



## **Milton Road Primary School Behaviour Policy**

### **Behaviour**

#### **INTRODUCTION**

At Milton Road Primary School, we believe that positive behaviour and attitudes enable children to make the most of their school experiences and aid success in learning. In the context of our school, we would define positive behaviour as conduct that assists the school to fulfil its function which is to develop, as fully as possible, the abilities and social skills of all its pupils and to promote feelings of happiness and security for all.

We believe that all members of the school community play an important part in supporting this aim. In line with our key school values, we seek to support children in behaving responsibly and showing respect, not only for themselves, but for others and for the school community as a whole.

#### **AIMS and OBJECTIVES**

##### **We aim to:**

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Raise children's self-esteem and help them to have confidence in themselves.
- Recognise that each child is an individual with their own needs.
- Help children to become aware of the needs of others and to respond accordingly.
- Promote respectful, kind and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour.
- Encourage everyone to contribute to and uphold our codes of conduct.
- Encourage an understanding of the important role everyone has to play in the smooth running of the school.
- Employ a consistent approach to behaviour throughout the school.
- Involve parents in promoting the good behaviour of their children and encourage them to support our code of conduct
- Develop an understanding of the importance of codes of conduct in our lives and why we all need to adhere to these codes.
- Positively involve pupils, staff and parents in a common purpose and direction

#### **THE SCHOOL'S APPROACH**

In the belief that our school should be a happy, secure place for all, we seek to pursue a consistent approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. In support of this, we seek to ensure that there is a fair and appropriate balance between rewards and sanctions to promote and secure good behaviour. Intrinsic to the school's

approach is the additional belief that parents, children and staff are all involved in a home/school partnership.

Children are encouraged to become increasingly involved in their own self-discipline as they progress through the school. Our youngest children will be reminded of appropriate behaviour and staff will support and guide them to make the right choices in the course of the school day when working with other children, when sitting listening on the carpet and when playing with others in a less structured situation.

Staff will establish early communication with parents to communicate how well children are settling into school or into a new class. Information about how behaviour is managed will be shared with parents at the *Meet the Teacher* sessions which take place near the beginning of the academic year. If, at any time, children experience difficulties in establishing positive relationships with other children, or frequently disrupt the learning of others, staff will take a proactive approach and communicate this early to parents, and a range of support measures will be put in place.

### **Codes of Conduct**

At Milton Road Primary School, we believe that every child has the right to learn, and no child has the right to disrupt the learning of others. As such, we will not accept any recurring behaviour that blocks a child's own learning, the learning of other children in the class, and prevents the teacher from teaching. In support of this important principle, at the beginning of each year, classes negotiate a class code of conduct – this will inevitably reflect the key principles of the school's agreed code of conduct.

The children, with the help of their teacher, decide on positive rules that they believe will make for a happy, hardworking environment in their classroom. Once this code of conduct has been agreed, it is displayed in the classroom as a reminder and the children are expected to abide by it. For very young children these rules may be very visual and show the behaviour that is expected, such as lining up for assembly, sitting quietly on the carpet, working cooperatively and sharing resources with others.

If a child contravenes this code of conduct, they are reminded of the part they played in its creation and the commitment they made to it. Teachers will discuss with their children how good behaviour will be rewarded and a range of strategies will be used across the school to match the children's ages and interests. These might include stickers, star charts, marbles in a jar or role model certificates depending on what the children and their teacher choose.

There is a general code of conduct for the whole school community, which is reviewed from time to time by the children and staff.

### **Milton Road Primary School Code of Conduct**

- Show generosity to others - being kind, helpful and polite.
- Be respectful of others; their opinions, feelings and property.
- Respect everyone's right to learn, to speak and to be heard.
- Care for the school environment by taking responsibility for it being tidy, and using and looking after school, own and others' property carefully and appropriately.
- Move around the school and grounds safely and sensibly.
- Work quietly to avoid disturbing others.
- Use materials and equipment wisely and safely.
- Try to do your best at all times.

## **Governors' Responsibilities**

The responsibility for the discipline of the school lies with the governors who have delegated the day-to-day management to the headteacher. The governors of Milton Road Primary School are committed to promoting a positive approach to the management of behaviour; in support of this, they will:

- Analyse data relating to behaviour as a means of monitoring the effectiveness of the school's policy.
- Undertake an annual review of the school's behaviour policy.
- Support the school staff in effectively implementing the school policy, where appropriate.
- Respond to any representations made by a parent of an excluded child.

