



**MURDISHAW WEST COMMUNITY
PRIMARY SCHOOL**

**BEHAVIOUR and DISCIPLINE POLICY
AUTUMN 2023**

Policy Title	Behaviour and Discipline Policy
School/HBC	School
This policy complies with Halton LA guidance	Yes
Linked Polices & Documents	PSHE Policy Anti-Bullying Policy Code of Conduct Health & Safety & Safeguarding Policies Positive Handling Policy Online Safety & Social Media Policies Educational Visits Policy Guidelines for Management of After School Clubs Equal Opportunities Policy
Written By	Vanessa Edwards
Staff Approval Date	September 2023
Committee Approval Date	October 2023
FGB Ratification Date	November 2023
Signed by Chair of Governors	R Houghton
Date:	
Review Date	Autumn 2024

At Murdishaw West Community Primary School, we work together to.... Collaborate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE!

INTENT

The purpose of this document is to establish what constitutes appropriate behaviour at our school and to make clear what strategies should be adopted to ensure that those expectations are achieved. Effective discipline is essential in creating a secure learning environment in which children can develop to their full potential. Consequently, this Policy is designed to protect the following two fundamental rights:

- the right of the teacher to teach a class free from disruptive behaviour;
- the right of the children to learn undisturbed by disruptive behaviour.

Our primary aim is to build on the positive ethos established in our school.

We have corporate responsibility for the good behaviour of all pupils in the school – not just our own classes/ groups. This policy impacts on all staff and pupils in the school at all times both on and off site.

It is incumbent upon staff to model good relationships- adult-to-adult and adult to pupil.

All pupils will be dealt with fairly in line with our school’s Equal Opportunities Policy.

Staff in our school aim, in their everyday practice, to focus on the central principles of empathy, connection, trust and co-regulation. Staff give careful consideration to (and raise awareness of) verbal and non-verbal communication.

Our school staff are attachment and trauma aware and use strategies such as 'emotion coaching', to promote positive behaviour. Teaching staff: -

- understand that attachment is 'everybody's business' and underpins all our practice
- recognise that all our behaviour is a communication and respond accordingly
- know that our school will succeed, and achieve good attendance and results when the Social, Emotional and Mental Health needs (SEMH) of staff, children/young people and families is prioritised
- will do all they can to enable children and young people to remain securely based in our school
- work collaboratively together with families/the wider community to address the needs of the young people in their care

We deliver these aims through the implementation of our school behaviour policy which focuses on the positive behaviours and attitudes displayed by our children. We acknowledge that from time-to-time unacceptable behaviours may need to be managed.

What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



Images taken from www.innerworldwork.co.uk.

We believe that in a self-regulated, supportive, attachment aware environment the incidences of poor behaviour are minimised and a positive ethos is maintained.

IMPLEMENTATION

The aims of implementing this policy are:

- to develop consideration, courtesy and positive relationships between children and between children and adults;
- to encourage children to take on responsibility for their own actions appropriate to their age and maturity;
- to foster self-esteem;
- to ensure exemplary standards of behaviour which contribute towards effective learning and the creation of an orderly community within the school.

When planning different levels of intervention/support for behaviour in our school consideration should be given to:

ALL children will need (actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching).

SOME children will need (actions based around Inclusive Quality First Teaching plus additional time-limited support programmes).

A FEW children will need (actions that include Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps).

IMPACT - Promoting Good Behaviour

The above aims are best achieved in the framework of a caring, secure environment in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities. Staff attitude and conduct are central in determining a context of good staff/pupil relationships. Teachers are responsible for the behaviour of all children, and must set the right example in

matters of dress, punctuality and caring commitment, recognising that their influence depends upon their attitude, character and teaching skills.

Emotion Coaching is integrated into everyday practice when working with children and supporting the development of positive behaviour, resilience and community well-being.

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children, but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

What Emotion Coaching means in practice (how co-regulation works)

Step 1: **Recognising, empathising, soothing to calm** ('I understand how you feel, you're not alone')

Step 2: **Validating the feelings and labelling** ('This is what is happening, this is what you're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get what we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

By applying Attachment Aware and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around pupil attainment and attendance across our schools including:

- a reduction in exclusions for vulnerable pupils with both identified and unidentified SEMH.
- better outcomes around staff emotional mental health and well-being (EMHWP), such as sickness absence and retention, owing to an emphasis on the EMHWP of the **whole school community**.

It is hoped that by following an Attachment Aware approach, which is supported by our school processes and procedures, staff will feel empowered to respond in a way that is *empathetic* but has *boundaries, firm but kind*.

SEMH (Social, Emotional, mental Health)

It is important that indicators of SEMH are clearly recognised, to ensure that it is not just pupils who are displaying observable and **active/ 'acting out' behaviours** (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Pupils who display more **passive behaviours** (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.

