



At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

PROMOTING POSITIVE BEHAVIOURS.

1.0 Philosophy

Being a responsible Citizen encompasses many aspects, one of which is making good choices, learning to behave appropriately, and having respect for others and the environment in which we work and live together. As a school, we believe it is important to prepare pupils for the next stage of their life. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy and respect for all others, and place a high value upon individual achievement and personal development.

We foster a positive environment where pupils exhibit a sense of commitment and pride in the school. We value our parent/carers and feel that collaborative working with them is extremely important. Our key aim of the policy is to promote positive behaviours and help pupils to understand the impact that inappropriate behaviours can have on one and other and how to make better informed choices in the future. We view behaviour being the responsibility of ALL; staff, pupils, governors, parent/carers and the community alike. A mutual respect and positive behaviour is the expectation for all and if this were not the case it should be challenged and questioned by ALL. At TMA, we promote excellent home/school partnerships with parents thereby encouraging an effective two-way partnership and genuinely celebrate the success of each other.

2.0 Consequences of inappropriate behaviour and poor choices

There are, on occasion, times that mistakes can and will be made. Children are learning their way in the world and will need help and guidance at times. At Two Mile Ash, our aim is to be proactive in supporting pupils to learn from mistakes and take ownership of their own actions. This may mean accepting consequence for these actions.

At Two Mile Ash, we do not welcome punishments that set out to humiliate or belittle a child. All consequences have a learning outcome and aim to teach pupils that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help pupils learn to make informed and positive decisions and to choose a better way.

3.0 Responsibilities and Rights

In order to maximise learning, we recognise that everyone in the school community has three basic rights:

- The right to learn.
- The right to respect.
- The right to safety and support.

What this means for each child is established within each year group at the beginning of every year. Teachers will also go through the expected behaviours at Two Mile Ash and the school's 3 Rights Behaviour Flow Chart. This flow chart is displayed throughout the school and is referred to when needed. The flow chart clearly shows different behavior stages and the outcome of these. **Please see Appendix 1 - 3 Rights Behaviour Flow Chart**

Each pupil has a personal responsibility to respect the rights of all individuals in the school and its community by adhering to, and aspiring towards, the TMA Responsible Citizenship Diploma.

Teaching staff have the responsibility to implement and manage the School's Behaviour Policy, set high standards for behaviour, have high expectations of all pupils and to actively promote the Responsible

Citizenship Diplomas.

They also must:

- Have personal responsibility to respect the rights of all individuals in the school and its community.
- Be aware of, understand and support the policies and procedures.
- Be appropriately organised for the task they are here to do.
- Ensure that they are aware of specific needs and requirements of pupils in their care.
- Ensure that everyone is safe and secure within the school environment and on educational visits.

4.0 Zones of Regulation

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

We want children at Two Mile Ash School to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, Zones of Regulation is designed to help move pupils toward independent regulation. The Zones incorporates numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. Two Mile Ash School has implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Teachers and children adopt the principles of Zones on a daily basis and we incorporate these into lessons and daily life. Zones forms part of the culture of our school. Zones of Regulation supports our behaviour policy. Please visit the school website for more information on Zones of Regulation.

5.0 Zero Tolerance

There are some actions and choices that pupils make that at TMA that we have a complete Zero Tolerance policy towards and will not be accepted, such as; racism, homophobia, bullying, stealing and criminal damage. All incidents of this level, will be referred straight to the Senior Leadership Team.

6.0 Official Steps to be sanctioned by the Head Teacher

Once persistent red instances have been received, parents must be informed of any sanctions that are being put in place. Appropriate sanctions are:

- Removal from school teams/ extra-curricular clubs
- Exclusions from certain areas of the school
- Short fixed term exclusions
- Longer fixed term exclusion (maximum of 5 days)
- Permanent exclusion

7.0 Exclusions

Exclusion is always the last resort but the School insists on its right to exclude pupils whose behaviour is such that it infringes upon the rights of pupils to learn and play in a safe environment and upon the rights of adults to carry out their jobs.

Exclusion may be for a fixed term or permanent. We always try to warn parents if we are considering excluding their child. Sometimes, however, we cannot do this. There is a school process attached to permanent exclusions which enables parents to appeal against any decision to exclude their child permanently.

If the child seriously breaches the schools behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head teacher may take the decision to exclude for a fixed a period. If this decision it taken, work will be set for the pupil to complete at home. Following fixed term exclusion, the pupil and parents meet the Head teacher to discuss the pupil's reintegration to school. If appropriate, an Individual Behaviour plan will be drawn up for the pupil.

For cases of continued serious, unacceptable misbehaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school. Further statutory guidance is available on the DfE: exclusion guidelines.

8.0 Alternative Provisions

Some pupils may need further external support and access to therapies to help support them and their education. At Two Mile Ash School, we will approach the Primary Inclusion Partnership for a supported dual placement at the Milton Keynes Primary PRU. During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Two Mile Ash School to be successful.

