

# Monkton Park Primary School Positive Behaviour Policy



<b>Reviewed– Annually</b>	<b>Full Governing Body</b>
<b>Adopted on: Term 2 2024-2025</b>	

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# 1. Vision and Values

## 'Grow and Learn Together'

*Our vision is to be the best school possible for our community, where children love to learn.*

*We'll do this by putting our pupils at the heart of everything we do and investing in our staff, our curriculum and our school environment to offer the best possible primary school experience for our pupils.*

**Community** to us means a sense of belonging and a place that pupils, parents and staff are proud of. We value friendship, teamwork and welcome all.

**Adventure** to us means that we try new things, take calculated risks and are never afraid to take on challenges.

**Respect** to us means taking responsibility for yourself and others, embracing diversity and thinking about our impact on the wider world.

**Enjoyment** to us means that we want all our pupils to look forward to coming to school every day. We believe in a positive attitude and making the most of opportunities in and outside of the classroom.

**Success** to us means achieving your own potential and supporting others to achieve theirs. We believe that anyone can achieve success by persevering and trying their best.

## 2. Policy statement

Monkton Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy is relational and guides staff to teach self-discipline rather than just compliance. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## 3. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## 4. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## 5. Our Principles

- Consistent, calm, adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative Follow Up

## 6. Principles in Practice and agreed consistencies

At Monkton Park we use a range of strategies to help embed our principles of behaviour. We understand that consistency is key and that a whole school approach is the most effective strategy to establish and sustain positive behaviour.

### Three Clear Rules

- Be Ready
- Be Respectful
- Be Safe

### Staff approach to supporting positive behaviour and a calm learning environment:

- Treat pupils kindly and calmly and do not shout
- Model & teach positive behaviours and build relationships proactively
- Focus positive attention on effort, not achievement
- Frequently use non-verbal cues and gestures
- Are a visible presence and take time to welcome learners at the start of the day
- Explicitly teach what excellent behaviour is
- Focus positive recognition on those going over and above
- Meet and greet all pupils with a smile!
- Simple language to set out expectations e.g. "eyes on me"

### Recognising conduct that is over and above

- Each class has their own class recognition board. This is to recognise behaviour that goes over and above the expected
- Rewards given include verbal praise, house points, post cards home, headteacher award, hot chocolate Friday, Achievement Awards, Monkton Mole Awards (termly), End of Year Awards. Classes can also choose to use their own additional systems such as table points.
- Recognising every child's efforts, talents and successes
- Older children buddying up with EYFS

### Agreed routines and transitions

#### Playtimes/Lunchtimes

- Each class has a line order so that pupils know their place in the line
- At the end of playtime and lunchtime pupils line up in their line order. A winning line is chosen each time and are given a round of applause by the other classes. At the end of the week the winning class is awarded the 'legendary line' trophy in celebration assembly.
- When pupil go back to their they are expected to do this silently
- In our reception class

#### PE and cloakrooms

- Children should get changed for PE as quickly as possible. To support this we ask children in all year groups to get changed silently. Timers are an effective way to help children get changed quickly too.
- When getting kits and collecting belongings at the end of the day from the cloakroom children should also do this silently. Effective strategies include sending children in small groups and where possible having adult supervision in the cloakroom area.
- If PE kit is not brought in repeatedly, parents should be contacted.

#### Drop and Pick up

- A member of staff will always be on the gate to welcome children in the morning

## 7. Scripted Conversations & Steps

<b>Step 1</b>	Gentle encouragement, a 'nudge' in the right direction, small act of kindness. This step will often be non-verbal.
<b>Step 2</b>	Please remember our rule about.....
<b>Step 3</b>	This is the second time I've noticed your behaviour, please remember our rule about...
<b>Step 4</b>	I've noticed you are... It is the rule about.... You have ignored Because of this you will have to miss 2 minutes of ... Remember last week when you... that's the behaviour I want to see
<b>Step 5</b>	1. What happened? 2. How did this make people feel? 3. How did you feel at the time? 4. What do we need to do to put this right? 5. What better choices could you make next time?