- It is also important to avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.
- **Early intervention** is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early.
- It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'mad'/'bad') and to see **all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner**. This can be particularly hard to do when CYP act in a way that hurts or frightens others.

Classroom Expectations & Rules: Teachers and children will agree their class clear, observable set of five or six positive **classroom rules**. These will be developed and agreed with the children and visually displayed at the beginning of each academic year. The rules must facilitate the learning process and be appropriate to the age and maturity of the pupils.

Positive consequences are to be used as recognition and reinforcement of good behaviour, ranging from verbal praise to the award of Swap Points and celebration certificates and awards. The regular award of positive consequences is central to the successful implementation of any discipline policy. It is essential to attaining the desired goal of a co-operative working atmosphere. It is important that staff try to remain as positive as possible at all times.

All staff promote positive relationships at all times within the supportive and caring ethos of the school.

In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

These include:

In class

- Awarding Swap Shop points
- Verbal praise and recognition
- Extra privileges in class e.g. giving additional jobs or responsibilities
- Stickers for good behaviour

In assemblies in KS1 and KS2

- Opportunities for pupils to show good pieces of work and talk about their achievements and interests in assemblies
- Weekly celebration assembly - sports trophies and certificates received outside of school are acknowledged, swimming certificates presented
- Presentation of Milkshake Monday invitation
- Presentation of subject specific certificates e.g. Star Writers, Design & Technology, Reading Champions and other certificates to recognise the wider curriculum achievements.

Negative consequences are, if appropriate, applied should a child choose not to observe a class rule. Negative consequences must not be psychologically or physically harmful, demeaning or humiliating. If a consequence proves ineffectual for an individual child, the next consequence should be applied. The rules and consequences are to be discussed with, taught and consistently applied to all children. Consequences apply only for the morning/afternoon/day/playtime/ session on which they are administered. Once given, a consequence must not be withdrawn.

In cases of extreme misconduct follow the LA 'Exclusions Policy'.

SUSPENSIONS AND EXCLUSIONS

In accordance with our Attachment Awareness & Emotion Coaching philosophy, by all means possible our school will try to avoid excluding children.

As a tolerant, supportive learning community, suspensions/exclusions will only be used as a last resort, and will only be used in line with current DfE guidance. The school does not wish to suspend/exclude any child, but recognises that sometimes this may be necessary.

A decision to suspend/exclude a child will not be taken lightly and will only be taken:

- In response to serious breaches of the school's discipline policy;
- If allowing a child to remain in school would seriously harm the education or welfare of the children or others in school.

In most cases before a child is suspended/excluded, a range of alternative strategies will have been tried, such as removing privileges, lunchtime detentions and interviews with parents. This does not, however, preclude immediate suspension/exclusion as a means of protecting children and staff.

Only the Headteacher (or in her absence the Acting Headteacher) may suspend for a fixed period or exclude permanently. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance '[Suspension & Permanent Exclusion from maintained schools, academies & pupil referral units in England including pupil movement guidance – September 2022](#)'

Immediately a suspension/exclusion occurs, the parents/guardian or social worker must be informed of:

- The period of suspension/exclusion
- The reason for the suspension/exclusion

- That representation can be made to the Governing Body and how it can be made.

This information should also be communicated in writing within one school day of the suspension/exclusion decision having been made.

When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay.

If the suspension is for more than five days or is permanent exclusion, the Governing Body and the LA must be informed. The Governing Body will then establish a Discipline Committee to:

- Review the use of exclusion
- Confirm suspension/exclusions of more than 15 days

Rules and Sanctions

Whole school:

- It is the responsibility of all members of staff to monitor pupils' adherence to school rules.
- There will be reminders in assembly about the rules, rewards and sanctions.
- Children will be rewarded with Swap Shop Points for consistently following our Golden Rules and school values.

Our whole school rules are:

1. We treat other people's property with respect.
2. We are polite & respectful
3. We keep hands & feet to ourselves
4. We listen when others are talking.
5. We use indoor voices & walking feet.

Our whole school values are:

Collaborate
Achieve
Respect
Enjoy

At Murdishaw West, We care.

In class

At the beginning of the school year, teachers and pupils create a shared set of classroom rules and are reminded of our school rules and values.

Use of Reasonable Force

Murdishaw West Primary School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

All members of school staff have a legal power to use reasonable force ([See Use of Reasonable Force Guidance July 2013](#)).

At Murdishaw West, use of reasonable force will only be used in an emergency situation to:

- Prevent injury to themselves and others
- Prevent committing a criminal offence
- Causing serious damage to property

Only the minimal force necessary to prevent injury or damage should be applied when danger is immediate. For further information please refer to our Physical Intervention Policy.

CONCLUSION

A clearly stated and agreed Behaviour and Discipline Policy is fundamental to fulfilling our role as educators of children so they become mature, caring and responsible members of the community. The principle of care for the individual underpins all discipline within the school.