



POSITIVE BEHAVIOUR MANAGEMENT POLICY

Review Date: April 2019

This policy should be read with the;

- **Anti-Bullying Policy**
- **Safeguarding & Child Protection Policy**
- **Equality Policy**
- **E-Safety Policy**

Context:

At Monkshouse Primary School, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff, pupils and parents.

Our Pupils Aims

- To take full responsibility for their own learning and actions throughout the day.
- To be aware of the rewards and sanctions relating to behaviour.
- To review the school rules each year and amend as necessary.
- To develop empathy and understanding towards others.
- To be able to consistently make a positive contribution to the school and community.

Our Staff Aims

- To ensure the quality of learning and teaching is high and children are inspired and motivated to succeed.
- To give rewards and sanctions consistently and fairly.
- To deliver a high level duty of care to every child.
- To build an excellent rapport with pupils.
- To seek to understand barriers to learning and overcome them.
- To ensure that all pupils have the opportunity to experience different responsibilities and contribute to the school community.

Our Leadership Aims

- To communicate our school vision to the staff and pupils.
- To ensure that the school provides an environment that promotes positive behaviour in order for effective learning to take place
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.
- To ensure systems and structures are adhered to fairly and consistently.

Our Parents Aims

- To work in partnership with the school to promote positive values and behaviour.
- To encourage their children to take responsibility for their actions.

- To value the work of the school and be aware of the school vision and the behaviour policy.
- To support their children with their learning at home.
- To attend parents' evening, Curriculum Presentations, Open Days and other events designed to support their children.
- To be proactive and take responsibility for their child's behaviour.

Roles and Responsibilities:

All members of the school community have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as our example has an important influence on the children.

Teachers' Responsibilities

- To ensure **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- To build positive, caring relationships with every pupil so that they feel valued, safe and understood.
- To treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that school systems and structures are followed consistently and pupils treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep records in line with this policy.
- To ensure children receive both regular verbal and positive written praise.
- To deal with any incidents which occur outside school in an appropriate manner and inform the SLT.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through SEAL assemblies and PSHE lessons.

SLT Responsibilities

The SLT are accountable for different year groups across school.

- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- To support the staff in their phases by dealing with children who have reached stage 5 on the sanctions (stated later).
- To assist teachers in investigating and recording behaviour incidents
- To monitor behaviour incidents within their phases.

Head Teacher Responsibilities

- To ensure the Positive Behaviour Policy is implemented in school.
- To deal with persistent cases who have gone through phase 1-6 sanctions
- To arrange formal meetings with parents and class teachers (phase 7 sanctions)
- In extreme cases organise temporary/permanent exclusions (following LA guidelines)

Dinner Supervisor Responsibilities

- To follow the Positive Behaviour Management Policy (stickers, certificates, top table).
- To deal positively with the children and take any concerns raised seriously
- To liaise with teaching staff regarding lunchtime behaviour

Parents Responsibilities

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' evenings, and activities that support their child's learning.
- To ensure they are aware of the events taking place in school via the newsletter and website.
- To sign the home/school agreement and return it to school

Children's Responsibilities:

- To follow the school rules and adhere to the agreed codes of conduct and rights and responsibilities.
- To treat others as they would like to be treated, i.e. with tolerance and respect for others' views and rights.
- To accept responsibility for their own choices and actions
- To respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- To complete their homework.

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to encourage mutual respect between members of the school community. This helps the pupils to develop strong values and attitudes and to enable all pupils to feel that their contributions are valued within the context of the whole school.

These roles include:

- Classroom monitors
- School Council Representatives
- House Captains/Sports Captains
- Peer Mediators
- ECO Team
- Librarians
- Playground Leaders
- Global Ambassadors
- Tuck Shop Leaders
- Junior School Community Police Officers
- Junior Road Safety Officers
- Digital Leaders

At Monkshouse School we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

When Things Go Right:

Rewards

Rewards are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Individual Rewards

All children will gain individual rewards for excellent behaviour, work or politeness. The individual reward will differ depending on the age range of the children. Individual rewards include Stickers, House Points and use of Rainbow/Medal system.

