

Mytham Primary School

Relationship & Behaviour Policy



‘Be the best you can be’

Relationship & Behaviour Policy

Written and prepared by: Mytham Senior Leadership team
Sept 2024

Review Frequency

Every 2 years

Review
Date

Sept 2026

Ratified by Staff and
Pupil Wellbeing
Governors Committee

Autumn 2024

Website

Yes

1. Policy Statement

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Mytham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves.

Children learn best and feel safe and secure in an ordered environment.
Positive behaviour needs to be taught, modelled, expected and praised.

This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

This policy sets out our approach to achieving this environment.

Our whole school community; staff, pupils, parents and governing board work in partnership to achieve this.

2. Our Intent



At Mytham our Relationships & Behaviour policy is underpinned by 'The Mytham Way'



...and follows the six principles of nurture, adopted by Mytham from the Bolton SEND Handbook 2022.
These principles are:

- **Mytham staff understand that children's social, emotional and behavioural needs are individual to each child.** Each child's needs are met with a supportive, nurturing and non-judgmental approach. We will respond to the child's developmental needs rather than what is expected for their age. Staff understand that there is an important link between the child's emotional state and their learning. We will respond with empathy and understanding when behaviour reflects their current situation. Consequently, developing positive partnerships with our families is crucial to understanding and supporting the child.
- **In school, there are clear, predictable and consistent expectations for all.** School life is organised around clear, predictable and consistent routines followed by all. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.
- **Our school environment offers a safe base.** The warm, positive and inclusive school environment enables all children to; feel safe, feel valued and feel supported by trusted adults who care about them.
- **Staff recognise that nurture is important for the development of self-esteem.** Staff listen and respond to children as individuals, rewarding the small steps that children make. Staff recognise and reward positive behaviour publicly and address negative behaviour privately - both in an agreed, consistent manner.
- **Staff understand that language is a vital means of communication.** We speak to children calmly and clearly at all times. We use our words, our tone and our body language in a way that is appropriate to the child's emotional state or needs. By doing this we aim for our children to feel listened to, understood and responded to appropriately.
- **Staff recognise that all children's behaviour is communication.** We understand that what can be seen as difficult or challenging behaviour is the child's way of communicating their needs. Staff make links between the needs of the child and their behaviour; communicating and responding in a clear, predictable and consistent way. Staff encourage children to be aware of their emotions and developing strategies to regulate them.
- **Staff will support changes affecting pupils at home and at school.** Children's lives are full of changes: between school and home, lessons, break times, or changing classrooms, changes in family circumstances etc. As a result, consistency within school is key. We understand that changes in routine are inevitable. Mytham staff will be proactive around managing change to ensure children are successfully supported through unsettled periods.

Mytham aims to provide a fully inclusive curriculum for all pupils, including those with SEND and behavioural needs. If this requires adaptations then we will endeavour to put support and /or interventions in place to the best of our ability -within resources available. We will aim for all pupils - whatever their starting point and needs - to make progress during their time at Mytham

3. Implementation

Mytham implements a three 'wave' process to support social, emotional and behavioural difficulties or needs. These waves are: Wave 1 – universal, Wave 2 – targeted, Wave 3 – specialist.



WAVE 1: Universal Offer School wide approaches (including classroom)

These are examples of how we support this ethos for all children:

Consistency of expectations for all children following the Mytham Way

- Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

e.g. Across school we use The Three S's for moving around school (Silent, Sensible and with a Smile)

Also see Appendices for further detail

- Senior Leadership Team engage learners with concept of, 'The Mytham Way' during regular assemblies and celebrations.
- All staff encourage pupils to be proud of their school and have a sense of collective responsibility.
- All staff encourage pupils to be responsible for their own behaviour and goals
- Classroom and lunchtime staff use 'Circle Time' activities as appropriate to teach children what positive behaviour looks like and to discuss how to deal with certain situations.

