

MILFORD PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY



Vision Statement

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.'

December 2015

1. The Philosophy

- 1.1.1 At Milford Primary School we endeavour to create a happy and safe environment where we encourage both a positive attitude to learning and to children taking responsibility for their own actions. We believe good behaviour and effective learning go hand in hand.
- 1.2 We believe that through positive reinforcement when children are found to be following the school rules, we can encourage those who break the school rules to become more compliant. As a school we have developed a definite structure of rewards and sanctions to foster this approach, where children are allowed to reflect on their own behaviour. We believe that this will enable the children to feel valued and accepted as individuals and to function in a wider community in which they have respect for themselves, others and their environment.
- 1.3 This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.
- 1.4 Through effective partnership with parents we hope that we will achieve success.

2. The Aims

- To create an environment where effective learning and teaching can take place.
- For children to feel safe and valued
- To actively encourage children to come and talk to us and for them to feel assured that they will be listened to.
- For children to be clear about what is expected, to know boundaries, to follow simple rules and to understand what will happen if they break the rules.
- To have a consistent and fair system of rewards and sanctions followed objectively by everyone throughout every aspect of school life.
- For children to understand that they are responsible for their own actions and why they need to behave in order to be socially acceptable and achieve positive relationships.
- For children to be able to recognise and understand their own emotions, express them appropriately, and develop strategies to work towards controlling their emotions in a positive way.
- For children to recognise similar emotions in others and act in an appropriate and supportive way.
- For children to develop strategies to help them deal with situations that may upset them.
- For children to become independent and exercise self-discipline in order to feel valued and respected and to value and respect others.
- For parents and school to work co-operatively to respond to the child's needs and support the child and each other.

- To promote effective lines of communication between home and school in order to support all our aims.

3. Golden Rules

We work hard

We are kind and helpful

We are gentle

We listen

We look after property

We are honest

4. Creating a positive climate for good behaviour

4.1 We wish to create a positive environment where good behaviour is seen as the norm.

This is achieved by:

- Good role models in staff
- A consistent approach to rewards and sanctions
- High expectations which are shared by all
- A commitment to fairness and a lack of prejudice.
- A readiness to offer praise and use positive language in our dealings with children

5. Building good relations

5.1 The building of harmonious relationships is an essential element in promoting good behaviour. We believe that the adults in school should provide a model to teach children how to interact with others by:

- Speaking respectfully to children
- Using positive language where possible
- Listening to children and encouraging them to listen to others

6. Avoiding Confrontation

6.1 We will make every effort to avoid confrontational situations. This can be done by using positive language, by giving children choices and by building up their self esteem.

6.2 Where children are prone to losing control of their behaviour we use the following strategies:

- Having a named person to go to
- Allowing the child to go to a previously agreed cooling-off area

This would normally involve children who have been identified as having Special Educational Needs.

6.3 An individual program of sanctions and support will be given to SEN children according to their individual needs.

7. Rewards and Sanctions

7.1 We prefer to manage poor behaviour by positive reinforcement of good behaviour. Praise is used as a powerful reward for good behaviour. It is given both privately and in public, to groups and individuals. We reward the steady maintenance of good standards, special achievements and kindness to and concern for others.

8. Rewards

8.1 The basis of our system is to be fair to individuals, groups and whole classes by allowing them to be rewarded for both good work and behaviour.

8.2 Individual Rewards

Each child has their name on a merit chart, which is displayed in the class, or on their own individual card.

8.3 Stage 1

The child will be given merits in the class or around school for good work and good behaviour.

8.4 Stage 2

When the child has gained 25 merits they will receive a Bronze Award which will be presented at Friday's Celebration Assembly.

8.5 Stage 3

When the child has gained 50 merits they will receive a Silver Award. This is also given out at Friday's Celebration Assembly.

8.6 Stage 4

When the child has received 100 merits they will receive a Gold Award they are then given a prize.

8.7 Class Rewards

When the whole class behave or work hard they will be given a 'Class Point' or 'Bead'. When the class have achieved a set amount they will be given a whole class treat. This may take the form of a non-uniform day, no homework for a week or other treat of the teacher's choice. Treats may be decided as a class.

8.8 Whole School Awards

Children who behave well during the week will receive 20 minutes Golden time on a Friday afternoon at the teachers' discretion. Well Done certificates are given out during Friday assembly to enable the whole school to celebrate in the successes of individuals. Particular pieces of good work are celebrated by being put on our 'Wall of Fame'. Parents are invited to come and see the work, and to view it on the school website.

9.9 Lunchtime and Playtime Awards

Lunchtime leaders will award stickers to children who behave well during the lunchtime period. These stickers are then put onto a certificate – when six stickers have been earned, the certificate is awarded to the child in Friday's assembly, and the child can choose a toy from our prizes box.

10. Sanctions

Sometimes it is necessary to punish poor behaviour. Staff can discipline pupils whose conduct falls below the standard which could reasonably be expected of them.

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.

