**Milverton Primary School**

**Behaviour Policy (2016-17)**

Aims and expectations

It is a primary aim of Milverton Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school 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. It aims to promote an environment where everyone feels happy, safe and secure.

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as we believe that this will develop the ‘Fruits of Milverton’.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy states clearly what our expectations of pupils’ behaviour are and how we respond to and manage children’s behaviour.

**Golden Rules**

1. We display the values shown in the ‘Fruits of Milverton’.
2. We follow instructions from all school adults.
3. We use kind words, hands and feet.
4. We look after everyone’s property, Milverton School and our school grounds.
5. We always walk inside the school building and move safely around the grounds.
6. We do our best to complete our learning in time and help others to do the same.
7. We use the Super Learning Skills during the school day.

**Super Learning Skills**

We have developed our set of positive learning behaviours that we ask to see in all children.

These skills will allow them to be successful learners in all subject areas and throughout life.

**Fruits of Milverton**

We have identified 10 key values we believe a Milverton education helps to develop in our children.

|  |  |  |  |
| --- | --- | --- | --- |
| **Super Learning Skills** | | **Fruits of Milverton** | |
| **Enquiry** | * Ask open questions using the question fruits * Use my thinking brain * Use books and the Internet to find the answers to questions * Test out my ideas in different ways | **Confidence** | **Community** |
| **Friendship** | **Sharing** |
| **Problem Solving** | * Use what I have learnt before to help me * Think about things in a different way * Consider a range of solutions * Plan steps * Use trial and error * Explain and justify my findings * Persevere | **Creativity** | **Respect** |
| **Kindness** | **Individuality** |
| **Honesty** | **Helpfulness** |
| **Collaboration** | * Talk using my partner, group and audience voices * Show good listening skills * Take on a role during group activities * Take turns and help others |  | |
| **Self-Awareness** | * Talk about how I am feeling using the right language * Use different strategies to help with difficult feelings * Recognise how other people are feeling * Use my strengths to help others * Talk about things I find harder and find ways to improve |
| **Creative Thinking** | * Take risks in my learning * Look at things from different viewpoints (Thinking Hats) * Extend my learning using CREATE * Present my learning in unique ways * Lead my own learning –using my own ideas |
| **Motivation** | * Am an independent learner * Try my best every time * Use the success criteria to help me * Evaluate my learning and try to make it better * Am proud of what I do! |

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

* School adults congratulate children
* Children may receive individual, team or class rewards within their classroom system of positive behaviour management
* Children may receive stickers, certificates or small prizes for success in school
* Teachers place child’s name on the highest level of the classroom behaviour management chart
* Teachers send home a certificate to parents to celebrate and recognise particularly good behaviour
* We acknowledge outstanding effort or acts of kindness to children, consistent good work or behaviour in school in the whole school celebration assembly and the giving of a head teacher’s award
* All classes have an opportunity to take an achievement assembly where they share their best work
* Children are awarded house points to work towards a school wide prize for their house

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

|  |  |  |
| --- | --- | --- |
| Early Yeas Foundation Stage | Key Stage One | Key Stage Two |
| * A child may be spoken to by the class teacher regarding their behaviour, they will address the negative behaviour and explain what positive behaviour the child should be showing. * A child may be given a time out, appropriate timing to their age range. * A child will be warned about their behaviour * A child who continues to show negative behaviour will miss 5 minutes of the next available playtime. * A child who continues to show negative behaviours will miss more of their play time in 5 minute increments. * A child may be reprimanded by a senior Teacher or the Head Teacher. * A child may be removed from the class and asked to work in a different space. * A child who uses violent conduct, physical intimidation or shows disrespect and rudeness to a member of staff will be will be spoken to by the Head Teacher. * The Head Teacher may contact parents to discuss their child’s behaviour and how the school and parents can work together to stop this behaviour repeating. * A child may have their behaviour monitored and reported to parents on a regular basis to keep consistent communication between home and school to help the child succeed. | * A child may be spoken to by the class teacher regarding their behaviour, they will address the negative behaviour and explain what positive behaviour the child should be showing. * A child may be asked to complete unfinished work at a break or lunchtime if they have not completed a satisfactory amount during lesson time. * A child may be given a time out, appropriate timing to their age range. * A child who continues to show negative behaviour will move their peg down the behaviour chart and will miss 5 minutes of the next available playtime. * A child who continues to show negative behaviours will move their peg down the behaviour chart again and miss more of their play time in 5 minute increments. * A child may be reprimanded by a senior Teacher or the Head Teacher. * A child may be removed from the class and asked to work in a different space. * A child who uses violent conduct, physical intimidation or shows disrespect and rudeness to a member of staff will have their peg moved to the bottom section of the peg chart, they will miss a minimum of 15 minutes of their time and will be spoken to by the Head Teacher. * The Head Teacher may contact parents to discuss their child’s behaviour and how the school and parents can work together to stop this behaviour repeating. * A child may have their behaviour monitored and reported to parents on a regular basis to keep consistent communication between home and school to help the child succeed. | * A child may be spoken to by the class teacher regarding their behaviour, they will address the negative behaviour and explain what positive behaviour the child should be showing. * A child may be asked to complete unfinished work at a break or lunchtime if they have not completed a satisfactory amount during lesson time. * A child who continues to show negative behaviour will have their name placed on the **Amber level** of the traffic light and will miss 5 minutes of the next available playtime. * A child who continues to show negative behaviours will move to **Red level** of the traffic light and miss more of their play time in 5 minute increments. * A child may be reprimanded by a senior Teacher or the Head Teacher. * A child may be removed from the class and asked to work in a different space. * A child who uses violent conduct, physical intimidation or shows disrespect and rudeness to a member of staff will be moved to the **Red level** of the traffic light, they will miss a minimum of 15 minutes of their time and will be spoken to by the Head Teacher. * The Head Teacher may contact parents to discuss their child’s behaviour and how the school and parents can work together to stop this behaviour repeating. * A child may have their behaviour monitored and reported to parents on a regular basis to keep consistent communication between home and school to help the child succeed. |

The class teacher discusses the golden rules with each class. 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 PSHE time.

