

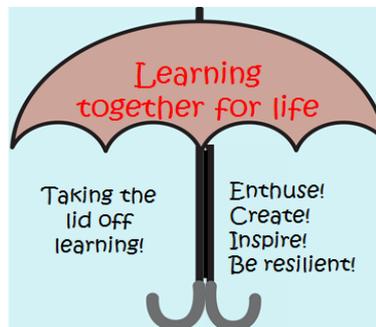


Learning together for life

Milton Mount Primary School

Positive Behaviour Policy and Procedures

2018-2020



Agreed date	Review Date	Person responsible
December 2018	December 2020	Headship Team

This Policy has been developed within the context of current legislation, policy and guidelines with input from children, teachers, and support staff, parents, learning mentor, SENCOs, Rights Respecting School leader and Rocking Rights team as well as the School Council.

Children Act 1989

NSPCC Safeguarding Audit

Keeping Children Safe in Education

Education Act 2002

UNCRC () Rights

Children, Staff and Governors of Milton Mount Primary believe that... At Milton Mount Primary School positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour found in our School Charters, which are based on respect for each individual in our community, The United Nations Conventions of the Rights of the Child, British Values, the Rights of the Child and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example set by adults who care for them in school and through well- developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour. We believe that good behaviour means that everyone in school is:

- Kind and caring.
- Polite and friendly.
- Helpful and fair.
- Hardworking and respectful of everyone's right to learn.
- Respectful and accepting of each other's faiths, cultures, lifestyles and opinions.

Everyone is welcome!

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Milton Mount Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Developing children's understanding of their rights through the teaching of the UNCRC and empowering them to stand up for those rights.
- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Encouraging children to speak out if someone is being unkind or hurtful to them or others.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Creating a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Working alongside parents to encourage our children to develop socially, academically, orally spiritually and emotionally in preparation for a positive role in society. If a pupil or parent believes that the school has exercised its disciplinary authority unreasonably, there is an appeal process.
- Ensuring that everyone is clear about their role when managing a pupil's behaviour.
- Making the children and parents aware of unacceptable behaviour.
- Allowing all children equal opportunities to learn.
- Allowing all adults in school equal opportunities to fulfil their role.
- Rewarding and encouraging positive behaviour.
- Using sanctions where appropriate in accordance with this policy.
- Developing skills necessary to resolve conflict and differences of opinion with sensitivity
- Teaching Children's Rights and British Values through PSHE Curriculum and assemblies which celebrate other faiths and cultures.
- Ensuring children know how and where to report concerns including speaking to someone, using class worry boxes or writing a letter to a trusted adult.
- Ensuring children know how to deal with peer on peer disputes: Stop I don't like that.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- Following the United Nations Conventions of the Rights of the Child (UNCRC).
- Earning Golden time earned at the end of each week by following the Golden Rights.
- Rewarding children setting an example of following specific rights of the child are awarded Golden Leaves at the end of each week and RRS stickers.(KS1 6 stamps/KS2 10 stamps).
- Good learning behaviours are rewarded with in year groups.
- Discussing behaviour with children and respecting their opinions.(Article12 British Value- Respect)
- Including children in decision making. (British Value- Democracy)
- Using a consistent approach by the whole school community including regular meetings with lunchtime staff to ensure consistency. (British Value- Rule of Law)
- Monitoring pupil attendance and taking swift action where necessary. (Article 29)
- Developing the voice of the child, through for example the School Council and Rights Respecting School Representatives. (British Value-Democracy)
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this. (British Values- Respect, Tolerance)
- Developing the skills of co-operation and discussion. (British Value- Democracy)
- Encouraging everyone to take pride in the school environment. (Article 29)
- Having a positive and consistent approach to playtimes and lunchtimes. (Article 31)
- Providing clear and positive learning experiences fairly and consistently. (Articles 28 and 29)
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating including a PSHE focus on attitudes to learning, relationships and self-esteem as well as British Values. (Articles 28 and 29)
- Developing children's responsibility as global citizens. (British Value: Mutual Respect, Individual Liberty)
- Developing resilience, as increased resilience leads to better learning behaviour.
- To support all children to show positive behaviour and help them to have a positive approach to learning.
- Ensure that children know how to stay safe online

Codes of Conduct

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 and 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 and 29	work hard to be the best they can be.	make learning interesting, relevant and fun.

Our 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 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 of my lunch.	not waste time.	encourage children to eat and not waste time.

Our 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 bullying other children. Speak up and tell an adult if they see bullying behaviour.	listen to and help anyone who feels they are being treated badly or bullied.

Our Class Charters

Class Charters are individual to every class at Milton Mount. Children and teachers discuss which rights they feel are most important to their individual class. Charters are then represented in a visual way chosen by the class.

