

NEW MILTON JUNIOR SCHOOL Behaviour Policy



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Controlled Document

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Aims

- To develop a Behaviour Policy which is supported and followed by the whole school community, parents, teachers, other adults, children and Governors, based on a sense of community and shared values.
- To apply positive policies in order to create an atmosphere in which effective, high quality teaching and learning can take place.
- To encourage and value good behaviour by providing a range of rewards and individual recognition for children of all ages and abilities.
- To promote and develop in each child self-discipline and an understanding of responsibility for their own actions.
- To make clear to children the difference between minor and more serious misbehaviour, the consequences of these and the range of sanctions that will follow.
- To develop mutual respect between all members of the school community.
- To develop respect and responsibility for the school environment.

Objectives

- To create a secure environment where positive achievements and successes can be celebrated and rewarded.
- To create a school ethos in which:
 - all pupils feel they are valued members of the school
 - all pupils and staff have the right to be treated with courtesy and respect
 - all staff are sensitive to pupils' needs
 - there is a clear understanding of classroom and playground charters and the school's expectations agreed between pupils and staff

Philosophy

Appropriate behaviour and good discipline are the basis for promoting quality learning and teaching. We wish to provide a learning environment where children are valued as individuals, where self-esteem is positively promoted to develop each child's potential within a caring framework.

- We believe that children develop best when they are secure, happy and confident.
- We are aware that all staff are responsible as a corporate body for the successful implementation of the Behaviour Policy.
- We know that, for the policy to succeed, all members of the school community must have a sense of ownership and accountability.
- The policy is based on the ethos of rewarding positive behaviour and excellence in work but there will be consequences for inappropriate behaviour or unacceptable work.
- There is clear communication and understanding between staff, pupils and parents.
- Staff will endeavour to resolve discipline and behavioural problems through early identification and with support from parents/carers.
- Serious or persistent discipline or behavioural problems are dealt with in line with the school's Behaviour Policy. These have been agreed by staff and Governors and a summary sent to parents.

The following documents should be read in conjunction with this document.

- Rewards and Sanctions Guidance
- Physical Restraint
- Anti-bullying
- Confidentiality
- Special Needs Policy
- CPHSE Policy

Positive Attitudes/Values We Wish To Promote

- Acting considerately towards others
- Telling the truth
- Keeping promises
- Respecting rights and property
- Taking personal responsibility for one's actions
- Self Discipline
- Helping those in need

All of these are underpinned by the school values:

- Be Respectful
- Be Honest
- Be Caring
- Be Supportive
- Be Responsible
- Be Kind
- Achieve

As a school we reject behaviour that involves:

- Racism
- Multi-cultural intolerance
- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Wilful damage
- Disrespect
- Bad language
- Substance misuse (in line with P.S.H.E. policy)

The implementation of the Policy for Behaviour is the responsibility of the whole school community:

Children's Responsibilities

To demonstrate:

- Respect and thoughtfulness for others, adults and children
- Respect for everyone's belongings
- Helpfulness - seeing the need without being asked
- Honesty in all I do and say
- Pride in myself my appearance
- Confidence in how I learn and respect others and how they learn
- Responsibility for myself, my work and our school
- Responsibility for my own learning and improving the standard of each piece of work
- That I know right from wrong
- That I am trustworthy
- That I am ready to learn and am on time
- That I can work to the best of my ability, showing care over presentation and use my time wisely
- That I can stay on task, ignoring distractions so I finish work on time
- That I am able to share ideas and help others
- That I am able to work independently, without an adult
- That I go to clubs regularly and behave well

Staff Responsibilities

All teachers, new to the school, will be briefed on the behaviour policy through the established induction Process and the Staff handbook

- To adhere to our adopted Code of Conduct
- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally in line with the school's safeguarding policies
- To use rewards and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents so that children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual
- To be aware of children's individual needs
- To provide a framework for social education
- To work in line with the school's Policy on Confidentiality

Parental Responsibilities

- To show an interest in all that their child does at school
- To foster good relationships with the school
- To be aware of the school's code of behaviour
- To support the school in the implementation of the policy
- To be aware of the school's rewards and sanctions system

New Milton Junior School recognise that management of behaviour in school is likely to be more effective if we work with parents as genuine partners in the education process. To that end a summary of the behaviour policy is available to all parents via the school website.

