

Monkton Park Primary School Positive Behaviour Policy



Reviewed– Annually	Full Governing Body
Adopted on: Term 1 2023	

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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 guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy 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 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. School Rules

- Be Ready
- Be Respectful
- Be Safe

6. Promoting Positive Behaviour

- Each class to have the behaviour ladder displayed with children's name on peg, lollystick or name card so that it can be moved up or down
- Each class has their own class recognition board. This is to recognise behaviour that goes over and above the expected
- Excellent behaviour is modelled, explained, promoted and rewarded
- 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
- Teaching positive behaviours through PHSE & assembly
- Recognising every child's efforts, talents and successes
- Playground leaders, lunchtime leaders and reading leaders
- Older children buddying up with EYFS
- Regularly review provision for learners who fall beyond the range of written policies
- Be a visible presence and take time to welcome learners at the start of the day

7. Behaviour Ladder

In class

	Child's behaviour	Adult Toolkit
Over and above	<ul style="list-style-type: none"> Fantastic effort – constantly trying really hard! 	<ul style="list-style-type: none"> Over and Above board Post card or phone call home Over and Above Treat e.g. extra play, reward for group HT award To be moved up to this must be sustained over the majority of the morning & afternoon
Wow Day	<ul style="list-style-type: none"> Fantastic effort – trying really hard multiple occasions 	<ul style="list-style-type: none"> House Points- lots of praise! To be moved up to this must be sustained over the majority of the morning
Ready, respectful, safe-well done	<ul style="list-style-type: none"> Being ready, respectful & safe in class 	<ul style="list-style-type: none"> Lots of praise for children showing the correct behaviour (pick out the good!) House Points
Think about it	<ul style="list-style-type: none"> Not being ready, respectful, safe 	<ul style="list-style-type: none"> Remind child about expected behaviour and what they need to do to get back to green Give at least 5 mins for child to rectify behaviour – consider moving child to another place in the classroom. Can get back to green by showing improved behaviour. If behaviour continues then child will be required to work for a short time outside another class (2nd warning on orange)
	<ul style="list-style-type: none"> Repeated poor behaviour 	<ul style="list-style-type: none"> Explain to child that they will now be missing a playtime. During this time they should write how they are going to improve their behaviour after break (template) If behaviour persists then pupil has to see a member of SLT. This means that a parent will be called and the pupil will write a letter to apologise for their behaviour. SLT will then agree next steps with the pupil and follow up the next day/week as appropriate.

8. Playground and in the lunch hall

	Child's behaviour	Adult Toolkit
Over and above	<ul style="list-style-type: none"> Child demonstrating amazing behaviour that goes over and above what we would usually expect 	<ul style="list-style-type: none"> Over and Above board "When you go in, please tell your teacher that you can go on the over and above board"
Wow Day	<ul style="list-style-type: none"> Being an amazing friend to someone 	<ul style="list-style-type: none"> Sticker or playground note
Ready, respectful, safe-well done	<ul style="list-style-type: none"> Being ready, respectful & safe e.g. lining up calmly, safe play, sitting at table calmly 	<ul style="list-style-type: none"> Lots of specific praise for children showing the correct behaviour (pick out the good!) House Points and marble tickets?
Think about it	<ul style="list-style-type: none"> Not being ready, respectful, safe e.g. rough play, being unkind, getting out of seat 	<ul style="list-style-type: none"> Remind child about expected behaviour and what they need to do to be green (verbal warning) If behaviour continues child to stay next to adult for 5 minutes If behaviour continues child to stay next to adult for 10 minutes or the remaining time of play (teacher to be informed)
	<ul style="list-style-type: none"> Fighting Swearing Discriminative Language 	<ul style="list-style-type: none"> Pupil should be taken to SLT straight away. This means that a parent will be called and the pupil will write a letter to apologise for their behaviour. SLT will then agree next steps with the pupil and follow up the next day/week as appropriate.

9. Follow up of 'red' sanction or repeated negative behaviours

There are additional strategies for those children who reach red on the behaviour ladder or display repeated negative behaviours.

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. Phone call home

Where a child has reached a red sanction a senior leader or the family link worker will inform parents through a phone call home.

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; 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 or the family link worker
- 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. Fixed term 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 are 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.

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.
- Running the Room, 2020, Tom Bennett