Milford School

Behaviour Policy

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Behaviour Policy Principles

Milford School is 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 behaviour and encourage others to do the same. As members of our community, we adhere to the values of being 'Ready, Respectful, and Safe.'

Aims of the Behaviour Policy
- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide a clear guide for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour and to use restorative approaches instead of punishments with proportionate consequences.

Purpose of the Behaviour Policy
To provide simple, practical procedures for staff and children that:
- Encourage children to recognise that they can and should make 'good' choices.
- To establish and recognise positive behaviour.
- Promote self-esteem and self-discipline.
- Teach and embed appropriate behaviour through positive intervention.

All staff must:
- Take time to welcome children at the start of the day.
- Be at the door of their classroom at the beginning and end of each day.
- Always challenge inappropriate behaviour.
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'.

The Headteacher and The Senior Leadership Team must:
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers.
- Ensure staff training needs are identified and targeted.
- Use behaviour information to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:
- Deliberately and persistently catch children doing the right thing and appropriately praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

Children want teachers to:
- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.

- Be fair and consistent.
- Have a sense of humour.

Behaviour for Learning

Milford School principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix, Pivotal Education

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over & Above Recognition
• Be ready • Be respectful • Be safe	• Daily meet and greet • Good manners (holding the door, being polite and friendly) • Wonderful Walking • Stickers • Warm Fuzzies • Frequent, positive feedback	• Certificates (Star of the Week or Headteacher's Award) • Jigsaw scrolls • Home contact (phone call or positive chat) • Postcards from teacher – half termly

Focus: Relentless Routines
- Praise in public.
- Remind in private.
- Wonderful walking around school.
- Consistent language: thinking time.

Stepped Boundaries:
gentle approach, use the child's name, child level, eye contact, deliver message

1. REMINDER
- I noticed you chose to (noticed behaviour)….
- This is a REMINDER that we need to be (Ready, Respectful, Safe).
- You now have the chance to make a better choice.
- Thank you for listening.

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:
- I noticed you chose to (noticed behaviour)
- This is the second time I have spoken to you.
- Your name is going to go on our 'Thinking Tree'. You need to speak to me for two minutes after the lesson/before playtime or lunchtime.
- If you choose to not make good choices again I will ask you to have thinking time / go to another class.
- Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this talk.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready.
You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. THINKING TIME:
I noticed you chose to (noticed behaviour)
You need to:
1. Go to a quiet area with a timer (Thinking Time)
2. Go to sit with other class
3. Go to sit in a SLT classroom

4. Go to HT's office

On the Playground:
I noticed you chose to (noticed behaviour)
You need to:
1. Sit on the picnic bench with a timer (Thinking Time)
2. Stand by me
3. Go to your Class Teacher
4. Go to a member of SLT
5. Go to HT's office

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4. FOLLOW UP, REPAIR AND RESTORE
1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?
6. Thank you for talking to me.

* Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.
*In the case of child on child sexual abuse, the DSL is to be informed straight away, without the children present.
The DSL will interview the children 1:1.
*If a child is sent to another classroom, their CT will speak to the parents to inform them.
*If a child is sent to a member of SLT, SLT will speak to the parents to inform them.

Consequences:

Consequences should

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

- *IDENTIFY* the behaviour we expect

- Explicitly *TEACH* behaviour

- *MODEL* the behaviour we are expecting

- ***PRACTISE*** behaviour

- ***NOTICE*** excellent behaviour

- ***CREATE*** conditions for excellent behaviour