

# Muxton Primary School



## Policy for Positive Behaviour

September 2016

## **STATEMENT OF GENERAL PRINCIPLES**

Muxton School wishes to provide an environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have a policy with set procedures to create a calm, safe, secure and happy working environment where the whole school community can be successful and confident.

We have a set of School Rules that sets out, in general terms, how we expect our pupils to behave in school on visits and during all extra curricular activities.

## **Aims of the Policy**

- To implement a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and governors – based on a sense of community and shared values.
- To foster a caring atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To teach moral values and attitudes as well as knowledge and skills in order to prepare children for life in modern Britain. This includes the fundamental British Values of: Rule of Law, Tolerance of Other Faiths & Beliefs, Democracy, Individual Liberty and Mutual Respect. This will promote responsible behaviour, independence, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Children will learn best in a well organised and calm environment where purposeful and self-disciplined behaviour is expected. Children respond positively to interesting and suitable challenging work that is taught in a well organised and resourced classroom and school community, consistently followed and designed to support and development of positive behaviour. Children need to appreciate that other members of the school community will recognise when they behave badly and that the staff will always deal with behaviour that is not acceptable in a school committed to the achievement of high learning and social standards. Unsatisfactory work and behaviour should be dealt with in a calm and quiet way in the expectation that the child will learn from the experience. Repeated occurrences of unsatisfactory behaviour may best be dealt with by the involved member of staff working alongside a senior colleague. If appropriate, it may be necessary to involve parents in the resolution of the problem.

If children are to enjoy the possibility of experiencing success at Muxton School, then they must be able to work within an environment where it is anticipated that they will have high expectations of themselves in terms of learning and behaviour. The aims of

the school, the school rules of behaviour and caring classroom rules established in each classroom, emphasise positive behaviour and collaboration in the striving for excellence. The planning of appropriate learning experiences, excellent and consistent organisation within the classroom and the nurturing of good and collaborative relationships across the school are ways in which adults working in the school can help to establish a positive ethos in which children can develop and excel.

The children are taught that we have the highest of expectations for them and that they should develop similar beliefs in their own potential, together with pride in their achievement. However, it is necessary to supplement this general ethos with a simple and well- understood systems of Rewards and Sanctions to work as an incentive to higher achievement.

### **Reward Systems**

The use of verbal praise and positive language to reward and reinforce achievement and good behaviour is central to the ethos of all classrooms and throughout school. In addition to this, the following systems are in place to recognise and celebrate success and achievement in a range of areas and to reinforce positive behaviour.

#### Key Stage One

- Children will receive stamps in their books which recognise good effort and achievement in their work.
- Children will be given stickers to wear to reward a wider range of achievements which may not be evidenced in their written work, *for example*, good speaking and listening skills, being kind and thoughtful towards others, helping the teacher or other adult with an extra job.
- A chart is kept where stamps are awarded for consistent effort in daily and weekly activities. Once one line of the chart is complete, a certificate is awarded to the child.

#### Whole School

- Each class teacher selects one child to receive a Headteacher's Award which is presented in the weekly 'Achievements & Awards' assembly. Children are selected for this award for significantly outstanding achievement or behaviour which is usually linked to the attributes visible on the school's logo; *happy, safe, responsible, independent, creative, successful, confident & healthy*.
- Children will be awarded house points to reward a wider range of achievements which may not be evidenced in their written work, *for example*, consistently good behaviour, good speaking and listening skills, being especially responsible or independent, contributing to wider school activities or making significant improvements to areas of their learning or behaviour. Each house point is also represented by a 'Class Dojo' which is a computer-based system

which provides instant, visual rewards to children and can be personalised to focus on specific aspects of behaviour.

- Each half term, house points will be totalled and the overall winning house will be announced in assembly. Children in the winning house will be rewarded with a non-uniform day.

However, it is clear that there will always be children who require a system of **sanctions** to remind them of their responsibilities. There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Although these sanctions will be perceived as being 'punishments' their aim is to encourage positive learning and behaviour.

The first responsibility for dealing with poor quality work or inappropriate behaviour lies, of course, with the class teacher. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are **responsible** for their own actions and that breaking rules has **consequences**.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), moving in class to sit alone or alongside a positive role-model, writing a letter of apology, or loss of a privilege/ responsibility.

