

Olney Middle School

Behaviour for Excellent Teaching and Learning

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Review by date: 11/2/2020

The policy is scheduled for review, as per the above date however if there are legal or statutory changes the policy will need to be reviewed

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Olney Middle School Behaviour for Excellent Teaching and Learning

1. Philosophy

Olney Middle School (OMS) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This policy is written in conjunction with the IFtL 'Responsible citizens and behaviour core values document'. This policy is in line with the IFtL values and vision that "we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We strive to promote and create responsible citizens who are independent, innovative, positive and articulate thinkers who celebrate life and seize opportunities; viewing mistakes as a learning experience."

At OMS we believe that all individuals within our school should feel valued and able to contribute towards the well being of the school. Children have a right to a safe, sociable, orderly and nonthreatening environment in which to work and play. Good behaviour is fostered in a variety of ways: Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self worth will all contribute to their willingness to behave in an appropriate manner. We believe that children learn best when they are clear about what is expected of them and when they are consistently encouraged to reach the expectations. All adults, parents and members of the school staff have a responsibility towards the emotional and social development of all children.

1. Aim of the Policy

Through the consistent application of this policy we aim to:

- Create a safe and happy environment through the encouragement of good behaviour at all times;
- Encourage attitudes which will help children to respect others and to expect the same in return;
- Teach the positive value of self discipline in work and behaviour;
- Promote firm action against all forms of bullying;
- Ensure that children respect themselves and others.

See Appendix 1 for the Olney Middle School's Behaviour for Excellence Ladder.

We also aim for everyone connected with Olney Middle School to share the responsibility of making the policy work.

2. Purpose of the Policy

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

3. Home School Liaison

A Home School Agreement (see Appendix 2 and the children's organisers) will be issued and discussed with all children and families setting out clear expectations at the start of each academic year.

Inappropriate or consistent bad behaviour towards other children or adults in the school will be discussed with parents. Regular contact with parents will be established and together we will

set expectations and clear targets, which will be reviewed regularly. Consideration may be given to the involvement of outside agencies, for example the Social, Emotional and Mental Health Support Team.

All conversations about behavioural issues will be recorded and stored in the child's file.

Further meetings will be arranged when appropriate. It may be decided to place the child on the SEND register for behaviour and a support plan drawn up in consultation with the SENCO, class teacher, parents and any other agencies involved.

4. Responsibilities

It is the responsibility of all staff to respond to unacceptable behaviours observed. The class teacher is responsible for managing pupil behaviour within the classroom and all staff when they are on duty at break time and will refer to the Consequences During Lessons grid (Appendix 3) to help inform their decisions.

Behaviour problems at lunchtime will be dealt with by the Midday Supervisors and the relevant member of the Senior Leadership Team who are also on duty at lunchtimes. All staff on duty at lunchtime will refer to the Consequences During Lunchtimes grid (Appendix 4) to help inform their decisions. The relevant teacher will be informed alongside the Lower or Upper Key Stage Pastoral Leader and Headteacher when necessary.

5. Strategies used to promote positive behaviour

At Olney Middle School, we believe that positive behaviour in children stems from learning the core values. These core values relate to 3 aspects of learning and understanding; the 'healthy me', 'social me' and 'thinking me'. At our school, we have three mascots that represent these values and the core skills that are attributed to each one. We focus on each of the core skills in our assemblies and PSHCE sessions, learning how to take on challenges with a growth mind-set to fulfil our potential.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:

- Always focus on what is going well;
- Draw attention to good behaviour;
- Take time to 'teach' good behaviour and explain the reasons to the children;
- Give clear and regular reminders of what we expect;
- Encourage children to give verbal praise to their peers;
- Positive body language;
- Listen to children as well as giving guidance;
- Manage induction transition sympathetically and positively;
- Show work to another teacher or the Headteacher;
- Share and report on work with parents;
- Set an example ourselves through dress, manner, courtesy and care

We believe that we are a CARING school where all children are;

