



With Love We Flourish

Positive Behaviour Policy

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Policy Title:	Positive Behaviour Policy	Date:	September 2024
Reviewed by:	Alyson Frost	Review Date:	July 2026
Ratified by:	Full Governors	Date:	December 2024

'Let all that you do be done in love'

1 Corinthians 16:14

Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.

1. Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same.

Our behaviour policy guides staff to teach self regulation, not compliance. It is underpinned by our school vision and echoes our core values with a heavy emphasis on respectful behaviour, a cooperative approach to managing poor conduct and interventions that support staff and children.

Aim of the policy:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

We strive for excellence in all of our children in terms of behaviour and behaviour for learning. We keep these positive:

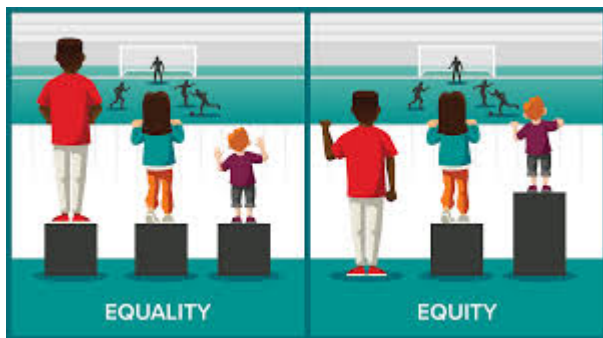
- reinforce the behaviour we want to see, rather than advertising the behaviour we don't want to see.
- Recognise the children who regularly go 'over and above' is a key part of our positive approach.

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- o Keep expectations consistent and routines relentless.

2. Key Principles

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



- Behaviour as communication. In school we understand that all behaviour has meaning. Children and young people communicate through their behaviour, especially those who have not acquired language and vocabulary skills to tell the adult what the problem is. The behaviour used to communicate can be made stronger and more likely by how it is responded to.
- **Putting relationships first. This requires a school ethos that promotes strong relationships between staff, learners and their parents/carers. It also relies on creating a positive school culture and climate that fosters kindness, connection, inclusion, respect and value for all members of the school community.**
- A whole school approach to supporting behaviours for learning using guidelines from Pivotal Education and "When the Adults Change Everything Changes" by Paul Dix.
- Five Pillars of Pivotal Practice (Paul Dix)
 - o Calm Consistent Adult Behaviour
 - o First Attention to Best Conduct - Noticing the children who are showing good behaviours for learning first.
 - o Relentless Routines - Whole school routines such as 'Wonderful Walking' and 'Legendary Line Up'.
 - o Scripted Interventions - This enables the adults to respond to behaviour for learning using consistent interventions.
 - o Restorative Practice - Enables the learner to be supported to understand their behaviours and to be given an opportunity to restore relationships
- Pace Approach PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for **Playfulness, Acceptance, Curiosity and Empathy**. These principles help to promote the experience of safety in your interactions with young people. See using PACE in school for more information. All staff are trained in this approach.

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4. Our Behaviour for Learning Expectations



The Great Milton Way

1. **Be Ready**
2. **Be Respectful**
3. **Be Responsible**

These are known as 'The Great Milton Way' and referred to by all staff as the values we live out in school. More detailed examples of these are displayed in every classroom.

Recognition and Rewards

Pay attention to what you want to see more of.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. We recognise and reward learners who go 'over and above' our expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children verbally or with a sticker.
- Recognition Boards in classrooms help teachers to reinforce the positives.
- Each class has their own reward system.

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- All staff can nominate children for a Headteacher's Award and their name goes in the Golden Book to be read out in assembly.
- Children can nominate each other for the golden book/class reward.
- We put children in the Golden Book, for showing the 3 Rs (Ready, Respectful, Responsible) or for consistent effort, positive attitude and behaviour for learning. We also acknowledge acts of kindness in school.
- Every Friday, those who have shown examples of our values are given a leaf that is hung on our values tree.
- All classes have an opportunity to show examples of their work during a celebration worship.
- We acknowledge all the efforts and achievements of children outside of school and children are invited to bring in certificates gained through hobbies to be shared in assembly in school.

Hot Chocolate Tuesday

It is important to recognise those children who go over and above on a day to day basis in school. Once a fortnight, a child per class is nominated for hot chocolate with the Headteacher to celebrate the positive impact they have in our school. It is also an opportunity for them to give feedback to the Headteacher the positives they have experienced that week and the 'even better ifs' as they see it.

Supporting learners to live out the Great Milton Way.

There will be times when children need support to regulate their emotions and re engage with their learning. In most cases a simple reminder '*Is that the Great Milton Way?*' is all that is needed. In other cases some take up time and reflection time is needed. The following procedure outlines the steps.

Procedures:

NB: All children should be given 'take up time' between steps. It is not possible to leap steps or accelerate steps for repeated low level disruption. Calm, but firm voice should be used throughout all of the steps.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the learner will be referred internally to another room in the department for the remainder of the lesson. All internal referrals must be recorded on Integris.
6) Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Formal Meeting	A meeting with the teacher, learner, SLT and Parent recorded on an Action Plan with agreed targets that will be monitored over the course of two weeks.

Sanctions

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In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We should be consistent in our principles but flexible in our approaches.

Sanctions are seen as a 'last resort' once all the previously mentioned strategies have been applied. We can recognise that sanctions do not have the long term positive impact on behaviour that positive reinforcement does but does accept that ultimately, when all other options have been explored, they may have to be implemented.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...'. **It is important to remember that the behaviour is the problem, not the child.**

Restorative Approach:

All members of staff are trained and follow the restorative practice. This proactive approach is for making, maintaining and, when necessary, repairing relationships. All children are given the opportunity to reflect on their actions/reactions, talk through their feelings with an adult and discuss these with the other party.

Incidents of physical or verbal abuse carry an immediate sanction of 'red'.

The senior leadership team monitors all 'red' behaviours. As soon as a child is 'placed on red', the class teacher informs the parent at the end of the day or via a phone call. If a child is placed on red again (or given an immediate red for physical or verbal abuse), the SLT will contact the parents and the child to discuss strategies to move forward.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to address occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-bullying Policy). Our KiVa anti bullying programme in KS2 proactively teaches the children about bullying.

All members of staff are aware of the regulations regarding the use of force by teachers, LA Guidance: 'The Use of Force to Control or Restrain Pupils' 2010. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Note See also our policy on the 'Use of Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.
- Any 'red' incidents are recorded on the child's file on our electronic data system (Integris and CPOMS).

Responsibilities:

All staff will:

1. Make the morning welcome positive for their class.
2. Refer to 'Ready, Respectful, Responsible'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent, before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.

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8. Never ignore or walk past learners who are behaving in an unacceptable manner. .

Phase Leader,

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence in school to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Ensure staff training needs are identified and targeted
6. Use behaviour data to target and assess interventions
7. Make sure that the 'buck stops here'.

Senior leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the site and especially at changeover time
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support phase leaders in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess college wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Be a daily visible presence around school and in the playground, particularly at times of mass movement.
9. Take time to welcome learners at the start of the day

The role of the headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps electronic records of all 'red' behaviours and any reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher (not other parents). If the concern remains, they should

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contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the headteacher (or the deputy headteacher) has the power to exclude a child from school. The headteacher may exclude (suspend) a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes (suspends) a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions (suspensions) beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

- The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The headteacher records those incidents in which a child is sent to her on account of bad behaviour. They also keep a record of any incidents that occur at break or lunchtimes. All incidents are recorded electronically.

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- The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: