

MONKS ORCHARD PRIMARY SCHOOL BEHAVIOUR POLICY



**“Growing and Learning
Together”**



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SCHOOL ETHOS

At Monks Orchard Primary School we believe that every child should feel happy, safe and secure when they come to school. We want every child to feel proud of themselves, their achievements and of their friends. At our school it is our aim that every child enjoys learning in a fun, child centred and stimulating way that enables them to succeed, not only as learners but as young citizens of the wider community.

In achieving the above we feel that our behaviour policy is paramount in supporting the whole school community in achieving this.



INTRODUCTION

At Monks Orchard Primary school we are committed to enabling all children to become good citizens of the wider community and access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of respect and behaviour throughout the school. The way in which children and adults behave has a profound effect on how every child feels and therefore has an impact on all work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. The school's behaviour policy is continually evolving and developing. Each year every pupil contributes towards setting and agreeing their class's code of behaviour which includes rewards and sanctions. This present policy was revised in July - September 2015. All staff including lunchtime supervisors, teaching assistants and pupils have been involved and have agreed its content.

The Headteacher and staff discuss with all pupils in assemblies and class sessions the code of conduct for inside and outside the classroom.

The policy is reviewed annually and adjustments made as necessary.

Views of all those involved with caring for the pupils will be sought including the pupils themselves. In-service training sessions may be arranged as appropriate for all members of staff both teaching and non-teaching.

OUR VISION FOR BEHAVIOUR AT MONKS ORCHARD

- For all children and adults to feel valued and respected by treating others the way that they would like to be treated.
- For all children and adults to show respect for all aspects of the school environment including school equipment.
- For all children and adults to feel positive behaviour leads to a happier school.



THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the 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 the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

All cases of serious behaviour ie. bullying of any kind, racial incidents or any incident will be reported to the Headteacher. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

PROMOTING GOOD BEHAVIOUR

At Monks Orchard Primary School we create a happy, positive, safe, learning environment where children are motivated and take responsibility for their learning and behaviour. Establishing an ethos where all children's ideas are valued and all children are encouraged to take risks and make mistakes as part of their learning.

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

“Treat others the way that you would like to be treated.”

Our School Values are:

- Respect- all members of the school community
- Co-operate -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 British values. All of our class rules as devised by the children with their teachers and support staff are based on the above values.

REWARDING GOOD BEHAVIOUR

All adults give positive feedback to children for modelling the school values, which may include:

- Class Dojo Points
- House Points
- Additional playtime
- Certificates
- Stickers
- Given additional whole school responsibilities
- Golden Time

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

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.



In Key Stage One we use:

Rainbow reward system linked to golden time –All of the children start on the ‘sun’ at the beginning of each day. Outstanding behaviour or learning will be rewarded by being placed on the ‘rainbow’. Children who remain on the ‘sun’ or ‘rainbow’ earn Golden Time at the end of the week. Unacceptable behaviour will result in being moved to the ‘clouds’ and losing time off Golden Time.

Rainbow	
Sunshine	
Sunny Intervals	
Cloudy Day	

In Key Stage Two we use:

Class Dojo points – All children begin the week without any points. They earn points throughout the week for maintaining our school values, positive lunchtime and playtime behaviour and excellent work. By getting points they are also earning golden time. Points are given when children follow the school values or their classroom rules well. The children can also have points taken away for not keeping to agreed rules of the school (please see appendix 2)



CELEBRATION

Every Friday each Key stage has a Celebration assembly to recognise in and out of school achievements. Each week there is a focus for the school which is discussed and shared with the children during assemblies, circle time and class PSHE sessions.



Children will be rewarded for positive behaviour reflective of the school values, class rules and golden rules to earn their golden time.

HOUSE POINTS

Our school ethos for the house points system:

To allow children to work as part of a whole school team, celebrate their successes, feel a sense of achievement for themselves and others and cooperation with others. Throughout the school year children can earn points from any adult working within school for:

- Good behaviour
- Excellent work
- Excellent Homework
- Sporting achievements
- Extra Curricular achievements
- Positive and Helpful Lunchtime behaviour

Children and staff are split into four Houses which were chosen by the school council and are Robins, Doves, Owls and Eagles.

