

MILFORD PRIMARY SCHOOL

Behaviour Management Policy



Vision Statement

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as lifelong learners who care, share, respect and learn in a stimulating environment.’

Review date	Action	By whom
September 2022	No change	Emma Roberts
September 2023	No change	Emma Roberts
September 2024	No change	Emma Roberts
September 2025		

1. School Ethos

At Milford Primary School we value each individual child and work with families to provide the children with an exciting and diverse curriculum in a caring and safe environment. Our aim is for children to become confident, independent, life-long learners and respectful, compassionate members of their community.

2. Rationale of behaviour regulation policy

Our behaviour regulation policy is firmly rooted in strong relationships between staff and pupils. Research suggests that teachers knowing their pupils well can have a positive impact upon behaviour (Education Endowment Foundation, 2019). For children to feel valued, safe and secure it is important that they feel a sense of connection with a member of staff and feel a sense of belonging to their class and school. As we are a small school it is possible for all the children to be known to all the staff, creating a supportive, family atmosphere.

It is widely recognised that challenging behaviour is often a form of communication. Negative influences such as a change of family circumstances or problems with friendships, can influence how a child behaves. So, being in an informed position where staff can be aware of negative influences starting or continuing to affect a pupil's life is key to building understanding and identifying the most effective behaviour management approach (EEF, 2019)

'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'

Paul Dix, Pivotal Education

3. Our behaviour expectations

At Milford Primary school we have high expectations for our children's behaviour. We recognise that some children have specific needs and may need extra support to reach these expectations.

The following expectations cover all times of the school day and where children are representing the school out of school hours or off site.

- Show respect and consideration to each other regardless of differences
- Show respect and consideration to all members of staff and visitors to the school
- Show respect to your own and others' property
- Behave sensibly around school (e.g. move around in a controlled manner, use appropriate language tone and volume when speaking)

- Listen, work hard and follow instructions

3.1 How we reinforce and maintain these expectations

We recognise that it is everyone's responsibility to challenge children calmly and firmly when these expectations are not met but equally to comment positively when they are. We reinforce the behaviour expectations in the following ways:

(a) Positive recognition

Our approach to behaviour regulation is rooted in the positive reinforcement of our behaviour expectations. Research has shown the effectiveness of behaviour specific praise – the 5:1 ratio theory is that for every criticism/behaviour reminder a teacher uses they should give 5 specific positive recognitions or praise for good behaviour.

There are a variety of positive recognitions some of which are outlined below:

- Use of children's work as an example by sharing on the whiteboard or reading aloud
- Work on display in the classroom
- Classroom praise – either public or private
- Stickers – instant feedback for good work or behaviour
- Notes/texts/ phone call home – for particularly good work or behaviour – encourages home/school links
- Celebration assembly - pupil of the week, reader of the week
- Star of the day – an award given by the class teacher for someone who has shown positive behaviour throughout the day
- Sharing work with another class – a child visits another class to share a great piece of work
- Head teacher stickers – a child visits the Headteacher to receive praise and a special sticker-
- House point- points are collected individually but also go towards that child's house total (see below)
- Praising groups – table points or just praise for the table
- Marble in a jar – each time class exhibits collective good behaviour – linked to a treat
- Points for year group lining up (see Appendix A)
- Friendly and positive greeting to each child at the school entrance each morning and from the class teacher as the child enters the classroom

(b) Class Rules

Class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary. Class teachers, support staff and pupils devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative. Rules are prominently displayed in the classroom. All classes use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can

be managed more successfully in future. We also follow the Derbyshire PSHE matters programme alongside other relevant resources.

(c) Clear routines

To support children to achieve these expectations it is important to have good routines in place which are consistently followed each day.

- Morning
- Lining up after break and lunchtimes
- End of the day

(see appendix A for details of the routines)

(d) Whole school and class assemblies/ school values

Each half term we focus on one of our school values. Currently our values are as follows: respect, kindness and friendship, tolerance, honesty, creativity and independence. The list of values isn't fixed and can change according to need. The current list of values were devised after consultation with parents and staff. The values are discussed in class and whole school assemblies. They are also an integral part of PSHE and circle time and are woven into our curriculum planning. These values are taught alongside British values. Each Friday we have a celebration assembly where each teacher chooses a pupil of the week which will usually refer to either the school values or our learning heroes. These values guide children and model the correct way to behave.

(e) Learning heroes

With help from the older children, we have created characters to introduce important learning behaviours to the children. Explicitly teaching these behaviours to the children helps them engage more with their learning. Research suggests that when children improve their learning behaviours, this skill set can improve both academic and cognitive ability (Mc Dermot, Mordell and Stoltzful, 2001). Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills will be less likely to misbehave in school. Staff identified the learning behaviours which would be most beneficial to our children:

- **Resilience** (Wally the Resilient Walrus)
- **Teamwork** (Timmy the Teamwork turtle)
- **Curiosity** (Obo the Curious Owl)
- **Have- a- go** (Hannah the Have-a-go Hedgehog)
- **Hard work** (Horatio the Hard-working Horse)
- **Concentration** (Caroline the Concentrating Chicken)

Class teachers and teaching assistants refer to these learning behaviours throughout the school day. This may be through the use of stories created by the children or staff to illustrate each skill in practice. The aim is for children to self-select which particular skill they need to complete a particular task.