Caring
Aspiration
Resilient
Independent
Nurturing
Growth

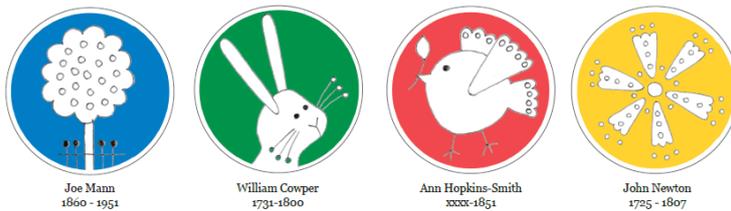
6. Recognition and Rewards for Achievement and Effort

At Olney Middle School we recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

All members of staff are expected to ensure that praise outweighs sanctions by at least 5:1.

House System

Each child is part of a 'house'. The Houses are:



House points can be awarded by any member of staff for children who display the correct behaviour, work, contributions to team activities and sporting achievements. A child is given a token when they are awarded a House Point which they then put into the appropriate tube in their classroom to represent their House. The House points are collated weekly and the winning House will receive the House Cup which is presented in a weekly assembly. The winning House at the end of each half term will have the opportunity to wear non-uniform on the last day of that term. The winning House in each class will receive a special gift such as a pencil.

Achievement Celebration Assembly

We hold a fortnightly Achievement Celebration Assembly where we celebrate children's classroom achievements and their achievements outside of school. Each week the child who has achieved the Golden Ticket for each class, is able to sit on the stage.

Golden Ticket

Each week each class teacher will identify one child in their class to receive the Golden Ticket. The teacher will write the ticket providing a reason for their choice and then send the ticket home in the post. Golden tickets can be awarded for a range of reasons such as increased or consistent effort, supporting another child or adult, etc. When a child receives a Golden Ticket they will earn 5 House Points.

Minion of the Week

Each week a member of staff will identify one child in the whole school who has particularly stood out. This may be because they have been particularly helpful, polite or consistently well behaved. The child's name will be announced in the Achievement Celebration Assembly, will receive a certificate and will have their photo taken and displayed on the Minion of the Week board. In addition, the child will receive 10 House points and will attend afternoon tea with the Headteacher at the end of each term.

Praise

This is usually a verbal acknowledgement of success with both curricular learning and social behaviour providing an important motivation for children. Its effects should not be underestimated. Children are encouraged to say 'well done' to each other too.

At Olney Middle School we also recognise extra effort and achievement by:

- Additional responsibility;
- Personal praise;
- Positive note;

- Positive phone call;
- Positive referral to Pastoral Leader/Assistant Head;
- Share work in class / with other classes;
- Positive comments in planner;
- Stickers.

At Olney Middle School we focus on recognising and reinforcing the excellent conduct and effort of pupils who perform consistently.

7. Strategies for Managing Behaviour in Olney Middle School

Classroom/Teaching Space Engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Staff should take into account the individual needs of the children in their care, praise the behaviour they want to see and not pander to attention seekers. Staff should not leap or accelerate steps for low-level disruption. The introduction of Golden Time has been implemented to allow pupils to develop an ownership of their behaviour. Within Golden Time, every Friday afternoon, class teachers in conjunction with the pupils will develop a range of suitable activities for pupils to enjoy. All pupils are expected to enjoy the activities- however in certain situations; pupils may lose minutes of golden time, as appropriate consequences of choices. This will be completed in 5 minute blocks. During Golden time, pupils who have lost minutes are to use this time to reflect on their behaviour and the choices they made, in order for them to learn about choices, and adjust to make the appropriate choice next time. Staff are to refer to Appendix 3 and use their professional judgement where appropriate.

