

Milton Abbot School



Behaviour Policy

Governors Committee: Quality of Learning
Review Required Annually
Current Policy: September 2021

REVIEW NOTES

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| <p>Date of review: Reviewed: July 2019</p> <p>Reviewed: Summer 2020</p> <p>Updated September 21</p> | <p>Notes:</p> <p>Covid-19 added</p> <p>Good to be Green refreshed across the school and House Points introduced. The Learning Climb added.</p> |
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School Aims: Every Child Achieving – better never stops!

Milton Abbot School expects the highest standards of behaviour from all our pupils. Our success has been recognised by pupils, parents and Ofsted, who reported: ‘Pupils report that there is never any bullying at Milton Abbot [and] it is a very happy place to be.’

School Values:

Respect: Pupils are taught and expected to respect themselves and each other.

Trust: Pupils are taught how to earn and show trust, and are expected to be honest and trustworthy.

Care: Pupils are taught and expected to care for the school we share, and care for each other.

Good to be green scheme:

We always seek to recognise good standards of behaviour, which is embodied by our ‘Good to be Green’ scheme:



Covid-19: expectations

We regularly remind our children of the importance of ensuring great personal hygiene and awareness/respect for personal space and social distancing. This is promoted by all members of the school staff team, as well as posters across the school site.

Covid rules:

- Wash your hand when requested to do so
- Sanitise your hands when requested to do so
- Follow the ‘bubble up’ rules when requested to do so
- Use a tissue to cough or sneeze, then bin it straight away
- Do not drink from another pupil’s bottle
- Do not touch other people’s property
- Respect the privacy of others and ask for support if you are afraid or lonely

Roles & Responsibilities

All staff and pupils are encouraged to promote positive attitudes to learning and behaviour. Classroom environments are expected to have visual prompts to remind children of expectations around 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. These are linked to House Points, which means the pupils learn to do their bit for the team, much as they would find in the world of work when securing their economic wellbeing.

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.

Milton Model Citizen – 'Ten Community Challenges'

To promote the importance of good citizenship and civic responsibility we operate a Model Citizen scheme. Each child has the opportunity to complete ten community challenges over the academic year, such as being on the Friendship Stop, litter picking, librarian, guinea pig carer, etc. They then receive model citizenship status which comes with a sense of pride and reward.

Encouraging a 'positive struggle' in learning:

'The Learning Climb' is based on the principles of The Learning Pit, which reassures our children that new learning can often leave you feeling confused, frustrated and worried. 'The Learning Climb' teaches that these are feelings we all share because there is a positive struggle to grasp new ideas or methods; it is also there to inspire pupils during this struggle to **have-a-go**, don't give up, **problem-solve** and do their **hardest thinking** and before long they'll be climbing their way to success. At Milton Abbot we are always keen to recognise success and teachers award great Learning Climbers in our Celebration Assemblies, as well as saying say well done to Curriculum Experts who have climbed their way to success in different subjects (see section below).



Celebration Assembly

- Celebration Assembly is every Friday and certificates are shared rewarding effort (The Learning Climb Award) and endeavour in learning across the curriculum (Curriculum Expert/Achievement Awards)
- Special Celebration Assembly is half-termly, when parents are welcome or invited to attend. This includes our Reading Champion awards, as part of our belief in the power of book ownership and the impact it has on our young readers

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 sent a message to a Senior Teacher and following steps maybe 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.