



MILTON PRIMARY
ACADEMY

Milton Primary

Positive Behaviour Policy 2018-2020

1: Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This policy sets out the expectations of behaviour at Milton Primary Academy. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanors arise.

This policy should be read in conjunction with the Academy's Anti-bullying Policy and Safeguarding Policy.

2: Aims

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the academy:

- *Enable effective teaching and learning*
- *Treat all members of the academy community with consideration and respect*
- *Value others and be polite and friendly*
- *Work hard and try one's best*
- *Respect the academy environment and other people's property*
- *Respect the culture and beliefs of others*
- *Promote self-esteem and emotional well-being*

The academy recognises that all children have the right to feel secure and they are encouraged to talk, and to be heard. Children know that they can approach any of the adults who work in academy if they are worried, and that they will receive a consistent supportive approach.

3: Principles

We operate a positive behaviour system. At the beginning of each academic year our home, academy agreement and class contracts set out expectations for behaviour across the academy. The primary aim of the policy is not a system to enforce promises, but to promote good relationships, so that people can work together with a common purpose of helping one another to learn.

3.1 Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently (see Anti-bullying Policy).

Pupils are expected to:

- *embrace the academy values and demonstrate these on a daily basis (BIG 5 – Appendix 1)*
- *follow the class contract including internet /e-safety charter*
- *accept responsibility and the consequences of their actions*
- *listen to and respond appropriately to what adults say*

3.2 Role of Staff

Adults in the academy have an important responsibility to model high standards of behaviour. Adults in academy are expected to:

- *create a calm, purposeful and positive atmosphere with realistic expectations*
- *provide a caring and effective learning environment*
- *encourage all pupils, whatever their ability, to achieve their full potential*
- *encourage positive relationships based on mutual respect*
- *provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Manager and outside agencies as appropriate*
- *log behaviour incidents as a record on 'My Concern' and inform parents where they deem this to be necessary.*
- *understand that when behavioral issues arise this is sometimes out of the child's control due to social and emotional difficulties*

It is the responsibility of all adults to implement the academy behaviour policy **consistently** throughout the academy.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Head of Academy to report upon the effectiveness of the Behaviour Policy as requested.

3.3 Role of the Parents

Parents are expected to:

- *support their child's learning and cooperate with the academy as set out in the Home/Academy Learning Charter (Appendix 2)*
- *inform the class teacher of any changes in circumstances which may affect their child's behaviour*
- *discuss any concerns with the class teacher promptly*
- *support the academy when reasonable consequences have been used to encourage a child to show positive behaviour.*
- *understand that when a behaviour incident happens the academy will inform them of the details involving their child. Details of other children involved due to safeguarding and data protection purposes will not be discussed.*

3.4 Role of the Governors

The Governors of the academy support the Head of Academy and staff by:

- *promoting the academy values (BIG 5)*
- *valuing all members of the academy community equally and fairly*
- *creating an effective partnership between pupils, parents, staff and themselves as Governors*
- *maintaining a caring, safe and nurturing environment where pupils can flourish*
- *developing a positive reputation within the community*
- *ensuring the academy community is safeguarded*
- *forming a committee for appeals against any fixed-term exclusions.*

3.5 Positive Behaviour Management

Positive behaviour management may be defined as the strategies the academy employs to promote a well-ordered, purposeful academy community.

At Milton Primary we aim to nurture intrinsically motivated pupils who strive to achieve their best for themselves. Children who consistently make good choices in class and around academy are recognised by:

- *Verbal praise*
- *Nurturing ethos*
- *Marbles in a jar – once the jar is full the class receive a 30 minute session where the activity is decided by the class*
- *Weekly Star Learner – on Monday break time they will attend a tea party with a member of the Leadership Team*
- *Remarkable Days certificate – a child receives a certificate if they receive 10 remarkable days in a half-term period*
- *Early Years Foundation Stage – Stickers in books only*

3.6 Class Contract

At the start of the academy year in September each class discusses and agrees upon their class contract appropriate to the age of the children and worded positively. This is agreed to and signed by all pupils and staff working in the class. These contracts will be reinforced regularly. Through praise, nurture and marbles for the class jar. Consequences will also be given as necessary. The class contracts are displayed in each classroom and are shared with parents at the beginning of the year.