- Where a child's behaviour is observed as unacceptable on a daily basis, a senior member of staff
- Following any incident where a child is aggressive towards another child or a member of staff, a 'Behaviour Log' form will be completed.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1)

### **Searching and confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.(see appendix 2)

### **Physical Intervention**

**The use of physical intervention is very rare and is to be used only as a last resort when there is immediate risk of harm to a child or others. Mrs Pritchard, Mr Auckland and Mr Agyemang have successfully completed MAPA accredited training and are the only members of staff who are authorised to use physical intervention in these circumstances.**

### **Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Resources available in school**

- Behaviour support plan personalised for individual children
- Whole class incentive
- Individual incentive charts
- Headteacher's Award
- Stickers
- House Points

### **Outside Agency Support**

- CAMHS
- Behaviour Support Service
- Family and School Support Worker
- Early Intervention Team
- Education Welfare Officer
- Relateen

**Further reading and guidance – if accessing this document electronically use the hyperlinks below. Otherwise access the Department for Education website, select schools tab and pupil support.**

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

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## **Appendix 1**

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing 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.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers in Donnington of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## **Appendix 2**

### **Searching and confiscation**

The Headteacher, Deputy Headteacher and three members of the senior leadership team have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

#### **Schools' common law powers to search:**

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent**

#### **What the law says:**

#### ***What can be searched for?***

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### ***Can I search?***

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:
  - a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

**Mr Auckland and Mr Bailey as designated safeguarding leads (DSLs) will have the power to search a male pupil. This would be witnessed by a senior female member of staff.**

***When can I search?***

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

**Authorising members of staff**

The Headteacher, Mrs Pritchard, and Deputy Headteacher Mr Auckland and the following members of senior staff are authorised to use these powers:

Mrs Sleigh  
Mrs Shah  
Mrs Pollard

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

**Location of a search**

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

**During the search**

**Extent of the search – clothes, possessions and trays**

**What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. **‘Possessions’** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

### **Trays**

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

### **Use of force**

Reasonable force may be used by the person conducting the search (see appendix 3).

### **After the search**

#### **The power to seize and confiscate items – general**

##### **What the law allows:**

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

#### **Items found as a result of a ‘without consent’ search**

##### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

### **Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## **Appendix 3**

### **The use of reasonable force**

#### **What is reasonable force?**

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means 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 a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **2 Who can use reasonable force?**

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **3 When can reasonable force be used?**

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **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 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.

**Schools cannot:**

use force as a punishment – **it is always unlawful to use force as a punishment.**

**Using force**

A panel of experts<sup>3</sup> identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

**Staff training**

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

**Telling parents when force has been used on their child**

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

**What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a

teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f. To give first aid.

**MUXTON PRIMARY SCHOOL**

**Name of child:**

**(Male/Female)**

**Class:**

**Search and confiscation Record**

**Reason for the search**

**Names of staff carrying out the search and those staff acting as witness include title**

- 1.
- 2.

**Items found**

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**

**MUXTON PRIMARY SCHOOL**

**Name of child:** \_\_\_\_\_ **(Male/Female)** **Class:** \_\_\_\_\_

**Reasonable Force Record**

**Reason for the use of reasonable force**

**Names of staff using reasonable force**

- 1.
- 2.