Reasonable adjustments are made for children with Special Educational Needs and Disabilities (SEND). It is important that staff recognise which behaviour falls within the normal needs range and which should be brought to the attention of the Special Needs Co-ordinator (SENCO). Whilst extenuating circumstances may influence a child's behaviour they are not seen as an excuse for poor behaviour. Children are supported through their need and encouraged to express themselves in a controlled and safe way. Individual children with emotional and behavioural difficulties often experience problems in coping with the learning. This may be evidence of underlying learning difficulties or the emotional difficulties may cause severe problems with concentration. In these instances the teacher will modify the curriculum so that the teaching programme supports the child instead of adding to or actually instigating the behaviour through unrealistic expectations.

8. Serious Breaches

A Serious Breach is an incident that may lead to more severe consequences, such as reflection time or fixed term exclusion. Serious breaches must be referred immediately to the Head teacher. The following are examples; it is not an exhaustive list, other issues may be judged to be equivalents by the school:

- Failure to comply with a reasonable request from a senior member of staff;
- Malicious communications, including electronically;
- Endangering other students;
- Verbal abuse of staff, other adults or students;
- Wilful damage to property;

- Bullying, including cyberbullying;
- Theft;
- Making a malicious allegation against a member of staff or a student;
- Persistent minor breaches of the Olney Middle School policy;
- Minor assaults or fighting;
- Discriminatory conduct on the basis of the Equality Act 2010, including actions that are sexist, homophobic, racist or on the basis of religion/belief.

9. Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The following steps may be taken when dealing with incidents:

- A clear account of the incident will be recorded;
- A member of the Senior Leadership Team (SLT) will interview all concerned and will record the incident;
- Teachers will be kept informed;
- Parents will be kept informed;
- Disciplinary measures will be used as appropriate and in consultation with all parties concerned.

Incidents of bullying will always be taken seriously by the school. Bullying is not tolerated and it will be made plain to the bully that such behaviour is strongly disapproved of. When undertaking PSHE work in class and through assemblies with a bullying theme, children will be informed how they should deal with bullying directed against them. Any child who feels they are being bullied will know that they will be supported and that they should speak to a member of staff or tell a friend.

Parents are informed in the school prospectus that they can always speak to the class teacher, Year Team Leader, Assistant Headteacher or Headteacher if an incident of bullying occurs.

All reports of bullying will be investigated as quickly as possible and parents of all children involved will be informed of any incidences relating to their child and notified of action taken. The same rule applies to any racial or sexual harassment.

It is recognised that bullying may take varying forms. Class teachers will be sensitive to relationships and work partnerships within the class to ensure all children are included and supported with pair or group work activities.

Bullying is recognised as sometimes involving persistent:

- name calling;
- ridiculing a person's appearance, abilities or belongings;
- making unkind comments about other family members;
- physical abuse;
- threatening behaviour;
- excluding a child from playtime activities;
- staring or making a person feel uncomfortable;
- Intimidating behaviour by a 'gang'.

The class teacher may not be aware that a particular child is being bullied. Bullies often use times when adults are not around to threaten other children. At the same time it is important that it is established that genuine bullying is taking place, and not a falling out between two children which can be resolved in a different way. All staff will be informed if an incident of bullying is reported.

10. Escalation

Staff may require additional support with pupils for whom the standard process is not having sufficient impact. The escalation process is designed to support the pupil to return to learning. It is not a disciplinary process. Staff involved will seek to modify pupil behaviour, advise staff on appropriate strategies and support any additional needs. Where appropriate, a Pupil Profile will be drawn up in consultation with the pupil, their parents/carers and, class teacher and SENCO which will detail the child's difficulties and strategies to support them.

11a. Partnership Stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. A named member of the Pastoral team will be assigned to:

- Support and if necessary facilitate a Reparation Meeting between the member of staff and student;
- Develop an appropriate action plan with the pupil and inform parents / include other staff members as appropriate;
- Monitor and review using the action plan;
- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves;
- If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the adult who agreed the action plan.
- Pupils must be given a second chance to achieve the targets agreed on the action plan after the verbal warning.