Consistency of approaches from all members of staff

- Plan and support lessons that engage, challenge and meet the needs of all learners
- All staff should greet children warmly at the start of the day
- All staff should refer often to the expectations within, 'The Mytham Way' either to praise compliance or reinforce expectations
- Model positive behaviours and build relationships.
- Model and teach emotional restraint. Shouting is not acceptable.
- Classroom staff and SLT should develop their own 'narrative' to be used when intervening with a pupil as part of the graduated response. This ensures a calm, measured and respectful approach whilst being assertive.
- Consistent and clear language, tone and body language should be used when acknowledging positive behaviour and addressing misbehaviour. Simple and clear expectations reflected in all conversations about behaviour
- A focus on choice: refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences)
- Use a visible recognition mechanism throughout every lesson; Dojo points and a positive recognition board will be used in every classroom
- Classroom staff will be responsible for supporting and modifying the behaviour of learners in their classrooms
- Senior leaders are not expected to deal with behaviour referrals in isolation. Instead, they stand alongside colleagues to support, guide, model and show a unified approach.
- Classroom staff should support short term change for learners' e.g SLT/ Teaching Assistants covering class or supply teachers, by being proactive. Ensure short term staff are aware of any pupils requiring behavioural support and current strategies.
- Remain calm and give the child 'take up time' when going through first stages of the Graduated response.
- All learners must be given "take up time" in between steps. Classroom staff should retain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS.
- All staff are expected and empowered to effectively manage all behaviour, rewarding those demonstrating the 'The Mytham Way', but also dealing appropriately with non-conforming behaviour. Adults should never ignore or walk past learners who are making / displaying poor behaviour choices. The latter may require referring to the class teacher in the first instance.

Consistency in the application of the school's Behaviour and Relationship Policy

- When pupils do misbehave, staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Consistent following of our six stages of graduated response (see below): ensuring “certainty” from the classroom staff and Senior Leadership.
- Teachers taking responsibility for behaviour interventions, seeking support from SLT when unacceptable behaviour requires it

Positive praise/rewards that offer children direct feedback on desired behaviours

- Consistent / positive reinforcement through praise and rewards which encourages compliance and rewards progress

Class Charters

At the start of each academic year, new classes and the teaching team will spend time talking though behaviour, learning and relationship expectations linked directly to the school Relationship and Behaviour Policy and ‘The Mytham Way’.

Each class will be responsible for developing a ‘class charter’; an agreed code of conduct for everyone to follow each day whilst in class. Desired behaviours may include the following:

- Demonstrating a positive attitude/ growth mind-set
- Being welcoming to everyone
- Challenging ourselves to be the best we can possibly be
- Respecting ourselves, our friends and our teachers

The class charter must be displayed clearly in the classroom and referred to during teaching and learning to remind children of our agreed expectations and rules.

Rights of the Child

Class charters must link directly to The Rights of The Child (UN Convention). Class teachers and support staff should spend time talking about the rights of the child and ways we can promote these in our own classrooms/ behaviours which may prevent these from being achieved by ourselves and those around us.



UN Convention on the Rights of the Child



Children's
COMMISSIONER



Rewards and positive reinforcement

Rewarding pupils for doing the right thing

We have consistent methods for rewarding pupils across the school which reinforce 'The Mytham Way'. This is through praise and rewards which encourage compliance and rewards progress.

- Individual Points using a system called Class Dojo .Points are reset each day but the total accumulates. There are rewards when children reach certain milestones.
- Head teacher's Certificate awarded to each class weekly for pupils exemplifying 'The Mytham Way'. Children receive a raffle ticket for the Golden Post box. Celebrated in the Friday Flyer.
- Lunchtime award tokens for following 'The Mytham Way' linked to Class Do Jo
- Half termly Head teacher's Tea Party for children whose name has been drawn from the Golden Post Box. Celebrated in the Friday Flyer.
- End of year 'Young Citizen' Awards for a member of each class. Celebrated in the Friday Flyer.
- ***New* Spring/Summer 2023-** An Outstanding Behaviour Award scheme for pupils in Y3-Y6. Children will be awarded with a badge and certificate at the end of the academic year, if they have had exemplary behaviour. Exemplary behaviour will generally be no Reflections with class teacher or referrals to SLT. In academic year 23-24 we will be introducing a bronze, silver and gold award scheme where children can earn badges over the academic year. We hope children will wear these badges on their uniform with pride!
- ***New* Spring/Summer 2023- Extra Rewards for Outstanding Behaviour**

LKS2- Y3 and Y4

Children will be rewarded with fortnightly GOLDEN TIMES sessions. These are 30 minute 'off curriculum' time where children can relax and enjoy non learning activities for a brief period.

