



Milverton House School and Nursery

MILVERTON HOUSE SCHOOL

BEHAVIOUR AND EXCLUSION POLICY

“Good behaviour is a necessary condition for effective teaching to take place”.
(Education Observed 5 – DES 1987)

This policy sets out to define a code of appropriate behaviour for Milverton House School. The policy is based on the school’s vision of a safe, caring, thinking school and applies to every individual in school.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, well mannered, helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Milverton House Primary School and to feel that it is a place where they are safe to learn without disruption.

It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset we recognise that there is a distinction between emotionally disturbed behaviour (which may be a Special Educational Needs issue) and poor behaviour.

The general standard of behaviour is the collective responsibility of the whole staff. Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. These aims are best achieved in a hard working, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing.

We aim to emphasise the positive rather than criticise.

- A positive written comment on a piece of work
- Stickers to put on house point charts
- A visit to another member of staff, or the Head teacher
- Praise in front of the group, class or whole school
- Acknowledgment by presentation at assembly
- Display of work
- Inviting parents / carers in to share good work
- A letter/ postcard home to parents / carers informing them of some action or achievement deserving praise

Our assemblies publicly recognise good behaviour. A weekly assembly takes place. Appropriate awards are given out for learning achievements (Merit) and behavioural and attitude reinforcement (Commendation). Rewards may also be given out in biannual presentation assemblies where awards are given for various achievements and accolades in school.

The Head teacher/Deputy may visit classrooms to give out specific rewards such as stickers and certificates.

When we do have to criticise we attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community. Milverton House School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over reacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over punishment – never punish what you can't prove
- Sarcasm
- Leaving pupils outside rooms

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any threats that have had to be made
- Be consistent
- Follow up problems to their conclusion
- Always apply school rules.

Each class has an agreed code of behaviour displayed on the classroom wall. It shows the basic rules of the class. These may be adopted from the school code of conduct or voted for as a class and agreed at the start of the academic year specific to each class. (However we avoid having completely different expectations and rules for different teachers)

The Head Teacher and staff accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

At Milverton House School we aim:-

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Code of Conduct

- We will respect ourselves
- We will respect our school and each other

- We will be polite when talking and listening
- We will treat each other with care
- We will make our visitors feel welcome
- We will respect each other's property
- We will keep our school tidy and litter free
- We will only leave classrooms with permission
- We will walk carefully around the school
- We will take care on school trips
- We will always represent Milverton House to the best of our ability

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. Our school ethos recognises Fundamental British Values

As adults we should aim:-

- To provide a secure learning environment in which each child becomes literate, numerate and articulate.

- To provide challenging activities through which each child becomes curious, informed, forward looking and able to take opportunities in all aspects of their lives.
- To create a climate of caring in which each child is able to achieve high self-esteem, is able to build sound relationships, is self-disciplined and responsible.
- To provide a wide range of experiences through which each child can become interested, confident, motivated and open to learning.
- To foster moral, spiritual and cultural awareness to achieve respect, tolerance and recognition of inter-dependence within the school and in the wider community.
- To provide situations in which each child can learn to be discerning, critical and independent.
- To create a school in which each child is happy and balanced and thus able to make use of and build on the education we provide to achieve his/her full potential.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Teaching observations/ staff meetings and liaison sessions allow for continued monitoring and assessment of behaviour in and around the school. Staff meet with SMT on a regular basis and formally on a termly basis to discuss plans for their class and plans for specific children to ensure they can reach their full potential

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

IT'S GOOD TO BE GREEN

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. The warning and consequence cards work in the way described in the section 'Disciplinary Measures'. At the end of the day any child who is still on Green may be rewarded with house points on their chart. Also a child is chosen by the teacher for extremely good behaviour/work to get the Privilege Cards. It can also mean an additional house point for that child. Class teachers will be in the position to determine how the 'Green' reward system best suits their class. This may take the role of 'Golden Time' in the school day or at a set point in the timetable. If children do not behave then rewards should be tailored according to the situation.

Staff will also give house points for good work, good behaviour, and personal achievements. The children put their house point stickers on their chart and add a point to their House tally.

Behaviour Guidelines

Teachers will try to discover the facts and who is involved in a given situation. They will then decide the appropriate action or strategy to be employed. We have adapted the 'It's good to be Green' behaviour strategy. Each class has a wall chart with all of the cards. It follows the following steps:

1. A warning look
1. Child given a chance to make a fresh start
2. Quiet verbal reprimand
3. Child given a chance to make a fresh start
4. Child gets a warning card for the chart
5. Child given a chance to make a fresh start
6. Child gets a consequence card and may be moved position in the class
–If the child does not take this opportunity to behave well, step 5 takes place.
7. This is recorded.

8. The child remains on consequence for the rest of the day. If they misbehave again they may be sent on to the Head or Deputy

Should a child continually be on consequence cards within the school week a report may be adopted to track behaviour and issues. This will be done in partnership with parents.

When a child is placed on report parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home The Head teacher can take the decision to exclude a child, and in their absence the Deputy Head teacher can take the decision.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:-

- House points and certificates
- Merit and Courtesy badges

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Department Co-ordinators, Head Teacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help may be necessary. This possibility should be discussed with the Head Teacher.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and for the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy and Head Teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which

parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

When a child is placed on report parents are always informed, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. The Head teacher can take the decision to exclude a child, and in their absence the Deputy Head teacher can take the decision.

The school will make ethos policy available to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Role of the Head teacher or SMT

In the event of continued poor behaviour or non acceptance of school rules then the Head teacher may have no option than to consider further action, this would only be carried out with the support of the parents of the child in question. In many cases issues raised to the head may require a firmer approach to the school rules and expectations of the child.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. We have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

Sanctions may include

- A verbal reprimand.
 - Extra work or repeating unsatisfactory work until it meets the required standard.
 - The setting of written tasks as punishments, such as a letter of apology or writing the school rules.
 - Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
 - Missing break time.
 - School based community service or imposition of a task; tidying a classroom; helping clear up the dining hall after meal times
 - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.

- In more extreme cases school may consider class exclusions, temporary or permanent exclusion.

Signed O Pipe

Date 20/7/17