



## **Milldene Primary School**

### **Positive Behaviour Policy**

The aim of this policy is to give a clear, consistent and systematic code of conduct for promoting positive behaviour, which will optimise opportunities for effective learning, within Milldene Primary School.

#### **Objectives**

- To establish a consistent and clear code for behaviour across all classes.
- To ensure that all members of the school community feel valued and respected.
- To ensure that all members of the school community are actively involved in promoting positive behaviour.
- To deal promptly and effectively with bullying.
- To create a positive classroom environment that enables all children to maximise their learning.
- To make our school as welcoming and comfortable as possible for everyone.
- To ensure that high standards in presentation are maintained.
- To promote responsible behaviour and self discipline.
- To celebrate pupils' positive achievements and successes both in and out of school.

Positive behaviour will be taught, recognised and modelled and all staff will always be explicit about the school's expectations of behaviour and will seek to build and maintain positive relationships with children. The basic principles of rights, responsibilities, rules and rewards apply to all our children, who will be treated equally regardless of their age, gender, ethnicity, EAL or special educational needs and disabilities.

#### **Responsibilities**

##### **Responsibilities of Children**

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To co-operate with children and adults in all aspects of school life.
6. To move sensibly and quietly in and around school.
7. To share in celebrating the achievements of all members of the school community.

##### **Responsibilities of all Staff**

1. To fully comply with the school's policies and procedures and ensure that other adults in the classroom do the same.
2. To inform the Headteacher of any concerns.
3. To treat all children fairly and with respect and speak to children and adults politely and respectfully.
4. To ensure children have access to high quality learning experiences.
5. To maintain high expectations of pupil behaviour and learning.
6. To create a safe, stimulating and pleasant environment for learning.



7. To use expectations and sanctions clearly and consistently and listen to the children's explanations regarding behaviour difficulties and explain their decision if a sanction is used.
8. To be a good role model for behaviour, manners and dress.
9. To recognise each child as an individual and to take into account the needs of each child.

#### Responsibilities of Parents

1. To support the school in the management of age appropriate rewards and sanctions across the school.
2. To tell school staff about anything that may affect children's work and well-being at school.
3. To encourage independence and self-discipline in their children.
4. To establish good communication with school staff and support the behaviour policy. This includes speaking to the child's class teacher if there is an issue, not other children or their parents.
5. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
6. To work with school staff, and any outside agencies as necessary, to address and review any behaviour issues with their children.
7. Attend as many school parent evenings as possible so staff can share successes as well as current improvement areas.

#### Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed Essex County Council procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedure.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To support the school in the promotion of appropriate behaviour management training for all staff.
6. To nominate a Governor to be responsible for liaising with the LA and/or professional bodies in the event of allegations of abuse being made against the Headteacher.
7. To ensure that the policies and procedures are reviewed annually or as required.

#### **Consistent Approach**

Milldene Primary School uses a traffic light system for promoting positive behaviour and ensures that rewards and sanctions are used consistently and fairly (see Appendix 1). Green represents expected behaviours, amber is used should a pupil behave in an inappropriate way and red will be used if inappropriate behaviour continues or escalates.

The main principle is that behaviour can be changed and the expectation is that the majority of children remain in the green. Pupils who have had their names moved to the amber or



red traffic lights can work their way back up the traffic light system to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back up to the next traffic light.

Each teacher will decide with their class how the traffic light system will be displayed, and will generate green, amber and red behaviours with the children in order to promote ownership and respect. Examples of green, amber and red behaviours are listed below. This is not an exhaustive list and many have been suggested by the pupils themselves.

#### Green Behaviours

- Looking at the person who is talking.
- Listening to what others say.
- Following instructions at the first time of asking.
- Sharing and being polite to others.
- Concentrating on work.
- Holding doors open.
- Having a reading book in school.
- Handing in homework on time.
- Looking after school equipment and other people's belongings.
- Keeping the classroom tidy.
- Using manners.
- Ignoring the distractions of others.
- Accepting learning challenges.
- Being respectful.
- Being polite, saying please and thank you.
- Completing work to your best ability.

#### Amber Behaviours

- Being distracted and distracting others.
- Talking when other people are talking.
- Moving around when asked to sit or stand still.
- Being unkind to others.
- Not looking after school equipment.
- Doodling on your book.
- Not sitting on your chair properly.
- Not moving around school in a sensible or safe way.

#### Red Behaviours

- Swearing.
- Being physically aggressive.
- Deliberately damaging school property.
- Leaving the classroom without permission.
- Refusing to follow instructions.



