

Milton Primary School Behaviour for Learning Policy



This policy for ensuring effective behaviour for learning was created through consultation with our whole school community.

The School's Vision

At Milton Primary school, we are committed to supporting our learners to be the best that they can be. This means that, as well as striving to improve the academic achievements of our pupils, Milton staff and governors also place a high priority on educating our pupils to become **citizens for the future**. Our aim is to work closely with families to make a positive difference by teaching them a set of core values that we hope serve them well **throughout their lifetime**. We aim to nurture **confident, thinking, responsible and caring young people** This is reflected in our school motto:

'Learning Together, Achieving Forever.'

Our ethos is to notice **'good'** behaviour and give attention to children making **right** choices. We have a very positive attitude towards behaviour, rewarding individual children, whole classes or the whole school for good effort, kind actions and a positive attitude.

We are sure that all parents, carers, or guardians will share our expectation that children behave well **at all times**, including during the journeys they make to and from school. At all times we will encourage children to be courteous, to display good manners and to show respect for other people and their property. Our children will be encouraged to show tolerance, to exercise patience and understanding and to be caring. The development of self-discipline is seen as a **partnership between home and school**. We feel confident that we can look forward to the support of all parents, carers, or guardians and our local community in supporting us with our vision.

How does Milton Primary Encourage Positive Behaviour?

'Good to be Green'

Our priority is to foster **positive behaviour and encourage self-discipline**. The school use the 'Good to be Green' behaviour system. It is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.



The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad morning session, they can start afresh the afternoon session.

The system strives for all children to conduct themselves by displaying 'green' or 'gold' behaviours. We have worked in our school community, with input from children, parents, staff and governors to highlight green and gold behaviours that we wish for our pupils to display at all times. However, we also recognise the fact on occasions some pupils' behaviour will not meet green or gold standards.

Our school community has also worked together to agree what behaviours are 'amber' and require a warning and which behaviours are 'red' and require a **consequence** or **sanction** to be applied. There are specific, agreed consequences to 'red' behaviours, however, we will also take steps to support these pupils to develop the ability **to take responsibility for their own actions**, and to understand the **links between their own behaviour and the consequences of their actions**.

Each class has a 'Good to be Green' chart in their classroom with all of the children's names on. At the start of each morning and afternoon session, each child has a green card in their name pocket. Throughout the lesson, 'green' and 'gold' behaviours are constantly being reminded using class display and encouraged by awarding '**Dojo points**' to children displaying green behaviours which are also linked to our '**learning assets**.'

If a child displays 'amber' behaviour, a 'stop and think' card is given as a warning and the child is reminded of expected behaviour. If the child repeats the behaviour, an amber card is put in their name pocket. For the remainder of the lesson, the child is supported in improving their behaviour to become 'green' again. If the child does not become 'green' again by the end of the lesson, then a moderate consequence is applied. Should a child display any 'red' behaviours, a member of the senior leadership team is involved and a consequence or sanction is applied, as agreed by the school community.

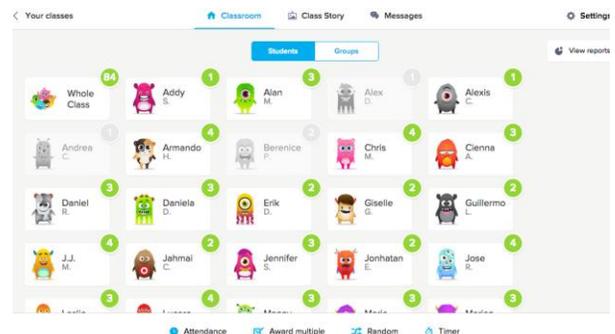
The focus is on encouraging children to maintain 'green' and 'gold' behaviour and to improve 'amber' or 'red' behaviour to make it 'green'.

If a child's behaviour is 'red', parents will be informed and a more severe consequence applied. Parents may be required to attend a 'behaviour planning meeting' where a plan will be created to support the child in improving their behaviour, if a red behaviour happens more than once.

