

MILTON C of E BEHAVIOUR POLICY

POSITIVE BEHAVIOUR POLICY

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.

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:

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

Each class has displayed the school class rules and playground rules which are drawn up at the beginning of each academic year by the classes, teachers and ultimately School Council. The content will enhance the principles above.

GOLDEN BEHAVIOUR

We are proud of the behaviour in our school and we work together to promote good behaviour amongst all.

All children begin each week with 15 minutes golden time, an activity chosen by the class, that they can take part in at the end of the week.

AGREED PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Everyday begins with everyone under the sun on the 'Golden Behaviour' board. However, if someone breaks the classroom or playground rules, then we follow these steps:

All classes in school use the Golden Behaviour board.

Foundation and Key Stage 1:

STEP 1

- a) A warning is given that the inappropriate behaviour has been noted and the child moves their name to the sunny cloud on the Golden Behaviour Board.
- b) Should there be any further instances of inappropriate behaviour, the child moves their name under the rain cloud and the child has time out for 5 minutes on the class 'thinking spot'. The Class Teacher will then follow up the inappropriate behaviour with discussion.
- c) The child's name is recorded on a minute minder on or by the Golden Behaviour board and 1 minute is deducted from their golden time at the end of the week. Their name is recorded in the class Behaviour Log.

IF A PUPIL, ON A WARNING ON THE SUNNY CLOUD SHOWS IMPROVED BEHAVIOUR, THEY WILL BE MOVED BACK UNDER THE SUN.

STEP 2 (If in the same week)

As STEP 1 a-c

- d) Parents may be told.

STEP 3 (If in the same week)

As STEP 2 a-d

- e) Meeting with Deputy Head, Class Teacher and Parents.

Step 4

As STEP 3 a-e

- f) Meeting with Headteacher, Class Teacher and Parents.

With the Golden Behaviour strategy the children have the opportunity to improve their behaviour before action is taken by the teacher.

Key Stage 2

STEP 1

- a) A warning is given that the inappropriate behaviour has been noted.
- b) If there is repetition of the inappropriate behaviour or further behaviour occurs that affects the learning of others then the child is asked to move their name under the sunny cloud on the Golden Behaviour board.
- c) Should there be any further instances the child moves their name under the rain cloud, they are then sent to another class where they fill in a reflection form, explaining why they were exited from their own classroom and what they can do to ensure it doesn't happen again.

Any work not completed has to be finished in their lunchtime or as extra homework.

- d) The child's name is recorded on a minute minder on or by the Golden Behaviour board and 2 minutes are deducted from their golden time at the end of the week. Their name is recorded in the class Behaviour Log.

IF A PUPIL, ON A WARNING OR UNDER THE SUNNY CLOUD SHOWS IMPROVED BEHAVIOUR, THEY WILL BE MOVED BACK UNDER THE SUN.

STEP 2 (If in the same week)

As STEP 1 a-d

- e) Lunchtime reflection of 10 minutes.
- f) Parents may be told.

STEP 3 (If in the same week)

As STEP 2 a-f

- g) Target card for one week.
- h) Meeting with Deputy Head, Class Teacher and Parents.

Step 4

As STEP 3 a-h

- i) Meeting with Headteacher, Class Teacher and Parents.

With the Golden Behaviour strategy the children have the opportunity to improve their behaviour before action is taken by the teacher.

EACH NEW WEEK IS A NEW START!

IF BEHAVIOUR IS EXTREME, STEPS 1 AND 2 MAY BE MISSED OUT.

THE GOLDEN BEHAVIOUR STRATEGY IS IMPLEMENTED THROUGHOUT THE SCHOOL DAY, BOTH INSIDE THE BUILDING AND OUTSIDE DURING BREAK TIMES.

UNACCEPTABLE BEHAVIOUR

Whilst we aim encourage positive behaviour in all children, we acknowledge that there will be times that we have deal with behaviour, which is unacceptable. The following are issues, which we, as a school, view as unacceptable:

- Physical violence
- Disruptive behaviour (that prevents others from learning)
- 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

As with recognising positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way.

When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident.

Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond.

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 an Individual Education Plan with behaviour targets where appropriate
2. Referral to Primary OYCPS for behaviour/ assessment observation
3. Involvement of an Educational Psychologist

In the case of dangerous behaviour the child will immediately be referred to the Deputy Head teacher or the Head teacher.

The following process will be followed:

1. 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 Headteachers will contact parents and a Target Card created.
2. If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step. It is likely that the SENCO will be involved in drawing up an Individual Education Plan for behaviour. This outlines the specific targets/areas being worked on. Other external agencies may also be involved.
3. In extreme cases, a child may be excluded from school. In such cases, the latest guidelines from the LA will always be strictly adhered to and governors informed.

INFORMATION FOR PARENTS

We believe that positive behaviour is best achieved when we communicate our expectations explicitly to parents and carers. *A Summary of the School Behaviour Policy is available to parents in school. It is also on the school website.*

The Golden Behaviour strategy is the result of research by members of staff who completed an accredited course at the Faculty of Education based on the BandA (Behaviour and Attendance) materials, focusing on creating a behaviour strategy that could be accessed by all children.

REVIEW

This policy will be reviewed annually by all staff.