# Behaviour Policy

MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY
**ADOPTION AND AMENDMENTS TO BEHAVIOUR POLICY**

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MIDDLETON PRIMARY SCHOOL
BEHAVIOUR POLICY

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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 unique. We use the knowledge we have of individuals to ensure everyone feels a sense of belonging in our classrooms and school. Everyone has the right to feel safe at all times. We have 3 main principles which are: Ready, Respectful and Safe which form the basis of our behaviour curriculum which is taught through our RSHE curriculum and Values assemblies.

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 positive behaviour choices, self-reflection and self-regulation
- To promote self-esteem, self-regulation, equality, respect for others, including adults and positive relationships based on mutual respect
- To ensure fair and equitable treatment for all by recognising, respecting, and where necessary making adjustments for, protected characteristics
- To encourage consistency of response, while recognising individual circumstances, ensuring that actions are fair, proportionate and demonstrate commitment to equality and inclusion
- 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 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 co-regulation, self-regulation and emotional coaching.

Co-regulation is a dynamic, mutual interaction between an adult and a child where the adult is supporting the child to regulate emotions and behaviour, moving from a state of dysregulation to a calmer, more balanced frame of mind.

Self-regulation is the process where, through consistent co-regulation, a child learns the skills to self-regulate their own emotions and behaviours.

Emotional coaching is helping children understand the different emotions they experience, why they occur and how to handle them through co-regulation.
It isn't a quick fix, therapy, dismissive or disapproving of emotional expression, letting children behave however they want or a substitute for other interventions.

Emotional coaching requires consistency and a relentless drive to work in partnership through the following model:
1.recognise the feelings in both the adult and the child
2.validate and label the child's feelings
3.set expectations for behaviour
4.problem solving with the child
See Appendix 2 for a detailed explanation of the process that we use at Middleton. These are outlined in our Staff Handbook and inform our working practices throughout the school.

The expectation of adults throughout this process is to ensure they are ready and in the right frame of mind to deal with the incident. Here are some useful prompts to consider:

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 through emotional coaching. This is modelled to the children at all times by the way 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, which 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 emotional coaching. 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. They are closely linked to our whole school values (Appendix 3). Children will be supported in acquiring the necessary 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:

- Performing to the best of your ability
- Arriving on time
- Being properly equipped
- 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
- Caring for the environment in and around school

- Behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status

Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

**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 positive behaviour choices 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 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, being aware of bias and exploring the impact of unconscious bias
- 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 positive 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
- To adhere to the principles of emotional coaching when dealing with incidents

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 must speak with integrity to show value in your interactions.

**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 in their uniform 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 outside of school premises**

The school's normal disciplinary procedures apply to pupils' conduct outside

the school premises, including online conduct. We expect pupils to maintain high standards of behaviour at all times and reserve the right to sanction pupils for negative behaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil, or
- that could adversely affect the reputation of the school

**Behaviour on school trips**

The school's normal disciplinary procedures apply to school trips. Instances 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.

**Pupil Transition**

When a child begins their education at Middleton Primary School, at whatever age, the behaviour policy is explained to both the child and their parents/carers. When joining the school from a previous nursery/pre-school/ other primary school the class teacher or team leader will contact the previous setting to ensure any behaviour support that a child may need continues to be accessed. In addition to this, as pupils may move on to another school or onto high school, we will ensure that any information about behaviour support is passed on to the relevant setting.

**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 range of strategies to provide support to children with different needs who find lunchtimes a challenge.

**Mobile phones**

Many pupils, especially as they get older, will have a mobile phone of their own. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Any child bringing a mobile phone into school will need to ensure that it is handed in to a member of staff at the start of the day. It will be placed into the designated locked cupboard for the duration of the day. At the end of the school day the mobile phone will be returned to the child. If attending After School Club or an extra-curricular activity, children will be able to collect their mobile phone at the end of the activity/club.

**Rewards**

At Middleton we believe that pupils should be actively encouraged to make positive choices and work hard. We use a range of positive 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 / Deputy / Assistant Head award for exceptional work
- Stickers
- Positive points are awarded for positive 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 should give the child a praise pad, wristband or send an email home
- During Friday's celebratory assembly, the adults in each class nominate a pupil of the week for a certificate

- Recognition of positive behaviour on the year group display
- Children are nominated or selected by adults and/or their peers to attend a celebratory tea party for demonstrating ready, respectful and safe
- Use of stickers and positive points when children demonstrate our school values

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

**Negative consequences**

Sometimes it is necessary to discourage pupils from making negative 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 positive behaviour choices. Staff should adhere to the following:

- Negative consequences should never be intended to be psychologically or physically harmful
- Consequences should be discussed and explained as part of emotional coaching
- 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
- De-escalation techniques should be used to help prevent further behaviour issues arising/recurring and to help restore calm
- If a sanction is used, pupils should be able to start afresh as quickly as possible
- It is always made clear that the focus is the behaviour and not the child
- All negative behaviour choices are recorded through an online tracking system
- Staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has additional needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home
- Staff will consider whether negative behaviour choices give cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the

case as set out in Part 1 of Keeping Children Safe in Education, staff will follow the school's child protection policy and report this to the designated safeguarding lead via MyConcern

Consequences should be used in the following order:

