



Behaviour Policy

issued by the Governors of Milton Mount Primary School



Effective from: Autumn 2017

Signed by: Lesley King

Next review date: Autumn 2018

**Our aim is that everyone in school will be kind, fair, safe and will always try their best.
This applies to children and adults alike.**

As a Rights Respecting School we fully support all the rights in the 'United Nations Convention for the Right of the Child'. The following values particularly underlie our Behaviour Policy.

- The best interests of the child must be a top priority in all actions concerning children. Article 3
- Every child had the right to say what they think in all matters affecting them, and to have their views taken seriously. Article 12
- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures, and the environment. Article 29

We believe that every member of our school community should:

- Treat others and their belongings with respect
- Speak politely to adults and children
- Have self-confidence and high self-esteem.

What good behaviour looks like:

At Milton Mount Primary School, the vast majority of our children behave well all the time, both in and out of the classroom.

- Classrooms have a buzz about them as children actively carry out their learning
- Lessons are productive
- Resources are happily shared and children can be trusted to follow rules
- Children demonstrate good manners and listen well
- Transitions between activities are calm and efficient

To encourage this:

- We follow our School Charters for Golden Rights in the classroom, lunch hall and playground which were developed by members of the school community. (See Appendix 1)
- We celebrate successful behaviour through praise, Superstar Boards, Golden Leaves and Awards and by receiving Golden Time.
- We praise other's achievements by acknowledging great work; sharing our successes; giving certificates, stickers and postcards; and sharing our talents in Class and Shine Assemblies.
- We work in partnership with parents and share the child's efforts and achievements.

When things go wrong:

- We listen to explanations from all parties after an incident.
- We talk about how we can deal with problems using our Golden Rights.
- We are clear about what behaviour is expected and relate this to the Golden Rights.

To help makes things run smoothly:

- We ensure there is consistency across Year Groups, Key Stages and staff.
- We move around the school calmly.
- We notice those who are upset and look after each other.
- We try to understand other people's feelings.
- We learn about relationships and behaviour in PSHE, Circle times and assemblies.
- We provide support for children with Early Bird's Club, Forest Schools, lunchtime monitors, playtime buddies, Anti-bullying Ambassadors, Rocking Rights Respecting Reps and Young Interpreters.
- We also offer sessions with the Learning Mentor, the School Counsellor, the Play Therapist and the Learning Support Team for those that need it.

On occasion there are incidences of unacceptable behaviour. In the first instance this is dealt with by the responsible adult at the time. We assume equal respect for all adults working with the children. Where this may impact on further learning, the class teacher is informed. The class teacher is responsible for making sure the child understands what behaviour is expected and to follow up, if this does not happen. Usually, this is enough to put children back on track. If the children have significantly broken the School's Golden Rights, the class teacher may decide they need to miss some or all of their Golden Time. Consequences should be as soon after the incident as possible. If further action is required, first the Team Leader and ultimately a member of the Headship Team will get involved.

We will not accept the following behaviour from children and adults:

- The use of any swear words, rude or unkind language
- Racist, homophobic or sexist remarks.
- Biting

As suggested and agreed by the children, the consequence for this behaviour will result in 3 lunchtimes lost outside the Head Teacher's office and no Golden Time. Parents will be informed by the Head teacher and the incidents will be recorded in the school behaviour log.

Hitting, kicking or any other such physical behavior

The procedure for managing this behaviour is for the teacher to listen to both sides and use their professional judgement to decide if either child should lose a playtime.

For more serious incidents of physical behaviour the consequences will be as for swearing, biting etc.

If other inappropriate behaviour occurs:

- The child will be told that it is wrong and an explanation will be given about why it is wrong.
- If the behaviour is repeated, the child will be reminded calmly but firmly once more as above, thus giving the child a chance to make a good choice.
- If the behaviour continues the child will be removed from the activity. Where possible, the parents will be informed of their child's behaviour when the child is collected or will be phoned at the end of the school day.
- We will try to find out why the child is behaving this way and then treat the situation accordingly.
- In the case of unacceptable behaviour by an adult, a member of the Headship Team will speak to adults in private as soon as possible and deal with it appropriately.

We follow these regulations:

- No children are to be on the playground or field without an adult.
- Children are to be supervised by a responsible adult at all times.
- Adults on duty in the main playground or on the field carry radios to alert the medical room/senior members of staff if there are any significant issues.
- Staff work in collaboration and with empathy to manage more vulnerable children, which includes communication between the classroom and the playground.
- The safety of children and adults is paramount. Restraint will only be used to prevent children from injuring themselves or others, or damaging property. Where restraint may be necessary, staff handling those children, are trained in restraint.

The Role of the Head teacher

It is the responsibility of the Head teacher, in line with the Education and Inspections Act 2006, 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, or the senior member of staff deputising for her, has the responsibility for giving fixed-term exclusions 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. In both incidences, the school governors and West Sussex Local Authority will be notified.

The Role 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 school prospectus and in the Home/School Agreement and we expect parents to read these and support them. See Appendix 2.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home/School agreement. 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, then the head teacher. If these discussions cannot resolve the problem then the school's Governing Body should be involved through the Chair of Governors.

We work with parents to ensure their children are well behaved in school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposing parenting order.

The Role of Governors

The governing body has the responsibility of setting down 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 policy and may seek advice from the governors about particular disciplinary issues. The Head teacher must take into account any advice the Governors offer, when making decisions about matters of behaviour.

During the updating of this policy, Safeguarding was taken account of.

Approved by the Governing Body

Signed (Chair of Governors) _____

Date Autumn 2017

Review Date Autumn 2018

Appendix 1
School Charter - Our Golden Rights

Every child has a right to	To respect these rights children agree to	To respect these rights adults agree to
be treated with respect Article 29	treat everyone with respect	treat everyone with respect
have a say and be listened to, in matters concerning them. Article 12	listen to and value other people's opinions	ask for, listen to and value children's opinions
feel safe at school Articles 19 + 36	behave in a way that keeps themselves and others safe	take every reasonable precaution to keep children safe
the best education possible Articles 28 + 29	work hard to be the best they can be	make learning interesting, relevant and fun

Lunchtime Charter

Every child has a right to	To respect these rights children agree to	To respect these rights adults agree to
have a clean area to eat their lunch. Article 24	keep their eating space clean and tidy.	wipe the tables clean
talk to and listen to my friends. Article 15	talk quietly and be polite, showing respect and good manners	be polite and respectful
eat my dinner without anyone touching it. Article 24	not touch anyone's food or drink not swap or share food	listen to and deal with any complaints about this.
have time to eat all my lunch	not waste time	encourage children to eat and not waste time
sit comfortably while I eat Article 29	let others sit comfortably: no lifting the table or kicking the seats	monitor children's behaviour
a drink of water Article 24	ask politely for a drink if they need one.	provide a drink of water if a child needs one.

Playtime Charter

Every child has a right to	To respect these rights children agree to	To respect these rights adults agree to
have friends to play with. Articles 15 and 31	be friendly and show respect to other children.	help children to play respectfully with friends
be included. Articles 15 and 31	treat all children with respect	help children to feel included. Treat all children with respect.
feel safe and be helped on the playground. Articles 19 and 36	behave safely. Tell an adult if they see anything unsafe.	be aware of possible dangers and keep children safe
not be bullied. Article 19	not bully other children. Speak up and tell an adult if they see bullying behaviour.	listen to and help anyone who feels they are being badly treated or bullied.

Appendix 2

Home School Agreement