



THE MILFORD ACADEMY

Policy to Promote Positive Relationships and Behaviour

- | | |
|---|--------------------|
| M | - Motivated |
| I | - Independent |
| L | - Learning |
| F | - Forward Thinking |
| O | - Outstanding |
| R | - Respect |
| D | - Determined |

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Aims

The primary aim of this policy is to promote good behaviour choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships that are happy, safe and secure. This policy aims to help pupils to become positive, responsible and increasingly independent members of the school and wider community. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices that are poor (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some pupils will always behave in such a way) and;

- it avoids labelling pupils - instead, we refer to the choices we all make and that we should always try to make good choices.

To be in a strong position to make positive choices, children need to have a positive self-image. Our policy therefore seeks to improve children's self-esteem. Praise is **key** to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** The over-riding expectation is that all children will learn to take responsibility for their own actions and exercise appropriate self-discipline.

Our positive approach aligns with our school rules for everyone to:

Be Safe
Be Proud
Be Respectful

Strategies to Encourage Positive Choices

Our own behaviour as adults must always reflect our expectations of the children. As a staff we aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, listen to the children and follow up problems to their conclusion. It is vital children at Milford know they are heard. **Adults are responsible for dealing with issues that children bring to them.**

As a school we will look for the positive, praise this and continually reinforce such behaviour, so that we do not overlook the well-behaved child. However, care needs to be taken to ensure that the balance between expectation and reward is properly maintained. Pupils are expected to behave well and should not seek constant reward for expected behaviour.

At Milford we celebrate positive choices in a variety of ways. Children receive verbal praise and stickers. Verbal praise and positive comments in the children's books are also seen as part of each teachers approach to the recognition of good work and behaviour choices.

Star of the Week

We have a celebration assembly on a Friday – Star of the Week. Here, children are chosen for having shined that week in an individual way. Each Star of the Week is awarded a certificate and 3 star stamps. Additionally, any child who has reached 'gold' will earn a gold award

certificate, which will also be presented in the star of the week assembly.

Class Topic Charts

At Milford, every child is provided with their own individual chart that links to their year group's half-termly topic. Each chart consists of ten points which children can earn by making positive choices in class or for excellent examples and attitudes towards their work. Once children have obtained 10 points, they will receive a prize.

If a child completes their chart within the half-term, they will be given another chart and another chance to receive a further prize.

This system rewards positive behaviours and attitudes towards learning and removes any emphasis on negative behaviours.

Whole Class Rewards

Each Class Teacher and their class use a whole class reward system, which is Class Dojo. Staff can give out Dojo points for doing good pieces of work, showing good manners etc. Additionally, staff will also have praise pads and are encouraged to make a minimum of one positive phone call to parents per week.

Each class will compete in 'Dojo class of the week', where each phase will battle to see who has earned the most points as a class. At the end of the half-term, the class with most combined dojos will win a class prize. Each week, individual classes will have a Dojo champion of the week too.

Supporting Children in Making Positive Choices

At Milford, we support children in making positive choices by using the language of choice. It is nonconfrontational and is based on empowering children to choose to *do the right thing*.

The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you are inside at playtime when you should be outside.

Never ask a pupil **why** they are doing what they are doing.

It is confrontational and you do not actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many pupils will quickly do something to change the behaviour. Remember: you need to give them **take-up time** to do this rather than stand over them, which again

can be confrontational. Remember to praise them if they change their behaviour. Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, I need to remind you about keeping to the school rules, you have to go outside – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

When referring to the school rules always use the words 'keep' or 'keeping' and not 'follow'.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the pupil the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the pupil will learn that you do not follow threats through).

Ricky, if you choose to stay inside and ignore my reminder to keep to the rules then you will receive a warning. It's your choice.

Although it is easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the pupil will notice your tone and may well be aggressive back, which will make the situation worse.

Most importantly, if after using the language of choice the pupil chooses to do the right thing, then you **must** praise them for making the right choice. This means that the pupil learns that it is good to do the right thing and that you are pleased that they have made a good choice. Every pupil loves being praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice! Should the pupil choose not to do as you have asked, then it is simple: **you follow through with the consequences you stated.**

Do not give in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say, for example, 'In our school, we keep hands, feet and objects to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Addressing unacceptable behaviour

When unacceptable behaviour occurs it is important that adults respond to the child as an individual and that the response and language used is age appropriate. Adults should endeavour to remain calm and make clear that it is the behaviour that is not wanted rather than the child.

