



Positive Behaviour Policy

Ethos

We believe:

- Our whole school agreed core values underpin the ethos we create and maintain.
- Discipline is a key feature of school life about which there should be a clear, shared understanding between the Headteacher, all staff, parents, governors and children.
- In order to create a positive school culture all staff must positively reinforce appropriate behaviour.
- Children have the right to learn and teachers must be enabled to teach them.
- Children are entitled to a 'hearing' – in a culture of no evidence-no blame-no punishment.

The staff of Monkspath School will follow this policy that encourages a positive approach to behaviour management, by using a system of rewards and sanctions and achieving a balance between recognition, responsibility, respect and trust. We work closely with parents to help achieve this.

Aims and Expectations

Our primary aim is that every member of the school community is treated fairly and feels valued and respected. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We expect every member of the school community to behave in a considerate way towards others. We aim to help children grow in a safe and secure environment, and to become positive and increasingly independent members of the school community who develop personal responsibility for engendering the good care and welfare of others.

The school has a basic school code (our 'Umbrella Code') which is a means of promoting good relationships, so that people can work together as a school community in an effective, considerate and safe way.

In addition to this code, at the start of the school year individual Departments (Foundation Stage, Key Stage One, Key Stage 2) agree class rules and rewards with the children.

We treat all children and adults fairly and apply this behaviour policy in a consistent way.

Roles and Responsibilities

All staff are encouraged to promote positive attitudes to learning and behaviour.

Pupils

Pupils are expected to:

- Take responsibility for their own behaviour;
- Take part in the caring, sharing ethos of the school;
- Know and understand the rules, rewards, sanctions and the consequences of their actions;
- Work to the best of their ability to complete the work which is asked of them by their teacher.

Teachers

The class teacher is responsible for the management of the behaviour of his/ her class, using the systems detailed in this policy. Teachers will achieve this by:

- Being calm, good humoured and having high expectations for the good behaviour of **all pupils in the school**;
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability;
- Treating all pupils equally and showing concern and respect for them;
- Making time to respond to children according to their needs;
- Making rules clear and implementing them firmly but fairly with sensitivity;
- Using praise rather than criticism to guide;
- Reporting to parents about the progress of children in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school sanctions.
- Linking with the breakfast and teatime club to ensure effective communication takes place.

Behaviour Coordinator/ SENCO

The roles of the Behaviour Coordinator and SENCO are:

- To respond to behaviour concerns from school staff;
- To help staff to self-assess classroom practice in order to identify antecedents, triggers and patterns in behaviours giving cause for concern and to support 'in class' interventions.
- Ensure that advice is available where needed;
- Ensure appropriate intervention;
- Liaise with other members of school staff, including the, Headteacher, and Senior Leadership Team;
- Liaise with parents;
- Liaise with outside agencies.
- During an IBP meeting with a teacher and parent the BeCo will record the nature of concern and evidence, relevant background information, relevant teaching and learning issues, external and additional support and resources. Specific target behaviours (maximum of 3), the frequency and success criteria, rewards and sanctions and monitoring and review dates will all be included on the IBP.

Head Teacher

It is the responsibility of the Head Teacher (School Standards and Framework Act, 1998) to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all of the children in the school.

The Headteacher will:

- Support the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy.
- The Headteacher has the responsibility for deciding when a fixed term exclusion is appropriate as a sanction for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher will inform the child's parent, the Governors and the Local Authority if this decision is made.

Lunch Time Supervisors

Lunch time supervisors are responsible for the behaviour of children at lunch times. Lunch time supervisors will:

- Be calm, good humoured and having high expectations for the good behaviour of **all pupils in the school**;
- Treat all pupils equally and showing concern and respect for them;
- Make time to respond to children according to their needs;
- Make rules clear and implementing them firmly but fairly with sensitivity;
- Use praise rather than criticism to guide;
- Follow the systems in this behaviour policy;
- Reward acceptable behaviours with raffle tickets.
- Promote positive attitudes and uphold the school ethos during lunch times;
- Refer any behaviour issues to class teachers at the end of lunch time;
- Refer any serious behaviour issues to the Senior member of staff on duty at lunch time.

