



## **Milford School Behaviour Policy 2020**

## **Behaviour Policy Principles**

Milford School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being 'Kind, Respectful, and Safe.'

### **Aim of the behaviour policy**

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and to use restorative approaches instead of punishments with proportionate consequences.

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- To establish and recognise positive behaviour
- Promote self-esteem and self-discipline
- Teach and embed appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their classroom at the beginning and end of each day
- Always challenge inappropriate behaviour
- Always redirect children by referring to 'Be Kind, Be Respectful and Be Safe'

### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour information to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and appropriately praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be fair and consistent
- Have a sense of humour

## Behaviour for Learning

### Milford School principles: 'Be Kind, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magicdust 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

The school has 3 simple rules '**Be Kind, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be kind (actions and words) 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Good manners (holding the door, being polite and friendly) 3. Wonderful Walking	1. Recognition boards – explicit what we are looking for. Write names? What does it look like? 2. Certificates (Star of the Week) 3. Home contact (phonecall or positive chat) 4. Postcards from teacher

**Focus: Relentless Routines**

Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking Around School	Consistent Language TIME IN not TIME OUT
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**Stepped Boundaries**

Gentle approach, use child's name, child level, eye contact, deliver message
<p>1. <b>REMINDER:</b>            I noticed you chose to (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening  <b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
<p>2. <b>WARNING:</b>            I noticed you chose to (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson/before playtime or lunchtime.            If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat. (learner's name),            Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this talk.  <b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<p>3. <b>CALMING TIME:</b>            I noticed you chose to (noticed behaviour)            You need to: 1. Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Go to HT's office  <b>Playground:</b> You need to: 1. Stand by other staff member 2. Sit on the picnic bench            3. Go to HT's office            I will come and speak to you in two minutes  <b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b>  <b>TIME IN not TIME OUT that counts.</b>            *DO NOT describe child's behaviour to other adult in front of the child*</p>
<p>4. <b>FOLLOW UP, REPAIR AND RESTORE</b>            1. What happened? (Neutral, dispassionate language.)            2. What were you feeling at the time?            3. What have you felt since?            4. How did this make people feel?            5. Who has been affected? What should we do to put things right? How can we do things differently?            6. Thank you for talking to me.</p>

**\*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

## **Consequences:**

### **Consequences *should***

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### **Consequences need to be in proportion to the offence**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### **Adult Strategies to Develop Excellent Behaviour**

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

### **Language around Behaviour**

At Milford School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

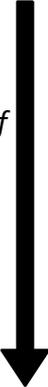
Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Incidents are logged using the following procedures (and shared at the staff member's discretion):

- Playground log
- ABC chart
- Class behaviour log book (for internal use and tracking to ensure patterns are identified and intervention/support is given as necessary)

## BEHAVIOUR PATHWAY

- 
- Reminder
  - Warning
  - Time-In/Calm Time
  - Follow up/Reparative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:*

- Sent to SLT/DHT/HT
- Parents Phoned
- Parents Called To School
- Seclusion
- Exclusion

## Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they can address/discuss extreme behaviours. Where possible, we work tirelessly to build relationships with each individual child. These children will have bespoke 'Positive Behaviour Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Appendix B.

Trained staff will be:

- Mr Stear (Headteacher)
- Mrs Ward (Senco)

The school will record all serious behaviour incidents and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.

Exclusions will occur following extreme incidents at the discretion of the Head. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain to parents and the child, what is happening and why it is happening to parents and arrange meetings to discuss.

## Physical Attacks on Adults

At Milford School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child,

however, in the event of an emergency or for the immediate safety of the child/children in the class, Milford School reserves the right for any member of staff to use Physical Intervention as detailed in Appendix B. This should only be a last resort and deployed only if a trained member of staff is unable to attend quickly enough.

All staff should report incidents directly to the Headteacher, Deputy or SENCO and they should be recorded concisely and accurately. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the current strategies employed and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective **everyone** must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

**Appendix A**

**POSITIVE BEHAVIOUR PLAN**

Child's Name:.....

Date of Plan:

Review Date of Plan:.....

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills			
	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminded			
Listening			
Others			

Diversions and distractions

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**Any medical conditions to be taken into account before using Physical interventions?**

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**Preferred method Physical intervention?**

<b>Intermediate</b>	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
<b>Other</b>			

How should we record incidents and who should we inform?

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**Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Please fill in a SERIOUS INCIDENT REPORT.**

<b>Child:</b> <b>School:</b> <b>Parent/Carer:</b>
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<b>Teacher:</b>		
<b>Parent/Carer:</b>		
<b>Student:</b>		
<b>Educational Psychologist:</b>		
<b>Social Service (if applicable):</b>		
<b>Headteacher:</b>		

## PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. DEFINITIONS

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed
- **'Control'** is either passive - e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. THE LEGAL POSITION

##### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. WHEN CAN PHYSICAL FORCE BE USED

##### **Schools can use reasonable force to:**

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others
- Prevent a pupil from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment - this is always unlawful.**

The school will record all serious behaviour incidents and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.

## SERIOUS INCIDENT REPORT

Seen by head:	Date seen by head:	Log number:
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**Section A**

Name of child:	Year group:
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Date of incident:	Time:	Location:
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Name of staff involved:	Names of witnesses:
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**Reason for intervention**

Danger to self	Danger to others
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Severe damage to property	Committing an offence
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Describe lead up to incident:
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**De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)**

Verbal advice and support	Supportive touch
Giving space	Success reminded
Reassurance	Listening
Controlled choices	Others, Please specify:
Humour	
Logical consequences	
Planned ignoring	
Time-out	
Transfer adult	
Removing audience	

Details of incident:
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**Section B** (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)			
Caring C Guide		Friendly hold	Single elbow
Double elbow		Other	

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

**Section C** Medical intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

**Section D** Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Positive Handling Plan as a result of this incident:

Witness signatures			
Signed:	Date:	Independent advisor:	

Reported to parent · comments:
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## **Appendix D**

### **THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances to such extent as is reasonable.

The school will respond to any inappropriate behavior which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.