MOSAIC LEARNING TRUST
Raising Aspirations, Empowering Futures

POSITIVE DISCIPLINARY POLICY

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1. Introduction

For all of our children at Golborne Community Primary School, a positive and consistent approach to discipline works. Emphasising desirable behaviour and attitudes motivates the children to conduct themselves in a reasonable manner. All children in school have a right to be in a safe, helpful, friendly environment. Exceptional behaviour should be encouraged, acknowledged and expected at all times. Children should also be rewarded for displaying good behaviour and this should be acknowledged by all staff in school.

Aims:

- To encourage a safe, calm, purposeful and happy atmosphere within school, across all parts of the school day.
- To foster positive, respectful attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement and for all staff to take full ownership for the pupils' behaviour, across the whole school.
- To make boundaries of exceptional behaviour clear and to ensure safety.
- For all staff to model exceptional behaviours and teach all pupils to be exceptional, in their own behaviours.
- To help pupils, staff and parents/carers have a sense of direction and feeling of common purpose.
- To develop confident, independent and ambitious learners.

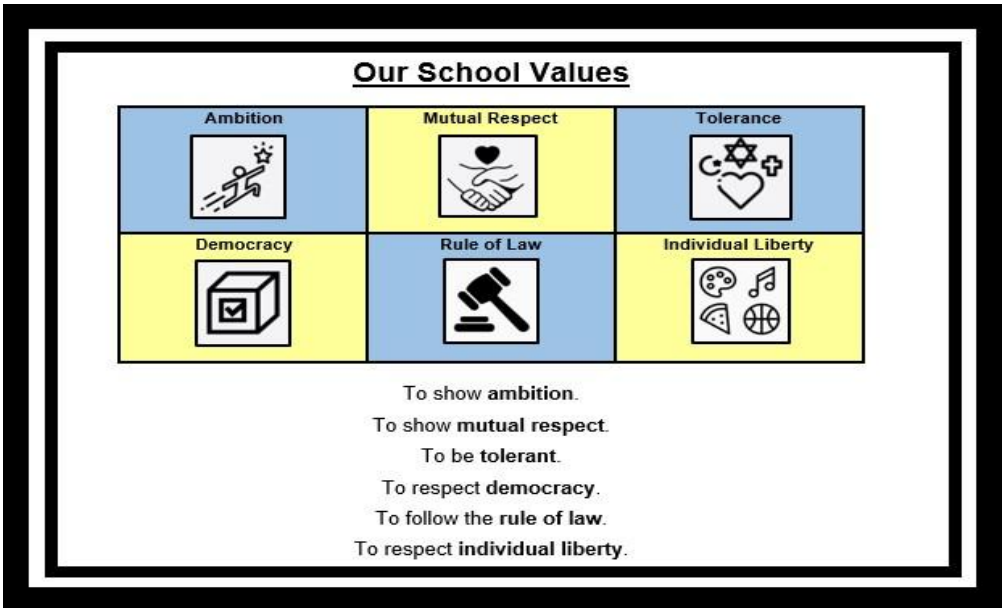
2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) and has been written in accordance with:

- School Discipline and Pupil Behaviour Policy Guidance Summary (DFE)
- Ensuring Good Behaviour in Schools: - A summary for Headteachers, Governing Bodies, Teachers, Parents and Pupils. (DFE)
- Equality Act 2010 including the Protected Characteristics

3. Stakeholder Responsibilities:

Children's Responsibilities are:



Staff Responsibilities (Teachers, LSAs, Site, Kitchen and Administrative) are:

1) To understand that all adults' natural behaviours drive the children's behaviour and attitudes to succeed.
2) To follow the whole school approach to promoting positive discipline as set out in this policy.
3) To have and maintain high expectations of the children at all times.
4) To take responsibility for addressing any behaviour displayed by any child, which is not consistent with our expectations using our clear consequences.
5) To consistently and effectively implement structures which ensure high levels of engagement from all children. This will include structured pairs (where pupils are numbered 1 or 2 to promote co-operative learning and effective behaviour for learning).
6) To be a good role model at all times displaying high levels of emotional intelligence.
7) To create a safe and pleasant environment, physically and emotionally.
8) To provide a challenging, sequenced and engaging curriculum.
9) To treat all children fairly, consistently and with respect.
10) To recognise that each child is an individual and to be aware of their individual needs.
11) To raise children's self-esteem and develop their full potential.
12) To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
13) To inform parents/carers of positive praise in regard to their children's behaviour and attitudes.
14) To give parents/carers clear, truthful messages about their children's behaviour within school and provide solutions to ensure positive behaviour is displayed at all times.
15) To listen to and implement feedback provided by all leaders to improve implementation of the whole school approach to behaviour.
16) To use positive preventative and de-escalation strategies to support all of the children's behaviour.
17) To take responsibility for dealing with behaviour incidents through continually updating the class data, on Arbor and CPOMS, implementing measures to prevent the same behaviour occurring again and reporting to parents/carers. This data will be reviewed with Phase Leaders/Behaviour Leaders.
18) To be on time for The Daily Mile duties and lunchtime duties and follow the agreed systems/routines.
19) To follow the agreed whole-school routines and systems below:

    - ✓ Use the consistent stop signal – "Year X – stop."
    - ✓ To greet pupils at the door on-entry into the classroom.
    - ✓ To open doors from the playground to the classroom on time to allow pupils to flow into the classroom without lining up and waiting on the playground.
    - ✓ To be at the front of lines when leading pupils around school or back into the classroom.
    - ✓ To provide on-entry tasks for the pupils when they enter the classroom (not reading apart from straight after lunch) so that pupils are engaged in a task straight away.
    - ✓ To have clear and established routines with the classroom for lining up; handing out books and resources.
    - ✓ To remind and model to pupils to walk on the left-hand side of the corridor and in single file.

Parents/Carers Responsibilities are:

1) To foster good relationships with the school and be respectful to all staff. All parent/carers are required to meet with the class teacher first, then if the concern is not resolved the phase leaders/Deputy Headteachers, then finally if this is still not resolved, the Headteacher (see code of conduct).
2) To foster our school's ethos, core school values and principles by working in partnership with school to promote exceptional behaviours and attitudes being displayed by their children at all times.
3) To be aware of the whole school 'Children's Responsibilities' and expectations.
4) To know and support the school in the implementation of this policy.
5) To show an interest in all that their child does in school including assemblies to celebrate their children's achievements.
6) To make children aware of appropriate behaviour in all situations.

7) To support school in their decisions on consequences for behaviour which does not meet the expectations and to support their child to reflect on their behaviour.
8) To attend the return to school meeting following a fixed-term suspension.
9) To encourage children to be independent with and positive about their learning across the curriculum, in school, and homework tasks, to the highest standard and their learning at home (GROW).
10) To attend weekly IBP meetings (this will be via telephone or face-to- face) or 'Return to School' meetings (following a fixed-term suspension).

Governors' Responsibilities are:

1) To foster good relationships with the school and staff.
2) In consultation with staff and pupils, review behaviour and procedures.
3) To support the Headteacher to maintain the necessary balance between sanctions and rewards in the policy.
4) To promote behaviour improvement as a means of improving learning and teaching in order for children to reach their full potential.
5) For the 'Behaviour and Attitudes' link governor to regularly meet with the Behaviour Leaders.
6) To be visible during community events e.g. Christmas/Summer Fayres.

4. Rewards

We use a wide range of rewards such as:

- Lots of verbal positive, specific praise i.e. David, thank you for looking smart today; Jessica, I really appreciate the way in which you were empathetic in that situation – thank you. Emma, well done for… - thank you.
- Names being moved up to 'Super Star' – this will be done any member of staff.
- Merits are awarded for high standards of work.
- Headteacher, Deputy Headteacher, SMSC and Curriculum Subject stickers.
- Weekly Achievement Assembly rewarding a range of subjects, character, merit certificates and badges (50/100/200), pen licences and 100% Attendance and Punctuality.
- Every teacher will contact three parents/carers each week to report something their child has done exceptionally well.

5. Consequences

Children will be praised for following school rules/children's responsibilities. However, when school rules are broken the following will be used:

1) Reminding children of the school rules/children's responsibilities and redirecting behaviour.
2) A child will move from 'Sunshine' to 'Rainbow' (on the class display) and this will be done any member of staff.
3) A child will move from 'Rainbow' to 'Cloud' (on the class display) again, this will be done any member of staff.
4) The 'Cloud' consequence results in a child working in another classroom for the remainder of the session that the consequence was issued in.
5) Pupils may complete a reflection activity (e.g. verbally or through writing a letter of apology) deemed appropriate by the member of staff who issued the consequence.
6) Following being placed on the cloud, the next session is a new start for the child.
7) A cloud letter will be sent to the child's parents/carers informing the parent/carer that a child has been put on the cloud and detailing the reason.
8) The staff member, who issued the cloud, will record the incident on Arbor and CPOMS, detailing the time and place of the incident.
9) When extreme behaviours occur or persist, and they exceed this policy, the Headteacher will adhere to the Fixed Term Suspension and Permanent Exclusion Pupils Policy and a fixed-term suspension (internal

or external) will be issued. The incident will be recorded on Arbor and CPOMS by the class teacher detailing the time, date and place of the incident and actioned.

10) The Fixed Term Suspension and Permanent Exclusion Pupils Policy also clarifies the use of permanent exclusions.
11) At the teacher's discretion, privileges may be removed if behaviour does not support the children's responsibilities or if work is not at the expected standard.