Parents

We work closely with parents and ask them to:

- Work collaboratively with the school so that children receive consistent messages about how to behave at home and at school;
- To read and fully support our code of behaviour (found in the school prospectus and on the website).
- Support their child's learning and to cooperate with the school, as set out in the home-school agreement;
- Contribute to a constructive dialogue between home and school;
- Support the actions of the school (with regard to our rewards and sanctions).

Governors

The Governing Body has the responsibility of reinforcing these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. Whilst the day-to-day authority to implement the school behaviour and discipline policy is Headteacher's responsibility, the Chair of Governors may be advised by the Headteacher about particular disciplinary issues.

Our School 'Umbrella Code'

Our school 'Umbrella Code' is our set of whole school rules. This code is displayed around the school in the corridors and is used as a reminder.

Our School Umbrella Code

Our code to keep us safe. We will:

- Walk everywhere in school
- Work and play safely
- Follow the 'SMART' rules when using a computer

Our code to keep us happy. We will:

- Show each other friendship
- Be kind to one another
- Have good manners

Our code to help us work. We will:

- Listen to each other
- Always try hard and do our best
- Include each other

Our code for taking care. We will:

- Look after our school, respecting the building and equipment
- Take care of belongings
- Show respect and be polite to all others
- Use a quiet voice in school

In addition to our school Umbrella Code each department agrees its own list of complimentary rules with the children. These agreed rules are displayed in each classroom alongside our rewards and sanctions. Staff regularly refer to this and we take a whole school approach to ensuring positive behaviour in and around school. All staff share a corporate responsibility for the safety, well being and good behaviour of all of the pupils in the school.

PPA and Supply Staff

All relevant, key information (for example IEPs, IBPs, positive handling plans etc) should be shared with staff covering PPA sessions or for other reasons known in advance by the class teacher. This should take place before the session and at regular intervals throughout the term as necessary. In the case of staff covering at short notice Year Group colleagues should ensure that key information is shared. Information regarding specific behavioural needs of children is kept in the classroom.

Rewards and Sanctions

- Verbal praise – personal, one-to-one, group and/ or whole class
- Non-verbal praise – thumbs up, smile, stickers etc.
- Key Stage 1 ‘zone board’

Each Key Stage 1 classroom displays a ‘zone board’ which works as a visual reminder for each child so that they can see how well they are behaving. The zone board contains the following series of statements:

- Everybody will start each morning and afternoon in the **GREEN zone**.
- When your teacher sees excellent behaviour you move into **GOLD zone**.
- If your behaviour is not as good as it should be, your teacher will remind you of our classroom code and will give you a warning.
- If you get a 2nd warning you will move down to the **ORANGE** zone and will miss 5 minutes of break time.
- If your behaviour is still not as it should be and the teacher has to give a 3rd warning, reminding you of the school rules again, you will move to the **RED**. You will have to complete your work at break time and will miss 10 minutes play time. This will be written in the Year Group Cause for Concern book.
- At the end of the session, everyone who is in the GOLD will be rewarded by their teacher. This may be a sticker, personal point or something else!

- Class Points

Class points – class points are given out in 1’s or 2’s. Class points are collected and count towards agreed rewards eg from additional break treats to extra curricular activities. Rewards are given for every 25 class points collected. Rewards are negotiated with the Key Stage in September and agreed by the Head Teacher. The reward list is displayed in each classroom.

- Personal Points

Personal Points – personal points are awarded to individual children. All children receive small stickers which represent one point each. All children start from ‘0’ points at the beginning of each academic year.

Foundation Stage

Children in the Foundation Stage are given stickers and ‘points pebbles’. A certificate is given out to the child who is awarded ‘Star of the Day’ and ‘Star of the Week’.

Key Stage 1

Children in Key Stage 1 collect ‘points pebbles’ and receive a certificate for every 10 points earned. Children in Key Stage 1 receive a special certificate and a coloured badge once they have collected 100 personal points. A certificate is given out to the child who is awarded ‘Star of the Week’.

Key Stage 2

Children in Key Stage 2 collect the stickers, keeping them in the front of their home-school diary. Children in Key Stage 2 need to complete a personal point slip for every 25 points they collect and hand it to the Deputy Head Teacher, who will keep a record and write the certificates.

It is expected that **all** children will have received a certificate for at least 25 points no later than the end of the Autumn Term.

Children in Key Stage Two receive certificates in assembly once they have collected 25, 50, 75, 100 (along with a coloured badge), 125, 150, 200 (Head Teacher's award) and 300 points.