House Points

From Reception onwards, each pupil at Monkshouse becomes a member of a House.

They are: Griffin, Phoenix, Unicorn and Centaur. Any member of staff can award house points, **to a maximum of 3** (except in relation to homework projects, where larger numbers are given). Children can be given house points for a variety of reasons:

- Outstanding work
- Good effort
- Achieving targets
- Supporting others
- Promoting good behaviour
- Improvements in behaviour
- Taking responsibility
- Undertaking extra responsibilities
- Developing confidence

NB this list is not exhaustive.

The house points are totalled before each whole school assembly and the house with the most points is announced and congratulated. The certificate for that house is then put on display in the hall.

Pupil of the Week

Children from each class are chosen by their class teachers for particular mention in Celebration Assembly. This may relate to work, attitude, behaviour etc.

Each of the winners is presented with a certificate which they can take home. Their picture is taken and is displayed in the hall and put in the weekly newsletter.

Certificates are also given for upholding the school values: Caring, Respect, Perseverance, Teamwork, Responsibility and Confidence. Again these may be taken home and pictures are displayed in the hall and put in the weekly newsletter.

Pupil of the Term

Children from each year class are chosen by their class teachers for particular mention in Celebration Assembly. This relates to a significant and sustained improvement in the child's behaviour/attitude/achievement over the course of the term. Children are presented with a book

token and a special certificate. Again these may be taken home and pictures are displayed in the hall and put in the weekly newsletter.

Reading Rewards

Certificates, Cinema seats and Activity afternoon.

Attendance

Those children with 100% attendance each long term are presented with a special certificate. At the end of the year children who have 100% attendance for the whole year receive a certificate and a prize. The classes (KS1 and 2) with the highest attendance are given a certificate in the Celebration Assembly. A trophy is given at the end of each long term for the class with the best overall attendance.

Lunchtime Certificates

SMSAs nominate children who have been noted for the excellent behaviour at lunchtime. They receive a special lunchtime certificate in the Celebration Assembly

Top Table

If the children have behaved well at lunchtimes over time they are invited to take a place at the 'Top Table'. They can choose a friend to sit with them and given special plates and cups and a small prize. A member of staff sits on the 'Top Table'

Class Rewards

Each class has a behaviour chart which starts afresh each day and gives children an incentive to behave in all of their sessions.

When things go Wrong

Unacceptable behaviour includes:

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property e.g. graffiti
- Answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person's property.
- Carrying any offensive weapon into school.
- Truancy, including non or poor attendance, and a regular pattern of late attendance
- Racist or derogatory comments e.g. use of the word 'gay' or behaviour that causes offence e.g. all forms of bullying (see Anti-Bullying Policy)
- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, e.g. cyber-bullying (including from home), homophobic bullying.

Please note this list is not exhaustive

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. The purpose of

sanctions at Monkhouse School is to give children the opportunity to change their behaviour and remove barriers to learning.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- it must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as they cause resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence and is essential that all sanctions are seen to be fair, consistent and immediate.

Progression of Sanctions (1- 7)

- 1) Reminder of class rights and responsibilities and expected standards of behaviour.
- 2) Warning about behaviour and sanctions that may be used – use of behaviour chart
- 3) Time out to reflect within the classroom
- 4) Miss playtime
- 5) Persistent issues send to KS leader – parent informed
- 6) Send to Headteacher
- 7) Parental involvement (formal meeting with Headteacher) – persistent offenders or extreme behaviour

Some children have individual behaviour charts which go home with them daily. In the cases of extreme behaviour a behavioural plan and risk assessment is drawn up for the child.

In a very small number of cases, individual pupils may continue to use unacceptable behaviour despite a number of sanctions being imposed upon him/her. If this occurs then the Headteacher may request support from outside agencies. This will usually involve someone visiting the school and observing and/or working on a one to one basis with the pupil. Permission from the pupil's parents will be requested before this intervention.

As a last resort, when all other avenues have been exhausted, the school may have to impose a temporary or permanent exclusion. This is done following the LA guidelines.

Playground Behaviour

Playtime can be the most challenging time for children to manage their own behaviour and expectations are placed upon the children to meet the standards as shown in the Playground Code. All staff must work in partnership to raise standards and maintain consistency.