6. Pastoral Care

We recognise that some pupils may experience social, emotional or mental health difficulties that can impact their wellbeing, development and ability to engage fully in school life. As part of our safeguarding commitment, we provide a range of pastoral support tailored to the individual child.

We understand that early intervention and consistent support can make a significant difference in a child's school experience and outcomes. Our approach is child-centered, inclusive and responsive to the changing needs of our pupils.

Pastoral care may include but is not limited to:

- Access to a qualified school counsellor
- Use of social stories and visual aids to support understanding and emotional regulation
- Implementation of individualised sensory diets to meet sensory processing needs
- Provision for some pupils to enter the school building earlier to ease transition and reduce anxiety by having time to talk to a trusted adult
- Regular check-in sessions with designated staff
- Use of safe spaces where pupils can regulate or take a sensory break when needed
- Regular communication and planning with parents/carers to ensure a joined-up approach
- Group interventions such as friendship clubs or social skills groups
- Liaison with external agencies where necessary, such as social workers, educational psychologists, CAMHS, bereavement services or Early Help services

Through these and other strategies, we aim to ensure that all children feel safe, supported and able to thrive within our school community.

7. Behaviour Outside of School

- The school will only apply the Positive Discipline policy and issue consequences for physical incidents that occur outside of school if the behaviour could negatively impact the reputation of the school—for example, during a school trip; when pupils are travelling to or from school or when students are clearly identifiable as members of the school, such as by wearing the school uniform.
- If an incident takes place outside of school, online or via electronic devices (e.g. cyberbullying through mobile phones or social media platforms), the school will not apply the Positive Discipline policy or issue consequences. Parents/Carers will be notified of any safeguarding concerns that arise from information shared with the school however it is the responsibility of parents/carers to report any concerns to the police.

8. Use of Reasonable Force

- Staff undertake regular Level 2 De-escalation and Positive Handling training (Safe Teach UK).
- If a physical restraint is required to safely and appropriately manage a situation, this will be carried out in accordance with Safe Teach UK advice and DFE guidance: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools.
- Following a physical restraint taking place, a physical restraint incident report form will be completed (Safe Teach UK) by the members of staff involved.

9. Individual Behaviour Plans

- Children who persistently disregard school responsibilities will begin an Individual Behaviour Plan (IBP). If a pupil receives more than three clouds in a fixed-term period of a half-term, this will result in a child beginning an IBP for 6 weeks.
- If behaviour results in an internal suspension, then this will also result in a child beginning an IBP for 6 weeks.
- If behaviour results in an external fixed-term suspension, then this will result in a child beginning an IBP but for 12 weeks.
- If the child receives another fixed-term suspension, whilst on an IBP, the 12-week period will automatically begin again. This will be shared with parents/carers at the 'Return to School' meeting.
- The IBP includes a weekly IBP chart which will record the behaviour and standard of work completed each day, with pink or green being assigned to each session.
- Weekly telephone or face-to-face IBP meetings will take place between class teachers and parents/carers where the week's work and behaviour will be reviewed.
- Weekly IBP data is recorded and reviewed every 6 or 12 weeks by the behaviour and attendance leader; the SENDCO and SLT are informed of any children requiring further support through the graduated approach.
- 'Antecedent-Behaviour-Consequence' (ABC chart) may also be used to record behaviour, supported by the SENDCo. This involves writing down what triggered the behaviour (what happened just before the behaviour occurred - known as the Antecedent), the actual behaviour and what happened afterward as a result (the Consequence).

10. Searching Pupils and Confiscating of Items

- School staff will search pupils and confiscate items in accordance with DFE advice: https://www.gov.uk/government/publications/searching-screening-and-confiscation.
- School staff can search pupils for any item which is prohibited by the school rules (i.e. mobile phones, smart watches, weapons, electronic devices, fireworks, substances, cigarettes and e-cigarettes). Please refer to the Safeguarding and E-Safety policy for further information around mobile phones and smart watches.
- School staff can search pupils, including bags, without consent.
- When staff confiscate inappropriate items, they may retain them; deliver them to the police or dispose of them if they think appropriate.
- Parents/carers must collect any confiscated items from the School Office (including mobile phones and Smart Watches) and this will be arranged via a telephone conversation.
- Only analogue wrist watches can be worn (no Smart watches are allowed).

11. Out of School Club (OOSC)

The OOSC will support all aspects of the Positive Discipline Policy – please see their separate policy.

12. Part-time Timetables

- In line with our Positive Discipline Policy and school ethos, we would like to inform parents and carers that a part-time timetable is not used as a way to avoid suspensions or exclusions.
- In exceptional circumstances, a carefully planned and time-limited part-time timetable may be considered as part of a supportive strategy to help a child successfully reintegrate into full-time

education. This will always be done in consultation with parents/carers and with the best interests of the child in mind.

13. Review

Reviewed: March 2026
Reviewed by: SLT, LGB and all teaching staff.
Next review date: March 2027