

Milton Abbot School



# Behaviour Policy

**Governors Committee: Teaching and Learning**  
**Review Required Annually**  
**Current Policy: July 2019**

**REVIEW NOTES**

<p>Date of review: Reviewed: July 2019</p>	<p>Notes:</p>
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## School Aims: Every Child Achieving – better never stops!

### School Values and Rules

Take responsibility for your own actions

Develop self-discipline that supports success

Nurture mutual respect and be positive role models (Milton Model Citizens)

Positive behaviour must be recognised and rewarded, whilst expected to be the ‘norm’



#### Be Caring towards everyone and everything

Treat each other and property with a caring, thoughtful, sensitive approach and with empathy and understanding of the impact of our actions on each other.



#### Be respectful and show good manners at all times

Listen politely to others and demonstrate care for what they say, no matter who they are. Explore ways to solve your problems without shouting or aggression but also help others to overcome disagreements.



#### Be thoughtful when following instructions and rules

Trusting all adults is crucial to our ethos, to ensure the school runs happily, fairly and with a sense of purpose and strength of character. ‘Rules for all’ are there to keep everyone safe and on track.

### Roles & Responsibilities

All staff and pupils are encouraged to promote positive attitudes to learning and behaviour.

#### Pupils are expected to:

- Take responsibility for their own behaviour and learning.
- Take part in the caring, sharing ethos of our school and respect and display the values and learning behaviours we promote in school.
- Know and understand the rules, rewards and consequences of their choices and actions.

#### Adults in school are expected to:

The class teacher is responsible for the management of the behaviour of their class, using the systems detailed in this policy. Teachers and Teaching Assistants will achieve this by:

- Being calm, good humoured, having high expectations for the good behaviour of all children in school and believing they are all capable of making the right choice.
- Treating all children equally and showing concern and respect for them.
- Making time to respond to children according to their needs.
- Making rules clear and implementing them fairly but sensitively.
- Using praise rather than criticism to guide.
- Take part in the sharing, sharing ethos of our school and respect and display the values we promote in school.

#### Parents can support school by:

- Ensuring their child/ren understand the school rules and expectations.
- Supporting the school in the implementation of the policy.
- Modelling acceptable behaviour in front of their own and other’s children.

## **Securing Consistency**

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focussed upon the act not the child
- delivered in a calm way accompanied by a model of acceptable behaviour

## **Positive Rewards – Class Dojo:**

All members of staff have high expectations of all pupils in both their learning and social behaviour and we know that the children enjoy being recognised for these. As a way to recognise and celebrate this, every child can earn **Class Dojo** points for good behaviour, super work or being a great friend.

Dojo is a fun and interactive tool for the classroom and parents. It allows children to have their own ‘Mojo’ character who will collect or lose points based on achievements or challenges they may face during the school day. Parents are able to track their children’s attitudes to learning and behaviour throughout the day by seeing the points as they are given or taken away. For example, maybe your child gets a ‘teamwork’ point for being collaborative or a ‘reflect’ point for responding to a marking comment. They could even get extra points for meeting a ‘Challenge’ well or ‘Keeping Going’ point for persevering with their work. Likewise, parents can also see if their children have lost a Dojo point for not following ‘the five bees’ or not being a ‘Team player’.

Class Dojo is an **individual reward system** that contributes to a collective class treat at the end of each half term. At the beginning of each half-term, the children decide what they would like their treat to be, which encourages ownership and a shared goal. All pupils (and staff!) benefit from this fun afternoon, building positive relationships and shared experiences. **Class Dojo** also allows each class to build a class story - with pictures, videos and musical clips uploaded by the class teacher.

## **Rewards Praise**

- Positive feedback / share a compliment
- Stickers
- Dojo Points
- Class teachers can individually create their own special reward systems that is tailored to their class needs and their own teaching methodology – however, this should be maintained within reasonable boundaries, i.e., it would create an imbalance in a pupil’s experience if one class teacher had a high number of strategies and the next teacher has significantly less – this can be detrimental to a pupil’s understanding of ‘reward’ and cause confusion in their next class experience.

## **Special responsibility , privilege or trust**

- Class room responsibilities (e.g. register helpers)
- School responsibilities (e.g. library monitors, lunch time monitors, assembly set-up team)

## **Celebration Assembly**

- Celebration Assembly is every Friday and Dojo certificates are shared rewarding effort and endeavour in learning across the curriculum

- Special Celebration Assembly is half-termly, when parents are welcome or invited to attend: this involves individual recognition for efforts, progress and achievement (such as Reading Champions, Legend of Writing, Milton Maths All Star, Milton Model Citizen, Heart of Gold, OWLs/LAMAs)

Children are encouraged to bring in certificates from home so we can recognise their achievements out of school

### **Consequences: clear and consistent**

As stated in our opening rationale, we lead with positivity but accept there are times when things go wrong for a pupil. At this point, we seek to encourage them to take responsibility for their actions and reflect on what went wrong and how it will be improved upon next time.

### **Disruptive Behaviour**

- Disruptive behaviour may include the following :
  - Persistent disruptive behaviour /not following the school rules
  - Physical assault against a pupil;
  - Physical assault against an adult;
  - Verbal abuse or threatening behaviour against a pupil;
  - Verbal abuse or threatening behaviour against an adult.
- The class teacher, TA or MTA will send a message to a Senior Teacher and following steps may be used :
  - The Senior Teacher will share positive behaviour choices to encourage a calm, thinking time for the child;
  - If the child is putting their own safety or that of others at risk the child will be restrained and moved to a place of safety using positive handling strategies;
  - The Senior Teacher will contact the parents and arrange a meeting with staff to discuss the situation and to share the decision-making process. Appropriate sanctions and any follow-up support will be arranged ;
  - An incident report must be completed as soon as possible afterwards and filed in the Behaviour Log;
- Possible sanctions may include:
  - Deprivation of an enjoyable activity – i.e. playtime etc.
  - Deprivation of privileges – i.e. extra-curricular activities, responsibilities, etc.
  - Internal Seclusion
  - Temporary exclusion from school ( Following Devon Guidelines)
  - Permanent exclusion from school ( Following Devon Guidelines )
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For More Information See Page 56: <https://www.gov.uk/government/publications/school-exclusion>

**Amber Card**: Continuous low-level disruption in a lesson will result in a child's name being added to the Amber Card, following three verbal or non-verbal warnings. This will result in a loss of break time, which is recorded for future reference. The number of Ambers for a pupil is monitored by School leaders, and if a child reaches a particular benchmark then the situation is analysed and home support may be required.

**Red**: If a child's actions are physically or verbally aggressive or abusive, then they will be removed from the classroom environment and will lose their lunch time or other reasonable removal of privilege. They may face internal exclusion (in line with County policies). Home will certainly be informed and an individual behaviour plan may be formulated.

It is essential that the **pupil's needs are at the heart** of all discussions, if they are acting in a physically aggressive manner towards themselves, their peers or adults in class/school. However, safety of all would be also be central to our ongoing actions.