



Monks Orchard Primary School

Behaviour Policy

Reviewed and adopted by the Governing Body:

Next review: September 2018

Behaviour Statement

At Monks Orchard, we 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, feels safe and happy and has the opportunity to learn, achieve and be successful.

We expect children and adults to be good role models and follow the 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.

We aim 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, calm and happy working atmosphere for everyone in the school community
- To provide a positive, consistent approach to behaviour management which reflects the principles of Restorative Practice
- To encourage pupils to recognise and take responsibility for their own behaviours and for repairing the harm caused by inappropriate behaviour
- Develop relationships, which encourage mutual respect and trust among everyone in the school community
- 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
- Promote positive behaviour and modify unacceptable behaviours
- Ensure effective systems of rewards and consequences are implemented consistently by all those working in the school
- Encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community

Values

Our School Values are:

'ACE the three Rs'

- **A**spire
- **C**ollaborate
- **E**mpathise
- **R**espect
- **R**eflect
- **R**esilient

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 rights and 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 must 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.

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

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 behaviour that we reward may include:

- | | |
|--------------------------|------------------------------|
| • following instructions | • listening |
| • completing tasks | • playing cooperatively |
| • quality of work | • staying on task |
| • making an effort | • finishing work |
| • positive attitude | • concentrating |
| • lining up | • responsible behaviour |
| • kindness | • sensible behaviour |
| • caring | • making appropriate choices |
| • punctuality | • honesty |
| • valuing others | • thoughtfulness, etc. |

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 intrusive, 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 models 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'

Helpful tips

- Always provide well planned and prepared lessons, that engage pupils, are targeted appropriately and differentiated effectively.
- Always have resources ready for teaching before the pupils arrive.
- Always make sure that pupils are supervised.
- Arrange the classroom so that all pupils can see resources/IWB clearly and you can see all pupils at once.
- Pupils only leave the classroom with permission and never on their own.
- Always move around the school on the left in a single file. Teacher to lead the line, monitor constantly and stop frequently to praise/remind children of expectations.

Good to be Green

We have chosen to use the “Good to be Green” system of whole class behaviour management at Monks Orchard.

This system provides a consistent, least intrusive approach to behaviour management based on the principles of Restorative Practice. It provides both a whole class and individual reward system and allows the teaching of specific behaviours and routines. *(See Appendix for details.)*

Addressing unacceptable behaviour

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

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. Catch the child being good and praise them as soon as possible after a consequence has been delivered.

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.

SLT Involvement

Serious incidents (physical abuse, bullying, extreme verbal abuse, etc.) or refusal to comply with the stages in “Good to be Green” may require assistance from a SLT member.

When sending for a SLT member the pupil must not be sent. Two trusted pupils should be sent to the main office where the office staff will contact the appropriate SLT member. The SLT member will come to the classroom and decide what action will be taken.

Class Behaviour File

All classes have a class behaviour file, maintained by the class teacher, where records of unacceptable behaviour, Individual Behaviour Plans and other appropriate documentation must be kept. It is vital that all evidence of children’s unacceptable behaviour is kept by the class teacher in order to support decisions to impose more serious sanctions. Class behaviour files are monitored half termly by the SLT. Any issues arising will be discussed with class teachers and parents/carers where necessary. *(Forms, incident and tracking sheets, etc. are included in the appendix.)*

Contacting parents/carers

Contact with parents to discuss inappropriate behaviour should be managed by the class teacher and an accurate record of the contact must be made, with copies given to the parent and placed in the class behaviour file.

Fixed-Term and Permanent Exclusions

Serious incidents including persistent breaches of the school's behaviour policy, violence, 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 guidance, "Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion."

DFE, September 2017. We refer to this guidance in any decision to exclude a child from school.

In severe cases, if fixed term exclusions do not help the pupil, a permanent exclusion may be enforced.

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.