The decision to punish a pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.

Any punishment administered must be proportionate and reasonable and take account of the pupil's age, any special educational needs or disability they may have.

10.1 Stage 1

If a child behaves inappropriately they will be given a warning and their name will be put on the board.

The child will be informed of:

- the reason why their behaviour is inappropriate
- the rule that is being broken
- an alternative appropriate behaviour

10.2 Stage 2

If the child continues to behave inappropriately the child receives a tick by their name and loses some of their playtime, appropriate to their age.

10.3 Stage 3

A second tick will result in the loss of all of the playtime.

10.4 Stage 4

A child may then be sent to another class with their work.

10.5 Stage 5

Children who do not respond to the above system will be sent to the headteacher and if necessary parents will be contacted to help resolve the behaviour problem. Children who do not respond will be at significant risk of exclusion, and this information will be shared with parents.

11. Playtime Sanctions

11.1 Stage 1

The child is given a verbal warning.

- 11.2 Stage 2
The child receives up to 5 minutes time out.
- 11.3 Stage 3
The teacher or headteacher will be called for those who do not respond to this sanction.
- 11.4 Stage 4
Serious incidents will be referred to the Headteacher.
- 11.5 The sanction can be entered at any point depending on the severity of the behaviour.
- 11.6 Feedback will be given to the affected child, who had been physically/verbally hurt by another child, about the punishment that has been administered and ensure an apology where appropriate.
- 11.7 At the end of each session the minutes are 'paid back' and every child starts with a 'clean sheet'.

12. Serious misbehaviour incidents

- 12.1 The school adopts a zero tolerance attitude to bullying and discrimination as a result of gender, race, ability, sexual orientation or background. If the school suspects bullying the procedures in the anti-bullying policy will be followed.

Where there is more serious misbehaviour e.g. resulting in the harm to another child the Incident Flowchart (Appendix 1) is followed by all staff. The child may have to lose several playtimes or other privileges. In consultation with the Headteacher, teachers may ask parents to come in and discuss their child's behaviour if there is an ongoing problem. The headteacher will record serious incidents and may exclude a child as a result.

Other strategies will include:

- The use of home/school behaviour diaries.
 - Negotiating individual behaviour contracts with the child with the involvement of parents.
 - Involving the Local Authority Behaviour Support Services and placing the child on the SEN register.
- 12.2 School will consider whether continuous disruptive behaviour or a significant change in behaviour might be the result of an unmet educational or other need. At this point the school may consider whether a multi-agency assessment is necessary, or follow procedures set out in the school's Safeguarding or Anti-bullying policy.

13. Pupils' conduct outside school gates

Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school will be punished by staff on the school premises or elsewhere when under the lawful control of the staff member.

School may discipline pupils for:

- Misbehaviour when the pupil is:

- Taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or
- misbehaviour at any time, whether or not the conditions above apply, :
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The punishment will be age appropriate and reflect the severity of the misbehaviour. This may include, loss of minutes, playtimes or other privileges. Parents may be informed and serious incidents will be recorded and may result in exclusion.

Criminal bad behaviour or behaviour which causes a serious threat to a member of the public may result in the police being informed.

14.1 Searching With or Without consent

14.1 School staff can search a pupil for any item with the pupils' consent.

The pupil will be asked to turn out his/her pockets and the teacher can look in the pupil's bag and coat pockets.

If a pupil refuses to be searched staff will apply an appropriate disciplinary penalty and the pupil may be kept in a secure room, whilst their parent is called into school.

If it is suspected that the pupil has an item that could cause serious harm to themselves or others such as a knife or weapon the headteacher will exercise their right, within the law, to search the pupil.

The search will be carried out by the headteacher, in the presence of another member of staff, and will include outer garments, shoes, coat pockets and bags.

If it is suspected that the pupil is in possession of a banned item (but does not pose an immediate risk) and refuses to be searched the pupil will be kept in a secure room whilst their parent is called into school. In these instances an appropriate disciplinary penalty will be imposed.

Banned items include:

- alcohol
- illegal drugs
- tobacco
- mobile phones
- stolen items
- fireworks
- pornographic material

N.B. Mobile phones may be brought into school and stored in the headteachers' office throughout the day.

15. Reasonable Force

- 15.1 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 in the classroom.

Full details can be found in the Physical intervention Policy.

16. Malicious Accusations against staff

- 16.1 Any pupil who is found to have made malicious accusations against school staff will be subject to disciplinary action. In such cases parents will be informed and punishment will reflect the severity of the accusation. This would include loss of break times or other privileges such as loss of Golden time. In severe circumstances punishment may include exclusion.

17. Links with other policies

- 17.1 The Behaviour Management Policy should be read in conjunction with the school's Anti-Bullying Policy.

18. Policy Review

- 18.1 The Behaviour Management Policy will be reviewed annually to ensure the most effective approach.

Date December 2015

Signed (Chair of Governors) G. Taylor

Next review Autumn 2 2016

Incident Flowchart