3.7 Consequence Levels

Level 1	<ul style="list-style-type: none"> • Non-verbal reminder (facial gesture) • Verbal reminder allowing the child to make the right choice • Name moved down on behavioural chart – warning • Name moved down to consequence – <i>appropriate consequence decided by class teacher/HLTA</i>. In EYFS this may include using the ‘Thinking Chair’ • Child to tally their consequence on the class chart <p style="text-align: center; background-color: #00AEEF; color: white; padding: 5px;">The majority of low-level behaviour should be managed within level 1</p>
ALL BEHAVIOUR LEVEL 2 AND ABOVE SHOULD BE RECORDED ON MY CONCERN	
Level 2	<ul style="list-style-type: none"> • Time away from their class (in their phase leader’s room) for a short period of time (approx. 10 mins). <p>Work MUST be sent with the child.</p> <ul style="list-style-type: none"> • Parents informed by Class Teacher
Level 3	<ul style="list-style-type: none"> • Time away from peers– increased amount of time spent in their Phase Leader’s classroom (approx. 30 minutes). Work MUST be sent with the child. • Parents informed by the Phase Leader
Level 4	<ul style="list-style-type: none"> • Internal exclusion away from all children for a set period of time decided by a member of SLT • Parents informed by SLT
Level 5	<ul style="list-style-type: none"> • Fixed-term external exclusion decision made by the Executive Headteacher and Head of Academy (In the absence of the Exec Head and HoA the Deputy Head can act on their behalf) • Parents informed by the Head of Academy, who will explain their rights to appeal to the Governing Body • Learning will be provided during the period of exclusion • Governors and Local Authority are informed • Where appropriate alternative provision will be sourced
Holding	<ul style="list-style-type: none"> • The use of physical intervention maybe used to restrict a person’s liberty of movement. A pupil/person may be held to: minimize harm to self and others; to prevent excessive damage to property; to remove them from a particular area if they are disrupting others. • The hold will last for as long as the risk continues. • Key staff are trained in physical intervention and holding. • Parents will be informed when a child has been held. • Restorative approach will follow led by trained staff.
All incidents requiring parental involvement must be logged on ‘My Concern’ – Include the subheadings: DETAILS, ACTION AND FOLLOW UP.	

3.8 Inclusion

A child who regularly exerts behaviour not in line with the academy values and class contracts will be assessed by the academy Inclusion Manager. This will ensure that any underlying difficulties, which may be contributory factors to the pupil’s behaviour, are identified and appropriate support is actioned. From this assessment the pupil may be placed on the SEN register and support from outside agencies will be sourced as necessary.

Whilst we promote consistency of practice, at Milton Primary we understand and accept that reasonable adjustments may need to be made to this policy. This is to ensure that every child has the chance to succeed whilst taking into account pupils’ individual needs and their emotional well-being.

3.9 Reward System

The reward system is to encourage and acknowledge all children who follow the academy's expectations on a daily basis and take personal responsibility to achieve their best. The academy uses a system based on earning marbles in a jar that culminates in a reward when it is full. Marbles can be added and removed dependent on class team behaviour.

How does the system work?

- *Children receive marbles in jar for positive behaviour.*
- *During the whole academy assembly every Monday afternoon, pupils will be informed of the behaviour focus will be for the week; these will be linked to the academy's Big 5. Pupils can receive additional marbles when adults in the academy observe them achieving that week's behaviour focus.*
- *Once the marble jar is full the class decide an appropriate activity to celebrate their team success (e.g. rounders, board games, colouring, music, dance, small picnic, aerobics etc)*

The four Houses at Milton Primary Academy are:

- **Minton**
- **Spode**
- **Wedgwood**
- **Doulton**

On a yearly basis Houses will be allocated to staff and pupils, this will ensure consistent numbers across all Houses. Team points for Houses can be earned at events within academy e.g. sports day, maths tournaments, quizzes, spellathon etc There will be at least one House event per half-term. A trophy will be awarded at the end of the year for the winning house.

3.10 Reinforcing Positive Behaviour

Each classroom displays the colour behaviour system. Each child is placed on green at the beginning of an academy day. This is in line with our belief that every day is a fresh start for making a positive impact to their academy community and learning. This is a visual reminder to children of how they are conducting themselves. If a child reaches REMARKABLE DAY 10 times in a half-term then they are rewarded with a certificate. Children tally their remarkable days and consequences on a chart in the classroom.



3.11 Fun Zone

The Fun Zone takes place in the academy's Main Hall during lunch and has a range of games and fun activities. Each year group in Key Stage 2 will have an opportunity to visit the Fun Zone once a week during lunch- Year 3 = Monday, Year 4 = Tuesday, Year 5 = Wednesday and Year 6 = Thursday. Each class teacher in Key Stage 2 will have 4 Fun Zone 'passes' that they can give out to pupils who have demonstrated great personal effort in following the academy's Big 5. The Fun Zone pass allows them entry into the Fun Zone at lunch time on the Friday.