- A range of low level intervention strategies
- A discrete check-in to focus on the individual child e.g. hunger, thirst, tiredness, something on their mind
- A verbal warning is given to show recognition of the negative behaviour
- 5 minutes away from the group in the classroom in a 'Time Out Zone' or outside of their classroom to self-reflect followed by a restorative conversation with an adult to encourage the child to make more positive behaviour choices. So that teaching and learning are not impacted, this conversation will happen at the start of social time, either playtime or lunchtime.
- Child re-integrated back into the classroom. If negative behaviour continues and they continue to disrupt learning, they will be sent to the team leader. The child will work outside of the team leader's classroom or in another space (the break out room) and miss 15 minutes of the next social time, either playtime or lunchtime. This will ensure any learning is caught up on and a reflection log will be completed
- Child re-integrated back into the classroom. If negative behaviour continues and they continue to disrupt learning, they will be sent to the Behaviour Guidance Room (BGR) to complete their learning and their reflection log
- To Behaviour Lead
- To Assistant Head teacher or Deputy Head teacher
- To Head teacher

All behaviour will be recorded on an online tracking system. This will be tracked in a timely and efficient way. A tiered system will be used to track warnings, BGR and serious incidents. Serious incidents will automatically sync through into MyConcern to support with a detailed chronology of events. This will be monitored by the behaviour team; all consequences will be proportionate and fair.

**Report**

After a discussion with parents, a child may be placed on report in order to track behaviour. A report card will be introduced when a number of incidents at the BGR meets a certain threshold.

There are 4 levels of report:

- Class teacher

- Team leader
- Assistant Head teacher
- Deputy 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, self-reflect and change their behaviour. These reports are reviewed weekly and feedback is provided to parents and the behaviour leads. Children will stay on each level of report for 2 weeks. After 2 weeks, a review with parents will take place to escalate the report or remove the report due to the progress that has been made.

**Serious Incidents**

In addition to the graduated hierarchy of consequences, there may be circumstances where the seriousness of an incident requires an immediate and proportionate response. This may apply to the following behaviours:

- Persistent disruption of lessons, 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 on the online tracking system. (Sexual misconduct or comments is the only behaviour from the list above logged straight onto MyConcern).

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 include an internal suspension and/or an external suspension from Middleton Primary School for a fixed term or potentially permanently. The parents/carers of the pupil will then be required to attend a formal 'Way Forward' meeting. We recognise the need for parents to access this meeting successfully and are happy to provide any additional information to support with this, upon request. This meeting will be with a senior member of staff and the class teacher during which the most appropriate support will be discussed/arranged. Please see the Suspension and Exclusion Policy.

**The use of reasonable force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

**Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

c) to allow the pupil to regain calm in a safe space.

**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 is 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 Local Governing Body.

*Middleton Primary School*
*Adopted by Local Governing Body*
*28th September 2026*

**Appendix 1 - Anti-bullying Statement**

We define bullying as all forms of physical aggression and verbal abuse including cyberbullying, prejudice-based and discriminatory bullying.

The Anti-bullying Alliance's definition of bullying:
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

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
- record it on the online tracking system which will sync to MyConcern
- record it on MyConcern if the report is a safeguarding concern

Bullying will be regularly addressed through assemblies and the RSHE curriculum in all classes.

**Appendix 2 - The Process of Emotional Coaching**

**Our expectation is for all staff to reflect on these steps before engaging in the process**

## Emotion Coaching Step 1 – be a S.T.A.R.

- Stop don't react straight away, how is the behaviour making me feel?
- Think what is going on for the child? What feelings are underneath the behaviour?
- Attune put yourself in the child's shoes
- Reflect what would be an equivalent situation for you?

**Example phrases for Step 2:**
**This stage may need frequent check-in points to ensure both the adult and child are ready to validate and label the emotions**

## Emotion Coaching Step 2 – validate and label

- I've noticed that...
- I wonder if you're feeling...
- It seems that...
- That sounds as if it was...
- I'm sorry that happened to you
- I would feel... if that were me
- It's OK to feel...
- I get it
- No wonder you were feeling...

**Step 3 is very important to us at Middleton. It is important to validate the emotion but set behaviour expectations to meet our school vision:**

## Emotion Coaching Step 3 – set expectations

- I understand you're frustrated but it's not OK to hit. Let's find another way
- It's OK to feel sad. It's not alright to hurt me
- I realise it's annoying when plans change but you have to stay where I can see you so I can keep you safe
- I know you love this game but your friend doesn't want to play it again. We need to find a fair way to choose the games at breaktime
- Remember we try to use words
- Remember we use kind hands in this school

**Example phrases for Step 4:**

## Emotion Coaching Step 4 – joint problem solving

- Explore:

What did you want to happen? What do you think they wanted?
How did it make you feel? What does your body feel like now?

- Share ideas:

Can you think of a different way to deal with it next time?
How about if you...? Let's sort this out.

- Agree solutions:

Let's look at our list. Which one of these looks like it could help?
You could try X or Y, which one sounds like a good plan?

**A helpful visual to show that emotional coaching requires all of the above steps, but isn't necessarily a linear process**

## Appendix 3 – Values

Values & Ethos

Values Curriculum

Values 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 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 embedded throughout our curriculum and are a common language used by both staff and children to encourage the development of behaviours and attitudes that we aim to achieve.

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, individual liberty, mutual respect and tolerance 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.