

Threemilestone School

Positive Behaviour Policy 2017

Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.

At Threemilestone School we aim to:

- create an environment and ethos where children feel happy, safe, valued and are able to learn effectively,
- enable children to develop self-esteem, responsibility and respect,
- have an increasing knowledge of individual and specific needs,
- celebrate pupils' differences,
- ensure that staff provide an inclusive learning environment,
- listen with empathy and show genuine care for each child as a valued individual,
- value and nurture all pupils.

In an inclusive, quality first classroom, staff use many strategies to 'make it work'.

These include:

- Positive language focusing on learning, choices and believing that pupils can succeed
- Flexible groupings
- Planned seating on the carpet area
- Sitting next to an adult during the input to encourage positive engagement
- Supportive learning partner
- An object to 'fiddle with' which is not distracting to others
- Ensuring that there is an appropriate level of challenge in the learning
- Time spent with an additional adult to address sensory needs or emotional needs throughout the day
- Consistent approach with firm, fair boundaries

If, after all these strategies, a pupil chooses to behave inappropriately, affecting their own learning and/or the learning of others...

The member of staff will give the pupil a **VERBAL WARNING**. This separates the pupil from the choice of behaviour, as well as stating explicitly the behaviour which has been chosen.

"I very much like you, but the choice you have made to constantly distract X from their learning is not OK. Keeping tapping X on the shoulder is distracting him from his learning. You need to stop tapping him and concentrate on your own learning. Is there anything I can do to help you make the better choices in future?"

This is done as quietly and with as much subtlety as possible; this way the impact of making better choices is increased by not publically shaming the pupil.

If the pupil chooses to continue the same inappropriate behaviour, the member of staff will place a **YELLOW CARD** in front of the child, or hand it over quietly. Quite often, there will be no additional explanation needed. If it is needed, then the member of staff will talk to the pupil quietly, again making it clear what the behaviour is and how to change it. This is the second chance the pupil has had to modify the behaviour.

If the pupils continue to choose to behave in the same way the pupil is issued with a **RED CARD**.

The pupil will then be escorted by an adult (or if no adult then another child) to a member of the SLT. They will sit in that class for no longer than 30 minutes and the teaching of the class where they have been sent, will not be disturbed. After 30 mins, they will be reintegrated into class. The pupils will then have to report to headteacher or deputy head at lunchtime to decide any further sanction.

However, if there is physical violence, the pupil will have a straight **RED CARD** and be escorted to the office. This could be for biting, kicking, hitting.

The incident will be written up by the class teacher in the record book kept in the headteacher's office. The headteacher or deputy head will countersign it, when deciding the sanction.

EYFS – to go to Mrs Brown

Y1 and Y2 – to go to Mr Bagley

Y3, Y4 and Y5 – to go to Mrs Coleman

Y6 – to go to the office (Ms Teagle or Mr Hick) In their absence, Mrs Richardson will direct them to spend time in the headteacher's office.

Parents will be informed when appropriate. For persistent red cards, a meeting will be called with parents and a member of the senior leadership team.

IMPORTANT: There are 3 sessions in a day. At the end of each session, there is a fresh start and the pupils will need to apologise to the member of staff and hand back the yellow card. The sessions are:

8.45-10.50

11.10-12.10

1.15-3.15

If the member of the SLT is not in the classroom, then bring the pupil to the office.

If the pupil is being verbally inappropriate and will refuse to leave the classroom, do not escalate, but alert Ms Teagle or Mr Hick (SLT in their absence).

There is no red card system at playtimes. The pupil must be sent straight into the office if:

- there is physical assault on another child,
- a pupil is being verbally abusive or rude (to staff or other pupils),
- there is a friendship dispute which needs unpicking in depth,
- There is overly physical play and pupils need to calm down before someone gets hurt.

(DFE GUIDANCE July 2013 Use of reasonable force)

Schools can use reasonable force to:

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

In addition, headteachers and authorised staff i.e. SLT can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items: Knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that has been or is likely to be used to commit an offence, cause a personal injury or damage a property. Force cannot be used to search for items banned under school rules.

No more force will be used than is reasonably necessary in the circumstances; acknowledging our legal duty to make reasonable adjustments for disabled children and children with special educational needs or disability (SEND).

There are 5 members of staff who have received Team Teach training – Mrs Shelly Dobson, Ms Dawn Hawken, Mrs Rachel Tite, Mr Ian Bagley and Mrs Michelle Tocher.