Strategies for Positive Encouragement

At New Milton Junior School we use systems of rewards underpinned by the school values of:

- Be respectful
- Be Honest
- Be Caring
- Be Supportive
- Be Responsible
- Be Kind
- Achieve

The Reward Systems recognise individual and group achievements.

Golden Time

The purpose of golden time is to reward good behaviour and to use it as a day to day management tool in the classroom.

Golden time will be an extra 'play' once per week.

Children will need to follow class and school rules/values in order to earn golden time.

Stages

There will be 3 stages which should be used if a child does not follow class/school values. A child can 'move down' more than once in a day if their behaviour does not improve. They can also earn back one stage per day if they demonstrate 'very good' behaviour and the teacher deems it appropriate.

1. Children will have a default starting position on a Monday morning where they will be entitled to all of their golden time
2. Warning – No golden time is lost but it is clear to the child that they have failed to follow school/class values
3. Golden time lost – The child has lost their entitlement to golden time – they will spend 20 minutes with their class teacher carrying out a range of reflection activities based on the school values. This will provide an opportunity to plan for improved future behaviour. Parents will be informed by the class teacher and the outcome of the discussion will be recorded on Arbor.

If a child loses 3 or more golden time sessions in a half term the Head or Deputy will make an appointment to speak to the child's parents.

There may be occasions where the Head or Deputy has to completely remove a child from the golden time system. This will be dependent on the individual child and the circumstances of the behavioural incident.

Class teachers will keep an ongoing record of children that have missed any golden time.

Sharing good work with others

Pupils may be asked to show their work to other classes, year groups, receive individual teacher or child praise, visit the Year Leader, Deputy Head or the Headteacher. Work may also be displayed in the Library, in open areas of the school and in classrooms.

Displays

Displaying pupils' work creates an attractive environment, increases pupils' self-esteem and fosters a sense of ownership, amongst pupils, for the school. All pupils' work is valued. Open area displays should demonstrate high standards and strengthen high expectations.

Team Reward System

The Team Reward System is set across the whole school. Its aim is to encourage all children to respond positively in and outside of the class situation in terms of their attitude and effort towards their learning, willingness to accept responsibility, awareness of the needs of others and the environment and community in which they live.

A Year Group Sharing Assembly

This is an assembly held once a week within Year Groups where further examples of good work, kindness, pleasing attitudes and behaviour are celebrated.

Celebration Assembly

In this whole-school weekly assembly, achievements, both in and out of school, may be recognised. Certificates and trophies of out-of-school achievements pupils wish to share are celebrated in this assembly.

Lunchtime

- Lunchtime play leaders and Lunch-time Play co-ordinator
- Lunchtime Assistants
- Boxes of games and outdoor activities
- Box of class-based indoor activities

How we keep parents informed

- Through informal and formal contacts with parents
- Through the communication Book

Good Behaviour

A system to reward the consistently good child or a child changing their behaviour for the better

- A comment at the beginning or end of the day
- A phone call or note in the Communication book for a significant happening
- A letter/certificate to parents to celebrate and congratulate the pupil who has achieved consistently good behaviour over four weeks
- Postcard home

Poor behaviour

- A comment at the beginning or end of the day
- A phone call or note in the Communication book for a significant happening
- A formal behavioural strategy meeting between parent/carer and
 - (i) teacher
 - (ii) year leader

For those who are not responding to the usual behavioural change strategies

- Action initiated after contact or a meeting with parent/carer and Year Leader and, when necessary, eventually the Deputy Head or Head:- although an early referral to either could be actioned as a deterrent
- the 'On Report' card system (see Guidance)
- Individual Behavioural Plan (see Guidance)
- Communicate outcome and seek common strategies for Team Behavioural Meeting agreement

On Report Cards

- White
- Red

White

- A child's behaviour is tracked and reported on a White Report Card for each lesson/break time, or both.
 - The Year Leader and, if appropriate, the Deputy Head discuss or meet with parents
 - The Year Leader sees the report each evening, comments and signs.
 - The Report Card is taken home for the parent/carer to sign daily.
 - As the child's behaviour improves, the child will complete part or all of the Report Card as a means of self-reflection. The class teacher will sign the card at the end of the day to confirm that the comments are an accurate account of the day's behaviour.
 - The class teacher, the Year Leader and parents, monitor behaviour through the Report Card system.

Red

The Headteacher's Report Card will be used for a two week period.

Individual Behaviour Plans

At the most appropriate point within the process at Team designed Individual Behaviour Plan will be written.