Where there are significant concerns over a pupil’s behaviour, the school will work with parents to strive for common strategies between home and school. The school will seek advice and support from appropriate outside agencies where concerns arise over a child’s behaviour.

In significant behaviour management situations School Adults may be required to use physical restraint.

* See Milverton Primary School Physical Restraint Policy

**Lunch and break time**

Mid-day supervisors (MDS) should be supported by all staff in school in their application of the behaviour policy. MDS should praise and reward children for good behaviour during their supervision times.

* MDS should use the language of the golden rules to explain poor behaviour choices to children.
* MDS may ask children to take a time out in a set area as a sanction for a poor choice and complete a letter of apology.
* MDS will report a more serious incident to a member of staff or the head teacher, who will ensure a satisfactory conclusion is reached.
* All staff should promote and help support the MDS in their high expectations of good manners and children’s independence.

**Volunteer Helpers**

As part of the induction process, adult helpers should read, understand and apply the principles of the school’s behaviour policy. In the event of a child displaying inappropriate behaviour an adult helper should remind children of their poor behaviour choices and if a child fails to respond appropriately, the adult helper should seek the assistance of a school adult. School staff should fully support a volunteer in the first instance and explain their follow up to the volunteer helper to ensure a satisfactory conclusion.

**Anti-Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school feeling safe and secure. A record is kept of any incident the Head Teacher regards as bullying.

We define bullying as; “prolonged and sustained emotional or physical abuse with the intention of hurting or intimidating another”

* See Milverton Primary School Anti-Bullying Policy.
* See related E-Safety policies: E-Safety Policy, Computing policy, and Technical security policy.

**Mobile phones**

Children should not bring mobile phones into school, unless an agreed reason is logged with the school office.

The mobile phones will be kept in the school office. Parents must sign a declaration to withdraw the school from responsibility for loss or damage to the phone while on school premises.

**Screening and searching children**

In line with Department for Education Jan 2016 Guidance ‘Behaviour and discipline in schools’, the school holds the right to stop and search children if the member of staff suspects they hold an item that is prohibited, stolen or may cause harm to the child or another member of the school community. Staff should notify and be supported by another member of staff and conduct the search away from other children. Children refusing to comply with this will be escorted to the head teacher, or senior leader in school, who will ask the child again to comply and then contact the parents of the child.

**Behaviour management beyond the school gates**

In line with Department for Education Jan 2016 Guidance ‘Behaviour and discipline in schools’

School staff have the power to discipline children when;

* taking part in an off-site school activity
* when travelling to and from school
* in some other way identifiable as a school pupil.
  + Or when they make poor behavior choices at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school
    - poses a threat to another pupil or member of the public
    - could adversely affect the reputation of the school.

In all cases of poor behavior choices the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Area specific expectations**

There are a number of areas on the school site that hold specific expectations.

Children are made aware of these expectations.

* The covered area where bikes and scooters are stored next to the dining hall is out of bounds during the school day
* The quiet area next to the dining hall is for quiet activities and not for running, chasing catching games
* Children must only access the school garden and pond when accompanied by an adult
* Child must not use the trim trail play equipment if the gate is locked; before school and if equipment is closed due to weather conditions
* Children should not climb on walls, roofs, raised beds or the Amphitheatre
* Children should not play in the Amphitheatre area during break or lunch time
* Children should not play on equipment marked as hazardous, coned off or with safety fencing around

The role and responsibilities of children

* Children should follow the golden rules
* Children should adhere to the expectations placed in specific areas of the school
* Children should demonstrate the ‘Fruits of Milverton’
* Children should demonstrate ‘Super Learning Skills’

The role and responsibilities of all school staff

* It is the responsibility of all school staff to ensure that the school rules are enforced, and that children behave in a responsible manner.
* School staff hold high expectations for children’s behaviour, they strive to ensure that all children work to the best of their ability.
* School staff treat all children with respect and understanding.

The role and responsibilities the class teacher

* If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior leader or the Head Teacher.
* The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support service.
* The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role and responsibilities of the Head Teacher

* It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

* The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
* The Head Teacher keeps records of all reported serious incidents of misbehaviour.
* The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role and responsibilities of parents

* The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
* We explain the school rules in the home school agreement, and we expect parents to read these and support them.
* We expect parents to support their child’s learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.
* If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

The role and responsibilities of governors

* The governing body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
* The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A student may be at risk of exclusion from school for:

* Verbal or physical assault of a student or adult
* Persistent and repetitive disruption of lessons and other students’ learning
* Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents 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 Head Teacher informs the LEA and the governing body about any permanent exclusion, and any fixed-term exclusions of more than 5 days, in line with WCC guidance.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors’ appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Children who are found to have made malicious accusations against school staff will be at risk of permanent exclusion by the Head Teacher.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which are given to the Head Teacher for further action if necessary.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed …………………………………………Date ……………… (Chair of Governors)**

**Signed …………………………………………Date …………….. (Headteacher)**

**Date Developed: 1.11.16 Issue number: 1**