The Headteacher, or delegated SLT member, will inform 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 has a duty to consider parents' representations about an exclusion.

The governing body *must* consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

If a pupil is excluded for more than 5 but fewer than 15 days within a school term, the governing body must consider parents' representations within 50 school days of receiving notice of the exclusion.

However, if the parents do not make representations, the governing body is not required to meet and may not direct reinstatement.

If a pupil is excluded for fewer than 5 days within a school term, the governing body must consider any representations from parents but it cannot direct reinstatement and is not required to arrange a meeting with parents.

The Governing Body will convene a Discipline Committee when it is required to consider the reinstatement of an excluded pupil or representations from parents. The Governing Body Discipline Committee will consist of a minimum of three and a maximum of 5 governors, none of whom will have had previous involvement with the pupil or his/her family.

Further guidance is available in "Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion."

DFE, September 2017.

Pupils with Special Educational Needs or Disability

The AHT Inclusion Manager 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 will require a Behaviour Support Plan. If behaviour escalates then such cases may necessitate intervention by behaviour support services and at this point a referral to the Fair Access Panel will be made, led by the AHT Inclusion Manager.

Dealing with racist and bullying Incidents

All incidents will be reported to the AHT for the appropriate Key Stage 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, to others or likely to cause damage to school property. They will be restrained in accordance with the non-statutory advice contained in *"Use of reasonable force. Advice for headteachers, staff and governing bodies,"* (DFE, July 2013).

Appendix

'Good to be Green'

We use the 'Good to be Green' approach to whole class behaviour management at Monks Orchard. This system provides a consistent, least intrusive approach to behaviour management based on the principles of Restorative Practice. It provides both a whole class and individual reward system and allows the teaching of specific behaviours and routines.

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.

Overview

The principles behind this system are:

- 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
- that 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
- least intrusive approaches are used to manage behaviour
- teaching of specific behaviours and routines

How it works:

- A chart with pockets for all pupils is displayed prominently in the classroom, in close proximity to the school values and the class rules/contract, and a class Reflection Area is set up.
- All pupils start with a green card in their pocket.
- Pupils stay on Green if they make positive behaviour choices.
- If pupils make negative choices the appropriate coloured card (yellow, red) is inserted in their pocket.

Rewards

It is important that the system includes both individual rewards and the opportunity to earn green points for the whole class reward.

Whole class

The class will work together towards a whole class reward through collecting green points. These will be awarded if the pupil is still on green at the end of the day (or half day depending on age).

Additional points can be awarded by staff outside the classroom; e.g. in assembly, in the playground, during small group work, etc.

If the class reaches the Green Point Target they will receive a reward of up to 30 minutes "Green time," at the end of the week. Green time may include; special activities, outside playtime, classroom games, etc. The specific 'Green time,' activity and the Green Point Target are agreed by the class at the beginning of each week.

Individual

Individual pupils are rewarded with Class Dojo points and can earn additional Green Points towards their class total, for positive choices.

Consequences

- Staff use least intrusive skills to redirect behaviour.
- If they decide to use a yellow or red card they must be clear with the pupil what they are doing, why they are using the card and what the pupil can do to move back to green.
- Positive redirection and at least one warning are always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green.

The following consequences apply:

Yellow Card	<p>Warning This provides the opportunity for the pupil to start making the right choices so that they can move back to green. Staff look for opportunities to move pupils back to green</p>
Red Card	<p>Reflection time in the classroom for up to 10 minutes. Pupils will move to the reflection area (use a timer where appropriate). On successful completion of the Reflection time the pupil moves back to the yellow card. Staff look for opportunities to move pupils back to green as soon as possible. Recorded on individual tracking sheet.</p>
2 nd Red Card	<p>Reflection time in partner class with reflection sheet for up to 20 minutes A Reflection Sheet is completed by the child. When pupils return from an out of class Reflection Time they remain on red but are greeted by class teacher and briefly discuss their Reflection Sheet. Staff look for opportunities to move the child back to yellow and then to green as soon as possible. Recorded on individual tracking sheet. Reflection sheet kept in behaviour file.</p>

Further Consequences

Repeated red behaviours will require further out of class consequences.