## **Staff's Responsibilities**

Class teachers have day-to-day responsibility for the welfare, safeguarding and discipline of the children in their classes. A caring classroom atmosphere, based on positive management strategies, helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. In support of the school's high expectations of good behaviour, teachers will:

- Seek to create and sustain a positive and secure learning environment.
- Seek to provide challenging, stimulating and appropriate learning opportunities designed to support all children in reaching the highest standards of personal achievement.
- Encourage children to take increasing responsibility for their own learning and behaviour.
- Expect and reward high standards of work and behaviour.
- Be a good role model – punctual, well prepared, organised.
- Take quick and decisive action to prevent or stop any behaviour which disrupts learning or the class, as a whole.
- Establish with the children- in line with the whole school code of conduct – a set of rules for classroom, school and playground behaviour (This is usually done at the beginning of each new school year)
- Ensure children understand these rules and expect them to be followed.

Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

Class Teachers are the first point of contact for parents with regard to issues to do with children's behaviour.

The Deputy Headteacher / Headteacher have overall responsibility for discipline during the lunchtime period. Responsibility for managing behaviour during the lunch break, both in the Dining Hall and at play, has been delegated to the senior midday supervisors and the other lunchtime supervisors. The senior supervisors liaise closely with the Deputy Head over the lunch break. The Inclusion Manager has responsibility for keeping a clear record of behaviour incidents and for written communication to parents/carers for repeated incidents of poor behaviour, in line with the school's policy. In turn, the Inclusion Manager is responsible for coordinating the work of any external agencies to support behaviour, and for the completion of EHA forms (or similar), and the writing of Pastoral support programmes, in discussion with the class teacher and, where appropriate, parents/carers and external agencies.

## **Parents' Responsibilities**

We encourage parents to be aware of the school codes of conduct, and expectations, and to support the implementation of this behaviour policy.

We look to parents to make their children aware of appropriate behaviour in all situations and to encourage in them respect, responsibility and self-discipline. Above all, we regard it as the responsibility of the parents to foster good relations with the school and to show an interest in what their child does there and to fully support the school in its aim of ensuring that all children can make the most of their school experiences. We expect parents to support the school's important principle that all children have a right to learn and that teachers should not be prevented from supporting this principle as a result of inappropriate or disruptive behaviour from children. As such, Parents/carers are expected to:

- Conduct themselves in an appropriate manner at all times on the school site
- Support the school's behaviour policy
- Take an active interest in their child's learning
- Accept responsibility for the conduct of their child

## **Children's Responsibilities**

Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community, both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school. In order to support the maintenance of a positive school environment for all children are expected to:

- Attend school regularly and on time.
- Cooperate and work to their best ability, completing all work that has been appropriately assigned, in line with their abilities.
- Follow classroom and school rules.
- Behave in a way that enables other children to work and play safely.
- Take responsibility for their environment and for their own learning.

## **How We Encourage Good Behaviour**

- Clear expectations of good behaviour are laid out and discussed e.g. classroom codes of conduct.
- The schools six key values are regularly promoted through explicit discussion, through display and through links with the curriculum.
- Anti-social behaviour is actively discouraged and mutual respect promoted.
- Social awareness and understanding the needs and rights of others are taught as part of the curriculum, particularly in personal, social, health and citizenship education (PSCHE), religious education and collective worship.
- Social and Emotional Aspects of Learning (SEAL) are taught as an integral part of the PSCH curriculum.
- Sometimes self-esteem is promoted through special groups, e.g. social skills groups.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused through inappropriate behaviour.
- Where appropriate, good behaviour is praised.
- High standards of behaviour are set through the example of the adults and children in the school.
- Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so.

- In certain circumstances, a Behaviour Plan may be put in place for specific children, and this will be undertaken with the support and guidance of the Inclusion Manager

### **How We Deal with Unacceptable Behaviour**

To ensure that our aim of providing a positive learning environment, through the display of positive behaviour, is upheld, then unacceptable behaviour will always be challenged. This may be done in some of the following ways:

- We speak to the child who misbehaves, reminding them that good behaviour is expected at all times. We remind them of the school or class code of conduct.
- In the case of aggressive behaviour, we make it clear that behaviour that hurts either physically or mentally, or behaviour that irritates or offends to a marked degree, is not acceptable.
- If necessary, we reassure the other child or children by making it clear to them that action is being taken to stop the aggressive behaviour.
- If a child's recurring behaviour is having a negative effect on others' learning or safety, they may be removed from the situation by being expected to work on their own for a fixed period, either in the classroom or in another safe place – e.g. a partner classroom.
- Items causing a distraction to the child, other children or adults may be confiscated (These will be kept by the class teacher for an agreed amount of time, but will always be returned by the end of the school day, at the latest. If the items are of some value they will be kept in the school office)

Depending on the severity of the offence, differing courses of action or sanctions may be applied. For very serious offences the school reserves the right to implement, in line with Local Authority guidelines, lunchtime exclusions or exclusions from school

At Milton Road Primary School, there is no corporal punishment, no after-school detentions and no setting of lines.