The following behaviour is considered unacceptable:

- Verbal abuse
- Physical abuse-fighting, hitting, pushing.
- Racial/homophobic/sexual abuse and harassment
- Bullying
- Talking back
- Non-cooperation
- Continued rough play
- Low level disruption to learning

Report Cards

Report cards will be issued to children who are showing repeated choices that do not follow Milford's school rules. The report cards are broken into individual sessions per day and allow for children to earn rewards instantly after completion of each session. If a child does not follow the instructions for a given session, they do not receive their reward for that session. At the end of each day, a member of the SLT will visit the child to see how their day has been and will celebrate successes and discuss any improvements in behaviour needed to be seen the following day. Each report card will be tailored to suit the interests of the child.

There are two separate report cards:

- 1) Formal and focussed on comments given about children by their teacher based on each session's behaviour
- 2) Formal but with a focus on smiley faces and blank spaces indicating to children in a more understandable way when they have made good choices and when they have not

Positive Behaviour Contracts

Positive behaviour contracts are contracts agreed and signed for by children and their adults. These contracts clearly state the rewards and consequences of a child's choices during the school day. Each contract is split into 3 sections:

- 1) Green Zone behaviours – positive behaviours that will lead to a reward
- 2) Amber Zone behaviours – behaviours where a child is beginning to show sign of negativity in their choices
- 3) Red Zone behaviours – aggressive and physical behaviours that result in a child being calmly guided to a safe space to calm themselves and self-regulate their behaviour

Positive behaviour contracts utilise clear uses of language to identify when a child is within each zone. The three words used for clarity with the children:

- **Reminder**
- **Warning**
- **Removed**

When a child is displaying Amber Zone behaviours, they will first be given a **reminder** for their behaviour choices and be offered support to return to the Green Zone. If these behaviours persist, children will be given a **warning** and will be offered support to return to the Green Zone. At this stage, the child will be issued with a yellow card with a **W** written on it as a visual reminder that they have received a warning. If a child continues to display Amber Zone behaviours, they will be safely **removed** from the classroom to a calm space.

Yellow Cards and Red Cards

In order to ensure that all children are able to use the centre court on the main playground in a happy and safe way, we

at Milford have introduced a yellow and red card system. The cards will be issued to children who are not using the centre court correctly, who are not using positive language towards others or are causing physical harm to others. Each card determines a length of time that a child will not be able to use the centre court with their peers:

Yellow – Remainder of the break or lunchtime

Red – The following week's break and lunchtime slot as well as the slot in which the card was issued

If a child receives 3 or more red cards during a half-term, they will be unable to use the centre court for a length of time decided by the Headteacher or Behaviour Lead.

At Milford, we will ensure that all children feel happy and safe when using the school's equipment.

Informing parents of unacceptable behaviours

Communication is an integral aspect of building a partnership between the school and parents/guardians of the children at Milford to ensure that every child is successful in making the right choices while at school.

Parents/carers will be notified of any unacceptable behaviours displayed by their child on the day of the incident. Initially, they will be informed by their child's class teacher on collection at the end of the day or via a telephone call or message on Class Dojo.

Should a child be displaying consistently unacceptable behaviours, contact with parents/carers will be escalated to a member of the Senior Leadership Team.

Escalation of consequences due to disruptive behaviour

Disruptive behaviour at Milford can be defined as ***any behavioural choices that cause a loss of learning to any child during their learning time or any behavioural choices that show a knowing disrespect towards the pupils or staff of our school.***

The following chart identifies the steps and consequences that will be used if a child makes continual disruptive behavioural choices. The

number of times a child shows instances of disruptive behaviour at each stage of escalation, before moving onto the next stage of consequence, will vary between children based on individual need and circumstance. At Milford we treat all children the same by treating them differently:

(First stage of disruptive behaviour)

Child/children sent to partnered classroom and to spend the **following break time in reflection**. Parent/carer to be informed of behaviour by the Class Teacher.



(Second stage of disruptive behaviour)

Child/children sent to partnered classroom and to spend **following break time and lunchtime in reflection**. Parent/carer to be informed of behaviour by the Class Teacher.



(Third stage of disruptive behaviour)

Child/children to be removed from the classroom by a member of the Senior Leadership Team. Parent/carer to be informed of behaviour by the Class Teacher.



