



Margaret McMillan

**Primary School**

Inspiration • Aspiration • Determination

# Behaviour Regulation Policy

Agreed Date	Review date	Person responsible
March 2023	September 2025	Headteacher/SLT

# Inspiration Aspiration Determination

At Margaret McMillan we know that children learn best and thrive in an environment where they feel valued, safe and secure. High standards of behaviour are an essential part of a successful school.

Our school vision is to create a school community where children participate, succeed and are proud of their achievements. We work to develop our children to become excellent role models; positive, responsible and increasingly independent members of the school and wider community. We focus on building positive relationships between children and staff and children with their peers. We follow a relational approach and understand that;

- Behaviours are a communication of our emotions
- Through our relationships with others, we learn to understand our experiences and regulate our emotions
- Relationships, experiences and environments matter to learning

Underpinning our behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.

Our school motto, *Inspiration, Aspiration and Determination* permeates all of the work we do.

## **Rationale**

We have school rules, but our behaviour regulation policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

This policy forms part of the school’s duty to safeguard children and is cross referenced to our Child protection and Safeguarding policy, the anti-bullying policy and SEND Policy

## **Aims and expectations**

1. It is a primary aim of Margaret McMillan Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.
2. Our school is prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.
3. Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community
4. Our school has high expectations for both adults’ and children’s learning and social behaviours
5. All teaching staff are responsible for encouraging positive relationships between pupils and maintaining a caring orderly community and calm learning environment in which effective learning can take place.

# Inspiration Aspiration Determination

6. To help children develop a sense of worth, identity and achievement
7. To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
8. To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
9. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
10. It is the responsibility of all staff to ensure that pupils are aware of the school rules and that they are enforced both fairly and consistently by everyone. Teachers ensure that support staff and other adults in the classroom feel confident to deal with behaviour.

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

## **Our School Expectations;**

The expectations support our aims. We have 3 school rules which were devised by the school council and then agreed with the children of MMPS.

Be Respectful

Do My Best

Be Safe

These the foundation for all conversations and discussions around behaviour and conduct. They are displayed in every classroom and are shared and discussed with pupils at the start and throughout the school year.

## **Emotion Coaching**

We acknowledge the link between emotions and learning. We apply emotion coaching approaches in their everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and non-verbal communication.

## **Restorative Practice**

Wherever possible staff are encouraged to support the children in understanding their behaviour and the impact it has on others around them by having a restorative conversation. This develops empathy and promotes taking responsibility for your actions and the impact of your actions.

This creates a positive and successful learning environment.

All adults follow a policy of 'RIP' and 'PIP' (Reprimand in private, praise in public).

We acknowledge the impact Adverse Childhood Experiences and Attachment can have on learning, and foster an inclusive approach to achieve better outcomes for pupils.

Alongside this Behaviour Regulation Policy Guidance, we will offer training and promote consistent practice that can be shared across all members of the school community.

## **Encouraging Positive behaviour**

We encourage desired behaviour and good choices by;

# Inspiration Aspiration Determination

- Providing a welcoming, calm and orderly environment.
- Demonstrating a consistent approach to behaviour by every member of the school community. All staff are responsible for creating a whole school climate and culture and every opportunity should be taken to reinforce desired behaviours and attitudes.
- Adults ensuring that they maintain consistently high expectations and model appropriate behaviour at all times. This includes punctuality (for school, lessons and assemblies etc); showing respect for others; dealing with and responding to unwanted poor behaviour in a calm, non-confrontational way.
- Teaching children to recognise, label and talk about their own emotions and develop strategies to manage these.
- Developing the voice of the child by providing opportunities for children to present, discuss and debate.
- Developing opportunities for pupils to lead and take personal responsibility. (e.g. School Council, Eco Warriors, Junior Librarians, etc.)
- Monitoring attendance and taking swift action where necessary

## **Children are expected;**

- to be punctual and attend regularly.
- to show good manners.
- to speak politely to each other, staff and visitors in school.
- to show respect to others and to property.
- to keep school rules/expectations
- to take responsibility for their own actions, to set and maintain high standards for their own personal behaviour and to act as positive role models and examples for others.

## **The role of Parents**

- Parents are informed as much as possible, of good and outstanding behaviour either via a phone call or at the classroom doors at the end of the school day.
- Minor incidents of behaviour are not repeatedly reported to parents however, where a child is persistently falling below the level of expectation a parent/teacher meeting is organised to talk constructively about next steps.
- We work collaboratively with parents so that there is a consistent message about expected and acceptable behaviour at home and at school. We try to build a supportive dialogue between home and school
- We expect parents to support their child's learning and to co-operate with School to support this policy and to support the actions of the school, where reasonable sanctions are applied to punish poor behaviour.
- Any concerns regarding the application of the school behaviour regulation policy should be directed to the class teacher or Phase Leader in the first instance. If the concerns remain, then parents should follow the PAT complaints procedures.