In order to help staff to manage behaviour consistently and to swiftly remediate any inappropriate behaviour so as to prevent it escalating, the school has placed possible unacceptable behaviour into five progressive stages as follows:

	Examples of behaviour	Possible responses	Possible Consequences
Stage 1	<ul style="list-style-type: none"> <li>• Wandering about</li> <li>• Calling out</li> <li>• Interrupting the teacher</li> <li>Talking at inappropriate times</li> <li>• Pushing and shoving in the line</li> <li>• Irritating other children</li> <li>• Interrupting other children</li> </ul>	<ul style="list-style-type: none"> <li>• TA/Class teacher</li> <li>• Speak to child about their behaviour</li> <li>• Eye contact</li> <li>• Reminding the child of the appropriate rule / asking the child if they are making the right choice</li> <li>• Giving child choices e.g. either stop talking or sit somewhere else</li> </ul>	<ul style="list-style-type: none"> <li>• Tactical ignoring - Praising the child sitting next to / nearby or</li> <li>• Minimal consequence e.g. - Change seating arrangement - Sent to play elsewhere or with someone else - Asked to apologise for behaviour</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• Not responding to teacher</li> <li>• Disruptive behaviour</li> <li>• Deliberately causing a disturbance</li> <li>• Accidental damage through carelessness</li> <li>• Cheeky, off-hand comments</li> <li>• Minor challenges to authority</li> <li>• Annoying other people</li> <li>• Silly or irritating name calling</li> <li>• Mild, one-off swearing</li> </ul>	<ul style="list-style-type: none"> <li>• TA/Class teacher</li> <li>• Talk to child</li> <li>• Discuss consequences of behaviour</li> <li>• Separate child from scene or other children involved in repeated cases</li> <li>• Phase Leader or Deputy Head involvement</li> <li>• Consider any safeguarding issues that might be relevant to the behaviour.</li> <li>• Informal contact with the parents by class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Separate from class or group for a while</li> <li>• Partner class (if appropriate for child)</li> <li>• Write a card/letter of apology or apologise verbally</li> <li>• Complete unfinished work in own time e.g. – up to 5 minutes (KS1); up to 10 minutes (KS2) (Note that some children with SEN/Looked After may need special arrangements)</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• Repeated referral at Stage 2</li> <li>• Deliberately throwing objects with the intention of breaking them</li> <li>• Harming someone</li> <li>• Deliberately damaging school or personal property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Continued and serious cheeky responses</li> <li>• Serious challenges to authority</li> <li>• Harmful or offensive name calling, including all prejudice related remarks.</li> <li>• More serious or repeated swearing</li> <li>• Verbal abuse of a child</li> <li>• One-off bullying or manipulative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher logs the incident. Complete behaviour incident report goes to DH/HT.</li> <li>• Referral to Key Stage Leader, Deputy Head or Headteacher</li> <li>• Consider any safeguarding issues that might be relevant to the behaviour.</li> <li>• Formal letter of concern (sent as email) to go to the parents</li> <li>• Inclusion Manager involvement re: EHA specific programme set up for child</li> <li>• In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Possible exclusion from classroom for a period of time</li> <li>• Possible lunchtime exclusion for a specified period of time</li> <li>• Possible placing on SEN register for emotional and behavioural difficulties</li> <li>• Consider putting in place an Individual Behaviour Plan.</li> <li>• Consider the implementation of a Pastoral support programme</li> </ul>
	Example of Behaviour	Possible Responses	Possible Sanctions