(f) Consistency

For this behaviour policy to be successful it is vital that it is followed consistently by staff. This will be achieved by introducing the policy to all staff then revisiting and reviewing the policy regularly at staff meetings. Pupils need to know that the policy is being implemented fairly and consistently. This will be reflected in pupil surveys

(g) Targeted approaches for individuals

Whilst this behaviour policy will be suitable for the majority of our pupils it is unlikely to meet the needs of all our children. We recognise that a more tailored approach is needed for children who have greater needs. However, this doesn't mean we have lower expectations for their behaviour but that they need greater support to reach these expectations.

Once a child has been identified as having additional SEMH (Social, Emotional and Mental Health) needs, the SENCO will work with the child, class teacher and parents/carers to devise a plan to support their behaviour. This support may be any of the following:

- Access to a quiet area/safe place
- Additional classroom support
- Physical/sensory activities
- More frequent brain breaks
- Transition support at lunchtime/breaks
- Nurture group
- Amended timetable
- Work related to Derbyshire's 'Behaviour box' programme
- External support/assessments

4. What we do if a child is showing inappropriate behaviour in the classroom

4.1 If a child is showing inappropriate behaviour, then the following interventions will take place

1.First demonstration of inappropriate behaviour (Don't place name on the board but it may be helpful to make a private note, so you remember that a first warning has been given)	Member of staff highlights the behaviour to the child and clarifies/reinforces expectations with them <i>E.g. I notice that you have chosen to talk. Remember (pupil's name) that we don't talk when someone else is speaking</i>
2.Child continues to demonstrate inappropriate behaviour (Second warning and adjustment)	Member of staff repeats expectations and makes adjustments to support child – e.g. -Re- focus child -check child understands task - directing an adult to support the child -moving the child from distractions - asking another pupil to help/support the child -finding another group of children for the child to play with

3. Child continues to demonstrate inappropriate behaviour (time out)	Member of staff repeats expectations – if no change then child removed from class to either work with support elsewhere or to work independently in another class.
	Behaviour recorded on behaviour incident sheet. Lunchtimes- time out standing at a designated place for an appropriate number of minutes
4. Child continues to demonstrate inappropriate behaviour	Child sent to the Headteacher and if necessary, parents will be contacted to help resolve the behaviour problem

At the end of the lesson (or during if appropriate) the teacher should talk to the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons. If any work has been missed as a result of inappropriate behaviour, then some time should be spent at break or lunchtime to catch up with the work.

Each lesson is a fresh start.

A child that goes through steps 1 and 2 does not need to have the behaviour recorded. Any child that reaches step 3 and 4 a behaviour incident form should be filled in. A form should also be filled in if the child is involved in any major incidents such as:

- Any prejudiced based comments (e.g racist, homophobic, religious)
- Verbal/written swearing
- Making comments intended to cause upset or offence
- Theft
- Vandalism
- Physical e.g punching, hitting, pinching
- Defiance after a reasonable request has been made
- Ongoing multiple minor issues in one day

Incident forms are kept in the headteacher's office. If an incident form is filled in the Headteacher must be informed and if appropriate parents will also be involved. Governors will regularly review the incident forms and actions taken.

4.2 Use of internal and external exclusions

These are only used as a last resort where the safety or effective working of the children/school are compromised. Internal and external exclusions are sometimes used if returning a child to the class may result in significant disruption to theirs or others learning or a significant incident has occurred which requires immediate investigation and time for the children to become regulated.

5. Malicious Accusations against staff

Any pupil who is found to have made malicious accusations against school staff will be subject to disciplinary action. In such cases parents will be informed and the consequence will reflect the severity of the accusation.

6. Searching With or without consent

School staff can search a pupil for any item with the pupils' consent.

The pupil will be asked to turn out his/her pockets and the teacher can look in the pupil's bag and coat pockets.

If a pupil refuses to be searched staff will apply the behaviour policy and the pupil may be kept in a secure room, whilst their parent/carer is called into school.

If it is suspected that the pupil has an item that could cause serious harm to themselves others such as a knife or weapon the headteacher will exercise their right, within the law, to search the pupil.

The search will be carried out by the headteacher, in the presence of another member of staff, and will include outer garments, shoes, coat pockets and bags.

If it is suspected that the pupil is in possession of a banned item (but does not pose an immediate risk) and refuses to be searched the pupil will be kept in a secure room whilst their parent is called into school. Banned items include:

- alcohol
- illegal drugs
- tobacco
- mobile phones
- stolen items
- fireworks
- pornographic material

N.B. Mobile phones may be brought into school and stored in the headteachers' office throughout the day.

