



Behaviour Policy
Reviewed annually in Term 6
Last Review: July 2016



Learning, Playing, Working, Growing together

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. Individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of both buildings and have accessible toilet facilities.

As with any additional needs the school works closely with parents and appropriate outside agencies.

INTRODUCTION

At Motcombe we firmly believe that the best way to encourage high standards of behaviour in school is a clear code of conduct backed by a fair and agreed system of rewards and sanctions.

Our whole school behaviour policy uses the Jenny Mosley Golden Model to ensure a consistent approach to managing behaviour and makes this an inclusive school. Through our vision we aim to realise excellence through self-esteem. The Golden Model helps Motcombe to create a listening culture and a safe environment through which high self-esteem; self-discipline and positive relationships can flourish.

We have agreed principles, values and strategies to help us achieve each aim of our Behaviour Policy.

Our agreed aims are:

- to ensure consistency of approach and provide a clear framework for behaviour
- for children to be responsible for their own behaviour
- positive Home/School partnerships
- to provide clear procedures for making referrals to external agencies

Inappropriate behavior outside of school that had a negative impact on children's wellbeing will be addressed in line with the schools Behavior Principles.

Aim 1

Motcombe School provides a consistent approach to managing behaviour by all staff. The School provides a clear framework for the whole school community.

Principles	Values	Strategies
At Motcombe School we:		
have a firm commitment to developing moral values	believe that this enables all children to be successful in all aspects of their lives	<p><u>The Golden Rules</u></p> <p><u>We listen</u> / We do not interrupt</p> <p><u>We are kind and helpful</u> / We don't hurt people's feelings</p> <p><u>We work hard</u> / We do not waste time</p> <p><u>We look after property</u> / We do not waste or damage things</p> <p><u>We are honest</u> / We do not cover up the truth</p> <p><u>We are gentle</u> / We do not hurt anybody</p>
create a positive approach to behaviour	acknowledge that a consistent approach leads to the successful management of behaviour	<ul style="list-style-type: none"> • use the Golden Model • model good behaviour • have good communication between all staff (procedures clearly stated in staff handbook)
recognise the value of a whole school policy for behaviour	acknowledge the importance of having clear and shared expectations for standards of behaviour	<ul style="list-style-type: none"> • use the Golden Model • model good behaviour • set clear and agreed boundaries • ensure that children and parents know our expectations
believe that rules apply to all	recognise that a shared ethos leads to a safe and secure learning environment for all	<ul style="list-style-type: none"> • use incentive and sanction procedures to reward positive behaviour i.e. The 6 Golden Rules • If a Golden Rule is broken there is a procedure that is adhered to: • The child identifies the rule that has been broken with the Teacher or Teaching Assistant • A visual warning is given by the Teacher or Teaching Assistant • If the rule is broken again in that session a minute of Golden Time is forfeited • If 4 lots of Golden Time are lost the child is sent to the Headteacher Jane Midwinter or Deputy Headteacher Fiona Day. The loss is recorded on SIMS • use of an incident book where a record is made of the loss of Golden Time. • If 3 entries are made in 1 term then a meeting is arranged with the parents/carers • at the end of each term the book is torn up in front of the child as a visual sign that a fresh start is about to begin.
believe that rules apply to all	recognise that a shared ethos leads to a safe and secure learning environment	<ul style="list-style-type: none"> • walk in the corridors • line up quietly • move around the school quietly

Aim 2

Motcombe children take responsibility for their own behaviour through learning, understanding and using the Golden Model.

Principles	Values	Strategies
At Motcombe School we:		
believe that children should take responsibility for their own actions	recognise that it is important to abide by the rules and conventions of communities	Learning to take responsibility through: <ul style="list-style-type: none">• Golden Rules• Circle Time• PHSE curriculum• Citizenship curriculum• British Values• School Council• Rewards for good behaviour• Use of the restorative practise model
firmly believe in providing children with choices and enabling them to understand the consequences of choices made	believe it empowers children and encourages self-discipline and an understanding of other people, their beliefs, cultures and values	<ul style="list-style-type: none">• Golden Rules• Circle Time• PHSE curriculum• Citizenship curriculum• School Council• Rewards for good behaviour
firmly believe that children show support for each other in developing and maintaining good behaviour	believe it empowers children to empathise with each other and to develop a role as a responsible citizen	<ul style="list-style-type: none">• class target sheets to encourage peer support• Playground Friends• class helpers
firmly believe that in giving children responsibilities they are helped to engender high self-esteem and a pride in their school and environment	believe it empowers children to empathise with each other and to develop a role as responsible citizen	<ul style="list-style-type: none">• class helpers e.g. ICT 'technicians'• Playground Friend• Buddy groups• Star of the Week• Pupil Council representatives

Aim 3

Motcombe School promotes a positive partnership between school and parents/carers. The school provides clear procedures for involving parents in the management of their child's behaviour.

Principles	Values	Strategies
At Motcombe School we:		
believe in a strong and honest partnership between home and school.	<ul style="list-style-type: none">• believe it is the best way to support children in the management of their behaviour• recognise that a consistent approach helps to support a child's behaviour	<ul style="list-style-type: none">• Golden Model sent home to new parents• Shared understanding of the Golden Model• Home/School agreement• Open school policy to ensure effective two-way communication• Postcards and certificates sent home recognising good behaviour• Golden slips at the end of each half-term• Behaviour Management workshops• Parents are invited to contribute towards IEPs if their child is on SA+• Class Targets• TATTs• Meetings with parents if children constantly break rules
believe in providing clear procedures for children beyond the Golden Model	recognise that clear and unambiguous procedures support the partnership in managing a child's behaviour	<ol style="list-style-type: none">1. consultation with parents/carers2. consultation with Inclusion Manager3. targets set for the child4. Behaviour Support Plan is drawn up5. referral to outside agencies6. log behaviour7. home and school strategy established8. behaviour that results in a danger to other children, staff or damage to property can result in an internal or fixed term exclusion

Aim 4

Motcombe School provides clear procedures for making referrals to external agencies.

Principles	Values	Strategies
At Motcombe School we:		
provide inclusive education for all our children	Acknowledge that for some children, specific strategies within school must be applied	<ul style="list-style-type: none">• TATTs• Quiet room at lunchtime• time out in other classes• timetable for support• Bubble Time• nurture group• special circle time
provide inclusive education for all our children	acknowledge that for some children outside support needs to be accessed	<ul style="list-style-type: none">• follow the Code of Practice for SEN• inform parents of their rights and responsibilities• identify children with additional behavioural needs in consultation with parents• provide extra support within school• set individual targets• refer children to outside agencies

Success Criteria

- Happy, safe and confident children.
- Standards of behaviour within the school will be high.
- The whole school community, (children, visitors, parents/carers, staff) will work together to ensure that all aspects of the policy are adhered to.