LUNCHTIMES

The lunchtime supervisors will take responsibility for the children's behaviour promoting the schools values and golden rules. Children are expected to respect all the adults. The same class rewards, House points and sanctions apply to lunchtimes.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

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 these consequences are given depending on the severity of the behaviour - [See Appendix 2 - examples of behaviour and consequences.](#)

Consequences consist of:

- Moved on the Traffic Light, the Rainbow Chart or lose a Class Dojo point
- Miss playtime/golden time – for 'yellow' section – appendix 2
- Spend 15 minutes in another class – for yellow section – appendix 2
- Sent to the senior member of staff – for repeated yellow section behaviour and red
- Parents informed verbally or in writing – for red section behaviour
- Internal exclusion – for red section behaviour
- Fixed period exclusions – for repeated red section behaviour
- Permanent exclusions - for repeated red section behaviour

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

DEALING WITH RACIST and BULLYING INCIDENTS

All incidents will be reported to the HT or DHT and staff will follow the local authority's procedures for racist incidents and the school's policy for bullying incidents.

Everyone in school must abide by the school's racial equality policy and the anti-bullying policy.

[See separate policies.](#)

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Local Authority Exclusion Policy
- Special Educational Needs (SEN)

Appendix 1

Dear Parents/Carers of

We have a very positive approach to behaviour management here at Monks Orchard Primary School. Children are given plenty of encouragement, praise and incentives to do the right thing.

Unfortunately I have to inform you that was put on Red for the second time on the behaviour chart this week and therefore sent to the Reflection Area to allow them the opportunity to talk, think about their behaviour. They have written a plan on how to improve their behaviour and not disrupt the learning of others.

..... was put onto Red because:

.....
.....
.....
.....

We would really appreciate it if you could take some time to discuss what happened this week with your child and re-establish both the schools, and your own, high behaviour expectations.

Could you please also sign to indicate that you have seen this form and discussed it with your child.

Thank you for your continued support.

Yours sincerely,

Class teacher

CHILD'S NAME _____ Year: _____

I have read the attached Incident Log in regards to my child's behaviour and have discussed the seriousness of it with them.

Signed: _____

Date: _____

BEHAVIOUR POLICY

Section	Examples	Rewards/Sanctions
<p>Section One</p> 	<p>Outstanding Achievement in an area of learning – social, emotional or educational</p>	<p>Move up the behaviour chart Class Dojo Special Headteacher Award Special recognition in assembly Special message sent home House Points Afternoon Tea with the Headteacher – once a month</p>
<p>Section Two</p> 	<p>This is that children have consistently worked towards the Golden Rules and have tried their very best all day.</p>	<p>Move up the behaviour chart Class Dojo Special Headteacher Award Special message sent home House Points</p>
<p>Section Three</p> 	<p>This is that children have consistently worked towards the Golden Rules and tried hard.</p>	<p>Move up the behaviour chart Class Dojo House Points</p>
<p>Section Four</p> 	<p>This is that children have consistently worked towards the Golden Rules.</p>	<p>Move up the behaviour chart Class Dojo House Points</p>
<p>Section Five</p> 	<p>A child would move to yellow after verbal reminders of the Golden Rules have been given but inappropriate behaviour has continued. Examples of this would be:</p> <ul style="list-style-type: none"> • fiddling/tapping continuously. • not listening • talking when they should not be • name calling • shouting out • making fun of/mimicking people • pulling hair or touching others • singing/humming at inappropriate times • sulking when they have been spoken to by a grown up • rocking on the chair • blaming others • distracting others • bad manners • making silly noises • winding other children up 	<p>Quite reminder of what is needed to move back up the chart or stop losing Dojos.</p> <p>If poor behaviour continues, the class teacher should spend time discussing the behaviour decision when appropriate.</p> <p>Always make it clear that it is the behaviour that is the problem, not the child.</p> <p>Loss of playtime/lunchtime</p> <p>Loss of Golden Time</p> <p>Sent to another class for 10 minutes to reflect</p> <p>This will be recorded on appendix 4 and if serious or recurring appendix 3</p>
<p>Section Six</p> 	<p>Repeated Yellow behaviour</p>	<p>All Red incidents will go to a member of SLT and require the parents to be informed. Please see appendix 1</p>
<p>Section Seven</p>	<p>A child would move immediately to Red for serious incidents such as:</p> <ul style="list-style-type: none"> • racism • bullying – targeting the same child repeatedly • physical violence • refusal • threatening behaviour 	<p>Purple incidents will be communicated to the parents by a member of SLT with a written record.</p> <p>This kind of behaviour will result in:</p> <ul style="list-style-type: none"> • Removal off the playground for a fixed period • Internal Exclusion • External fixed term exclusion

- stealing
- fighting
- walking out of class or the building

- Persistent behaviour of this nature may result in behaviour support from an external agencies being called in.
- If interventions do not make a difference there is a risk that the child will be permanently excluded or a managed move organised.
- This will be recorded on appendix 3



Monks Orchard Primary School

Incident Sheet

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	Refusal	Health and Safety	Threatening	Bullying	Stealing	Other

Pupil Premium:

Ethnic Code:

SEN:

