



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

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.

The Choice Chart

The Choice Chart is a school wide approach and is visible in every classroom. At the start of every day, all children's names/faces will be in the green zone (*it is good to be green*). Children move up and down the Choice Chart based on the choices they make during a school day.

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.

Stars and the Choice Chart

The main thrust of the behaviour strategy is the implementation of stars and the Choice Chart. The Choice Chart will be used inside the classroom. Children who make good choices and go above and beyond will move up the Choice Chart. At the end of each day, a child's position above the expected green zone on the Choice Chart will be rewarded. A child on Gold will achieve three stars, a child on Silver two and a child on Bronze will achieve one. If a child manages to stay on green or above for the whole half-term, they will be rewarded in the final assembly in front of the whole school.

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.

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.

The Choice Chart

At the beginning of each day, all the pupils' names and/or faces will be in the green section. This means that everyone starts the day with *it is good to be green*. Names may be moved up or down throughout the day because of behaviour choices. A movement down may occur as shown in the example:

Scenario – Ricky is shouting out when the teacher is delivering to the class.

1. Statement of reality - 'Ricky, you are shouting out – that is not how we communicate in this school'. Use of all the behaviour techniques we have discussed.
2. If the pupil continues, remind them about keeping to the school rules. 'Ricky, you are shouting out, I need to remind you to keep to the school rules, the instruction is to put your hand up if you want to say something'.

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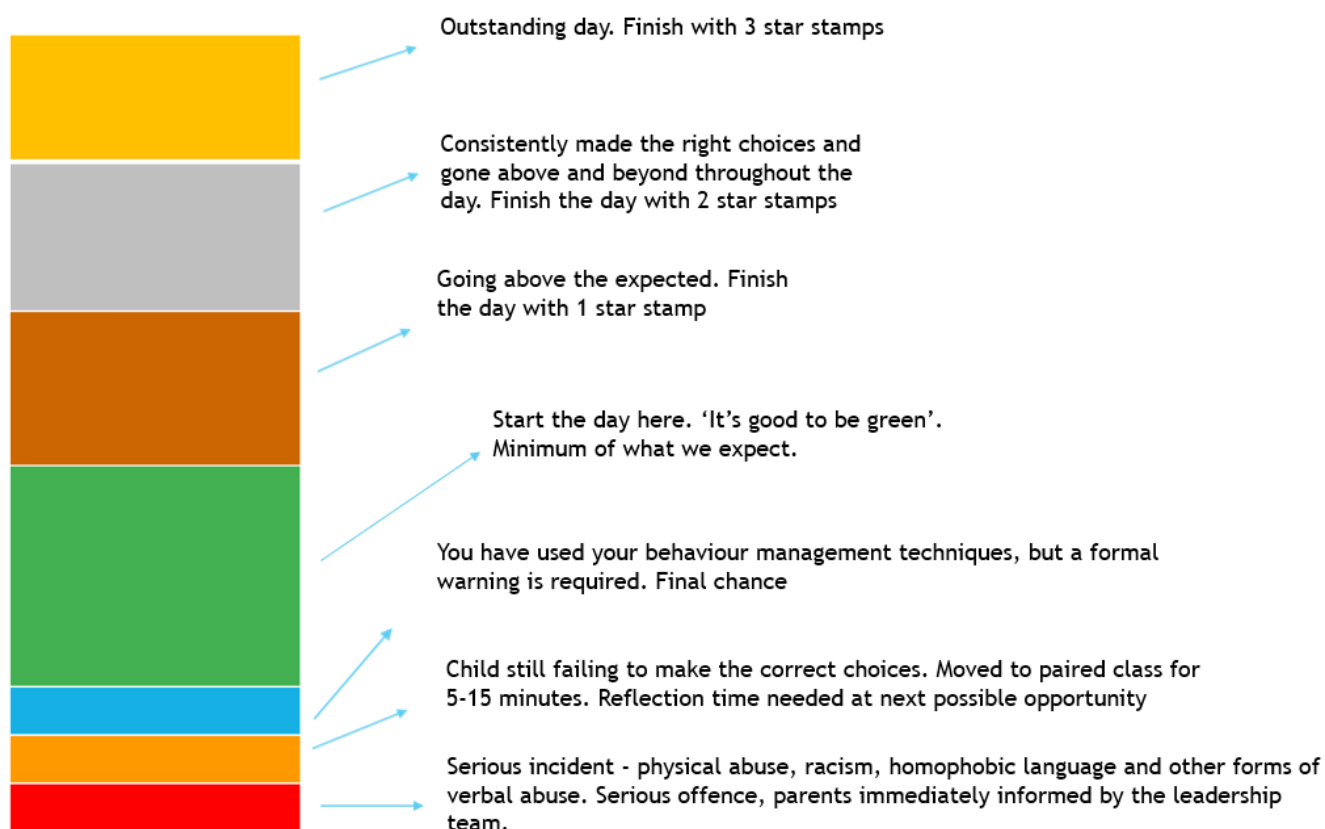
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3. If the pupil continues not keeping to the rules, issue a warning and move their name to the blue zone. 'Ricky, I reminded you about putting your hand up instead of shouting out so I'm now going to give you a warning and move you to blue.'
4. Should the pupil continue not keeping to the rules, send them for a 10minute time out in their partner class (or elsewhere if partner class not available) and move their name to the orange zone. 'Ricky, you have already had a warning about not shouting out and so I need you to go on time-out for 5-15 minutes in your partner class and I will be moving your name to orange.' They will then need to attend the next possible reflection time. On their return, children will be moved back to green. This the opportunity to start a fresh.