## **8. Follow up of serious behaviour incident or repeated negative behaviours**

This includes fighting, swearing, racist or homophobic language. Where a more serious behaviour incident has occurred a member of SLT will speak to the children involved. When speaking to the children the restorative conversation script will be used and an appropriate consequence will be put in place.

### **a. Use of restorative conversation**

What happened?

How did this make people feel?

How did you feel at the time?

What do we need to do to put this right?

What better choices could you make next time?

### **b. Communicating with parents**

It is essential to work in partnership with parents to ensure the best outcomes for children.

Where a child has shown repeated negative behaviours or where there has been a more serious behaviour incident parents will be contacted by the class teacher or member of SLT. If a pupil is demonstrating repeated negative behaviours we will organise a meeting with parents. This may be with the class teacher or member of SLT.

### **c. Internal Exclusion**

For serious or persistent negative behaviour further sanctions can be used. We will always consider these incidents carefully and take into account the context and age of the child. Examples of serious negative behaviour include wilful injury to another person; open defiance; damage to property; ignoring frequent warnings; bullying and use of inappropriate language.

Where internal exclusions are implemented we will follow the procedure below:

- Child to complete learning in headteacher's office and be supervised by a senior leader
- Pupil to remain in internal exclusion for the length of time agreed
- Confirm arrangements with the pupil's parent through a phone call and formal letter
- Maintain detailed record

### **d. Suspension and permanent exclusion**

This is an extremely serious sanction, which will be used only if all other stages have been unsuccessful or for extreme behaviours. If problems continue after all strategies have been tried, and no improvement in the child's behaviour is evident, the Head teacher will inform the parents that their child is to be excluded from the school for a fixed period of between 1 and 3 days. At this point the Chair of the Governors and the Local Authority will be informed. In very extreme cases this sanction can be extended up to 10 days or even a permanent exclusion

No exclusion will be imposed by the Head Teacher (or in his absence the Deputy Head) without the parents being fully aware of the unacceptable behaviours and all the strategies that have been tried.

This sanction is only ever imposed as a last resort and tasks is always provided to enable learning to continue at home.

At all times during the sanction the parents have the right of appeal. There is an Appeals Panel of Governors set up for such instances and arrangements can be made through the Chair of Governors.

## 9. Behaviour at lunchtimes & in breakfast/after school club

### *i) Positive behaviour strategies*

The most important approach to behaviour at lunchtimes is ensure positive behaviour is recognised. Look for opportunities where children have helped one another, made a good choice and shown good manners. To develop relationships, take the time to ask the children questions and find out about some of the things they like doing.

#### **How will staff behave at lunchtime?**

1. Treat pupils kindly and calmly (never shout)
2. Engage children in conversations
3. Meet and greet all pupils with a smile!

#### **3 Rules**

1. Be Ready
2. Be Respectful
3. Be Safe

#### **All Staff, Everyday at Lunchtime**

1. Focus positive recognition on those going over and above
2. Refer to Ready, Respectful, Safe
3. Talk to children, ask them questions & play games

#### **Senior Leaders at lunchtime**

1. Celebrate learners whose effort goes above and beyond expectations
2. Support MDSAs when addressing poor behaviour
3. Be a visible presence and take time to offer support

#### **3 ways to recognise conduct that is Over and Above**

1. Ask teacher to add name to class recognition board
2. Give a house point, ensuring the pupil knows the specific reason
3. Give a lunchtime well done note

#### **Visible Consistencies**

1. Calmly in and out of the hall
2. Legendary Lines
3. Marvellous manners (including table manners)

#### **3 ways to get attention**

1. Shake the tambourine and wait for every child to stop
2. Praise children who have stopped
3. Gentle reminders from other MDSAs to ask other children to stop and listen