If a child exhibits inappropriate behaviour on the playground they will be sent in to reflect in a 'Time Out' area and then will be spoken to by an adult. Extreme behaviour will be recorded on one of the Log In sheets. The parents will be informed if persistent behavioural issues arise.

SMSAs (Schools Meals Supervisory Assistants) will reward examples of positive behaviour at lunchtimes by presenting children with stickers, putting their name forward for a 'lunchtime certificate' (for good playground behaviour at lunchtime) in celebration assembly or selecting them for the 'top table' on Fridays (for good behaviour/manners inside and out at lunchtime).

Staff Powers to Discipline Pupils

All staff have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006). Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises 'to such an extent as is reasonable'. This could include misbehaviour when, for example taking part in school organised activities, e.g. offsite visits, residential visits, representing the school in competitions or when travelling to and from school. Staff can impose an agreed sanction (see this policy), can confiscate property, have the power to impose a detention; during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or to prevent a child from taking part in an activity afterschool.

Physical Restraint of a pupil:

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may:

- Be causing harm to themselves or another person
- Involve damaging property

The law allows staff to physically restrain a pupil using 'reasonable' force, which should always be: Reasonable, Proportionate and Necessary. Mrs Goodsell, Mrs Wickham, Mr Myland, Mrs Elston, Mrs Meadwell, Miss Cooke and Mrs Williamson have all undergone Team-Teach Training and are therefore most likely to be called upon to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified immediately.

Every member of staff has a green card in their lanyard in order that they can send for someone if they need help with a child due to extreme or dangerous behaviour.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the appropriate Key Stage leader so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Should a child's behaviour fall outside that expected from the school and when all other sanctions have been applied parents will be called to a formal behaviour meeting at school with the Headteacher/member of SLT and the class teacher. At this meeting the evidence of previous unacceptable behaviour will be shared. The aim of this meeting is to plan a way forward with the pupil, staff and parent/s so that behaviour improves.

Conclusion

The success of the implementation of our policy is deeply rooted in the quality of relationships we have in the school between pupils, staff and parents. We recognise that membership of our community confers duties, responsibilities and rights upon all who work together in our school.

By following the guidance set out in this policy we can be consistent in our approach to positive behaviour management and discipline and continue the promotion of all the good qualities we have at Monkshouse Primary School.

Signed _____ Chair of Governors Date:

_____ Headteacher Date:

Appendix to Positive Behaviour Management Policy

Actions	Consequences
Disruptive behaviour in class or refusal to follow instructions.	<ol style="list-style-type: none"> 1. Reminder of Rights & Responsibilities 2. Reminder of sanctions for poor behaviour 3. 5 minutes 'timeout' to reflect 4. Lose break
Persistent disruption in class or persistent refusal to follow instructions (twice in one week (if continuous, referral to Headteacher in 2)	<ol style="list-style-type: none"> 1. As above but also: 2. Referral to KS Leader 3. Lose some lunchtime (hall) 4. Parents contacted
Verbal 'abuse' of pupils (first incident)	Referral to class teacher/mediation with 'victim'/Lose 15 minutes play
Physical 'abuse' of pupils (first incident)	Referral to class teacher/Mediation with 'victim'/Lose lunch play
Repeated verbal or physical 'abuse' of pupils, bullying or any form of 'dangerous behaviour' (If considered very serious)	<ol style="list-style-type: none"> 1. Referral to Headteacher and letter to parents 2. Meeting with parents
Verbal 'abuse' of staff	<ol style="list-style-type: none"> 1. Referral to Headteacher 2. Parents' meeting: Headteacher 3. Fixed term exclusion
Physical 'abuse' of staff	<ol style="list-style-type: none"> 1. Referral to Headteacher 2. Parents' meeting: Headteacher 3. Fixed term exclusion
Stealing or damage to property (first incident)	<ol style="list-style-type: none"> 1. Referral to Headteacher 2. Lose all lunch play: Headteacher
Repeated stealing, damage to property or bringing a weapon into school	<ol style="list-style-type: none"> 1. Referral to Headteacher 2. Parents' meeting 3. Fixed term exclusion