

Last Review	October 2018
Next Review	October 2019
Frequency	Annually

Behaviour Policy

A Whole School Approach to Behaviour

Milton School works towards promoting a positive attitude to good behaviour. There is an agreed and consistent approach to the way in which our staff implement this policy.

In order to promote good behaviour we deal with bad behaviour and produce rules known to staff, pupils and parents. Rules are to be simple, effective and displayed prominently in the classroom with Makaton symbols where appropriate. The school has a current set of rules, which are evaluated and updated, as and when necessary.

Our school policy is in line with DFE guidelines on ensuring good behaviour and discipline in schools
And adheres to Behaviour and discipline in schools Advice for Head Teachers and school staff (January 2016)

General Rules (Displayed in classrooms)

There are general rules that apply at all times and situations. These rules are: -

1. Pupils must report to their class teacher immediately on arrival at school from 8.40 am onwards.
2. There is to be no running or shouting in school.
3. Pupils will not be allowed to wear any jewellery other than a watch.
4. Pupils are not allowed to leave the school premises without permission.
5. The wearing of caps is not allowed. (without permission)
6. Accidents / Incidents must be reported to a member of staff.
7. Litter must not be dropped.
8. Chewing gum is not allowed in school.
9. There is to be no smoking on the premises.
10. No inappropriate language.
11. No aggressive behaviour.
12. To wear appropriate clothing and footwear.

There are times and situations when special rules will apply.

Transport

School buses and taxis.

1. Pupils will remain seated at all times until the bus has stopped.
2. Pupils will not touch parts of the bus which may be dangerous e.g. doors, windows, locks etc.
3. Pupils will keep noise to a minimum.
4. Litter must not be dropped.
5. Seat belts are to be used at all times.
6. Notice of change in 'drop – off' or 'pick – up' locations. Parents or Carers should inform the bus escort or Milton School verbally, in writing or by phone.

If these rules are broken then the incident should be reported to the Head/class teacher, who will support the bus / taxi.

Minibus

1. Pupils will not open sliding windows.
2. Passengers must not distract any other traffic or pedestrians.
3. Seat belts must be fastened before the journey and kept fastened throughout.
4. After removal the seat belts must be fastened on the seats.
5. Litter must not be dropped.
6. Pupils are to remain seated until told otherwise.
7. Pupils are expected to conduct themselves in an appropriate manner at all times.

(See also minibus Policy.)

How does Milton School deal with Inappropriate Behaviour?

Many of the adverse behaviours, or breaking of the school rules can be dealt with quickly and effectively by an on the spot reprimand by the member of staff present. Very often, when the behaviour has been produced either for effect or attention, the reprimand is sufficient to stop the behaviour.

There may be a need for the pupil to be removed from the situation and taken to a quiet spot where the reprimand will cause less commotion.

There will be instances where a simple reprimand is not effective and the behaviour persists. The person most likely to know the pupil best is the class teacher and he / she will deal with the behaviour in the first instance. If necessary the class teacher will consult with the Head of Department, or in their absence or for serious incidents, they should be referred to The Deputy Principal or Principal.

Persistent adverse behaviour or serious incidents are always recorded using CPOMS. The Deputy Principal, Principal and class teacher are usually notified of any incidents plus any other staff members involved. Pupils are made aware of its existence and the implication of those entries. They may also be recorded on a separate Incident Form depending upon the severity of the incident. For an incident involving restraint then the blue incident book should be completed.

Serious behaviour problems are discussed at staff meetings and behaviour plans for dealing with these pupils will be prepared and implemented. The Behaviour plan will include the involvement of parents. All staff who work with the children receive a copy of the plan and the plan is also kept on the school intranet. The Inclusion Leader ensures this is done.

this is shown at all times.

Sanctions can take various forms, though most sanctions involve the withdrawal of privileges and loss of free time.

Very often it is sufficient for the adults to show disapproval and disdain for the behaviours.

Foul language or physical abuse used knowingly towards staff or visitors may result in the pupil being taken home or internally excluded. They will then be expected to return the next morning escorted by their carer to discuss their actions with the Principal.

Effective Classroom Practice

Effective classroom practice underpins all positive behaviour reinforcement. These basic requirements lay the foundation for effective behaviour management.

Class teachers have a responsibility to:

1. Attendance
 - i. Complete the online register twice a day accurately adhering to the guidance.
 - ii. Ensure first day absences are chased up via the office (DP)
 - iii. Authorise absences wherever possible (DP to "chase" first day absence.)
2. Behaviour/Accidents/Incidents
 - i. Log behaviour and accident as appropriate. CPOMS
 - ii. Report to
 - a. Parents
 - b. Line Manager / vice principal/Principal as appropriate.All books will be kept in the school office.
 - iii. Use sanctions / rewards as a first step in behaviour management.

3. Communications with Parents

- i. Send out a "Topic/work to be covered" sheet each half term.
- ii. Communicate IEP targets to parents.
- iii. Complete telephone log when 'phoning parents (see attached)
- iv. Use home school diaries as a tool for
 - a. Communication
 - b. Behaviour management when appropriate.