9.0 SEND and Behaviour

As a school, we recognise that there are many pupils that may require additional support and intervention to help cater for their individual needs. For any child that has raised concerns or been highlighted as having significant difficulties, for whatever reason they will be put forward to our specialist Pupil Support Team via a panel meeting. It may then be decided that these pupils need planned, individual and targeted support programmes and reward systems in place to help support their needs. This is part of their provision and SEND interventions. Their misbehaviour will be addressed and appropriate sanctions followed in accordance to their agreed intervention plan contracted with the class teacher, specialist Pupil Support Team, Head of Year and SENDCO. We will aim to identify the needs of the pupils early and work closely with parent/carers and external agencies to help support their needs and promote positive behaviour. We recognise the importance of identifying the SEND need underlying the behaviour and provide support to meet the need rather than addressing the behaviour as a separate entity.

10.0 Reward Schemes to promote Positive Behaviours

At TMA we are constantly reviewing our reward systems to ensure consistency of use. Our aim is celebrate success which will raise the self-esteem of the child and their corresponding behaviour at home and school. If a child is emotionally intelligent, feels good about themselves and is achieving, they focus upon this and build on the positive foundations laid.

11.0 Lunchtime and Play-time procedures.

Positive, exciting and stimulating playtimes are promoted and encouraged at all times. We recognise they are very important to enhance pupil's social, emotional and behavioural development. We provide a wide range of facilities and activities to support positive playtimes. This includes lunchtime staff arranging structured games and Year 6 positive play leaders to provide greater opportunities.

For minor incidents at lunch and break times, midday supervisors will also follow the 3 Rights Behaviour Flow Chart . In all incidents, the class teacher should be made aware.

It is the role of the midday supervisor to report all incidents to the lead supervisor who will ensure that class teachers and Head of Years (if appropriate) are informed.

12.0 Recording and Monitoring of Behaviour.

All behaviour incidents and consequences will be recorded on Safeguard Software to ensure records and patterns are accurately established and analysed. The data will be analysed on a regular basis and reported at weekly meetings. Any concern surrounding general behaviour and/or individual pupils will be discussed in the year group meetings to ensure a proactive approach to situations. Whole school and year group patterns of behaviour will be analysed and monitored at least half termly and will be used to inform current and future practise. It is the responsibility of the class teacher to record incidents on Safeguard Software. We must ensure that all behaviour is recorded in a professional way and suitable for parental/ carer viewing should they request.

13.0 Positive Handling Intervention:

We adhere to the ‘**Milton Keynes Working Together Partnership**’ procedures. We strongly believe that early intervention with the focus on de-escalation is a priority and that ‘positive handling’ is to only be used as a last resort, to prevent injury to the child, others or significant damage to property and to maintain good order and discipline. A number of our staff are ‘Team Teach’ trained and we adopt the team teach ethos whereby, ‘We seek to avoid injury at all costs however, it is possible bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that we remain safe’. Please see the Milton Keynes **Restrictive Physical Intervention Policy**. Should a child require positive handling for their own safety or the safety of others, the parent/carers will always be informed and the incident is recorded in the positive handling bound and number book.

14.0 Anti-Bullying and Harassment:

At Two Mile Ash School we consider bullying to be an anti-social behaviour. It is unacceptable and will not be tolerated. Please view our Anti-Bullying Policy for more information.

15.0 Safeguarding:

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, TMA procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy. Any concerns will be referred to the Senior Designated Safeguarding Lead (DSL); Hayley Cook or our Deputy DSL Sophie Haycock and Designated Safeguarding Officers: Sally Scriven, Heather Cormack-Mattu, Mary Roberts and Natalie Phillips as procedures state. Our safeguarding governor is Karl Enright.

Version:

V1 - Tuesday 1st September 2020

V2 - Monday 12th July 2021

V3 - Thursday 21st July 2022



Approval:

This policy was ratified by Two Mile Ash Governing Body.

Next Review on or before:

September 2023

This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)

Every member of our Two Mile Ash Community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.



The right to LEARN

The right to BE RESPECTED

The right to BE SAFE

- * Talking when an adult or another child is talking
- * Not following instructions
- * Inappropriate language (not swearing)
- * Not being in the correct place
- * Wasting time during transitions
- * Fiddling with equipment
- * Off-task behaviour

- * Interrupting/calling out
- * Not listening
- * Disrespecting property
- * Not lining up correctly
- * Breaking class rules
- * Name calling

- * Swearing
- * Fighting/aggression
- * Bullying
- * Shouting at an adult
- * Physical violence towards a child or adult
- * Leaving class without permission
- * Persistent refusal to obey rules
- * Discriminatory comments
- * Spitting
- * Vandalism
- * Theft