7. Reasonable Force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Full details can be found in the Physical intervention Policy

8. Policy Review

The Behaviour Regulation Policy will be reviewed annually to ensure the most effective approach.

Date 14 October 2020

St. Regis

Signed (Chair of Governors)

Next review Autumn 2025

Appendix A Routines

Morning Routine

At 8.45 the front door is opened. A member of staff stands at the door to greet children as they arrive, ensuring children are safely delivered through the door and no child can leave the premises while the door is open.

Amber, Derwent and Wye go straight to their classrooms to start their morning activities
Kinder class go to the hall to do activities until 9.00. Year 6 pupils join them in the hall to help them.

Lining up on the playground

The person on duty blows the whistle once at the end of playtime

The children freeze in their position

The person on duty blows the whistle twice and they walk silently to their line The children then walk silently into school, class by class

End of the day

The children gather all the items they need for home. When they are ready they line up in the classroom then walk quietly into the hall, accompanied by their teacher. They then leave the school with their teacher leading the way. Amber and Kinder class wait with an adult until their parent or carer has been identified. Wye and Derwent wait with their teacher but go to their adult independently once they have seen them.

Appendix B: Governors' Statement of General Behaviour Principles

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to make a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils.

In deciding on these behaviour principles the governors have consulted all members of the school community including parents, pupils, staff and the headteacher and have taken into account guidance in the Department for Education (DfE) publication '*Behaviour and discipline in schools: guidance for governing bodies*'. The governing body has also considered their duty under section 175 of the Education Act 2002.

Principles

Governors believe strongly that high standards of behaviour lie at the heart of a successful school. Excellent standards of behaviour allow staff to teach and promote good learning without interruption, in turn allowing pupils to make the best possible progress in all aspects of school life. High expectations of behaviour during the school day also encourages pupils to become good citizens and acceptable members of society of the wider community

It is the belief of our school that every member of our school community should feel safe, secure, respected and valued. The school's Behaviour Management Policy should promote mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; and all members of the school community and visitors to the school.

The governors expect that school rules are applied consistently across the whole school. These rules should be clear and explained to all children and staff. Staff should be confident in applying the rules appropriately and in giving rewards for positive behaviour and applying sanctions for inappropriate or unacceptable behaviour.

Governors expect the behaviour management policy to include a wide range of rewards to encourage good behaviour within school. The system of rewards should be clear to those with authority to apply them and should be used consistently and fairly across the whole school.

The policy must also include a system of sanctions for unacceptable behaviour which is known and understood by all those with authority to implement them. The range of sanctions must be clearly explained in the policy so all members of the school community are aware of them and understand how and when they will apply. The policy should also set out clearly the circumstances in which exclusions, both fixed-term and permanent, will be used as a sanction. Governors believe that exclusion should only be used as a last resort.

Both the reward and sanctions systems should be regularly monitored to ensure consistency, fairness and effectiveness.

The policy must emphasise that bullying and discrimination as a result of gender, gender reassignment, race, ability, disability, sexual orientation or background is totally unacceptable, and a zero-tolerance attitude will be taken to such incidents.

The school has a legal duty to comply with the Equality Act 2010 and will seek to safeguard vulnerable pupils, particularly those with special educational needs. The Behaviour Management Policy will highlight where reasonable adjustments in the policy's application may need to be made.

Governors support the use of reasonable force within school to control inappropriate behaviour. The policy will define 'reasonable force' and instances in which it may be used. When drawing up the Behaviour Management

Policy the headteacher will follow guidance in the DfE publication '*Use of Reasonable Force: Advice for headteachers, staff and governing bodies*' (2013). The policy will highlight the fact that it is unlawful to use force as a punishment.

Governors believe the school should have the right to search pupils for prohibited items or those banned by the school. The policy will detail what these items are and the circumstances in which searches will take place. The headteacher will take into account guidance found in the DfE publication '*Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies*.' (2014).

The governors expect the behaviour management policy to set out the school's response to:

any bad behaviour when the child is:

- Taking part in any school organised or school-related activity, or
- Travelling to and 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 on 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.

The policy should make clear that the headteacher may inform the police in all of these circumstances of the actions taken against a pupil and must inform the police if there is evidence of a criminal act or a serious threat is posed to a member of the public.

The headteacher should have the authority to consult appropriate agencies should all sanctions have been exhausted and a pupil's unacceptable behaviour persists. Staff should consider whether the behaviour may be linked to child suffering, or being likely to suffer, significant harm. In such instances the school staff should follow the safeguarding policy.

Throughout the policy it will be clearly stated who has the authority (headteacher, staff, volunteers, parents etc.) to implement the policy.

When drawing up the Behaviour Management Policy the headteacher will be asked to take into account the guidance in the DfE publication '*Behaviour and Discipline in Schools: a guide for headteachers and school staff* (2012).

The Behaviour Management Policy must be read in conjunction with;

The Anti-bullying Policy

The Use of Reasonable Force Policy

The Safeguarding Policy

The Equal Opportunities Policy

This Statement of Principles will be reviewed annually in conjunction with the Behaviour Management Policy.