4. Homework

Ensure (Y6 upwards) that parents clearly understand the homework policy for the class.

(If applicable)

5. Reporting Pupil Progress

Report writing as needed

Annual Reviews – responsibility for collating etc

Collecting and recording evidence of pupil achievement and progress.

Provision of levels as needed.

Working in the Millennium Building

To help with low key behaviours there are a few points that should be followed when working in the Millennium building.

- Do not use or encourage the use of fire doors as a means to access or exit the classroom (except in the case of fire).
- Please keep blinds drawn across at all times to lower the distractions from outside.
- Ensure you are at the door to meet your class.

- Make sure coats are hung on the pegs and hats removed before the start of the lesson.

- Pupils should not sit on high stools at a desk to work unless in the science room, nor should they be sitting on the radiators. Pupils sit on the chairs.(unless directed otherwise)
- Computers are only to be used when identified as part of a lesson.
- Pupils should not be sent out of class to run errands. If they are sent out as part of distraction techniques they should be accompanied by a CSA

My Classroom – My Territory

Be First

Stand at the door

- Greet pupils (positively).
- Direct them to a seat if necessary.
- Have a positive/clean/prepared(for work) environment.
- Establish expectations at the beginning.
- Pupils must understand they have a choice.
- Use praise (more than reprimand/every two minutes).
- Sanction and Reward – Low level Behaviour dealt with in class.
- Look for signs of things going wrong – de-escalate, use CSA.
- Re emphasise school/classroom rules (displayed).
- Be sure content is appropriate.

Differentiation/Boredom?

Be Prepared to -

- Use Circle Time.
- Stop a lesson if necessary.
- Use detention/removal of privileges.
- Practice what is required (movement, quiet, chairs away).
- Use sanctions and rewards – short term, daily as well as long term.
- Record incidents – follow them up – Home/School.
- Ensure pupils get more attention for behaving well than badly.

Review
Structure,

- Schools Rules. Via class, School Council, Reward

Sanctions – Consequences.

- Concept of lost learning time.
- Expectations at regular intervals (beginning of term)
- Support mechanism, higher level incidence.
- Positive Physical Intervention Strategies and Training (SCIP?)

Consider

- Tutor time.
- Reward/Sanction Strategies.
- PPI training.
- Environment (class, whole school).
- Content (lesson, curriculum).
- Whole school consistency (response).
- Detention (break times, afterschool)

Positive Ethos, Engender Pride, Classroom/School Environment (tidiness/displays), PPI, Consistent Response, Rewards and Sanctions, Staffing and Structure, Monitoring (know what and where the problem is). Expectation, Support (for each other). Challenge (unacceptable behaviour)

Examine content (lesson-curriculum).

Behaviour

The enclosed procedure should be followed for writing a behaviour plan. Unless the correct procedure has been followed and the plan up to date and signed by parents it is not valid and cannot be actioned.

Completed behaviour plans are to be brought to staff meetings as an agenda item and minuted that they are actioned. Copies should then be given to C Leighton, Staff Room file, classroom and placed on the school intranet.

All old behaviour plans should also be kept in the file.

Can I remind people that the most proactive way of reducing negative behaviours is by way of effective planning, classroom management, use of support and lessons that use visual, auditory and kinaesthetic approaches.

Behaviour Monitoring Process

Behaviour recorded CPOMS



Incidents monitored by
Heads of Department



CPOMS informs
behaviour plans



Behaviour plans written,
read and signed by staff



Behaviour plans reviewed
and updated regularly



Behaviour plans monitored
Inclusion Leader
half termly

This is an ongoing process and should be followed by all staff.

Behaviour Plans

Why do we need behaviour plans?

- To change a behaviour
- To maintain routines
- Disseminate good practice
- To manage a behaviour we cannot change.

Who needs a behaviour plan?

- Any pupil who displays behaviours that are outside the normal expectation of a school.
- This behaviour may be a frequent one or an occasional one.
- The first time a major incident happens it is a crisis response. A plan should then be put in place in case it happens again

There are two kinds of behaviour plans

Behaviour Modification (changing a behaviour)

This is when the behaviour is causing barriers to learning. The modification is usually based around the function of the behaviour.

Behaviour management (Strategies for coping with behaviour)

This is when there is a presented behaviour that cannot be modified in the short term. It could be due to a disability or condition and is not always deliberate. This will manage the behaviour causing minimum disruption.

Behaviour Management

This based upon strategies for managing a behaviour that cannot be changed in the short term.

It is frequently used with children who have Autism where behaviours are displayed that can be dangerous to themselves or others.

Managing a behaviour can be just be about making a child safe but not intervening in the behaviour.

Managing a behaviour without intervention ie making safe and ignoring, can also have the effect of modifying the behaviour.

Behaviour Modification

What behaviour do you change and why?

What is the function of the behaviour?

Why are they doing it?

Antecedent Behaviour Consequence

Monitor the ABC to establish the function and inform the plan.



What should a Behaviour Plan contain?

- Clear evidence of the behaviour displayed and the need for a plan.
- The aim of the plan.
- A clear description of the behaviour to be addressed.
- A response for each stage of a behaviour.
- Clear use of terminology ie Team Teach techniques.
- Positive reinforces

A clear and precise recording method.