(Fourth stage of disruptive behaviour)

Parent/carer of child/children to meet with Deputy Headteacher and Class Teacher to discuss child's/children's behaviour. **Possible internal exclusion for ½ a day – depending on the child and situation.**



(Fifth stage of disruptive behaviour)

Parent/carer of child/children to meet with Deputy Headteacher and Headteacher to discuss child's/children's behaviour. Consequences will be escalated in line with **Appendix 2 of The Milford Policy to Promote Positive Relationships and Behaviour.**

Appendix 1

The following is an example of the possible behaviour consequences. All behaviour incidents at Milford are treated as individual incidents. All children are different and no two incidents are the same. Therefore, all consequences are at the discretion of the Headteacher

Behaviour consequences

Physical violence

1st offence: Half a day internal exclusion. Reflection at break and lunch the following day

2nd offence: Full day internal exclusion

3rd offence: 1-day fixed term exclusion

Continued: At the discretion of the Headteacher, depending on severity and individual circumstance. Possible consequences could be a longer fixed term exclusion or even permanent exclusion

Racist and/or homophobic language used directly at another pupil or member of staff

1st offence: Half a day internal exclusion. Reflection at break and lunch the following day

2nd offence: Full day internal exclusion

3rd offence: 1-day fixed term exclusion

Continued: At the discretion of the Headteacher, depending on severity and individual circumstance. Possible consequences could be a longer fixed term exclusion or even permanent exclusion

Racist and/or homophobic language used and heard by a third party

1st offence: Reflection following the incident

2nd offence: Reflection at break and lunch

3rd offence: Half a day internal exclusion

Continued: At the discretion of the Headteacher, depending on severity and individual circumstance. Possible consequences could be a fixed term exclusion or even permanent exclusion

Physical violence will be recorded on Arbor.

All racist and homophobic language will be officially recorded by the Senior Leadership Team.

Appendix 2

If a child is showing behaviour that is consistently causing disruption to lessons, putting children or adults at risk of harm, or is consistently absconding from their classroom or the school site, parents/carers will be invited into a meeting with the child's Class Teacher and the School Behaviour Lead to discuss how we can support the child to make more positive choices when in school.

Following this meeting, if the child continues to display the behaviours mentioned above, parents/carers will be invited into a second meeting with the Class Teacher, Deputy Headteacher and Headteacher to discuss sanctions that could be put in place due to the child's persistently challenging behaviour choices. Possible consequences could be a longer fixed term exclusion or even permanent exclusion at the discretion of the Headteacher, depending on severity and individual circumstance.

Report card example

Name: _____

School Rules

1. Be Safe,
2. Be Proud,
3. Be Respectful!

Targets

1. To follow instructions
2. To stay in my seat and complete my work



	Activity 1	Choice	Break	Activity 2	Choice	Lunch	Activity 3	Choice	Activity 4	Choice	Comment
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Positive Behaviour Contract example

_____ Positive Behaviour Contract	
Green Zone Behaviours <ul style="list-style-type: none"> • _____ is showing good listening skills. • _____ is working on her learning task. • _____ will follow instructions first time. 	What happens next... <p>_____ will be learning in the classroom/ playground with her peers.</p> <p>_____ will receive stickers for her positive behaviours and earn reward time of her choice at the end of the day.</p>
Amber Zone Behaviours <p>_____ is showing she is beginning to feel angry or frustrated and needs support.</p> <p>When she is feeling like this, she may:</p> <ul style="list-style-type: none"> • Feel injustice in competitive situations; such as PE. • Fidgety- moving around in her seat, banging her feet on the floor, tapping the table, banging equipment on the table. • Change in face expression. • Voice gets louder. 	What happens next... <p>_____ will be given a reminder for her behaviour choices and be offered 1:1 support in class/ playground to help her return to the Green zone.</p> <p>If _____ continues to show amber behaviours, she will be given a warning and offered support in class/ playground to help her return to the Green Zone.</p> <p>If _____ continues to show amber behaviours after her warning, _____ will be safely removed from the classroom to a personal space in the corridor/ playground or intervention room for 1:1 support for understanding and managing her emotions or learning task.</p>
Red Zone Behaviours <p>_____ is showing aggressive and physical behaviours which may include:</p> <ul style="list-style-type: none"> • Shouting at members of staff. • Hitting and kicking staff. • Throwing equipment. • Damaging school property or other people's possessions. • Not listening to and running away from staff. 	What happens next... <p>A member of SLT will be called to remove _____ from the environment to ensure her and others safety and guide her safely into the calm space. No communication will be made with _____ until she is calm.</p> <p>When _____ is calm, restorative chat will occur with a member of SLT and Naima will help to tidy up the space if needed.</p> <p>_____ 's adult will be contacted at the end of the day or during crisis if needed.</p>

- If _____ reaches the Red Zone on more than three occasions, _____ will be in internal exclusion for one day in the **calm space**.
- If _____ continues to show behaviours from the Red Zone after internal exclusion, she may be suspended from school for a period of time at the headteachers discretion.

By signing the contract, _____; the staff at Milford Academy and _____'s adult agree to the points detailed above in the positive behaviour contract:



<u>Name:</u>	<u>Signature:</u>	<u>Date:</u>
Child's name		
Adult's name		
Mr Turner- Headteacher		
Mr Matthews- Deputy Head teacher		
Mrs Walker-Jones- Assistant Head teacher		
Mrs Butler- DSL		