Pupils with exemplary behaviour - Exemplary behaviour will generally be no Reflections with class teacher or referrals to SLT – will be rewarded with Golden Time. Children whose behaviour has been poor since the previous Golden Time will spend the session completing learning wither in class or with a member of SLT.

UKS2- Y5 and Y6

There will be 2 reward trips in summer one in Y6 and one in Y5.
Y6 will be the annual trip to Blackpool.

Pupils with exemplary behaviour - Exemplary behaviour will generally be no Reflections with class teacher or referrals to SLT – will be able to attend the reward trip. If not, pupils will remain in school. Parents with children 'at risk' of missing their reward trip due to behaviour will be aware and will be asked to support school with helping to improve their behaviour.

Mytham: 6 stage 'Graduated Response' to challenging behaviour

Engaging pupils with their learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Every minute a learner is not engaging, or is out of a lesson, is one where they are not learning.

Staff should **always and consistently in every lesson be praising the behaviour they want to see**. Learners are held responsible for their behaviour. Staff, in the vast majority of situations, will deal with behaviour without the need to 'refer' to a senior leader

It is an expectation that within Wave 1, all staff follow the graduated response when dealing with poor conduct and wrong choices.

Support begins in the classroom and relies on the classroom staff building a positive relationship with the child. It is proven that pupils respond well to a trusted, familiar adult.

Time spent building relationships between pupils and staff at the start of the year pays dividends later.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

All learners must be given “take up time” in between steps.

The graduated response involves engaging with senior leaders when unacceptable behaviour persists or when it is one off or non- negotiable Stage 5b)

The Mytham: Six stage ‘Graduated Response’ is outlined below:

Mytham: 6 stage ‘Graduated Response’ to challenging behaviour The 6 ‘R’s	
Stage 1 - Redirect	
• Positive reinforcement of other children around them - “X thank you for sitting so beautifully.” • A visual cue to the child that you want them to make a good choice this could include - a ‘look’ - A visual point to what you expect.	
Stage 2 - Remind	
• The adult makes learner aware of their behaviour. • A reminder of the expectations of the Mytham Way; ‘Be Kind, Be Respectful, Be Resilient, Be the best you can be’ shared with the child (privately wherever possible). • The learner is given the opportunity to do the right thing. (Give the learner take up time) • Praise the child when they positively change their behaviour, acknowledging the positive change.	
If the behaviour persists:	
Stage 3 – Reinforce	

- A clear verbal caution delivered privately to the learner making them aware that their continued choice of behaviour, despite a reminder, is not acceptable.
- The learner is again asked to stop and encouraged to make a better choice, otherwise there will be a consequence.
- Learners will be reminded of their good previous conduct to prove that they can make good choices
- Praise the child when they positively change their behaviour, acknowledging the positive change.

If the behaviour still persists:

Stage 4 - Reflect

- Child is informed they will miss part of their playtime to engage in a reflection.
- Learner is asked to reflect on the next step. Again they are reminded of their previous good conduct/attitude/learning.
- At this point it may be appropriate to provide the child with an opportunity to cool down or diffuse the situation.
- The learner could go to a safe space to reflect on their behaviour and regulate their emotions, this may need to be supervised and supported by an adult.
- The child will miss part of their next break time – amount of time for this is age appropriate and at the discretion of the staff member.
- Adult in the class will oversee the reflection and ensure a short, structured conversation takes place regarding the behaviour.
- The adult is responsible for logging this incident and reflection on CPOMs – under behaviour category.
- **Class teacher to inform parent at the end of the day**

Stage 5 - Refer

There are two types of referrals to SLT;

5a) As part of a graduated deterioration / continuation of behaviour, the staff member feels that a referral to SLT is required. Typically there should be incidents recorded on CPOMS to reflect this deterioration of behaviour as part of the referral.

5b) Behaviour is so severe that it requires immediate referral to SLT (Non-Negotiable Behaviour-see below) .Adult who dealt with the initial stages of behaviour will start the log.

SLT referrals will typically take place at lunchtime.

SLT will need to log onto CPOMS the referral conversation with the child, including any follow up actions for the staff involved.

SLT or class teacher will inform parent. This may be in the form of a face to face meeting or telephone call.

In addition; *If a child has been out of class/not completed learning due to their chosen behaviour, they are expected to complete their work during part of lunchtime with the senior leader. The child must bring with them the work that they need to do, and be aware of what was expected for them to do*

This may also be used as a 'reflection time' where the adult present will discuss with the child the choices they made and how this can be improved.

Stage 5b – Sanctions for unacceptable behaviours

If a child displays an unacceptable behaviour they will automatically be referred to SLT. No warnings need to be given for this consequence.

Adult who dealt with the initial stages of behaviour will log details of the incident on CPOMS.

SLT will need to log onto CPOMS the referral conversation with the child, including any follow up actions for the staff involved.

Examples of unacceptable behaviours are:

- Gender / racist / homophobic abusive or inappropriate comment
- Bullying
- Swearing
- Stealing
- Verbal aggression towards a peer/adult
- Physical aggression towards a peer/adult (including fighting)
- Inappropriate online behaviours /use of devices inappropriately - in school
- Deliberate and destructive behaviour including damage to school property
- Repeated patterns of aggressive behaviour towards an adult / child

Stage 6 – Remove

Depending on the severity of the behaviours shown, the consequence may be

6a) Internal detention away from class

6b) Fixed term suspension

6c) Permanent exclusion

These decisions will be made by the Head teacher or the Deputy head teacher in their absence, following consultation with Head teacher.

WAVE 2: Targeted Intervention

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. If a child's behaviour is not addressed using our universal approach, then additional support may need to be implemented with the child and their family. This is recorded on class provision maps and parents must be aware of the school's concerns and the support being proposed/offered for their child. Children requiring wave 2 support may have an Early Help Assessment in place to help manage their needs.

N.B: Wave 2 is to be applied as well as Wave 1, and is not a replacement for Wave 1.

These are examples of Wave 2 strategies at Mytham:

- Behaviour log / communication books or emails between home and school.
- Individual daily/weekly positive reward charts.
- Weekly Behaviour Report cards for pupils with concerning behaviour (to be overseen by Senior Leadership Team to monitor improvement in behaviour).
- Parent behaviour contract for pupils with concerning behaviour running alongside weekly Behaviour Report Cards (above)
- Learners receive additional adult support in lessons, when required.
- Fiddle toys or similar additional resources enabling the child to regulate their emotions and improve concentration.
- Parental Support for behaviour (Triple P, Solihull Parenting Course, Behaviour Support).
- Referrals to 'I Thrive', MHST Service or other external services.
- School Counsellor.
- Mentor service provided by carefully selected and trained volunteers

WAVE 3: Specialist Intervention

The final Wave; Wave 3, is an increasingly personalised programme created in conjunction with external agencies to assist with the behaviour of pupils who continue to present with challenging behaviour despite the prolonged and continued use of strategies within Wave 1 (Universal) and Wave 2 (Targeted). Children accessing wave 3 provision must have an Early Help Assessment in place.

Wave 3 differs from Wave 2, as there is a need for longer-term and high-level support from specialist service/s. In many cases this may involve assessments in order to identify underlying needs.

This may include the development of behaviour modification strategies with the advice of external agencies

A child's needs may be substantial and ultimately lead to an Educational Health Care Plan which enables school to tailor a package of 1-1 support for the child. This enables them to remain in main stream education.

In some cases a reduced timetable or part time provision at an alternative provider may be an outcome, generally short term.

A reduced timetable may be put in place in line with guidance from the Borough. Children on reduced timetables will be reported to the Governors and the primary objective is for these children to return to full time provision as soon as possible.

A risk assessment- based on prior behaviours- may result in the pupils being restricted from some activities such e g. attending school trips but only if the level of risk cannot be managed by appropriate staffing

These are examples of Wave 3 services/agencies/individuals that Mytham will access:

- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Fort Alice
- Urban Outreach
- Early Help Targeted Support
- Social Services
- Bolton Behaviour Support Service
- Specialist 1:1 support
- Paediatrician
- Ladywood Outreach Service
- Behaviour Referral Centres (The Forwards Centre / Youth Challenge for KS2)
- Nurture Group COG (KS1)

4. Roles and Responsibilities

Head teacher and senior leaders will;

The head teacher determines measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education

In order to do this the head teacher and the schools senior leaders will;

