



# Positive Behaviour Policy

Milford School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline. There are 3 key rules we expect all children to follow at Milford. They are:

1. Follow instructions\*
2. Keep hands, feet and objects to themselves.
3. Use kind words

\*Following instructions can include '3-2-1-Stop'; in our school, this means three things:

- silent voices
- empty hands
- eyes on the speaker

We try to ensure that all members of the school community understand these rules and they are displayed in classrooms and around the school.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with Milford School Anti-Bullying Policy.

## Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To support learners to make good choices wherever possible
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is encouraged and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- That **every** member of the school's community behaves in a considerate way towards others.

Milford School believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected.

## How Will We Achieve Our Aims?

- Praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that children know and understand
- Establish a praise and reward system
- Adults will lead by example and model good practice



- All children will undertake Personal, Social Education (PHSE) and Social and Emotional Learning (SEAL)

### **The Curriculum And Learning**

We believe that an appropriately structured curriculum that gives every learner the opportunity to succeed, contributes to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help children to see themselves as successful learners and reduce incidences of poor behaviour.

Classroom management and teaching methods have an important influence on children's behaviour. At Milford School we aim to have calm, organised classrooms and interesting teaching methods that meet the needs of a range of learners, both visual, auditory and kinaesthetic. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued and for this reason we try to make our classrooms bright, attractive places to be, with children's work displayed regularly.

We follow the SEAL curriculum for PSHE which gives children an understanding of appropriate behaviours and interactions with others. We also use a value of the month system which is displayed in each classroom and the school foyer and hall. Children are regularly praised for displaying any past and present values which in turn promotes good behaviour and learning.

### **Rewards**

Our approach to creating a positive ethos within the school is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:-

- Praise, in class, in assembly or by the Head Teacher for good work or behaviour.
- Share good work with another class or member of staff
- Class Rainbow system
- "Star of the Week" awards assembly shared in the newsletter
- Parents informed of good work

All classes will have the rewards displayed in the classroom.

### **Consequences**

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome. Some examples of consequences for inappropriate behaviour may be (see appendix A for further information):

- The child will be asked to think about what he/she has done wrong and what they can do to make amends
- Loss of privileges (eg: missing a playtime)
- Work may be finished at a playtime under supervision
- Inform the child's parents
- The child may be sent to the Head Teacher
- A child may be suspended from school (this would only occur following a serious breach of school rules).

If a problem arises the children involved will have the opportunity to explain. We will always try to be fair.



### **Special Educational Needs**

When children have display repeated, unwanted behaviour, the class teacher and learning support assistant should make a record of the incidents on:

- The incident Log
- The Fixed Interval Sampling form if incidents are happening on a very regular basis

These records (Appendix B and C) can form the basis of a discussion with the Inclusion Manager to decide if the child meets the criteria to be placed on the SEN register because they need support which is in addition to or different from that detailed in the Behaviour Policy.

Class teachers should meet with parents to discuss any on-going concerns in the first instance and if further action is required this should be done so using the SEND Process. It is the class teacher's responsibility with the support of the Inclusion Manager to gain understanding of disorders which may cause unwanted behaviour from a child in their class for example, anxiety, low levels of resilience, low self-esteem or sensory disorder and processing difficulties.

Where a serious incident occurs, an Incident form will be completed with the Inclusion Manager.

It is at times necessary for a child to have a risk assessment and proactive plan which will be drawn up with parents and staff. The risk assessment is then shared with all staff members and reviewed on a termly basis.

### **Medical Conditions**

Certain medical conditions may affect behaviour and it is recognised that some undisciplined behaviour could be coping strategies. Below are some examples;

Attention deficiency/hyperactivity disorder (ADD/ADHD)

Conduct disorder Anxiety or attachment difficulties

Autism Obsessional pre-occupations

School phobia Withdrawn behaviour

Depressed behaviour Aspergers syndrome

The list of medical conditions that may affect behaviour is not intended to be definitive. Should a child be identified as, or suspected of, suffering from a medical condition that may be affecting their behaviour, the matter must be discussed with the parent(s), and the SEND process followed. It is recognised that at times where children are under acute stress, their ability to communicate and think logically can be dramatically reduced and this should be taken in to consideration by staff when dealing with behaviour difficulties.

