



## **Positive Behaviour Management Policy**

“At Millfields Community School we aim for everyone to see themselves as part of a happy working community. We have very high expectations of behaviour.”

“Satisfactory behaviour and achievement is not automatically learned. It needs to be modelled, explained, taught, supported and recognised.”

## Introduction

### The School Rules

The rules of the school are agreed actions so that we can achieve consistency and coherence in all areas. Within that consistency we recognise the need for variation and understand that we need to be flexible. All of our children are individuals with individual needs.

Millfields Community School uses the system of Class Charters. This system has been agreed as it suits the Rights Respecting ethos of our school. They are not "do not" rules (do not wear trainers) but rather a list of moral values drawn up by the children at the beginning of each year with the adults that work with them. The class charters do not tell us what to do, rather they are a vision of the type of person we all would like to be. Class charters are displayed in all classrooms, communal areas and in the playground. They are reinforced by all staff whenever appropriate. The assembly programme reflects the pupil charters and they are discussed in PHSE and Citizenship as part of circle time. We strive to reward and celebrate good behaviour as often as possible.



## **Responsibilities**

### **The children's responsibilities are:**

- To follow their class charter
- To take increasing responsibility for their own learning
- To do what adults at Millfields ask them to do
- To make sure that the school is a clean and pleasant place to work and play

### **The staff responsibilities are:**

- To provide a challenging and stimulating curriculum
- To create a safe and pleasant environment
- To recognise that each child is an individual
- To treat all children fairly

### **The management responsibilities are:**

- To treat all children fairly
- To spend lunchtimes in the playground or dinner hall to support LSAs and mealtime supervisors in the managing of behaviour.
- To deal with gold discs immediately.
- To give feedback to staff as to the outcomes of meetings with parents and pupils.

### **The Parents and Carers Responsibilities are :**

- To make sure that children arrive on time and ready to work
- To help children to realise the importance of education and to praise them for their efforts and achievements.
- To encourage their children to talk about school and to listen to what they have to say
- To teach children ways to sort out problems by talking and listening

## **Rewards and Sanctions**

### **Rewards**

- All classrooms have a behaviour display that consists of a golden circle and 3 happy and 3 sad faces. When a pupil behaves well they are put onto the first happy face.
- Golden Time. Each class has a golden circle. If all pupil's names are in the circle by Friday the class is awarded Golden Time on Friday afternoon. This time is to be carefully planned for by year groups and class teachers. Golden time activities should be varied, stimulating and, wherever possible, linked to the pupils talents and interests.
- Blue Folder assembly (Mondays) Teachers write the names of a pupil who has demonstrated good work or behaviour and a certificate is awarded. The pupils have their photo is put onto the Millfields Mag and the school website Certificates given out in whole school assembly (swimming, attendance, gymnastics etc.)

Staff are reminded to please reinforce good behaviour as often as possible and remember to tell parents and carers about good behaviour after school.

### **Sanctions**

All classes in key stage one and two use the Millfields behaviour management flow chart to ensure consistency of approach. There are three sad faces on the chart. Adults in class put a child's name next to the first sad face if they misbehave. If there is another incidence of poor behaviour the child's name moves to two sad faces. If the child moves past three sad faces a gold disc is sent to the school office. A member of the Leadership team or the Lead Behaviour Professional will be on behaviour management duty. They will be contacted by the office staff. The person on duty will go to the class and talk to the pupils, the adults and the child in question. This ensures that the whole class are aware that the child is being dealt with.

The charts are clearly displayed in all classes and teachers use PHSE and Citizenship time to go over sanctions and reflect on behaviour issues.

### **Sanctions used in the Foundation Stage**

- One to one verbal warnings
- Being moved to a different activity
- Time out away from activities (using an egg timer)
- Sent to the parallel class for time out
- In the playground there is general discussion on appropriate behaviour and one to one when needed.
- Children are asked to sit out on the bench if there are incidents of severe behaviour (i.e. fighting)

All classes in Key stages one and two use the behaviour management flow chart. Time is spent with new pupils explaining the system to ensure coherence and consistency of approach across the two key stages.

### **BEHAVIOUR MANAGEMENT in the CLASSROOM FLOW CHART**

- Sad face 1
- Isolation in class. The child is told that their behaviour is unacceptable and is isolated within the class for a given period (10/15 mins)
- Sad face 2
- Sad face 3 .Send gold disc to the office where the incident will be logged and a senior manager will be sent to the class to deal with the incident.