Stage 4	<ul style="list-style-type: none"> <li>• Repeatedly leaving the classroom without permission</li> <li>• Fighting and intentional physical harm to other children</li> <li>• Throwing large, dangerous objects</li> <li>• Serious challenges to authority</li> <li>• Leaving school grounds (or attempting to) without permission</li> <li>• Verbal abuse of any staff</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Persistent bullying, including racial harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Incident should be logged using CPOMS.</li> <li>• Immediate removal of offender from scene</li> <li>• Consider any safeguarding issues that might be relevant to the behaviour.</li> <li>• Immediate involvement of Headteacher (or Deputy if Head is not available)</li> <li>• Headteacher keeps all record of incident forms</li> <li>• Inclusion manager / team around the child</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone parents and meet with them as soon as possible</li> <li>• Possible lunchtime exclusion for behaviour during lunch break</li> <li>• Possible fixed term exclusion</li> <li>• Pastoral support programme considered.</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>• Extremely dangerous or violent behaviour</li> <li>• Very serious challenges to authority</li> <li>• Repeatedly leaving school grounds (or attempting to) without permission</li> <li>• Physical abuse of any staff member (accidental or intended)</li> </ul>	DH/HT <ul style="list-style-type: none"> <li>• Immediate removal of offender from scene</li> <li>• Consider any safeguarding issues that might be relevant to the behaviour.</li> <li>• Immediate involvement of Headteacher (or Deputy if Head is not available)</li> <li>• Headteacher keeps a record of incidents</li> <li>• Involvement of Inclusion Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion</li> <li>• For repeated Stage 5 behaviour, managed move to another setting to avoid permanent exclusion may be considered</li> <li>• Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion</li> </ul>
Parallel procedures to the above apply for official out of school activities			

## How our staff manage these behaviours

**In all classes, teachers start with a positive ethos which encourages all children to be ready to learn.**

In the **Early Years**, the process of managing behaviour is routinely based on the use of positive strategies; however, inappropriate behaviour will always be addressed, and, if and when appropriate, sanctions will be applied - this might include being removed from an activity if behaviour is having a negative effect on others' learning or safety. Teachers spend time talking to children about how to behave well and encourage them to think about their behaviour if someone is upset or hurt by their actions. A range of rewards are used to praise children when they behave well and these might include stickers, star charts, points or marbles in the jar which generate a whole class reward.

In **Key Stage 1**, again, the process of managing behaviour is routinely based on the use of positive strategies; in turn, inappropriate behaviour will always be addressed, and, if and when appropriate, sanctions will be applied - this might include being removed from an activity if behaviour is having a negative effect on others' learning or safety.

A behaviour chart system is in place to reward exemplary behaviour and to challenge undesirable behaviour.

Role Model
Great Job
Ready to Learn
Think about it
Consequences

At the beginning of the school day, all children's names start on the '*Ready to learn*' poster.

As children work through the school day and they continue to behave well, their name will be moved up to the '*Great Job*' section poster. If this good behaviour continues their name is moved up to Role Model.

At the end of the school day, any child with their name on the '*Role Model*' poster will be awarded with some recognition. This is at the teachers' discretion and could be for example a raffle ticket to enter an end of the term draw or their name will be recorded within a 'golden book' which is displayed in class.

Should a child show behaviour listed within 'Stage 1' or 'Stage 2', they will receive a warning from the teacher such as:

*"Should you continue to call out, your name will be moved down onto the 'Think About It' poster"*

If the child continues to exhibit stage 1 or 2 behaviours after this warning, their name will then be moved down to the poster below – '*Think about it*'. For repeated poor behaviour, a further warning will be given before the child's name is moved down further to the



'Consequence' poster. At all stages, the child's name can be moved up one poster to acknowledge an improvement in behaviour. Should the child's name still be on 'consequences' prior to morning break time or at the end of the school day, the child will be asked to complete a consequence, this might involve a short period of 'Time out', or the writing of a short note of apology, if appropriate.

Positive and exemplary behaviour will be praised and acknowledged and the child's name can be moved up first to the 'great job' poster and then onto the 'role model' poster.

In **Key Stage 2**, a behaviour chart system is also in place to reward exemplary behaviour and to challenge undesirable behaviour. At the beginning of the school day, all children's names start on the 'Ready to learn' poster.

As children work through the school day and they continue to behave well, their name will be moved up to the Great Job section poster. If this good behaviour continues their name is moved up to Role Model.

At the end of the school day, any child with their name on the 'Role Model' poster will be awarded with some recognition. This is at the teachers' discretion and could be for example a raffle ticket to enter an end of the term draw or their name will be recorded within a 'golden book' which is displayed in class.

Should a child show behaviour listed within 'Stage 1' or 'Stage 2', they will receive a warning from the teacher such as:

*"Should you continue to call out, your name will be moved down onto the 'Think About It' poster"*

If the child continues to exhibit stage 1 or 2 behaviours after this warning, their name will then be moved down to the poster below – Think about it. For repeated poor behaviour, a further warning will be given before the child's name is moved down further to the 'Consequence' poster. At all stages, the child's name can be moved up one poster to acknowledge an improvement in behaviour.