Behaviour Plan

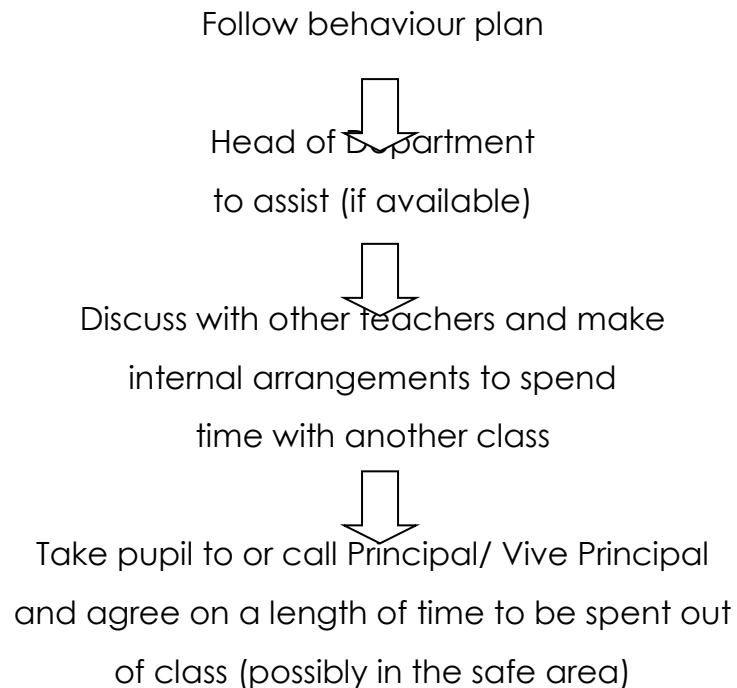
Name		Date Written		Review Date	
Behaviour		Strategies To Be Used		Method Of Recording	

Signature of Parent/Carer.....

Date.....

Internal Exclusion

If pupils are disrupting classes this Internal Exclusion agreement should be followed.



Dealing with Incidents (Accidents and Behavioural)

The attached is a guide to how to deal with and record accidents and incidents which occur in school.

It is intended to outline the consequences and follow up procedures for various occurrences.

As a general rule staff should report incidents to the immediate 'line manager' as required (see guidance sheets).

e.g. CSA-> Class Teacher or Teacher on Duty
Class Teacher to Head of Department
Head of Department -> Vice Principal/Principal.

It is important that minor incidents are dealt with by staff involved e.g. Class Teacher sanctions – detention – phone call home, Head of Department sanctions – detention – phone call, letter (via Principal).

All incidents which involve injury or abuse should be reported to Vice Principal/Principal(via appropriate form and verbally if necessary).

Serious incidents should be reported straight away to Vice Principal/Principal



BEHAVIOUR/INCIDENTS	RECORDING	FOLLOW UP	WHAT HAPPENS NEXT/WHO
<u>Unplanned intervention/crisis management</u>			
1. General e.g. shouting out, non-concerns to be raised compliance, etc. via Department meetings	CPOMS	Teacher to impose relevant sanction	Ongoing
welfare			Consideration of pupil
2. Fight, abuse, violence to other pupils Contact	Incident Book	Staff to report to (teacher)	Parental
Leaders)		(1) Department Leader	Sanction (Department
			Sanction (DHT-HT)
		(2) Vice Principal/Principal if necessary	
3. Violence/ abuse to staff parents	Incident Sheet (internal)	Debrief with staff DHT/HT	Contact with

Violence to staff form

Sanctions

First Aid/Medical

Time out

(LEA)

Planned Intervention/

Behaviour Management
from outside

(Department Leader,

As identified in plan.

Monitored by Department

Input sought

Plan written by class

Leader

agencies

teacher with support
from Department

Reviewed by class teacher

DHT/HT)

Leader/ Inclusion Leader

ACCIDENT/INCIDENT RECORDING FOLLOW UP WHAT HAPPENS NEXT/WHO

1. Accidental injury to staff White Accident Book Line Manager - Medical treatment if
necessary

_____ kept in the office - DH/HT 'Time out'

2. Accidental injury to pupil Indoor/In lessons- Class teacher Medical treatment
as necessary

_____ Accident Book Parents informed by Class
Teacher

_____ In Playground – White Vice principal/ Principal if doctor
_____ Accident Book Principal hospital treatment sought
_____ Parental contact

nb accidents must be reported on day of occurrence

SUMMARY OF RECORDING DOCUMENTS FOR ACCIDENTS/INCIDENTS

ACCIDENT/INCIDENT

RECORDED IN

General behaviour

Minor incidents

CPOMS

Behaviour covered as part of behaviour plan instructions

Behaviour Plan

Serious Incident office

White Incident Book – BH

Violence / abuse to staff Office

Violence to Staff Book –

Accident to staff or Office

Yellow Accident Book –

accident to pupil in lesson time

Accident to pupil at break/lunch times Office

White Accident Book –

Serious incident involving restraint Office

Blue Incident Book –

[illegible]

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