



Behaviour Policy *January 2017*

Introduction

At Monks Orchard, it is our primary aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike feel **safe** and **happy** and have the opportunity to **learn**, **achieve** and **be successful**.

Our policy expects children and adults to be good role models and follow the Monks Orchard Golden Rule:

“Treat other people the way that you would like to be treated yourself.”

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim within our school is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents/ carers have a responsibility in setting a good example as well as ensuring that the rules are followed.

Aims

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents
- To provide a positive, consistent approach to behaviour management which reflects the principles of Restorative Justice
- To encourage pupils to recognise and take responsibility for their own behaviours and for repairing the harm caused by inappropriate behaviour
- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults and children alike
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community

- Negotiate by consensus strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school
- Communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behaviours
- Encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community

Values

Our School Values are:

- **Respect**- all members of the school community
- **Co-operation** -with others in a positive way
- **Perseverance**-children try their best in all that they do
- **Honesty**- always have courage to tell the truth
- **Responsibility** – take ownership for their actions
- **Kindness**-Always show care for others
- **Aspiration**-Be the best you can be

These values work alongside the Monks Orchard British Values (See school website).

Rights and Responsibilities

At Monks Orchard Primary School everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To be treated with respect
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively
- To have our own beliefs and opinions and to be able to share them freely

Our responsibilities are positive actions that all members of the school community uphold. At Monks Orchard Primary School we are all responsible for:

- Doing our best at all times
- Helping ourselves and others to learn
- Being good listeners
- Being polite and respectful to everyone
- Looking after everything and everyone

At Monks Orchard we ensure that pupils understand these responsibilities and we continually reinforce them through both our teaching and management of behaviour.

It is the responsibility of everyone at Monks Orchard to ensure that our rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow whole school and classroom rules at all times.

Children should never be humiliated by adults in the school community and should always be reassured that in rejecting aspects of their behaviour, we are not rejecting them as individuals.

Expectations of Pupil Behaviour

1. Treat the classroom as a place of learning

To achieve this expectation you should:

- Listen to the person talking
- Make sure you are ready to start the lesson at the right time and with the right equipment
- Put your hand up if you want to speak or ask a question
- Follow adult instructions
- Ask if you do not understand something
- Aim to make progress in every lesson
- Make sure your homework and reading tasks are done on time and to the best of your ability
- Move sensibly around the classroom
- Be polite to others and respect their property
- Follow any other rules your class agrees to as part of the classroom contract
- Remember - always allow others to work

2. Create a calm atmosphere in and around school

To achieve this expectation you should:

- Walk quietly and calmly when moving around and between buildings
- Walk on the left, taking particular care when moving up or down stairs
- Use the toilets sensibly
- Be silent on your way to and from assemblies
- Remember that other groups of children may be working when you are walking or waiting in corridors
- Enjoy but respect school displays
- Use the cloakroom areas sensibly and pick up the belongings of others if you find them on the floor
- Leave the school building promptly at break and lunchtimes, remembering to take all that you need with you

3. Show respect and consideration for all

To achieve this expectation you should:

- Be sensitive towards the feelings of others
- Listen and respond politely to all adults in our school
- Help anyone who feels lonely or left out
- Help to ensure that nobody is bullied
- Celebrate the successes of other children
- Remember to allow adults and others carrying heavy objects, through doorways first

4. Take responsibility for your own behaviour.

To achieve this expectation you should:

- Co-operate with all staff at all times
- Always present yourself smartly in full school uniform
- Be careful about what you say to others, taking care not to offend them
- Never encourage others to argue or fight
- Never push, kick, hit or spit at another child or adult
- Do not get involved in other people's arguments
- Do not bring valuable items to school
- Remember to keep on task in lessons and make the best progress you can
- Always tell the truth
- Be prepared to apologise when you are in the wrong

5. Enjoy your free time and allow others to do the same.

To achieve this expectation you should:

- Look after each other and play together sensibly
- Play with equipment in the right way
- Speak to an adult politely when you have a problem
- Respond quickly and quietly to bells or whistles
- Show good manners in the eating areas
- Follow the rules about the different playing areas and times
- Play with consideration for others, no fighting of any kind
- Look after anyone who seems lonely or upset

Break and lunch time advice/actions for staff

- Circulate constantly within your designated area maintaining a particular focus on key areas (e.g. football areas/toilets/adventure playgrounds)
- Engage with the children as much as possible
- Be vigilant when on playground duty, looking out for potential problems and trying to pre-empt situations
- When dealing with issues of poor behaviour/suspected poor behaviour:
 - Speak in a calm voice
 - Remove the individual from the scene/other children
 - Give the child the opportunity to explain his/her behaviour
 - Speak to other children as necessary (avoiding speaking to large groups)
 - Decide, and where possible agree, on appropriate consequence
 - Make appropriate notes to communicate information to class teachers and complete Lunchtime Incident forms

Positive Management of Behaviour

Encouraging a positive ethos

We encourage a positive ethos for teaching and learning by using the following strategies:

- well planned and prepared lessons which engage and excite children
- effectively targeted and differentiated activities
- activities to develop self-esteem
- setting boundaries and rules through a shared understanding

- adult modelling of expected behaviour
- positive feedback, praise and rewards
- circle time
- inclusive, attractive and stimulating displays
- welcoming and facilitating regular communication with parents/carers
- celebrations
- outings to support the curriculum

Strategies for Promoting Positive Behaviour

- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations
- Praise for good behaviour
- Celebrating success (sharing learning in class, with SLT, in assembly, with parents)
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children involved in making the rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Positive strategies to reward behaviour

We use rewards in order to:

- encourage appropriate behaviour
- place emphasis on and reinforce positive achievements
- raise self-esteem
- reinforce and teach desired behaviour
- acknowledge that staff notice and value pupil efforts
- encourage responsibility
- send positive messages to parents/carers

Our aim is to 'catch pupils being good' as frequently as possible and to praise/reward them accordingly. All positive feedback must be personal, specific, genuine and appropriate.

Examples of rewards

- Class and Individual Dojo Points
- Additional playtime
- Certificates
- Stickers
- Given additional whole school responsibilities
- Golden Time
- Special use of the adventure playgrounds, cage and trim-trail
- Positive feedback
- Recognition at Celebration Assemblies
- Opportunities to share good work/news within school and to parents

Individual classes may also have their own positive reward systems in addition to the whole school system.

'Stay On Green'

We use the 'Stay on Green' approach to whole class behaviour management at Monks Orchard. The principle is that children begin the day in a good, positive place and attempt to stay there. The choices they make will affect whether they remain on green. Children make mistakes but there are always opportunities to put things right.

This system provides a consistent, least intrusive approach to behaviour management based on the principles of Restorative Justice. It provides both a whole class and individual reward system and allows the teaching of specific behaviours and routines.

Overview

The principle behind this system is:

- that all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- that teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- a consistent approach that can be used by all staff
- whole class and individual reward system using dojo points
- least intrusive approaches are used to manage behaviour
- teaching of specific behaviours and routines

How it works:

In Early Years we use:

Traffic lights – all children start on Green at the beginning of each day. If children don't follow the agreed class rules this will result in them being moved to Amber traffic light or in the case of a more serious incident straight to the Red traffic light. Children have opportunities to return to green.

In Key Stage One and Two we use:

'Stay on Green' system: Children start on Green but can move to amber or red for inappropriate behaviour. Each class has a 'Good to be Green' pack to monitor where the children are. This works alongside the class dojo points – Children earn points throughout the week for maintaining our school values, following school rules, displaying positive lunchtime and playtime behaviour and excellent work. By getting points they are also earning golden time. The children can also have points taken away for not keeping to agreed rules of the school. Children are involved in deciding reasons for positive and negative dojos. This also serves as a communication system with messages and photographs being able to be exchanged between home and school.

Strategies for managing unacceptable behaviour

Unacceptable behaviours include:

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying

- Racist abuse
- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children’s learning
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts children’s or adults’ health and safety at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate.