The behaviour is logged on SIMs at this stage

### **Behaviour management around school**

If you are involved in managing a behaviour incident around school please pass details to the child's class teacher. If the incident is serious please send a gold disc to the office.

### **Behaviour Management in the Playground**

At morning break members of staff should inform class teachers of minor incidents and if necessary fill in the appropriate incident form. Staff should inform a member of the leadership team or the Lead Behaviour Professional if the incident is more serious. At lunchtime there are staff on duty to deal with any incidents. There is a senior manager on duty each day. Teachers need to make children aware that they must approach the staff on duty and NOT come inside the school. Lunchtime staff will refer incidents to the manager on duty where appropriate.

## **Strategies to Improve Behaviour**

### **Teaching and Learning**

The quality of teaching is the single most significant factor in influencing behaviour. At Millfields we aim to plan and deliver lessons which are interesting, challenging and offer opportunities for sustained work. All lessons should be well planned, delivered with appropriate pace and be structured but with open ended activities.

Lively and stimulating teaching should be used at all times to promote positive behaviour.

It is vital that work is matched to the differing needs and abilities of the children and that targets and IEPs are used effectively to inform planning.

The staff at Millfields have clear expectations of the children. When expectation is high good behaviour becomes the norm.

Standards need to be consistent and applied effectively by all adults in school. (see Code of Conduct.)

Children must not be disciplined by being withdrawn from any part of the National Curriculum. Swimming, PE, trips and outings etc. are statutory parts of the National Curriculum and unless there is a health and safety risk due to a behaviour need these activities cannot be used as sanctions.

### **The conduct of adults in school**

- Always use pupils names. Do not use inappropriate names or labels for any person in school.
- Always use appropriate language. Do not use sarcasm. Never laugh at pupil's mistakes but encourage laughter in appropriate situations.
- Do not humiliate children (i.e. make them stand in a corner, against a wall, outside a door)
- Try not to shout, most especially in close proximity to the children
- Be punctual at all times (e.g. when collecting children from the playground, from assembly etc.)
- Supervise the children as they move around the school
- Talk about the behaviour and not the child.
- Be supportive of colleagues instructions to children
- Never discuss a child in the presence of other children and do not talk in public about personal situations/ home lives of our pupils
- Staff teaching PE and games should wear appropriate clothing
- Teachers should not disturb assembly time by talking

## **Communication Systems**

All staff at Millfields have support systems for dealing with poor behaviour. It is important to follow the behaviour flow chart and equally important to pass on any reports of regular poor behaviour to the manager on behaviour duty or the Lead Behaviour Professional.

Class teachers are responsible for contacting parents if they feel a meeting is necessary to discuss pupil behaviour. A member of the leadership team will also attend this meeting at the request of the class teacher. The class teacher should pass any behaviour information e.g. records of meetings with parents or letters sent to the admin team to place in the child's confidential file.

## **School Council**

The school council meet once each fortnight to discuss issues raised by each class during their class council and circle time sessions. The council is an excellent way of ensuring that every pupil at Millfields has a voice in the running of the school.

## **Circle Time**

At Millfields we aim to have circle time at least once each week and more so where possible. The purpose of this is to put across the moral values of the Class Charters as there is no point simply having a set of rules on the wall. We aim to use circle time to embed our charters into the childrens hearts, to enable the pupils to understand themselves as people who are kind and helpful, honest, hard working, careful and good listeners. Millfields is a school where all of these values are encouraged and discussed regularly.

Circle time should help our pupils to understand themselves and their feelings better. If we increase their emotional literacy we will see behaviour improve. We do not want children to say "I know I'm supposed to be gentle" but rather "I know I am gentle, not always, but I know that I like myself when I am gentle." Circle time helps children to develop a clear and unambiguous picture of themselves. Discussions are about moral values which are deep and precious things that the children need to be taught to explore.

## **Positive reinforcement**

At Millfields we use positive reinforcement of good behaviour in many forms. Praise should be given in a variety of ways ; formally and informally, publicly and privately. It is important to give praise for the steady maintenance of good standards as well as for notable achievements. Praise should be given to individuals, small groups, classes, larger groups and the whole school wherever appropriate to motivate others to emulate similar behaviour.

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