#### **3 ways to encourage good behaviour**

1. Three tables each day selected for marvellous manners and excellent behaviour
2. When the first two children are ready, one MDSA to go out with them
3. 10 children at most to be lined up for hot lunch.

ii. Dealing with poor behaviour at lunchtime & in after school club

<b>Step 1</b>	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
<b>Step 2</b>	Please remember our rule about.....
<b>Step 3</b>	This is the second time I've noticed your behaviour, please remember our rule about...
<b>Step 4</b>	I've noticed you are... It is the rule about.... You have ignored Because of this you will have to stand with me for 5 mins Remember last week when you... that's the behaviour I want to see
<b>Step 5</b>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. How did this make people feel?</li> <li>3. How did you feel at the time?</li> <li>4. What do we need to do to put this right?</li> <li>5. What better choices could you make next time?</li> </ol>
<b>Step 6</b>	<ol style="list-style-type: none"> <li>1. SLT to have restorative conversation with pupil(s).</li> <li>2. Pupil to miss remainder of break time.</li> <li>3. Leader to decide if any further sanction is necessary.</li> <li>4. Pupil(s) parents informed.</li> </ol>

This includes fighting, swearing, racist or homophobic language. Where a more serious behaviour incident has occurred a member of SLT will speak to the children involved. When speaking to the children the restorative conversation script will be used and an appropriate consequence will be put in place.

References

- When the Adult Changes Everything Changes, 2017 (all teachers have read this & new starters will be asked to read)
- Behaviour and discipline in schools: A guide for headteachers and school staff, DfE 2016
- Preventing and Tackling Bullying Advice for Head Teachers, staff and Governing Bodies, 2017.
- Updated and reviewed alongside staff: April 2019



Appendix 1: Behaviour Blueprint (to be displayed in all classrooms)



**3 Rules**

- Be Ready
- Be Respectful
- Be Safe



**Adults**

- Calm and kind
- Over & above
- Focus on the positives



Gentle encouragement, a 'nudge' in the right direction, small act of kindness



Please remember our rule about.....



This is the second time I've noticed your behaviour, please remember our rule about...



I've noticed you are... and it is the rule about.... you have ignored. Because of this you will have to miss 5 minutes of .... Remember last week when you... that's the behaviour I want to see.



**Visible Consistencies**

- Legendary lines
- Calm classrooms, calm cloakrooms
- Fantastic walking



**Restorative Qs**

1. What happened?
2. How did this make people feel?
3. How did you feel at the time?
4. What do we need to do to put this right?
5. What better choices could you make?

# Ready Respectful Safe



## Adults

1. Focus positive recognition on those going over and above e.g. Well done for walking so sensibly down the corridor, well done for clearing your plate so well, thank you for doing such a great job stacking the chairs
2. Refer to Ready, Respectful, Safe
3. Talk children, ask them questions & play games

## 3 ways to recognise conduct that is Over and Above

1. Ask teacher to add name to class recognition board
2. Give a house point, ensuring the pupil knows the specific reason
3. Give a lunchtime well done note

# Addressing poor behaviour

## 1<sup>st</sup> Step

Please remember our rule about...

## 2<sup>nd</sup> Step

This is the second time I've noticed your behaviour, please remember our rule about...

## 3<sup>rd</sup> Step

I've noticed you are...

It is the rule about.... You have ignored

Because of this you will have to stand with me for 5 mins

Remember last week when you... that's the behaviour I want to see

## Restorative Qs (after step 3)

1. What happened?
2. How did this make people feel?
3. How did you feel at the time?
4. What do we need to do to put this right?
5. What better choices could you make next time?



## Fighting, swearing, racist or homophobic language

This behaviour is very rare at MPS but it is not safe or respectful. Please ask them to come with you so Mr Rafferty, Mrs Douglas or Mrs Contardi can be informed.

If they won't come, please inform SLT so they can go to the children.

Avoid getting into a confrontation