Should the child's name still be on 'consequences' prior to morning break time or at the end of the school day, the child will be asked to complete one of the consequences listed in 'stage 2', for example, be sent to the parallel class; write an apology letter or attend a Reflection Time session during morning break for 10 minutes to complete a reflection activity such as writing a sorry letter or filling in a Cause and Effect reflection sheet.

Positive and exemplary behaviour will be praised and acknowledged and the child's name can be moved up first to the 'great job' poster and then onto the 'role model' poster.

### **Reflection Time**

Should a child attend 'Reflection Time' as a consequence of exhibiting stage 1 or 2 behaviour repeatedly, despite warnings, they may be asked to complete any work which they did not do as a result of their poor behaviour during lesson time. Alternatively, they may be asked to write a letter of apology if applicable. Children attending a reflection session will miss up 10 minutes of their 15 minute break, thereby giving time for them to have a drink, go to the toilet and have some fresh air. Reflection time is not be a sanction for organisational management such as non-completion of homework, forgetting PE kit or for children not completing work because they didn't understand it; it is primarily a strategy to ensure that children give their best effort at all times and is a final consequence after several chances have been given.

Reflection sessions will always take place in an allotted classroom and will be supervised by teachers on a timetabled basis. A record will be kept showing the dates and names of

children attending and the reason why they are attending. Should a child attend reflection time three times, parents will be informed and invited into school to discuss their child's behaviour.

### **New Staff / Supply Teachers**

Information about how behaviour is managed is included in the information that is given to new staff and to supply teachers to ensure that the school policy is consistently and fairly applied.

### **Training**

All staff will be supported in the positive management of pupil behaviour so that the standard of behaviour is consistently good or better across the school. Both in-school training and attendance on external courses will be made available for staff as identified through the performance management process.

### **Confiscation**

In the case of a pupil bringing an inappropriate item to school, that item will be kept safe for the child during the school day and given back to them to take home at the end of the day, with the instruction that it should be left at home in the future. If the item is particularly inappropriate, valuable or might present a danger to the pupil or others, the pupil's parent is contacted and the item will be returned into their hands.

### **Internal Recording Systems**

Incidents of poor behaviour are recorded on the school's on-line reporting system, CPOMS; the types of incidents which are recorded in this way are usually those where someone may have been hurt as a result of the behaviour, or behaviours which appear in Stages 3 to 5 in the matrix above. The completed record should provide a clear account of what happened and what action has been taken to remediate the inappropriate behaviour.

The incident record is a helpful way of noting where behaviour patterns are escalating or indeed where appropriate interventions have succeeded in reducing undesirable behaviour.

### **How We Support Staff in the Application of this Policy**

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, and without reservation. We try to ensure that no member of staff is, or feels, isolated at any time.

If a child's behaviour in class is such that the teacher wishes them to be excluded from the classroom for a time, the parallel teacher may receive the child in the first instance. If the behaviour is repeated, then help from the appropriate Key Stage Leader will be sought. In the case of the behaviour becoming more serious or continuing to be repeated, the child will spend time with the Deputy Head. The Deputy may ask the Headteacher to become involved if they feel it is appropriate or if the nature of the behaviour is very serious.

The senior midday supervisors use walkie-talkies to communicate between the playground and the dining hall during lunchtime and staff taking children to the upper field always have a mobile phone with them for rapid contact with school.

### **Special Needs**

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a

system of rewards. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child.

Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents, Headteacher, Deputy Head, Inclusion Managers, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.

<b>Policy Document</b>	<b>BEHAVIOUR POLICY</b>
<b>STATUTORY FOR Maintained Schools</b>	Statutory
<b>Lead Member of Staff</b>	Headteacher
<b>Lead Governors (Monitoring)</b>	Chair of Governors
<b>Publication/Revision Date</b>	October 2018
<b>Governor Committee</b>	Teaching and Learning
<b>Committee Approval date</b>	November 2018
<b>Full Governors Ratification Date</b>	November 2018
<b>Review Frequency</b>	Annual
<b>Date of Next Review</b>	November 2019
<b>Publication Date: school website and Staff Information Folder</b>	November 2018
<b>Chair of Governing Body Signature</b>	
<b>Purpose</b>	This Behaviour Policy supports the school's aims of ensuring positive behaviour and attitudes from all children, which will allow them to make the most of their school experience and aid success in learning. It sets out, how, though, its implementation, the school seeks to provide a calm, safe environment in which all pupils can achieve e their very best.
<b>Supporting documents</b>	Anti-Bullying Policy Positive Handling Policy