3.12 Time Out

Children demonstrating negative behaviour during break times will be given a verbal warning for doing so and reminded that if the negative behaviour continues they will have to attend 'Time Out' at lunch. If the unwanted behaviour continues then the pupil will attend 'Time Out' during lunch. Any verbal warnings given to pupils during morning break will be recorded in the 'Time Out' Folder so that Lunch time staff can monitor that the negative behaviour doesn't carry on from break time and in to lunch time. Physical attacks on peers will not be tolerated. Any pupil who chooses to physically hurt another will not be given any warnings but will have to go to 'Time Out' straight away.

When a Child is taken to 'Time Out' they will be asked to reflect on the negative behaviour they have demonstrated which has resulted in them being sent to 'Time Out'. Children will be asked to complete an age/ability level appropriate reflection sheet which will then be sent home with the pupil. The academy office send parents a text message to inform them that their child has been sent to 'Time Out' during lunch time that day. Parents will need to discuss the reflection sheet with their child, sign the form attached and send this back to the academy. Children who have been to 'Time Out' will not be given the opportunity to attend the Fun Zone for 5 academy days after that day.

If a pupil has been to 'Time Out' 5 times during a half term, parents will be asked to attend a meeting at the academy with the Class Teacher and Phase Leader. The academy's concerns regarding the pupil's behaviour will be shared with parents. The pupil will be included in a social and/or behaviour intervention at least twice a week with Mr Morley and/or Miss Parry for a period of time that the academy deems appropriate. If the academy feels that the intervention is not having a significant positive impact on the pupil's behaviour, the pupil will be put on to a behaviour plan. Parents, along with the pupil, will be invited to the academy to meet with Mr Morley and the pupil's class teacher so that the plan can reflect targets that meets the needs of the pupil, academy and home.

4 Monitoring and review

The Positive Behaviour policy will be reviewed every two years and appropriate amendments will be made where needed.

Appendix 1 – BIG 5 Values



Choose to be positive
Understand your IMPACT
Take personal responsibility
Have BOUNCEBACKABILITY
Set yourself some HUGE goals

"Together We Achieve Our Best"

Appendix 2 – Home/Academy Learning Charter

Home/Academy Learning Charter

As the family we will try to:

- Make sure our child **arrives on time & is collected on time**
 - Make sure our child **attends regularly – attendance 96% and above is an expectation for all children (unless seriously ill of course)**
 - Inform the academy by 9.00 a.m. in the morning, if our child is absent that day.
 - Read with my child 20 minutes per day – (add comment to reading diary)
 - Attend pupil meetings to discuss our child's progress
 - Inform the academy of anything that might affect our child's work or behaviour
 - Support our child's learning
 - Support my child in completing homework, including spellings, multiplication tables, reading and topic research; ensuring it is completed on time.
 - Keep in regular contact with the academy through the reading diaries
 - Take an active role in our child's education, by getting to know about our child's life at academy
 - Support all the academy's policies and guidelines
 - Support the academy on managing behaviour and discipline
 - Supports the academy's Healthy eating Policy – healthy snacks at break time, providing healthy lunchboxes and a water bottle for daily use, drinking water (not juices)
 - Ensure my child comes dressed in appropriate clothing and shoes (see academy uniform requirements) for all subjects.
 - Be an appropriate role model to children
- Parent/Carer signature**

As a child at Milton Primary I will:

- Remember the "BIG 5" – I will be positive; understand my impact; take personal responsibility; have bouncebackability; set myself HUGE goals
 - Listen carefully to others, be kind & helpful
 - Treat everyone, including myself, with respect
 - Look after & take care of my classroom and academy property
- Pupil signature**.....

The academy will:

- Provide a happy, secure day within a caring environment
- Opportunities to fulfill their learning potential and develop as an individual, by preparing challenging appropriate learning for all pupils.
- A broad based education, that extends beyond the academic, to help your child become a confident citizen, able to express opinions and make decisions
- Be open and welcoming and offer you opportunities to become involved in the daily life of the academy
- Assess and monitor pupil's work to recognise and encourage success and attainment
- Set challenging though realistic developmental targets for each child
- Inform you regularly about your child's progress at regular meetings and in annual written reports
- Celebrate effort, attainment & good behaviour
- Keep you informed about general matters, through regular newsletters, web site updates and parent and governor briefings
- Inform you about what the teacher's aim to teach the children each term
- Organise workshops on curriculum matters
- Contact you, should we have any concerns about your child
- Have a clear, Homework Policy, communicated yearly, as your child progresses through the academy

Signed C Dean
Executive Head Teacher

Our Partnership Together we will:

- Address all learning needs
- Support the children to help them achieve their best through learning both in the classroom and at home
- Encourage the children to keep to the Learning Charter