In addition, there are known links between emotional and behavioural difficulties and the home/family environment. Such problems are likely to be exacerbated at times of family crisis. It is recognised that the effects of trauma are varied and in some cases can affect children at both the time of the trauma and at much later key stages in development. In this instance individual needs will be considered and appropriate support put in place.

### **Staff responsibilities:**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

Specific responsibilities of the class teacher are to:



- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative; see Consequences, below) – this can help when you explain why you are praising / warning
- be consistent with **all** consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class **and** around school
- having followed regular procedures and consequences, seek help and advice from a colleague (eg member of Leadership Team)
- liaise with external agencies, as necessary, to support and guide the progress of each child
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

**Children's responsibilities:**

It is the responsibility of the children to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

Central to this is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, based around our system of warnings). **(See appendix A)**

There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

**Good choices may include:**

- Treating others as they would like to be treated.
- Respecting others, regardless of age, gender, race, ability and disability.
- Accepting responsibility for their choices.
- Following the agreed behaviour expectations.
- Following school rules.
- Demonstrating good manners.
- Taking care of their personal appearance and belongings.



- Work collectively within their classes and teams.

#### **We hope parents will:-**

- Subscribe to the home-school agreement
- Support the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

#### **The Head Teacher will:-**

- Implement the school behaviour policy consistently throughout the school
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

#### **Summary**

- We will respect everyone and celebrate our differences.
- We will look after each other and try to be honest and show care by solving disagreements peacefully.
- We will use our best manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school quietly and safely.
- We will take care of our school property and belongings.
- We will show respect for ourselves, our friends and all in our school

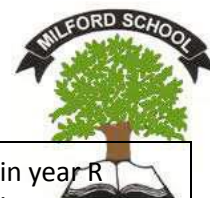
Filename:	<b>Positive Behaviour Policy .doc</b>		
Created:	19/10/16	Version No:	1.0
Last revised by:	A.Stear	Last revised:	Autumn 2016
Review freq.	Every 3 years	Next review:	Autumn 2019
Other notes:			



### Appendix A - Behaviour Policy - Class Rainbow system

Each class runs a 'Rainbow' (Reception and Year 1) or ladder (Year 2) reward system as follows:

Expectation s	System	Consequences (Positive and negative)
For learners who have been on the rainbow 2 or 3 times in a week	Pot of Gold	These children usually get chosen for the 'Star of the Week' awards assembly and are mentioned in the school newsletter
For learners who: - have been a good role model - have been caught demonstrating our value of the month - have put others before themselves - have made a special effort with their class learning	Rainbow	Are also mentioned in the 'Star of the Week' assembly and get a special sticker from the class teacher
All learners start here. This is for learners who are: Following our school code of conduct and class rules Ready to learn Polite Walking calmly around the school Keeping their hands and feet to themselves Engaged in their learning Actively listening	Sunshine	All learners are expected to be here so no positive or negative consequence is required
Not following an instruction after being given a first warning Deliberately distracting others from learning	Cloud	Miss 1 minute of play (year R) Miss 3 minutes of play (year 1) Miss 5 minutes of play (year 2)  If the issue is at play time then the child has to stand with a member of staff for that time or sit on the timeout chair outside Year 2  If a problem occurs at end of lunch or in the afternoon then the time out is given that afternoon at a time deemed appropriate by the class teacher



Not keeping hands, feet or objects to themselves Unwanted language: - answering back to the teacher - using rude or abusive words to an adult or child	Raining	Miss 3 minutes of play in year R Miss 5 minutes of play in year 1 Miss 7 minutes of play in year 2  Incident log completed and if necessary incident form completed and parents spoken to either by class teacher or the Headteacher
---	---------	--

### Appendix B – Incident Log completed by class teachers

Date	Class	Name of Child	What happened – brief description of the incident	Anyone else involved – if so, who?	Name of adult who dealt	Is there a risk assessment – Was form completed?	Was an incident form/write up completed?	Action taken:



## Appendix C – Incident Form for staff

<b>Date:</b>	<b>Name:</b>
<b>Time:</b>	<b>Signature:</b>
What happened (please include before the incident and continue on the back if necessary):	
Who was involved:	
What action was taken:	
How have you/other staff reflected on the incident:	
Are there any training needs that have been identified or changes in provision that need to be made?	