Milton C of E Primary School

Life in all its fullness

Behaviour Statement

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BEHAVIOUR STATEMENT

All children have the right to an education, which offers them the best opportunities to work hard, be happy and make good progress. Teachers and support staff are here to create the right environment and opportunities for this to happen. Many others contribute towards this process. Our behaviour policy was produced by all the staff working together and is based on the principles and values that we seek to promote in our school.

OUR SCHOOL VALUES

- Love and community
- Courage and perseverance
- Friendship and respect
- Curiosity and wisdom

AIMS AND PRINCIPLES

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we wish to nurture throughout our school:

- Treat all members of the school community with consideration and respect
- Be polite, co-operative and friendly
- Work hard with a sense of purpose
- Appreciate the school environment and respect the property of others
- Value other people, their work and their opinions
- Respect the culture and beliefs of others

It is very important that rewards and sanctions experienced by Milton C of E School pupils are at all times consistent and fair.

POSITIVE BEHAVIOUR

We are proud of the behaviour in our school and we work together to promote good behaviour amongst all. Where children are identified as behaving in the manner expected, positive praise will be used to acknowledge this.

A celebration of our school values

At Milton we want to promote and celebrate our school values:

- **Autumn 1:** Love
- **Autumn 2:** Courage
- **Spring 1:** Perseverance
- **Spring 2:** Friendship
- **Summer 1:** Respect
- **Summer 2:** Curiosity and Wisdom

The value of community is celebrated throughout the year.
A weekly assembly will celebrate children who have consistently displayed the focus value/s throughout the week both in school and as part of the wider community.

ZONES OF REGULATION

At Milton we strongly believe that children need to be given the toolkit and the responsibility for managing their own behaviour. To achieve this, we use the Zones of Regulation curriculum which has a positive impact on children's well-being as well as their behaviour. The Zones of Regulation curriculum helps pupils recognise their own feelings as well as those of others. The curriculum aims for them to develop their understanding of how their actions can affect the feelings of others. They learn to recognise their triggers and develop their understanding of when to use strategies to support them moving back into the Green zone - see Appendix A for details of the zones. Zones of Regulation helps pupils sort through solutions and reflect on which solution will be most beneficial in regulating them and resolving the conflict. In terms of behaviour, the Zones of Regulation curriculum will allow the children to continue to have positive interactions with their peers and further promote positive behaviour. In each classroom children will be able to interact with a Zones of Regulation display allowing them to identify and communicate how they are feeling thus enabling them to recognise and regulate their feelings and associated behaviours.

WHOLE SCHOOL APPROACHES TO GOOD BEHAVIOURS

Walking not talking:
In order to maintain a safe, calm environment within school we have adopted 'Walking not talking' in the corridors. Adults and children walk in single file, on the left-hand-side of the corridor without talking.
Hands up for attention:
In order to gain the attention of the class, the teacher will raise their hand. Children are expected to raise their hand as soon as they notice this, stop their conversation and focus on the teacher.
Thinking thumbs:
In order to give all children an equal chance to think about, formulate and provide an answer to a posed question, the children are encouraged to use thinking thumbs rather than putting their hands up. By employing this strategy, less-confident children are more willing to attempt an answer as well as it providing an opportunity for more detailed answers to be given.

AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Although our main approach to achieving our high expectations regarding behaviour is through the use of positive praise and celebration of success, we also understand that this is not always enough on its own and that other strategies to tackle undesirable behaviours are required.
At Milton, we adopt a behaviour strategy known as 1,2,3 Magic which has been developed by Thomas Phelan. This approach is gentle, non-verbal and can be consistently applied in all aspects of school life as well as outside of school. It removes more punitive actions and reduces potential conflict between the adult and child but provides the child time to reflect on their actions without feeling threatened thus linking and reinforcing the Zones of Regulation approach.
The aim of 1,2,3 Magic is to quickly stop low-level undesirable or disruptive behaviour which can greatly impact the learning of the child and their peers. It is applied in situations where the adult wants the child to stop doing something e.g. swinging on their chair or talking to their friend. The adult does not engage the child in conversation about their actions as the expectation is that the child reflects on why the adult has applied the strategy to them. A conversation about behaviours can happen later at an appropriate time of the lesson if deemed necessary.
For instances where the adult would like the child to start to do something - for example to start their work or start the next activity within a PE session - the teacher uses scaffolding or resources to encourage the child.

The process of 1,2,3 Magic (see Appendix B for an abridged version of the process)

A complete cycle:

a. A count of 1 is given for the first instance of undesirable behaviour.
b. A count of 2 is given for a continuation of undesirable behaviour.
c. A count of 3 is given for a third instance of undesirable behaviour. At this point, the child then has a 5 minute reflection away from their desk in a quiet part of their classroom. After the reflection time, the child re-joins the class and continues with their work.
d. If undesirable behaviour continues, then the process begins again and results in another reflection time. Upon the completion of a second round of 1,2,3 Magic, the child is placed into another classroom for a reflection time. EYFS / KS1 children will discuss their actions with a member of staff. KS2 children will complete a reflection sheet and discuss their actions with a member of staff if necessary. This is the completion of one cycle.

