerate. For example;

- Bullying
- Physical aggression
- Verbal aggression
- Offensive language
- Racism

On these occasions, children will move directly to a school leader who will take over the management of the unacceptable behaviour. Parents will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded on the behaviour tracking system immediately.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Further details of the school's approach to preventing and addressing bullying are set out in the Anti Bullying Policy (a copy is published on the school website, or a hard copy is available on request from the School Office).

### **Intervention**

#### **De-escalation**

Sometimes, when children become extremely overwhelmed or they're experiencing sensory overload, they have a meltdown where they lose control over their behaviours.

The success rate of prevention is far greater than that of de-escalation. However, sometimes it's unavoidable. The following de-escalation strategies are used in school.

- Use a calm and quiet voice
- Validate a pupil's feelings but not their actions
- Respect personal space
- Be aware of body language and facial expressions
- Speak to the pupil on their level
- Distraction
- Reflect on pupil's wants and needs
- Acknowledge the pupil's right to refuse
- Answer their questions but ignore targeted aggression
- Be silent
- Offer a movement break or a walk
- Always act in a non-judgemental way
- Decrease stimulation – find calm space
- Avoid saying 'no'
- Use calming visual inputs
- Deep breathing exercises

### **Positive Handling**

In extreme cases, school staff have a legal power to physically restrain a child if they have refused to leave a classroom, they are disrupting a school event, visit or trip, if they are attempting to leave the classroom or school, or they are posing a health and safety risk to themselves or others. If physical



restraint has occurred the incident will be recorded on a Team Teach report (TTR) and parents will be informed.

Positive Handling should be only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Section 93 of the Education and Inspections Act 2006 enables School staff to use such force as is Reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself);
- prejudicing the maintenance of good order and discipline at School or among any pupils receiving education at the school, whether during a teaching session or otherwise.

We do not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff employed by the school have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils.

#### **Specific Defined Incidents:**

##### **Mobile Phone**

Mobile phones may be brought to school by home walkers in Y5 and Y6, but they must be handed in to the main school office before school begins. The phone will be stored safely, and pupils will need to collect their phone at the end of the school day.

### **Leaving the school Premises**

If a pupil chooses to leave school without permission, staff will react in the following way;

- Search the immediate school grounds for the pupil
- Contact Parents
- If a pupil cannot be found contact police
- Once a pupil returns to school, any time wasted absconding will be made up

### **Smoking/Vaping**

This is a non-smoking site, a rule which applies to staff and pupils alike. There will be serious consequences for any pupil who chooses to breach the no-smoking/vaping rule repeatedly.

These consequences are outlined below:

- The parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem.
- If the incident reoccurs the pupil will be placed on an Individual Behaviour Plan at a meeting of the Pastoral Group. The IBP will state explicitly that the pupil must not smoke/vape on the school premises.
- If the pupil already has an IBP, a new one will be established. The IBP will state explicitly that the pupil must not smoke on the school premises.
- If there is a further breach the pupil will be given a two-day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.

E-cigarettes are not allowed on the school premises. If one is confiscated from a pupil, the pupil's parent/carer will need to come into the school to collect it. Any pupil who repeatedly breaks the no-smoking/vaping rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

### **Making a false allegation against a member of staff**

Any pupil who is found to have made a malicious and/or false allegation against a member of staff may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

### **Bringing the good name of the school and/or staff into disrepute**

Any pupil who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

### **Weapons**

A pupil bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of the other pupils. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the school premises, the police will be informed.

### **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item

### **Suspension and Permanent Exclusions**

The school do not wish to exclude any child from school, but sometimes this is necessary. The school's Exclusion Policy, which is compliant with the statutory legislation for Excluding Pupils from School would be followed should the Headteacher believe there is no alternative strategies available to deal with a pupil's behaviour.

### **Monitoring**

The Headteacher, Associate Headteacher and SENDCo monitor all recorded incidents of behaviour and bullying. Class teachers are required to log incidents of behaviour. Lunchtime supervisors use a duplicate book to alert teaching staff to incidents which have occurred over lunch break and also how they were resolved. The Headteacher examines records carefully and where this is a concern, parents and carers will be invited into school to discuss the matter. Senior leaders ensure teaching staff are reminded to check back with children that the issues have not occurred again.

As with behaviour, bullying is monitored. The Headteacher and Associate Headteacher are notified of all behaviour incidents and are required to action as soon as possible. Action will include discussions with parents and carers to ensure effective communication, as well as home and school working together. As with behavioural incidents, senior leaders conduct catch ups with the child who felt they were being bullied to establish how they are feeling and check there have been no further incidents.

Middleton-in-Teesdale Primary School collects and analyses behaviour data. Analysis includes identifying possible factors contributing to behaviour, system problems and implementing support. This includes:

- Behaviour incident data, including removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units and managed moves
- Incidents of searching
- Anonymous surveys for all pupils, parents and staff on their views and experiences of school behaviour.

The Headteacher will report on the effectiveness of the policy to the Governing Body and where necessary, make recommendations for further improvements ensuring it is meeting its duties under the Equality Act 2010.

The Governing Body will review this policy every two years. However, the Governing Body may review the policy earlier should there be a change in legislation or guidance from the Government.

### **Staff Development**

All staff should be equipped with the skills to understand and effectively manage pupil behaviour. Providing regular training, which links classroom practice to an understanding of children's social and emotional development is key. Training and coaching are made available to all staff taking up new posts at the school and form part of an ongoing training programme for existing staff. We have a thorough induction programme to ensure consistency in approach.

### Links to other Relevant Policies

This policy should be read in conjunction with the following school and Local Authority policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy
- Uniform Policy