- Be highly supportive, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Be a visible presence across the school at the beginning /end of the day and at transition times for learners and their wider family support network.
- Promote 'The Mytham Way' at every opportunity.
- Make sure all staff understand the behavioural expectations and the importance of maintaining them. Senior leaders will make sure that all new staff are inducted clearly

into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

- Regularly share good practice with staff and promote staff CPD.
- Ensure teams of staff work in a coherent way to ensure the needs of all our learners are met – Classroom teams, Pastoral teams including SENCO's and SLT.
- Ensure Mytham staff use Early Help Processes timely and effectively and engage support from external agencies when required.
- Support staff in managing learners with more complex or entrenched negative behaviours by offering advice, suggesting strategies and seeking engagement / support of parents
- Support new staff with an induction which includes safeguarding and an explanation of the whole-school approach to behaviour
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly review behaviour related policies – either bi-annually or as required.
- Ensure that the behaviour policy is shared with parents at least once per year and is visible on the school website
- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Ensure that staff receive clear guidance about school expectations of their own conduct at school
- Issue fixed-term suspensions and/or permanent exclusions to individual pupils. (Head teacher)

Pupils will;

All pupils deserve to learn in an environment that is calm, safe and supportive and where they are treated with dignity. To achieve this;

- Every pupil is made aware of the Mytham Way, school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils are regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture. This helps support the evaluation, improvement and implementation of the behaviour policy.

- We repeat messages about The Mytham Way and expectations for behaviour at regular points during the year.
- Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.
- When a new pupil joins us mid-year the classroom team will take time to ensure they have a good 'settling in' experience which includes understanding about the Mytham Way and our expectations. Where necessary, extra support and induction should be provided for pupils who are mid-year arrivals.

Parents / Carers will:

- Show an interest in all that their child does in school and praise all efforts
- Encourage children to follow the 'Mytham Way';



- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Be aware of the school's expectations for behaviour and understand the schools behaviour policy is underpinned by DFE guidance. Parents will be made aware at the earliest opportunity if a child's behaviour is causing concern- disrupting lessons, being disrespectful to adults and others etc. Parents should understand that school will expect their support if a child's behaviour becomes challenging and impacts on the learning and safety of other children/adults.

Governors will;

- The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy.
- The governors support the Head Teacher in implementing this policy.
- The Head Teacher has day-today responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

- In the case of permanent exclusion the final decision will be the responsibility of the Pupil Exclusion Panel.

5. Suspension and Permanent Exclusions:

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. We follow the Statutory guidance within '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England*' September 2022 for all suspensions and exclusions.

In summary;

- For serious offences, the head teacher will consider an internal suspension or a fixed term suspension in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension.
- A suspension will require a 'reintegration' meeting before the child returns to school.
- A suspension is used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil the head teacher and staff consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
 - In response to a serious breach or persistent breaches of the school's behaviour policy; and
 - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school
- Permanent Exclusion is always a very last resort. In the case of permanent exclusion the final decision will be the responsibility of the Pupil Exclusion Panel (Governors).

6. Incidents that happen beyond the school day

Whether to discipline children regarding behaviour outside the school day is at the Head teacher's discretion, in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy.

Generally out of school incidents that the school may be involved with are those that bring the school's good name into question or on-line incidents where other Mytham pupils are targeted or bullied beyond the school day.

The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school. Parents also have a responsibility to monitor their child's use of social media.

7. Searching pupils

The Head teacher and staff authorised by them have a statutory power to search pupils or their possessions -without consent -if they have reasonable grounds to suspect a banned item has been, or is likely to be used to commit an offence or cause injury or damage

In addition they can search for any of these banned items;

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any other item banned by school rules

If a search is thought necessary this is always carried out sensitively by two members of staff.

School staff can seize any prohibited item found as a result of a search.

Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

8. Positive Handling

Positive Handling and Reasonable force Mytham Primary School makes use of the DfE guidance: [Use of reasonable force in schools \(2013\)](#)

Any force used should always be the minimum needed to achieve the desired result of keeping a pupil or other pupils/staff safe.

Key staff at Mytham Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger.

All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS.

Parents will be informed of any incident where force or restraint has been used on their child.

9. Procedure in the event of a child running away from an adult

If a child runs out of class or the building into the grounds and does not respond to requests to return to the building, parents will be called and asked to come to school.

Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones.