Should a child continue to make poor behaviour choices whilst in their partner class, they will be referred straight to the behaviour/achievement lead or another member of SLT.

No child should have more than one reflection per day. If a child goes to orange again, it is a failing on our part. However, **if this does happen**, they should be referred to the behaviour/achievement lead or another member of the leadership team at the point of moving down to orange again.

How does it look?



Rewards

Everyone responds better to rewards rather than sanctions. If a child finishes the day on Bronze, Silver or Gold they will be rewarded with 1 to 3 star stamps. Children will earn stars and be able to choose a prize out of our vending machines, when they earn 30 stars. This gives children choices to either cash in their stars or save up for a bigger prize. Gold award certificates will also be handed out in our celebration assemblies, along with our usual Star of the Week and PE Class of the Week.

For children who do something absolutely outstanding, they can 'Shoot straight to Gold'. They will be sent to see a member of the leadership team who will reward them immediately with a certificate, which will also be shared in the assembly.

Children who stay on green or above for the whole half-term (our 'Always Milford' children) will be rewarded in the final assembly before we break up.

Furthermore, in each class we use Class Dojo. Each class has an individual Dojo champion of the week. We also have a Dojo class of the week from each phase. Additionally, there is a class prize for the class who collects the most Dojo points over a half-term.

Additional points to note

If a child reaches the orange zone of the Choice Chart, it is the teacher's responsibility to log this on SIMS. If a child reaches the orange zone in two or more days in the same week, the Class Teacher will inform the parents. The Class Teacher must inform parents/carers by 5.00pm on the same day that their child has received the second referral.

If a child hits 3 oranges, in separate weeks over a half-term, the Class Teacher will also contact the parents

All staff must use the Choice Chart in dealing with behaviour choices and follow it with fidelity. Children should always be given the opportunity to 'turn their behaviour around'.

Staff must not skip stages or send children straight to SMT/SLT, apart from if a serious breach has occurred. Children should only be sent to the Headteacher, Deputy Head or achievement lead if such incidents occur.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature. We aim to remove the personal judgement so pupils understand and accept the school rules. By remaining consistent, children will be confident within our strategies to support positive choice.

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 SIMs.

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