Positive redirection strategies for disruptive behaviour

In order to maintain a positive ethos and provide opportunities for pupils to make correct choices about their behaviour we use a number of positive redirection strategies to provide the least obtrusive, non-confrontational approach to the management of behaviour where possible.

Examples of such strategies are:

- the ‘three part look’
- giving a choice, eg. ‘If you continue to slow your work down with talking you will miss five minutes of your play.’
- ‘Moving in’ on pupils, ie. move closer to a pupil
- proximity praise, ie. giving specific praise to a pupil, near the disruptive pupil, doing what you would like the disruptive pupil to do
- using the ‘When...then’ direction, eg. ‘When I put my hands in the air then I expect you to stop talking’
- pause direction, ie. ‘Raju, (pause)... put your pen down and go and get your reading book, please.’ – encourages listening and model polite behaviour
- **tactical** ignoring
- partial agreement, eg ‘I realise that you think I am blaming you rather than Ekom, but I’d like you to get on with your science’

Addressing unacceptable behaviour

When unacceptable behaviour occurs all adults who work at Monks Orchard Primary School have a responsibility to address this behaviour with the pupil/s.

We separate the behaviour from the pupil and do not approach the addressing of challenging behaviour in an aggressive, confrontational or punitive manner.

The difference between the primary and secondary behaviours is acknowledged, with the primary behaviour usually being the main focus for intervention.

Secondary behaviours are usually followed up in discussion after the incident and are continually addressed within the daily management of behaviours.

We expect all members of the school community to take responsibility for their behaviour.

A consequence is implemented if necessary. After an incident of behaviour requiring a consequence, time is taken to discuss alternative strategies with the pupil/s and agree a resolution if necessary. Discussion time with pupils must happen as soon as possible after

the event, though calming down time may be necessary. When possible, catch the child being good and praise them as soon as possible after a consequence has been delivered.

Strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour targets on a Pupil Profile (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal seclusions (learning away from other children, on school premises but not in class)
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Access to Place2Be
- Referral to outside agencies (e.g. behaviour outreach support)
- Pastoral Support Programmes (PSP)
- Restraint (A group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
- Fixed term exclusion
- Permanent exclusion

Examples of consequences

At Monks Orchard we will always promote positive behaviour and learning choices. Every child will be supported in making the right choices. If they are unable to do this there are consequences which will be given depending on the severity of the behaviour. These consequences include:

- Adult disapproval or verbal reminders
- Moved on the Traffic Light, 'Good to be Green' chart or lose a class dojo point or receive a negative dojo point
- Change of seat/isolate in classroom
- Miss playtime/golden time
- Loss of privilege
- Spend time in another class
- Reflection time
- Letter of apology

- In the playground, if a child's behaviour is unacceptable, they may be given time out by standing calmly at a wall (not facing it).
- Sent to the senior member of staff
- Redress for any mess/damage incurred can be insisted upon and children enlisted to help, even if they are unable to make the damage good themselves
- Parents informed verbally or in writing
- Formal detention
- Be withdrawn from residential visits/school trips
- Internal exclusion
- Fixed period exclusions
- Permanent exclusions

Class behaviour files are monitored half termly by the SLT. Any issues arising will be discussed with class teachers and parents/carers where necessary.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when deciding appropriate consequences.

Fixed-Term and Permanent Exclusions

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, Statutory Guidance on School Exclusions (January 2015). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, either he or the Deputy Head informs the parents immediately, giving reasons for the exclusion. At the same time, they will give a letter making it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

On return from a fixed term exclusion pupils must be brought to school by their parent/carer who will meet with the Headteacher and/or Deputy Headteacher in order to discuss the incident and expectations for future behaviour.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced. The Headteacher informs the Local Authority and the school's Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

In the event of an appeal against an exclusion, the Governing Body will set up a discipline committee. This committee is made up of between three and five members and considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Pupils with Special Educational Needs or Disability

The Assistant Headteacher for Inclusion is the key person for vulnerable children and is available to staff and parents for support when dealing with discipline. In line with the Equality Act 2010 with regards to Special Educational Needs and Disabilities, reasonable adjustments are made in the application of the school Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour related learning difficulties. This will prevent a disproportionate impact of the school's disciplinary framework on those vulnerable pupils.