Rewards

'Dojo Points'

All classes are registered to the 'Dojo Points' system. This is a highly motivational way of recording class points. Each child is given a fun character which is displayed next to their name. This is displayed on the interactive whiteboard in the classroom. Children can also be given a unique code to be able to edit and create their own Dojo character.



Children 'caught' displaying 'green' or 'gold' behaviours are given a point which is added to their Dojo total for the whole class to see.

Parents can also download the 'dojo app' at home. A code will be sent home for the school to invite parents to view their child's Dojo's and to be kept up to date with positive behaviour that their child displays in school.

House Points

All children in school are assigned a school 'house', 'Ty Melyn, Ty Gyrdd, Ty Coch, Ty Glas'. At the end of the week, all children will receive a 'house point' token for every 10 Dojo points they have earned. They write their name on the tokens and take them to our celebration assembly. They are then added to a whole school display which will 'grow' over the school year. The house with the most points in our celebration assembly will win the 'house cup' for the week which will be displayed in the foyer, wearing the ribbons of the winning team.

'Brilliant Book'

During our celebration assembly, each class will choose a child who has displayed 'gold' behaviours during that week to be written in 'Mrs Burke's Brilliant Book'. They will be given a certificate and their name and reason for having the certificate will be read out in assembly. The 'brilliant book' is displayed with the house cup in the foyer for all visitors to school to see.

Lunch time behaviour

We worked with the children and dinner staff to draft gold, green, amber and red behaviours for lunch time. These behaviours were then shared with the children during assemblies and with staff during a staff meeting. These behaviours are laminated and displayed in the hall for the children and staff to refer to. Children displaying gold behaviour are given a gold sticker by dinner staff, those displaying green behaviour are given a green sticker. When the children go back to class they get a gold lunch behaviour Dojo worth 3 points or a green behaviour Dojo worth 1 point if they have a sticker.

Addressing 'Amber' and 'Red' behaviours

At the beginning of each year teachers, parents, pupils and governors discuss the school's Behaviours for Learning policy (our 'Good to be Green' scheme) and class/playground rules, which are deliberately simple and straightforward. The whole school community makes suggestions for improvements to any aspect of the policy and to review agreed 'Gold', 'green', 'amber', and 'red' behaviours

When these are agreed all pupils are given clear guidelines of the appropriate behaviour and expectations in all areas based on our 'Our School Behaviour Code', which all staff expect the pupils to abide by. The policy is applied equally before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school.

All classrooms have the different kinds of behaviours displayed and they are also displayed in the school hall.

For 2019-2020 our agreed 'Gold', 'Green', 'Amber' and 'Red' behaviours are:

Gold

In class:

Always following instructions first time
Helping another child by explaining how it's done
Following all class rules consistently
Volunteering to help when needed
Outstanding work
Always trying their best
Consistent use of learning assets to improve work
Commitment to making the place a lovely place to be!

At break time:

Helping someone who is upset
Making sure everyone has a friend to play with
Consistently following rules and helping where needed
Always trying their best
Respecting rules all of the time
Commitment to making playtime a lovely time for all!

Green

In class:

Listening to the teacher
Putting our hands up
Following class rules
Good sitting
Good looking
Good listening
Using our learning assets
Use a classroom voice
Good sharing
Helping to tidy up
Looking after our equipment and class
Listening to the chosen speaker
Being honest—not lying
Walking in the classroom

At break time:

Being kind to others
Taking turns in games
Stop when the whistle is blown
Lining up straight away—no chatting or playing
Being a good role model

Being honest—not lying
Reporting any amber or red behaviour
Looking after break time equipment and plants
Walking in corridors

Amber

In Class:

Leaving our seat when we are working
Making noises which aren't part of the activity
Being distracted when we are working
Encouraging someone else to be silly
Distracting others
Not putting our hands up
Unkind hands/words/feet (low level)
Not waiting our turn
Lying
Not following instructions
Breaking classroom rules
Running in the classroom/corridor

At break time:

Not letting others play
Using unkind hands/words/feet (low level)
Talking or still playing when the whistle is blown
Not lining up when asked
Climbing trees, fences or buildings
Going play equipment or grass when told not to—not following instructions
Running in the corridor

Red Behaviour

In class:

Repeating amber behaviour
Swearing
Ripping displays or work on purpose
Damaging property in any way
Throwing furniture or property
Hurting a child or adult with intent and seriously
Lies with serious consequences
Bullying
Refusing teacher instructions
Racism
Putting yourself or others in danger
Leaving the school grounds
Threatening others

At break time:

Repeating amber behaviour
Swearing
Hurting a child or adult with intent and seriously
Lies with serious consequences

Bullying
Refusing teacher instructions
Racism
Vandalism
Putting yourself or others in danger
Leaving the school grounds
Threatening others

Consequences

If a pupils display amber behaviours, staff will select a reasonable and moderate “consequence”, which might include

- Verbal apology and take part in a Restorative meeting
- Missing a break time, missing Golden Time
- Missing out-of-school sporting events and inter-school matches
- Completing work elsewhere or with someone else

Very occasionally it may be necessary for a more severe sanction to be given where red behaviours are demonstrated.

In situations as above pupils will be referred to the SLT who will agree appropriate action, which will involve contacting parents and **may** lead to an exclusion. All exclusions from school, whether they are fixed term or permanent, follow the strict guidelines set down by the LA and the Welsh Assembly Government. It is the final act for the school and is never entered into lightly. The Governing Body is immediately informed of exclusion as is the Local Authority

Restorative Meeting:

If something goes wrong at school pupils may be asked to attend a restorative meeting, usually with their class teacher. This is a way of sorting out conflict by getting everybody involved to discuss;

- What happened?
- Who has been affected?
- What everyone was thinking at the time and what they think now?
- What needs to be done to put it right?

- What do we need to agree so it doesn't happen again?

Strategies to Support Inclusion

We work closely with parents and outside agencies in identifying any underlying causes for a child's behaviour difficulties.

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural difficulties and enable their access to the Desirable Outcomes, National Curriculum and wider school life.

These strategies are over and above the strategies that are used for the majority of pupils.

For children whose behaviour is underpinned by ALN:

The ALNCo will liaise with parents, outside agencies (as appropriate) to write the pupil's IDP (Individual Development Plan). Referrals will be made to services as deemed appropriate to investigate underlying need (if identified as needed) and support services engaged with. Boxall assessment is completed if necessary to support behaviour management strategies within school as added to the IDP where appropriate. IDPs are reviewed at least 2x per year, however, more frequently if necessary.

For children whose behaviour is not underpinned by ALN:

Children who don't have ALN are supported in a similar way to pupils who do. Parents and support services are invited into school to write a PSP (Pastoral Support Plan) to clearly identify targets for improvement, with strategies highlighted for school, home and support services to work together to give the child the incentive and skills to improve their behaviour. These are regularly reviewed.

Ways in which staff at Milton Primary support behaviour:

Observing pupils and advising on new teaching strategies

Supporting IDP's

Play therapy

Circle time

Anger management strategies

Class profiles - looking at a child's behaviour in relation to the rest of the class

Team building

Drop-in advice sessions with staff

ALN referral – IDP formulated and strategies to support

Educational Psychologist referral

Regular meetings with parents

Referral to Social Services

Referral to CAMHS (Child and Adolescent Mental Health Service) via SPACE.

Equal Opportunities

All children should have the expectation of receiving an education of the highest possible quality, part of which relies on good discipline and being able to work in an ordered, quiet environment. At Milton Primary School we value all children and will endeavour to ensure that all the children in our care come to school in a disciplined and ordered environment regardless of class, race, gender, language, religion or disability.

- Milton Primary School identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups, gender groups etc.
- The school has a general policy of encouraging attendance and avoiding exclusion.
- The school uses mentoring strategies with all pupils at risk of exclusion.
- The use of rewards and sanctions is monitored between all groups within the school.
- The background to a pupil's disruptive behaviour is thoroughly investigated; this includes examining and taking account of any complaints including racial harassment.
- Translating and interpreting services are used where needed to communicate with and involve parents.
- The school is aware of cultural differences in expressing emotions and procedures for dealing with disruptive behaviour take into account these differences.
- Procedures for exclusion state that all pupils including those from all ethnic groups will be treated fairly.