Celebration Book – Children in Key Stage 2 can record examples of where they have seen good behaviour in their year group. This is celebrated weekly as a whole year group.

Courtyard Passes – Children in Key Stage 2 can earn a 'courtyard pass' allowing them to use the Key Stage 2 courtyard during the following day for lesson times and lunch and break times.

Raffle Tickets – Lunchtime Supervisors reward desirable behaviour with a raffle ticket. When a raffle ticket is earned by a child it needs to be placed in the box by the school office. A weekly draw takes place in assembly (one for Foundation Stage and Key Stage 1 and one for Key Stage 2) and the child whose ticket is drawn wins a prize from the Head Teacher.

Sanctions

The Monkspath School 'Umbrella Code' is displayed prominently in the corridors and the agreed Key Stage rules are displayed prominently in classrooms. They should be referred to on a regular basis and always when appropriate to demonstrate when rules have been broken.

Sanctions should be calmly and consistently applied in a manner that **avoids confrontation, loss of control by the adult and humiliation of the child**. When properly used, the sanctions are a support for teachers as well as children. They should be used making it clear that the behaviour is being criticised and not the child.

At the heart of the school behaviour policy is the belief and understanding that **each day is a fresh start**.

FOUNDATION STAGE AND KEY STAGE 1 SANCTIONS

The following sanctions, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour:

1. General reminder of rules
2. Reminder of rules and verbal warning
3. Miss 5 minutes of playtime to complete work (Key Stage 1). 'Time out' for 5 minutes in a designated area of the classroom to discuss the behaviour causing concern with the teacher.
4. Complete work/ task alone, away from other pupils for the remainder of the lesson (a further 5 minutes in the Foundation Stage)
5. Meeting with Year Group Leader and class teacher
6. If you have already reached stage 4 this term you will move here from stage 3 – Meeting with Department Leader, Year Group Leader and class teacher
7. If you have already reached stage 5 this term you will move here from stage 3 – Meeting with Deputy Head Teacher and class teacher – A behaviour book and individual behaviour plan (IBP) will be considered.

Sanction 8 – A Serious Clause

This sanction is to be used if a child:

- Deliberately hurts someone
- Commits vandalism or theft
- Is repeatedly defiant

For this sanction the child will move straight to stage 6 and possibly stage 7.

KEY STAGE 2 SANCTIONS

The following sanctions, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour:

- 1 Reminder of rules and verbal warning
- 2 Work alone, away from other pupils for 10 minutes (5 minutes in the Foundation Stage)
- 3 Complete work/ task alone, away from other pupils for the remainder of the lesson (a further 5 minutes in the Foundation Stage)
- 4 Meeting with Year Group Leader and class teacher
- 5 If you have already reached stage 4 this term you will move here from stage 3 – Meeting with Department Leader, Year Group Leader and class teacher
- 6 If you have already reached stage 5 this term you will move here from stage 3 – Meeting with Deputy Head Teacher and class teacher – A behaviour book and individual behaviour plan (IBP) will be considered.

Sanction 7 – A Serious Clause

This sanction is to be used if a child:

- Deliberately hurts someone
- Commits vandalism or theft
- Is repeatedly defiant

For this sanction the child will move straight to stage 5 and possibly stage 6.

- Making a malicious allegation against a member of school staff will result in a meeting between parent, child and the Head Teacher where appropriate actions are put in place.

Once a child reaches sanction '4' it is expected that the child's parent is informed of the difficulties being experienced and that support is gained from home. It is highly important that parents are aware of their child's behaviour if it is having a serious impact on their own or their classmates education.

Any behaviour which causes concern and progresses to sanction '4' should be recorded on 'My Concern' – our web based safeguarding recording system which should include details of children involved, the nature of the concern as well as any action taken.

When children require significant, additional support to help them manage their own behaviour so that they are effective learners (and where appropriate), an Individual behaviour plan (IBP) and/or positive handling plan may be put in place. Advice, guidance and additional support may be sought and provided through external agencies (such as external specialist behaviour support services). This will always be done in conjunction with parents, the Inclusion Leader and the Deputy Head Teacher.

Fixed term and permanent exclusions

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. The Headteacher follows current guidance from the DfES and Local Authority regarding exclusions.

If the Headteacher excludes a pupil s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes 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.