In order to promote, encourage and teach positive behaviour, the following may be used:

- 'Good to be green' time
- Praise
- Stickers
- Certificates
- Circle time discussions
- Assemblies
- "It's good to be green" charts in classrooms
- Clear list of sanctions in child appropriate language
- Sanctions carried out
- Posters in classrooms – class rules – lots of positive statements
- School Council
- MDAs trained
- Staff attend behaviour management courses/watch training videos
- Children taught to play games at break and lunchtimes – by MDAs, teachers and play leaders
- Good quality resources and equipment to play with at lunchtimes
- Milldene values promoted and displayed

## **Exceptions**

### Special Educational Needs

When a child is on the Special Educational Needs register for behavioural difficulties, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

### More Formal Negotiated Targets and Rewards

Where a pupil displays consistent or extreme inappropriate behaviour, the following may be used to support the child to change their behaviour. These will include parents/carers.

- **Individual Behaviour Plan (IBP).** This will involve the SENCO or member of senior management team, parents, classroom teacher and Learning Support Assistant where appropriate. Having clearly identified behavioural needs, a written contract between school and home will focus on a specific target.
- **Involvement of Outside Agencies.** This will involve school staff and parents.
- **Wellbeing Support Plan.** This will involve fortnightly meetings with parents and staff to review carefully selected targets.

### Exceptional Circumstances and Extremely Challenging Behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.



Such cases will be treated on an individual basis. The class teacher, support staff, senior leadership team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed, and any paperwork up to date and recorded appropriately, of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents/carers, to draw up a Behaviour Plan. This is to be reviewed regularly.
- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- Extra one to one support.
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education, Health and Care Plan, if appropriate.
- At least weekly liaison with parents/carers.
- Home – school books or good news books.

#### Keeping Records

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT, together with contributions from any other staff who are involved. These will include: Lunchtime Behaviour Log, Parents Log, letters to parents, red traffic light log.

#### Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

Members of the Leadership Team are available to help in a crisis.

If a child leaves the school premises without permission, the Headteacher or Deputy Headteacher is informed. Staff should not “chase” children. They will confirm that the child is not in the school grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted, the school will then endeavour to get in touch with the second nominated contact. Failing that, the police will be informed.

In extreme circumstances, if a child acts violently in a lesson, endangering others, and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:-

- Sending a child for help from other staff using the class red card;
- Issuing instructions for the child to stop, clearly using their name;
- If necessary, taking the class out of the room, leaving the child with an adult, if possible;
- Reassuring the class afterwards.



### Fixed Term and Permanent Exclusion

This may only be authorised by the Headteacher. The guidance as set out by the Department for Education will be followed when determining whether and for how long a pupil will be excluded. This guidance can be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

### **Monitoring**

To ensure that the Behaviour Policy is effective and being followed by all members of the school community, monitoring will be undertaken by school leaders and governors through a variety of activities, including:

- “Climate walks” inside and outside school.
- Weekly staff meetings.
- Weekly Senior Leadership meetings to discuss children causing concern.
- Lesson observation feedback notes, including specific reference to “Attitudes/Behaviour”.
- Discussion with members of the Pupil School Council

This policy was originally created:	April 2015
Employees were consulted on this document:	May 2015
The Curriculum Committee were consulted on this document:	June 2015
To be reviewed:	July 2017
Review date:	June 2017
To be reviewed:	July 2019



**APPENDIX 1**



<b>Rewards:</b>	<b>Sanctions:</b>
1. Team points rewarding effort, achievement and 'green' behaviours.	1) Warning – verbal or non-verbal – giving the child a chance to correct their behaviour and remind them of the expectations.
2. 'Good to be green' time organised on a weekly basis (up to 25 minutes).	2) Move to "amber" learning zone and at same time explain the reason for the move and how the child can redeem themselves – chance and choice.
3. Stickers given to children for being 'green' all week.	3) Move to "red" learning zone resulting in possible time out in a partner's classroom for a period of up to 15 minutes to reflect, with the explanation for the decision and what the child needs to do to move back to "amber" or "green".
4. Certificates recognising and rewarding green behaviours (courtesy awards) and achievement (work of the week).	4) Further escalation or repetition results in being escorted to member of the SLT (HT or DH).
	5) Loss of 4 minutes "green time" per day for being on red.
<p><u>Extreme Situations</u>            As set out in the behaviour policy and statutory guidance some behaviours may result in exclusion. Other extreme behaviours such as swearing and/or violence will result in an immediate move to step 4.</p>	