11. Fixed term exclusions

Exclusion Process

Where there is a serious breach in the school's expected standards of behaviour the resulting action is a fixed term internal or external exclusion. At all times in such circumstances, the Headteacher, members of the Senior Leadership Team (SLT) and Governing Body will work together. The school will follow the exclusion procedures as identified in the DfE Guidance 2012 on 'Exclusion from Maintained Schools, Academies and Referral units in England: A guide for those with legal responsibilities in relation to exclusion' and Milton Keynes Exclusion Guidance 2015 (Appendix 5 and 6.)

Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. A support programme will be actioned to support the child. A reintegration meeting will be held prior to the child's return to school; parents/carers will be expected to attend. The Head teacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages.

Dependent on the type of exclusion parents/carers can make representation or have the right of appeal to the Governing Body. Behaviour, discipline and exclusions will be reported to the Full Governing Body termly.

The Head teacher may also use internal exclusion or reflection time, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. Internal exclusion can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal exclusion.

An internal exclusion may continue through break and lunchtimes exclusion from School does not necessarily mean that the pupil will be sent home. There are many options available to the Head teacher. At Olney Middle School we refuse to give up on students. We are relentless in modifying pupil behaviour so that everyone can learn in a safe and productive environment.

12. Racial Issues

At Olney Middle School we recognise the harmful effects of racism and prejudice within a school setting. We believe in celebrating diversity and promoting racial equality in all aspects of school life. The school is committed to a non-racist ethos, promoting racial tolerance. The school responds proactively to any racist incident reported in school and would challenge any attitudes of racism.

The Inclusion Leader is the named person responsible for dealing with racist incidents. All staff will be vigilant with regard to this issue and will ensure that any victims of racial harassment will be supported within the school. The wider implications of racist incidents within a small community are recognised.

The school will follow the LA guidelines for dealing with racist issues. The role of parents working with the school is considered crucial. The school is aware of its responsibilities to report all incidents of a racial nature to the Governing Body and also that a termly reporting should be sent to Milton Keynes council.

13. Monitoring and Evaluation

Pupil behaviour is regularly discussed as part of a morning staff briefings and at Staff Meetings/INSET. This policy is formally evaluated on an annual basis and a report given to governors through the Headteachers report.

14. Equal Opportunities

Olney Middle School is a school of equal opportunities. All children are treated as equals and this is promoted at all times thus providing a welcoming and secure environment in which all children will be able to create a positive self image and develop to their full potential.

Appendix 1 – Ready, Respectful, Safe

Appendix 2 – Home School Agreement

Appendix 3 – Consequences During Lessons Grid

Appendix 4 – Consequences During Lunchtimes Grid

Appendix 5 - DfE Guidance 2012 on 'Exclusion from Maintained Schools, Academies and Referral units in England: A guide for those with legal responsibilities in relation to exclusion'

Appendix 6 - Milton Keynes Exclusion Guidance 2015

Consequences - During Lessons

The following table highlights possible sanctions for negative/unacceptable behaviours. However, staff at Olney Middle School will need to use their professional judgement in each individual situation and ensure they have investigated all the facts before deciding upon an appropriate sanction.

