



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
	PP Committee 21 st April 2017
Whole Document	PP Committee 6 th February 2018
Whole Document	PPC Committee 29 th January 2019
Whole Document	PPC Committee
Whole Document	PPC Committee 28 th January 2021
Interim Review	LGB 4 th October 2021
Whole Document	PPC Committee 18 th November 2021
Update - Page 10	LGB - 6 th Dec 2021
Whole Document	PPC Committee 17 th November 2022

MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

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.

We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply

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MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

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 way's 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 and are closely linked to our whole school values (Appendix 3). 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.
- 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.

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MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

- 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.

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

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MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

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.

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);

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MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

- Showing work or achievements to other pupils, other teachers, SMT.
- Headteacher's / Deputy / Assistant Head award for exceptional work.
- Stickers.
- Dojo points are awarded for good behaviour choices and academic achievements. These culminate in individual rewards and class rewards.
- Any adult observing a child acting in a thoughtful, kind, generous, or caring way can give the child praise pad, wristband or a phone call home.
- 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 year group display.
- Children are nominated or selected by adults to attend a celebratory tea party for demonstrating ready, respectful and safe.

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:

- 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.
- All negative behaviour choices are evidenced in a digital behaviour log.

MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

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. The warning is to encourage the child to make better choices. However if they continue to make the wrong choice, they will lose 5 minutes of their break.
- 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 10 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.

All behaviour will be recorded in the behaviour log Google Doc and monitored by SD, RS and LK. Behaviour leads may decide that additional consequences (such as loss of lunch or BGR) are necessary but these will be proportionate and fair.

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

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MIDDLETON PRIMARY SCHOOL BEHAVIOUR POLICY

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 or staff.
- Sexual misconduct or comments.
- 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.

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MIDDLETON PRIMARY SCHOOL BEHAVIOUR 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
Manor Road
Fenny Stratford
Milton Keynes
MK2 2HP

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
November 2022*

MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY

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.

MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY

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.

MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY

Appendix 3 – Values

Values & Ethos

Values Curriculum

Values are principles that guide behaviour and choices. At Middleton, our values are a framework for living and learning. We teach core values and actively model them to the children. We believe that this empowers the children to be effective learners and good citizens. The values that we teach help pupils develop their character, to know that individual differences should be valued, to be resilient and to have empathy and respect for one another.

Middleton's Core Values - RESPECT

We have seven core school values that guide children's choices, behaviour and learning. These values form the basis of all of the school's teaching and help children understand the connected values.

The core values are:

- Resilience
- Empathy
- Self-Awareness
- Positivity
- Excellence
- Communication
- Teamwork

The core values are taught in class based, weekly, RESPECT sessions and reinforced through Commando Joe's curriculum. Each value is taught at the same time, discretely, across the school.

The teaching of each value deepens as it is revisited each half term and, because we are able to track the children's progress the each value from emerging to excelling, we can focus our teaching more precisely.

British Values

We equip pupils with the necessary skills to grow up to be the best possible people they can be. We teach the fundamental British values of democracy,

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MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY

individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures alongside the school values and at appropriate times within the curriculum.

A rounded programme of assemblies and events promote the children's spiritual, moral, social and cultural development, enabling them to develop their own moral and ethical compass to guide what is right and what is wrong.