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

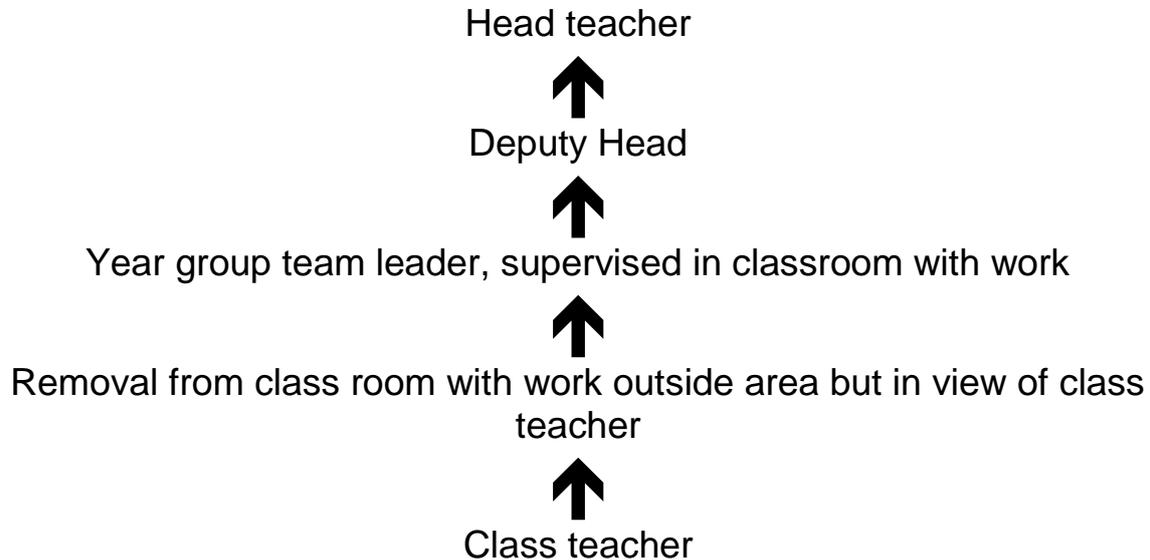
**Signed:**

**Date:**

**Designation:**

## Improved Behaviour and Learning

### Daily



### Lunchtime

Headteacher/Deputy Headteacher or senior member of staff



Senior Lunchtime Supervisor  
(feed back to class teacher or HT/DH)



Lunchtime Supervisor

Additional strategies that should be used when necessary to encourage improved performance are (more or less in order):

- Child to complete work with no distractions in practical area outside the classroom
- Child to be sent to another class to be supervised by colleague inside the classroom, accompanied by some instruction on work. This will be the year group leader. This may happen at any stage if appropriate due to the lack or poor display of behaviour.
- Child to be sent to staff room corridor during break time, or senior staff on rota. The system may also be used for poor behaviour at play time. Headteacher will keep a record of children kept in at playtime to monitor behaviour. This is recorded in behaviour book kept in the office. This will also record lunchtime behaviour issues.

- Children who have been inappropriately behaved at lunchtime will be detained and supervised by the Headteacher or Deputy head. A record of the names of these children will be kept. Sustained inappropriate behaviour will be reported to parents who may be informed of their child's exclusion from school at lunch time.
- Class teachers are expected to inform parents of sustained poor work or behaviour. Colleagues should discuss the matter with year group leader and/or Headteacher or Deputy head before making an approach to parents.

Any child referred to DH or HT; there must be a record in the behaviour book. It is important that all adults working in the school are familiar with the systems of rewards and sanctions and operate them in a confident way.

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. Muxton School has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

This type of behaviour is very rare at Muxton School and it is the duty of the Head Teacher and other senior staff to deal with it promptly, particularly if the problem persists.

#### **Procedures for Dealing with Major Breaches of Discipline**

- An oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- Referral to Fair Access Panel (FAP) to seek guidance and support.
- If the problem is severe or recurring, exclusion procedures are implemented –this after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

Each case will be looked at on an individual basis and due consideration given to all the circumstances and background. The CAF and TAC process may be started to access support from outside agencies

N.B. A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

### **Lunchtime Supervision**

At lunchtime, supervision is by the Senior Supervisor and a team of lunchtime supervisors. These members of staff should maintain order; usually by reminding children of the standard of behaviour expected. The lunchtime supervisors keep note of children who persistently misbehave. The Senior Supervisor refers misbehaviour to the Head Teacher or the Deputy Head Teacher.

The children should treat the lunchtime staff with the respect due to all adults at Muxton School. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher and Deputy Head Teacher. This may result in loss of privileges and lunchtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed period of time. This will be followed, if necessary, by permanent exclusion.

### **Parents**

Parents can help by recognising that an effective school Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. These are also reinforced with the Home-School Agreement

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Incident Forms**

Should be obtained from the Headteacher and used to record:

- Any incidents involved a child, or anyone employed in school, resulting in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature.

### **Behaviour Modification Policy**

At Muxton School, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

The targets identified for improvement, together with the strategies selected, should be recorded on a Behaviour Support Plan to be drawn up by the class

teacher and senior member of staff. The strategies used to reinforce positive behaviour might include:

- Change in classroom organisation
- Using different resources
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- Commenting on a child's good behaviour to other children/other classes
- Showing achievements in assembly
- Involving parents at an early stage to co-operate on an action plan.

By using a positive system of rewards and reinforcing good behaviour, Muxton School fosters children's positive self-esteem.