Stage	Typical Behaviour	Possible Consequence	Record of Incident	Possible Support
1 Gentle Word	Child: <ul style="list-style-type: none"> - interrupts (adults/peers), - answers back, - disrespects equipment, - tuts/ rolls their eyes, - distracts themselves/others, - runs to line up/when whistle blows, - refuses to do their work, - doesn't share appropriately, - calls/shouts out, - runs in the corridor, - talking when they line up/enter/leave assembly, makes inappropriate noises, - doesn't tie their hair back if long enough, - wears their uniform inappropriately, - brings in a toy which is too large (should only be pocket sized) or cards to swap. 	<ul style="list-style-type: none"> - Re-engagement. - Praise nearby positive role models/good behaviour. - Reminder of Ready, Respectful, Safe. - The teacher 'look'/glare. - Words at the end of the lesson - Give them a choice e.g. You either need to continue with your work or, complete it at break for 5 minutes. - Wait/stop what you (teacher/adult) are doing. - Remind them of what could happen if they continue with the negative behaviours. - Stand near them. - Move the object/s they are fiddling with (but don't speak). - Move the child or others near them 	N/A unless child repeats same behaviour at which point they lose 5 minutes of Golden time.	Discussion with child/class/group. Reminder of expectations and what further sanctions may occur if they continue with behaviour.
2 Verbal warning	Child: <ul style="list-style-type: none"> - Lies, - Throws an object on purpose, - Is disrespectful to a member of staff, - Kicks out at equipment, - Forgets PE kit (more than once), - Is unkind to another child/children, 	<ul style="list-style-type: none"> - Miss 5 minutes golden time . - Time out in another class with work to complete set by the class teacher. - Two Time Outs in one day results in Stage 3. 	<ol style="list-style-type: none"> 1. Record incident in class folder* if other children are involved - complete in front of the child/ren. 2. Update the school pastoral records. 3. Speak to parents- preferably before the child gets home. 	Class Teacher/Adult to discuss behaviour and sanctions with the child through the use of Restorative Practice.
3 Timeout	Child: <ul style="list-style-type: none"> - Spits, - Is affectionate inappropriately, - Deliberately breaks/defaces equipment, - Continually refuses a reasonable 	<ul style="list-style-type: none"> - Loss of playtime/golden time and child to complete a reflection sheet which is signed by appropriate Year team Leader and sent home for parents to sign. - Contribution to the cost of the defaced/broken item. 	<ol style="list-style-type: none"> 1. Incident in class folder if other children are involved - complete in front of the children. 2. Update the school pastoral records. 3. Phone home - preferably before the child gets home. 4. Report incident to Assistant Headteacher 	Class Teacher/Adult to discuss behaviour and sanctions with the child through the use of Restorative Practice and phone call home to

	<ul style="list-style-type: none"> - request from an adult, - Physically hurts another child, - Emotionally hurts another child, - Encourages others to hurt another child. - Doesn't follow the e-safety policy. - Swears/makes inappropriate gestures. 	<ul style="list-style-type: none"> - Loss of time on computers. - Two Time Outs in one week results in Stage 4. 		<p>discuss behaviour.</p> <p>May warrant referral to Safeguarding Lead/SENCO.</p>
4 Disciplinary sanction	<p>Child:</p> <ul style="list-style-type: none"> - Repeats Level 3 behaviour twice in one half term. 	<ul style="list-style-type: none"> - Child is sent to AHT who will ask parents in to discuss the behaviour. - Child to complete full reflection sheet. - Loss of all Golden Time 	<ol style="list-style-type: none"> 1. Incident in class folder if other children are involved - complete in front of the children. 2. Update the school pastoral records. 3. Phone home - preferably before the child gets home. 4. Report to AHT responsible for behaviour. 	<p>AHT to discuss behaviour with parents.</p> <p>Consider referral to Behaviour Support Team and/or Children and Families.</p>
5 Serious Concerns	<p>Child:</p> <ul style="list-style-type: none"> - Continues behaviour following a red card. - Acts violently towards a member of staff or another child. - Continually bullies another child/children. - Seriously damages persons or property. 	<ul style="list-style-type: none"> - Child is sent to Headteacher who will ask parents in to discuss the behaviour and where appropriate may follow the exclusion guidelines. 	<p>Follow Exclusion Guidelines.</p>	

*Pupil Incident Log - Staff should take notes of the incident in front of the pupil/s when dealing with an incident. This could be in the form of a comic strip but must be kept in file in the teacher's desk. The notes will help inform the pastoral log.

Should a child continue to reach stage 3, the class teacher, Year team leader, parents and SENCO may need to draw up an individual behaviour plan for the individual.

Consequences - At Lunchtimes

The following table highlights possible sanctions for negative/unacceptable behaviours. However, lunchtime staff at Olney Middle School will need to use their judgement in each individual situation and ensure they have investigated all the facts before deciding upon an appropriate sanction.