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 on further consequences.

Senior Leadership Team involvement

Pupils will be referred to the AHT with responsibility for the key stage, or the DHT, with the completed reflection sheet.

The SLT member will discuss the behaviour with the pupil with a view to one of three outcomes. The AHT or DHT will record the pupil name and the action taken.

- Reflection time with AHT (using restorative chat).
Pupil thinks of strategies to repair the situation and reports back to the AHT at the end of the session/day.
Pupil returns to class to aim to get back to green.
- Phone call or letter home.
Parents/carers are informed of the situation, steps required for improvement and next steps. Pupil returns to class to aim to get back to green.
- Parent/carer meeting.
This should involve the class teacher and may include reviewing and developing pupil targets or developing an Individual Behaviour Plan (IBP).

Vulnerable pupils

The tracking sheets will be collated to provide the leadership team an overview of pupil responses. This can be adapted for vulnerable pupils as part of an Individual Behaviour Plan (IBP).

Stay on Green at play/lunchtime

This system can be used in the playground as follows:

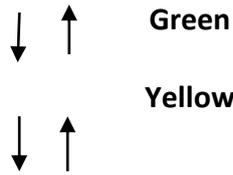
Rewards

Green	Stickers given to pupils showing green behaviour that adds a point to the whole class total
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Consequences

Yellow	Warning Card displayed by staff member to provide visual prompt for pupil.
Red	Reflection time (up to 5 minutes in designated space) Card displayed by staff member to provide visual prompt for pupil.

'Good to be Green,' Consequence Flow Chart



Pupils **MUST** be able to move up and down the hierarchy. The aim is to keep them on green.

1st Red, Reflection time in class (max 10 mins)

Recorded on class tracking sheet.

If a pupil completes this reflection time successfully they are moved back to yellow immediately. If not and the behaviour continues then they will receive the next steps in the consequence hierarchy.



2nd Red, Reflection time in buddy class (max 20 mins)

Recorded on class tracking sheet.

Reflection form is used and once completed this is kept in class behaviour file.

When pupils return from an out of class consequence they remain on red. Teacher will look to move the pupil back to yellow as soon as possible.



Referral to SLT member

Recorded on class tracking sheet.

Pupils will be referred to the 'on duty' leadership team member with the completed reflection sheet. The leadership team member will record the pupil name and action.

Pupil behaviour will be discussed with the pupil with a view to one of three outcomes.

A. Reflection time with member of leadership team (using restorative chat).

Pupil thinks of strategies to repair the situation and reports back to the member of the leadership team at the end of the day. Pupil returns to class to aim to get back to green.

B. Phone call or letter home.

Parents/carers are informed of the situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green.

C. Parent/carer meeting.

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan (IBP).



Monks Orchard Primary School

Incident Sheet

Date:	Person investigating:	Children involved and classes:						
When did the incident happen?								
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/Playtime Incident Sheet

Date:	Person investigating:	Children involved and classes:
When did the incident happen?		
Details of the incident:		
Action taken:		
Who was informed?		
Follow up comments (Class teacher/SLT):		



Monks Orchard Primary School

Racist/ Bullying Incident Sheet

Date:	Person investigating:	Children involved and classes:						
When did the incident happen?								
Details of the incident:								
Agreed Actions:								
Parents Informed via phone/writing/person: Yes (brief response)								
No (give 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

Reflection Sheet

Name:

Class:

Date:

What happened?

Who was effected and how did I make them feel?

How do I feel about what happened?

What could I have done differently?

What can I do to fix it?



Monks Orchard Primary School

Reflection Sheet

Name:

Class:

Date:

What happened?

How did I make people feel?

How do I feel?

How can I make it better?