



Behaviour Policy

MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY

ADOPTION AND AMENDMENTS TO BEHAVIOUR POLICY

Section	Governors' Meeting or Committee
Whole Document	PPP Committee 3 rd November 2015
Interim Review	PPP Committee 17 th May 2016
Whole Document	PP Committee 21 st April 2017
Whole Document	PP Committee 6 th February 2018
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Interim Review	LGB 4 th October 2021
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Update - Page 10	LGB - 6 th Dec 2021

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Principles, aims ethos and values

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important, and everyone has the right to feel safe at all times. We have 3 main principles which are: Ready, Respectful and Safe.

In practice this means that:

- Ready: We listen to each other and we are ready to work
- Respectful: We treat each other with respect.
- Safe: We choose appropriate behaviour at all times.

Objectives

- To promote good behaviour and discipline.
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect.
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability.
- To encourage consistency of response to both positive and negative behaviour.
- To promote early intervention and to involve outside agencies where appropriate.
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community - See Appendix 1 for the Anti-Bullying Statement.
- To encourage a positive relationship with parents/carers.
- To provide opportunities for pupils to contribute to the evaluation and review of the Behaviour Policy of the school.
- To provide all pupils with an environment free from any form of harassment or bullying.

Positive Behaviour Management

We believe that good behaviour is a choice and that we can support all our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices - See Appendix 2. These are outlined in our Staff Handbook and inform our working practices throughout the school.

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We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. When required we develop and implement individually tailored behaviour plans to ensure all our children are equipped with the skills, they need to make the right choices.

We actively 'teach' appropriate behaviour in all situations. This is modelled to the children at all times by the ways adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We always aim to be calm and consistent in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge, we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

Attitudes for Learning

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in the values assemblies, lessons and our behaviour system.

Being ready to learn means:

- Coming to school with a positive attitude.
- Arriving on time.
- Being properly equipped.
- Performing to the best of your ability.
- Being calm and attentive.

Taking personal responsibility for behaviour means:

- Respecting the right of others to learn, their opinions, personality, privacy and property.
- Following the Middleton Primary School uniform policy.

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- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors.
- Seeking support/guidance from an appropriate adult if needed.
- Caring for the environment in and around school.
- Behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status.

Role and Responsibilities

The Local Governing Body of Middleton Primary School will establish, in consultation with the Headteacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

Staff Responsibilities

All staff at Middleton Primary School, both teaching and associate, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices. The specific behaviour management roles of teachers are described in their job descriptions and includes specifically addressing all forms of bullying including name calling etc.

Staff have responsibilities to:

- Speak and treat all pupils with respect.
- Help and encourage all pupils to achieve high standards.
- Provide a challenging, interesting and worthwhile curriculum.
- Create a safe and pleasant environment both physically and emotionally.
- Use positive and negative consequences clearly and consistently.
- Be a good role model.
- Form positive relationships with pupils and parents.
- Recognise and value the strengths of all children.
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

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Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

Genuineness conveys to the other party that you are being honest and that you are trustworthy. You have to feel what you say as well as mean it.

Parent/Carer Responsibilities

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual. Parents/carers should be aware that teachers have a statutory power to discipline children for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school. We will always continue to work with parents to ensure that their child makes appropriate behaviour choices.

Behaviour to and from school

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Behaviour on school trips

The school's normal disciplinary procedures apply to school trips. Incidents of misbehaviour will result in a pupil not being allowed on future trips, other than those with curriculum necessity as well as the imposition of the normal consequences.

Playtimes and lunchtimes

To help keep procedures consistent for the children the same behaviour system operates both in class and on the playground. We offer a puzzle club to support children who find lunchtimes a challenge.

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Rewards and Consequences

At Middleton we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language.
- Praise (genuine, specific and at least once a day for each pupil);
- Showing work or achievements to other pupils, other teachers, SMT.
- Headteacher's award for exceptional work.
- Displaying / showing of work in assembly.
- Stickers.
- 30 minutes of 'Golden Time' per week for all pupils.
- Dojo points are awarded for good behaviour choices and we use 'Ultimate Golden Time'.
- Any adult observing a child acting in a thoughtful, kind, generous, or caring way can request a positive letter or phone call home for the child's parents from the Team Leaders;
- During Friday's celebratory assembly, the adults in each class nominate a pupil of the week for a certificate.
- Recognition of the good behaviour on the RRS board, RRS tea party and Mind to be Kind board.
- Legendary Lines- One class per Key stage are chosen by the school council to have 10 minutes extra play each week for exceptional lining up around school.

We believe that it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings and team meetings.

Negative consequences

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Middleton Primary School we do this through a system of logical consequences or sanctions. Our 3 main principles of Ready, Respectful and Safe are displayed in every classroom and are referred to on a regular basis. It is very important that these are referred to in order to support children to make good behaviour choices. Staff should adhere to the following:

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- Negative consequences should never be psychologically or physically harmful.
- Consequences should be presented as a choice.
- Reference to consequences should be in a matter of fact voice (not through adult anger).
- Pupils and parents should be informed of the hierarchy of consequences and the recording system.
- If a sanction is used pupils should be able to start afresh as quickly as possible.
- It is always made clear that it is the behaviour that is the problem and not the child.

Consequences should be used in the following order (always starting as low down the list as possible):

- Low level intervention strategies.
- Withdrawal of adult attention (e.g. deliberate ignoring of attention seeking behaviour).
- Proximal praise.
- Eye contact - reinforcing 'the look' to indicate inappropriate behaviour is unacceptable.
- Nonverbal clues e.g. shake of the head.
- Verbal recognition of inappropriate behaviour.
- Warning - a warning card given to child/placed on their table.
- 5 minutes away from the group in the classroom in a 'Time Out Zone' to reflect on their behaviour followed by a restorative conversation with an adult to encourage the child to make better behaviour choices.
- Child re-integrated back into the classroom. If negative behaviour continues their name will be added to the behaviour log and they will lose 5 minutes off their next break/lunch time.
- Children that have had time out but continue to disrupt learning will be sent to the team leader who will decide whether the child is to work in the BGR or in a different room (breakout room) for a specified time. The sand-timer may be taken so the pupil knows when to return.).
- To behaviour lead.
- To Assistant Head teacher or Deputy Head teacher.
- To Head teacher.

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All behaviour will be recorded in the behaviour log Google Doc and monitored by SD, RS and LK.

All children will be awarded with 'Ultimate Golden Time' in recognition for their efforts with showing that they are making good behaviour choices and being Ready, Respectful and Safe. Where a child has made poor behaviour choices and their name has been added to the behaviour log, they will only be able to have regular 'Golden Time' or may be referred to the RRS assembly led by SD/RS/LK at the start of Golden Time. Where behaviour is giving cause for concern parents should be involved and will probably be invited in at the last two stages.

After a discussion with parents, a child may be placed on report in order to track behaviour. There are 4 levels of report:

- Class teacher
- Team leader
- Key Stage Leader
- Assistant Head teacher

For each report there are escalating consequences such as loss of break times and lunchtimes. The reports are designed to help support the child to make appropriate choices and change their behaviour. These reports are reviewed weekly and feedback is provided to parents and the behaviour leads.

Serious Incidents

In addition to this hierarchy of consequences there needs to be a severe clause to be invoked for the following:

- Persistent disruption of lesson, which prevents the learning of others.
- Swearing or rudeness to staff.
- Bullying, including homophobic bullying.
- Homophobic comments
- Misogynistic comments
- Racist comments, behaviour or graffiti.
- Deliberate damage to property.
- Persistent refusal to co-operate with reasonable requests.
- Actual or threatened violence to pupils of staff.
- Sexual misconduct or comments.

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- Incitement of others
- Supplying or use of illegal drugs.
- Carrying an offensive weapon.
- Leaving the school premises

In any of these instances, a senior member of staff should be involved, and parents contacted. The incident should be recorded by the member of staff involved as a 'Serious Incident' and logged with the behaviour lead and in the behaviour logs.

A meeting or telephone call will be held with the parents to ensure that we are all working together to support the child effectively. Such behaviour is regarded very seriously and will not be tolerated at Middleton Primary School.

The consequences of these serious incidents could result in an internal exclusion and/or an external exclusion from Middleton Primary School for a fixed term or potentially permanent. The parents/carers of the pupil will then be required to attend a formal 'Way Forward' meeting with a senior member of staff and the class teacher during which the most appropriate support will be discussed/arranged. Please see the Exclusion Policy.

Alternate Provision

It may be necessary at times to utilise an alternate provision for pupils, before permanent external exclusion is considered. If needed, the alternate provision used by primary schools in Milton Keynes is:

Milton Keynes Primary Pupil Referral Unit
Shenley Road
Romans Field Site
Bletchley
Milton Keynes
MK3 7AW

URN 134310
Current Ofsted rating *Good*

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Training

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

Monitoring and Evaluation

The Behaviour Policy of Middleton Primary School is evaluated and reviewed on an annual basis, and the whole policy and any amendments are agreed by the Pupils, Pastoral and Curriculum Committee.

*Middleton Primary School
December 2021*

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Appendix 1 - Anti-bullying Statement

We define bullying as all forms of physical aggression and verbal abuse.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks, homophobic comments, misogynistic comments or sexual comments
- indirect - spreading stories, exclusion from social groups

We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety.

Pupils should be encouraged not to suffer in silence. We aim to create a culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied.

When bullying is reported the school will:

- speak to all those involved to establish the facts
- adopt a problem-solving approach
- inform parents of victims and bullies
- follow up repeatedly, checking that bullying has not resumed
- ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out
- complete the 'bullying incident record sheet' and hand it to a member of SLT

Bullying will be regularly addressed through assemblies and the circle time sessions in all classes.

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Appendix 2 - Restorative Justice Principles

- How we treat people in school
- Children need to feel they are treated fairly
- Based on modelling behaviours and what children experience
- Teaching sensitiveness, understanding and ways of behaving
- Development of social skills is paramount!
- Development depends on positive relationships in school - the heart of all learning!
- Talking through what could be done differently
- Changes the way a child thinks
- Helps children to understand how behaviour affects others