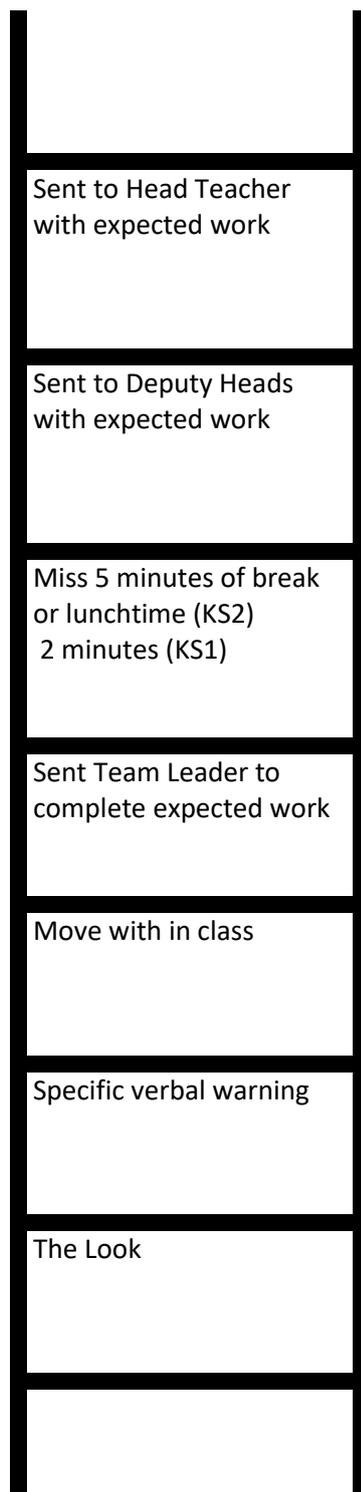
These charters can be seen on display in classrooms and photos are on class pages on the website.

Learning Behaviours:

Children at Milton Mount believe that Learning Behaviour is best when:

- We are sitting up straight.
- We are concentrating by looking at the teacher and listening.
- We are not distracting or being distracted by our friends.
- We are respecting everyone's right to an education.
- We are learning with friends collaboratively.
- Our books are out and ready for our lessons.
- We can choose to work independently.
- We are sometimes stuck in 'The Pit' and need to try to find ways out independently.
- When we keep trying and are resilient.
- When we can make choices about our learning.

We have a consistent approach to **minor** disruptions which is followed throughout the school reflecting Article 28: Children have a right to an education.



Fresh start at the end of each session for all children

Lanyards are worn by all staff reflecting the agreed procedure for addressing behaviour falling beyond minor disruption:

All incidents on the playground to be written in key stage incident book		
British Values: Rule of Law, Individual Liberty, Mutual Respect and Tolerance of others.		
actions	Rights violated	consequences
Swearing, spitting, fighting with intent to harm, biting, racist or homophobic language	Every child has a right to feel safe at school. (29) Right to different religions and cultures and right to practice this. (Article:14)	Headship Team 3 missed lunchtime play KS2 Missed break times and lunchtime play 1 day KS1 Parents informed KS2 children complete proforma reflecting on their actions and the impact of that action on the community. Complete loss of Golden Time
Hitting, kicking, fighting, with intent to harm	Every child has a right to be treated with respect (29)	Headship Team 3 missed lunchtime play KS2 and KS1 as above. Parents informed Complete loss of Golden Time
Throwing things name calling, pushing, not doing what asked to, low level fighting/arguing	Every child has a right to feel safe and be helped on the playground (19 and 36)	Dealt with on playground/in class with 5 minute time out Parents informed
Minor disruptions	Right to an education 28 Children have a right to leisure time , but if they choose to have leisure time during learning time they must learn during leisure time.	2 minute time out for KS1 5 minute time out for KS2 on playground

Use of de-escalation:

Use of de-escalation strategies and positive behavioural support through:

Use of spaces, management of time, changes to the environment, facial expressions, voice, words and TACO

Restraint will only be used if a child is in danger of hurting themselves or others

It is important that staff acknowledge the need for 'release time' when restraining over a period of time, a signal can be given to another member of staff to take over; staff will have time for debriefing and a break after the situation has been resolved.

Staff will be offered support with ongoing behavioural challenges.



Individual behaviour plans

We recognise that at times there are individual children who find understanding behaviour expectations challenging and may need to have individual behaviour plans based on whole school procedures in collaboration with parents. In this case we work in conjunction with the SENCOs and will seek external advice from professionals.

Anti-bullying

As a school we have agreed the following leaflet for children, parents and staff to refer to. This document is sent home with information packs at the beginning of each year. This can be found on the website, displayed in classroom and with playground behaviour books. There are anti-bullying assemblies each half term.

Milton Mount Primary School



Child Friendly

Anti-Bullying

Information

RRS Article 29- Children have a right to be treated with respect.

RRS Article 36- Children should be protected from bad treatment.

If you are bullied:

DO:

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Use the Worry Box if you are too scared to speak openly about it.
- Talk to a friend, a teacher or any school adult.
- Tell someone!!
- **DON'T:**
 - Do what they say.
 - Get angry or look upset.
 - Hit them.
 - Think it's your fault.
 - Hide it.

What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying.
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

The Headship Team, the Governors and the staff will work together to:

- Make our school a place where everyone can feel safe and happy. This means no bullying allowed.
- We will help everyone to get on with each other; we believe that everyone has the right to be who they are.

What Is Bullying?

In our school a bully is someone who hurts someone on purpose again and again, by using behaviour which is meant to hurt, frighten or upset another person.



Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting and pushing.

Verbal: Being teased, name calling.

Racist: Graffiti, calling you racist names.

Cyber: saying unkind things by using texts, email or any social media.

When is it Bullying?



Several

Times

On

Purpose

We promise to always treat bullying seriously.

Who can I tell?

A friend

Mum/Dad

Childminders

Grandparents

Teachers

School friends

Lunchtime staff

Any other adult

MOST IMPORTANTLY:

If you are bullied:

Start

Telling

Other

People

As a school we participate in Anti-Bullying week; this is reinforced through regular classroom practice, PSHE and assemblies throughout the year.

Parent information meeting focus and anti-bullying materials can be found on the website.

Anti-bullying information sheet shared with children and referred to regularly