In the unlikely event that a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil. Parents will also be called immediately.

10. Expectations for managing behaviour of pupils with SEND or experiencing trauma

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance.

Teachers will need to be particularly aware when teaching a child with attachment needs or who have previously suffered trauma. Parents/ family members should always inform school if there are any issues in the family which may impact on the child's emotional health so that teachers can support.

It is important for these pupils, that we look at their behaviour as part of them and something that we can help them understand and manage.

However, it is also important that disrespectful and abusive behaviour is not simply 'accepted' as a product of their additional needs. Children still need to be encouraged to behave in socially accepted ways. We will endeavour to work with the child and their parents/ carers to find a balanced way of supporting while not accepting inappropriate behaviours.

All adults, teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's Provision Map. Teachers need to use all available information to understand what works and what doesn't work for that child. A proactive approach is required. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their Provision Map which will be monitored by the Inclusion Leader. A children's triggers for negative behaviour need to be on their Provision Map so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure Provision Maps and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent.

11. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEND pupil provision map outlining the provision needed for a particular individual.

12. Parental Concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following graduated steps:

Step One: contact the child's teacher – either via email or call the school office

Step Two: arrange an appointment with the teacher and Key Stage leader.

Step Three; arrange an appointment to see the Deputy Head teacher or Head teacher.

If, after taking the steps above, parents are still not satisfied then they should follow the complaints policy.

Related Mytham policies;

Safeguarding

Mytham 'Home School' Agreement

SEND Policy for Mytham

SEND Policy for Bolton

Related DFE guidance

[Behaviour in schools Advice for head teachers and school staff](#) September 2022

[Suspension and Permanent Exclusion from maintained schools](#), academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

[Use of reasonable force](#) Advice for head teachers, staff and governing bodies July 2013 (reviewed July 2015)

[Keeping children safe in education 2022](#) statutory guidance for schools and colleges September 2022

Appendix; Getting the Basics Right – Ensuring consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Every child should be warmly welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight to their classroom following Three S's. Outer clothing and bags are put in the cloakroom sensibly Children wash hands, put belongings away and start early morning activity without delay

Playtimes	Staff on duty must quickly check playground is safe and be on playground before children go out Children walk calmly out of classroom to the playground following the Three S's Staff need to be out promptly at the end of playtimes and be proactive in ensuring children are ready to go into class following Three S's
Transition - To assembly - To PE lessons - To other classrooms - Visiting bathroom	Children are expected to walk calmly and silently in the corridors following the principles of the Three S's If lining up outside a classroom, children should be supervised and follow the three S's If children going on an errand or taking a message they must go in pairs When large groups of children are in corridors/ cloakrooms they must be supervised by a member of staff All incidences of behaviour which does not follow these principles should be addressed
In Bathroom areas	Children only go to the toilet with permission of an adult .At Playtime/lunchtime bands are used to manage numbers in school The adult monitors their absence and follows up if away from activity for an unreasonable length of time. Number of children in bathrooms managed to avoid congestion Bathroom 'Code of conduct' is shared at start of year with regular reminders. Consequences applied for making poor choices
In Assembly	Children are always escorted to assembly, following Three S's, by a member of classroom staff Children sit smartly and in silence- listening to music- while they wait for everyone to arrive and for assembly to begin Adult voices only – these interactions should be done as discretely as possible and should not interfere with the quiet overall. Classroom staff leave once assembly lead gives an acknowledgement that they can leave Children sit still and do not interfere with their peers Children join in with singing throughout assembly

	Children put their hands up to answer questions Children listen to the adult leading assembly and respond appropriately- following instructions as required Classroom staff return at end of assembly to collect class and ensure they return to classroom following Three S's
Lunchtimes	Children are escorted walking calmly out of classroom to the dining hall following the Three S's Children eat calmly and without raising their voices. Children use manners at all times Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. Staff need to be out promptly at the end of /lunchtime and be proactive in ensuring children are ready to go into class following Three S's All staff, are proactive in responding to incidents.
End of the day	Once the children have their belongings, they wait calmly before being dismissed. Adults say goodbye to children. Children are supervised in corridors/cloakrooms/stairs- this is a particular need in UKS2 Children walk out of school following the Three S's Visible presence of SLT. Once children leave the school building parents become responsible for their safety and welfare