Stage	Typical Behaviour	Possible Consequence	Record of Incident	Possible Support
1 Gentle Word	Child: <ul style="list-style-type: none"> - interrupts (adults/peers), - answers back, - disrespects equipment, - tuts/ rolls their eyes, - runs to line up/when whistle blows, - refuses to do as they're asked, - doesn't share appropriately, - calls/shouts out, - runs in the corridor, - talking when they line up/enter/leave assembly, makes inappropriate noises, - doesn't tie their hair back if long enough, - wears their uniform inappropriately, - brings in a toy which is too large (should only be pocket sized) or cards to swap. - Is in the school building without adult consent (should have a pass). 	<ul style="list-style-type: none"> - Re-engagement. - Praise nearby positive role models/good behaviour. - Reminder of Ready, Respectful, Safe. - Give them a choice e.g. You either need to continue with... or, sit on the bench for 5 minutes. - Remind them of what could happen if they continue with the negative behaviours. - Stand near them. - Move the child or others near them. 	N/A unless child repeats same behaviour at which point they sit on the Time Out bench for 5 minutes.	<p>Discussion with child and class teacher at the end of lunch.</p> <p>Reminder of expectations and what further sanctions may occur if they continue with behaviour.</p>
2 Verbal warning	Child: <ul style="list-style-type: none"> - Lies, - Throws an object on purpose, - Is disrespectful to a member of staff, - Kicks out at equipment, - Is unkind to another child/children, 	<ul style="list-style-type: none"> - Sits on Time Out bench for 5 to 10 minutes depending on age. - Loss of 5 minutes Golden Time - MDS to inform class teacher - Two Time Outs in one lunchtime results in Stage 3. 	Tell the relevant class teacher in front of the child/ren.	Small group supervision/support to play by Learning Mentor.
3 Timeout	Child: <ul style="list-style-type: none"> - Spits, - Is affectionate inappropriately, - Deliberately breaks/defaces equipment, - Continually refuses a reasonable 	<ul style="list-style-type: none"> - Loss of lunchtime. Child/ren is to be sent into to be dealt with by member of SLT. - Child to sit outside of staffroom. - Two Time Outs in one week results in Stage 4. 	Escort the child/ren into the building to the staff room to speak to a member of the SLT.	Lunchtime supervised by TA/member of teaching staff.

	<ul style="list-style-type: none"> - request from an adult, - Physically hurts another child, - Emotionally hurts another child, - Encourages others to hurt another child. - Swears/makes inappropriate gestures. - Participates in play fighting, wrestling, etc. 			
4 Disciplinary sanction	<p>Child:</p> <ul style="list-style-type: none"> - Repeats Level 3 behaviour twice in one half term. 	<ul style="list-style-type: none"> - Child is sent to AHT who will ask parents in to discuss the behaviour. - Child to complete full reflection sheet. - Loss of all Golden Time 	<ol style="list-style-type: none"> 5. Incident in class folder if other children are involved - complete in front of the children. 6. Update the school pastoral records. 7. Phone home - preferably before the child gets home. 8. Report to AHT responsible for behaviour. 	Lunchtime supervised by TA/member of teaching staff.
5 Serious Concerns	<p>Child:</p> <ul style="list-style-type: none"> - Continues behaviour following a red card. - Acts violently towards a member of staff or another child. - Continually bullies another child/children. - Seriously damages persons or property. 	<ul style="list-style-type: none"> - Child is sent to Headteacher who will ask parents in to discuss the behaviour and where appropriate may follow the exclusion guidelines. 	Follow Exclusion Guidelines.	

Should a child continue to reach stage 3, the class teacher, Year Team Leader, Assistant Headteacher, parents and SENCO may need to draw up an individual behaviour plan for the individual.

Where appropriate, Behaviour Plans will be shared with the lunchtime supervisors.

See separate document regarding play ground rules and wet lunchtime structure.