The Head Teacher informs the Local Authority and the Governing Body about any exclusions.

The governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the full Governing Body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated. If the Governor's appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Bullying

Bullying, in any form, is unacceptable. If bullying is found to be taking place, immediate action is taken to try to prevent reoccurrence. All staff are committed to ensuring that all children who at Monkspath School are free from bullying (See anti-bullying policy for full details).

Defining Acceptable and Unacceptable Behaviour

Acceptable and unacceptable behaviour have been agreed between the pupils (through School Council) and staff. Examples of each are listed below (this is not an exhaustive list):

Acceptable Behaviour

- Playing with each other
- Respecting people and the school environment
- Discussing work
- Opening doors for others
- Walking around the school building
- Keeping belongings tidy
- Showing the same respect to all adults in school
- Persevering, cooperating and being resilient

Unacceptable Behaviour

- Fighting
- Arguing
- Dropping litter
- Damaging or taking equipment
- Sitting on tables
- Vandalising
- Being disrespectful – eg shouting out, pushing, answering back, saying rude things
- Trying to leave the school premises during the school day
- Stopping teachers teaching
- Stopping others learning
- Use of an object as a weapon to cause injury
- Spitting
- Swearing

Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Pupil Support Systems

Our whole school core values underpin the culture and ethos of the school and provide a strong framework of support to each and every child. Positive behaviour is reinforced at every turn.

It is understood that some children will need greater support to achieve acceptable behaviour. Children with these additional needs are given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Significant instances of concerning behaviour are discussed regularly.

Children who display continued difficulties in achieving good behaviour may be placed on the school's Special Educational Needs register. As appropriate, children may have:

- Behaviour charts/ books, which carry rewards and incentives for positive behaviour and which are shared with parents or carers so that there is joint support.
- Support from an external specialist Behaviour Support Team.
- Additional strategies put in place to support the development of positive, desirable behaviour.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy.

Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary and liaise with parents and external support services as appropriate.

Liaison with parents and other agencies

The Head Teacher and staff embrace a positive and pro-active approach to liaison with parents and multi-agencies. We work together with parents to ensure that children's needs are being met. Where there are behaviour concerns, staff liaise with parents on a regular basis in order to work together to improve things for the child as quickly as possible. The school works with other agencies as appropriate in order to support children.

Managing pupil transition

All records kept on children are shared with the receiving school in line with our Record Management policy. Discussions are held between staff as appropriate.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (see Restraint Policy).

Dealing with allegations of abuse against teachers and other staff

Details of how allegations are dealt with can be found in the 'Managing Allegations' policy. This policy includes details of how allegations are dealt with, pastoral support available for staff and also details of how malicious allegations are dealt with. Malicious allegations made by pupils will be dealt with in line with this policy.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteacher's, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school.

Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so.

Staff development and support

Staff at Monkspath School work within a strong and mutually supportive values-based ethos. Significant instances of concerning behaviour are discussed regularly, and supporting strategies are shared.

The Inclusion Leader and Deputy Head Teacher take an active role in helping to manage, co-ordinate and provide appropriate support to ensure that individual and class needs are met as swiftly as possible.

Staff training is organised to meet needs on an individual and whole school basis. The SENCO is a member of the local SENCO network.

Equal Opportunities

This policy acknowledges the school's legal duties under the *Equality Act 2010* and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race or ability.

Monitoring and Review

This policy must be applied equally and fairly to every member of the school community. There is a shared commitment to oppose offensive, racist and sexist remarks on the part of both staff and pupils. The school regularly reviews the sanctions applied to particular groups eg gender, race, SEN. This policy is monitored and reviewed regularly to ensure that it does not disadvantage particular sections of the school community.

The Headteacher reports to the Governing Body on the effectiveness of this policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher may record any minor incidents, where appropriate. Records kept include a home/ school behaviour book (where applicable), 'My Concern' records, IBP or other inclusion plans/ copies of letters, records of exclusions.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

The school reviews this policy every three years. It may, however, review the policy earlier than this, in response to recommendations on how this policy might be improved or in response to National or Local initiatives.

This policy should be read in conjunction with the Anti-bullying policy, Dignity in the Workplace policy, E-Safety policy, Special Educational Needs policy, Restraint policy, Single Equality Scheme, Safeguarding policy, Child Protection policy.

This revision: March 2017

Next Review Date: March 2020