Pupil specific arrangements for vulnerable (or potentially vulnerable) pupils will be considered on an individual basis by the Classteacher, AHTs, Deputy Headteacher or Headteacher (where appropriate) and all relevant staff will be informed of any amended disciplinary framework for such children. Children at this stage may require a Behaviour Support Plan. If behaviour escalates then such cases may necessitate intervention by behaviour outreach specialists and at this point a Pastoral Support Plan will be put into effect and monitored.

Dealing with racist and bullying Incidents

All incidents will be reported to the Headteacher or DHT and staff will follow the local authority's procedures for racist incidents and the school's policy for bullying incidents. Incidents will be recorded and dealt with in line with the school's Equality and Anti-Bullying policies.

Restraint

Children will only be physically restrained if their behaviour is deemed to be a danger to themselves or others. They will be restrained in accordance with the non-statutory advice by the Department for Education in accordance with the Education Act 1996 and the Education and Inspectors Act 2006 and the school's Control and Restraint Policy.

Behaviour from parents/carers and visitors to the school

Statement of principles

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one.

As role models, and for the safety and well-being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

Incidents involving others' children

If an incident has happened at school involving your child, please do not approach/telephone other parents. By all means come in and tell staff how you are feeling and what your child's account of the incident was but let us deal with it in school.

Approaching someone else's child in order to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate in any circumstances. Similarly, parents should not approach support staff such as lunchtime supervisors or teaching assistants to seek information about incidents. If you have concerns about something that has happened in school please speak to the class teacher or a senior member of staff.

Unacceptable behaviours

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- shouting at members of the school community, either in person or to school staff over the telephone
- physically intimidating members of the school community, eg standing very close to her/him
- the use of aggressive hand gestures
- threatening behaviour
- shaking or holding a fist towards another person
- swearing
- pushing
- hitting, eg slapping, punching and kicking
- spitting
- breaching the school's security procedures

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in the local authority and the police being informed of the incident.

Action of staff when facing unacceptable behaviours

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

Procedure to be followed

If a parent/carer behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, eg that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban

4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Conclusion

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school agreement or health and safety legislation.

In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.



Monks Orchard Primary School

Incident Sheet 2016-17

Date:	Person Investigating:	Children Involved and Class:

When did the incident occur?

Details of the incident:

Agreed Actions:

Parents Informed via phone/writing/person:
Yes (brief response)

No (if not reason)

Type of Incident								
Violent/aggressive - verbally	Violent/aggressive - physically	Racist	Refusal	Health and Safety	Threatening	Bullying	Stealing	Other

Pupil Premium:	Ethnic Code:	SEN:



Monks Orchard Primary School

Lunchtime Supervisor Incident Sheet

Date:	Person Investigating:	Children Involved and Class:

When did the incident occur?

Details of the incident:

Action taken:

Who was informed?

Follow up comments (Class teacher/SLT):



Monks Orchard Primary School

Racist Incident Sheet 2016-17

Date:	Person Investigating:	Children Involved and Class:

When did the incident occur?

Details of the incident:

Agreed Actions:

Parents Informed via phone/writing/person:
Yes (brief response)

No (if not reason)

Type of Incident: Racist

Violent/aggressive - verbally	Violent/aggressive - physically	Racist	Refusal	Health and Safety	Threatening	Bullying	Stealing	Other

Pupil Premium: **Ethnic Code:** **SEN:**

Ethnic origin of perpetrator:
Ethnic origin of victim:



Appendix B: Pupil Reflection Sheet

Monks Orchard Primary School

Pupil Reflection Sheet 2016-17

Name:	Class:	Date:

What happened

What did I do that was wrong?

What should I have done?

How can I make this situation better?

Any other comments