The Team will include the Inclusions Manager and will be triggered by any teacher, after seeking advice from the Year Leader and/or Inclusions Manager.

An evidence-based behavioural observation will be undertaken (using TAs and/or the Inclusions Manager)

- The outcome of this observation will be communicated to the Deputy and Headteacher

- A behavioural plan will be written and agreed as to which behaviour change is being targeted.

Parents will be involved at the earliest stage

Encouraging Good Behaviour Throughout The Day

In the classroom and around the school

The tone for the day should be set by a positive and encouraging welcome for the children. Equally all visitors and telephone callers should receive the same warm welcome.

There should be emphasis on encouragement and motivating pupils through:

- Positive feedback to actions and work.
- Giving attention for success, not failure.
- Appropriate and meaningful work
- Modelling desired behaviour.
- Listening to children and communicating that you have heard what they have said.
- Clear and consistent use of sanctions - being seen to be fair.
- Ensuring that pupils experience and have a sense of their own success.
- Respect for their culture and background.
- Maximising opportunities for pupils to take responsibility for themselves in their own behaviour.

Break and Lunchtimes

It is essential that pupils have a range of opportunities to occupy themselves during this period.

There is a box of outdoor equipment and each class has access to indoor games and activities for wet playtimes.

Ownership should be fostered so that a sense of responsibility is developed for the class to maintain the equipment and plan fundraising activities to replace lost/broken materials.

In addition children have the opportunity to attend a range of extra curricular clubs run by adults and Years 5/6 pupils for younger children and lunchtime, pupil-led playground activities.

They can also make use of the library, Open Areas and Classroom reading areas.

What We Do If a Child Misbehaves

The majority of children present no problems providing that discipline is perceived by them to be fair and consistent.

Schools and classrooms do need rules primarily for the safety and well being of the pupils. All rewards and sanctions should be underpinned by the published school values.

The underlying principle of a consequence for negative responses extends to the sanctions imposed. Until Stage III, the consequence of imposing a sanction lies with the teacher as the person responsible for improving a pupil's social awareness/skill and changing behaviour whilst in school.

If A Child Misbehaves

See Dealing with Aggravations ... however these need to be individually defined for each pupil to ensure Inclusion and effectiveness.

They also need to be incorporated into a teacher's own system of Behaviour Management e.g. 123 Magic; Three Strikes etc.

- a) The teacher may use a non-verbal signal
- b) A private verbal rebuke.
- c) We ask them to stop misbehaving - publicly.
- d) Where necessary we discuss the incident with the children involved.
- e) Where possible we encourage children to resolve disagreements themselves
- f) Loss of a Class privilege

Repeated or Persistent Misbehaviour

Where there is repeated or persistent misbehaviour the following will apply:

- a) Loss of golden time or a time sanction
- b) Withdrawal of privileges, e.g. Loss of playtime/lunchtime
- c) Taken to the Year Leader who logs, the reason for this and any sanction used.

After two visits within a short period e.g. 2/3 weeks or a serious breach of acceptable behaviour, the Year Leader makes formal contact with parents warning them of deterioration in behaviour.

- d) Use of an Individual, pupil-interest targeted Reward Card
- e) Use of a Year team On-report Card [White]

Increased and Repeated Misbehaviour

- the matter is passed to the Deputy Head and eventually the Headteacher

However, at a relevant point within The Behaviour Change process and appropriate to that child a Behavioural Observation will be undertaken and an Individual Behaviour Plan agreed.

- the Deputy Head:
 - the incident will be logged
 - formal contact with parents with a request made to see them.
 - On Report (See Guidance)

- Further/serious misbehaviour

- the matter is passed to:

- a) the Headteacher
- b) the Headteacher's Report Card
- c) the incident will be logged
- d) formal contact with parents

The final stage is Exclusion for a fixed period of time.

At any stage an IEB or a Behaviour Contract can be initiated.

There may be occasions, depending on the severity of the incident, when the system is by-passed and the pupil sent directly to the Deputy Head or Headteacher.

Incidents such as assaulting a teacher, serious assault of another child, racial abuse, and intentional vandalism of the School environment will result in normal procedures being abandoned and automatic, immediate exclusion.

It is important that children know they have the opportunity of a fresh start at any given point following a positive behaviour change

This hierarchal process does not preclude any member of staff becoming involved with the Behaviour Management Plan.

An example might be where there is an existing 'special relationship' or it is believed that a particular member of staff may have a positive influence.