## **Consequences for good behaviour**

We know that praise reinforces and rewards desired behaviour. This is primarily through immediate, verbal praise focused on effort and making good choices. However, we also reinforce this more publicly and formally;

- Teachers congratulate children and negotiate with their classes how good behaviour will be celebrated.
- Children are given a physical representation of the verbal praise in the form of a "Smiley". **One** "smiley" is given at a time for one good deed. There is no hierarchy of good behaviour. If further

# Inspiration Aspiration Determination

recognition is warranted, then staff may speak to the child's parents or recognise it more formally in assembly.

- Once a child has collected 10 smileys these are exchanged by the class teacher for one sticker which is placed on the class reward chart. Once a child has collected 100, 200 and 300 smileys a certificate award is given.
- Classes are given a "marble in the jar" as a whole class reward for effort and behaviour. This promotes collective responsibility for good behaviour and helps to establish "norms" of expectation across classes.
- Each week, we nominate two children from each class to be recognised for their effort and behaviour. They receive a certificate in the school assembly which are displayed in their classrooms for a week before sending home.
- Children can show examples of their best efforts to members of the SLT or subject co-ordinators for specific, individual praise.

## **Consequences for poor behaviour actions**

Class teachers discuss the school expectations with each class. These are referred to in all conversations about behaviour or conduct. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during activities such as PSHE or circle time.

The school employs a number of consequences for poor behaviour to implement the school expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation taking into consideration the age of the child and the severity of the behaviour.

The range of strategies could be;

- Non-verbal reminders
- Verbal reminder of expectations
- Warnings
- Time-out within the classroom appropriate to the age of the child
- Time-out in a parallel class – parent informed.
- Break time detention – the expectation is on the teacher to supervise these pupils.
- Positive behaviour diaries and plans
- Withdrawal of privileges e.g. Non-participation in any school trips or sports events that are not an essential part of the curriculum or where there are concerns regarding health and safety.

Where a child is persistently making poor behaviour choices, the leadership team may be involved in supporting the child through a Positive Behaviour Plan. Advice may sought from the SENCO and if necessary a referral may be made to the Local Authority Social, Emotional and Mental Health team (SEMH) team. It is acknowledged that for some children, unwanted behaviour actions can be linked to a Special Educational Need and is not always a matter of choice, but a sign of feeling emotionally dysregulated. In this case, reasonable adjustments can be made to support a child.

## **Severe or extreme behaviour**

Some behaviour would be considered severe or extreme in nature. It is likely that this would be immediately reported to Senior School Leadership. Severe or extreme behaviour might include repeated and persistent challenge to authority and rudeness, verbal abuse of staff, non-cooperation, leaving classroom or school premises without permission, fighting and violence, dangerous conduct, causing deliberate injury to another person, stealing, damage to property, lying, bullying, racism and homophobia.

# Inspiration Aspiration Determination

Parents and carers would be informed in cases of extreme behaviour and school would seek to work with parents to resolve the issues and improve the behaviour. School may seek advice and support from external agencies and a personal behaviour plan could be drawn up.

As a last resort, a child may be excluded from school. Official guidelines on exclusion would be followed.

Consequences for severe or extreme behaviour could be;

- After school detention
- Working away from class.
- Formal exclusion – fixed term. Following a period of exclusion the child will be supported in their reintegration to school, a return to school meeting will be held. If necessary support will be given to enable the child to manage their behaviour moving forward.

Formal exclusion – permanent

- A decision to permanently exclude a pupil should only be taken in response to serious breaches of a school's behaviour policy and once a range of alternative strategies have been tried and have failed.
- Or if allowing the pupil to remain in school would harm the welfare or education of those in the school.

## **Recording**

- When an incident of note occurs, staff record the details on CPOMS.
- The member of staff reporting the incident should ensure that the class teacher, phase leader and any other staff who are involved in dealing with the incident should be copied into the record.
- The actions taken must also be included.
- In cases of Child Protection, a Designated Safeguarding Lead must be contacted immediately and copied in to the record.
- If any act of bullying is involved in the CPOMS incident should be recorded as bullying and members of SLT should be informed. (see anti-bullying policy).