The counting cycle resets at regular intervals in order to promote positive behaviour attitudes and to highlight to the children that changing negative behaviour into positive behaviour can be easily achieved within a short time-frame.

CONTINUED NEGATIVE BEHAVIOUR

There are occasions where a single cycle of 1,2,3 Magic doesn't lead to the desired improvement in behaviour. In these instances, the following routine is used:

Stage	Action / Consequence
1st complete cycle of 1,2,3 Magic	Reflection in another classroom
2nd complete cycle of 1,2,3 Magic (in the same week)	Reflection in another classroom

Stage	Action / Consequence
3rd complete cycle of 1,2,3 Magic (in the same week)	Reflection in another classroom. Meeting between a member of SLT and the Class Teacher. The behaviour is recorded and the parents informed.
4th complete cycle of 1,2,3 Magic (in the same week)	Reflection in another classroom. Meeting with Head/Deputy Headteacher, Class Teacher and Parents to discuss whether further steps such as a Behaviour Support Plan are needed. The behaviour and outcomes of the meeting are recorded.

1 complete cycle = 1,2,3 reflection; 1,2,3 reflection; 1,2,3 reflection in another classroom
Unacceptable behaviours (see below) may result in steps 1 and 2 being missed out and moving straight to step 3 or 4 in the above routine.

UNACCEPTABLE BEHAVIOUR

The following are issues, which we, as a school, view as unacceptable:

- Physical violence
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying
- Disregard for the school environment & property
- Rudeness, including swearing

When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident.
On some occasions, it might be felt necessary to remove a child from the immediate situation or to remove 'privileges' for a set period of time, e.g. loss of playtime or time out.
Making children miss curriculum time, e.g., missing PE, swimming, music, etc. is not an option.
It is rarely right to discipline a whole class because it is difficult to determine who did something wrong, therefore a blanket detention is not an option.
Other possible courses of action if behaviour is giving cause for concern:

1. Setting up a Behaviour Support Plan with behaviour targets where appropriate
2. Referral to Primary Specialist Teaching Team for behaviour/assessment observation
3. Involvement of an Educational Psychologist

DANGEROUS OR THREATENING BEHAVIOURS

In the case of dangerous or threatening behaviours, the child will immediately be referred to the Deputy Head teacher or the Head teacher.
The following process will be followed:
After a calm explanation is given of the reasons why the behaviour is unacceptable, the child will have to complete a Reflection Sheet during lunch time. If another incident occurs, then the Head or Deputy Headteacher will contact parents and a Behaviour Support Plan will be produced with targets.

BEHAVIOUR SUPPORT PLANS (BSPs)

1. A Behaviour Support Plan (BSP) will be put in place when a child's ongoing behaviour is deemed unacceptable. The process will involve creating a plan, with specific targets, that will be reviewed every 6 weeks. If the child has met their targets, they will be removed from their plan. If they are still working towards their targets, the plan will be reviewed in a further 6 weeks.
2. During the six weeks, if poor behaviour continues to escalate following the guidance (given above), a second BSP meeting will be called involving the Headteacher or Deputy Headteacher, parents and the child, where new targets will be set and monitored.
3. If a child reaches a third BSP, a meeting will be called with the Headteacher and the Chair of Governors to discuss the behaviour observed in school.
4. In extreme cases, a child may be suspended or excluded from school - please see further details below.

INCIDENTS OF BULLYING

Bullying will not be tolerated at Milton C of E Primary School. We take any reported incidents of bullying extremely seriously. For our procedures and processes, please refer to the Anti-bullying policy.

FIXED-TERM SUSPENSION AND EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore follows the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.' DfE 2022.
Only the Headteacher or Deputy Headteacher have the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
If the Headteacher suspends or excludes a child, they inform the parents/carers immediately, giving reasons for the decision. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term suspensions.
The Governing Body itself cannot either exclude a child or extend the suspension period made by the Headteacher.
The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the child was suspended or excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

REVIEW

This policy will be reviewed annually by all staff.
Latest review: Autumn 2026

Appendix A: Zones of Regulation - Colours

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
• Sad • Sick • Tired • Bored • Moving Slowly	• Happy • Calm • Feeling Okay • Focused • Ready to Learn	• Frustrated • Worried • Silly/Wiggly • Excited • Loss of Some Control	• Mad/Angry • Terrified • Yelling/Hitting • Elated • Out of Control

Appendix B: 1,2,3 Magic (condensed)

Initial Round:

1. Undesirable behaviour: Count of 1.
2. Undesirable behaviour continues: Count of 2.
3. Undesirable behaviour continues: Count of 3. 5 minute reflection in class. After reflection, child re-joins class.

After second round:

Cycle	Outcome
1st complete cycle of 1,2,3 Magic	Reflection in another classroom
2nd complete cycle of 1,2,3 Magic (in the same week)	Reflection in another classroom
3rd complete cycle of 1,2,3 Magic (in the same week)	Reflection in another classroom. Meeting between a member of SLT and the Class Teacher. The behaviour is recorded and the parents informed.
4th complete cycle of 1,2,3 Magic (in the same week)	Reflection in another classroom. Meeting with Head/Deputy Headteacher, Class Teacher and Parents to discuss whether further steps such as an Individual Education Plan are needed. The behaviour and outcomes of the meeting are recorded.