



**FAIRCHILDES
ACADEMY
COMMUNITY
TRUST**

Monks Orchard Primary School

Behaviour Policy

Reviewed: October 2019

Next review: October 2020

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.

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 an SLT member is required, 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, in consultation with the class teacher.

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 may be monitored 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 Good to be Green document.)*

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 may result in a fixed term exclusion. The decision to exclude a child must be made by the Headteacher (or Deputy Headteacher in the Headteacher's absence).

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.

The Headteacher, or a delegated SLT member, will inform the Local Authority and the Executive Headteacher about any permanent exclusion, and about any fixed-term exclusions.

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 delegated SLT member in order to discuss the incident and expectations for future behaviour.

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 behaviour issues. 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 Individual Behaviour 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 may be made, led by the AHT Inclusion Manager.

Dealing with hate-motivated and bullying Incidents

Definitions:

- Hate-motivated incidents are incidents of hostility towards a person motivated by disability, race, religion, sexual orientation or sexual identity.
- Bullying incidents are repeated incidents intended to hurt somebody physically or emotionally.

All hate-based and bullying 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.

Use of Reasonable Force

Under Section 93, Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force.

Reasonable force will only be used to prevent a child from hurting themselves or others, from damaging property, or from causing disorder. Any use of reasonable force will be in accordance with the non-statutory advice contained in "*Use of reasonable force. Advice for headteachers, staff and governing bodies,*" (DFE, July 2013).