

# Monkton Park Primary School Positive Behaviour Policy



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| <b>Reviewed– Every two years</b> | <b>Full Governing Body</b> |
| <b>Adopted on: 02/05/19</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 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 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. Agreed Consistencies

### How will staff behave?

1. Treat pupils kindly and calmly
2. Model & teach positive behaviours and build relationships
3. Meet and greet all pupils with a smile!

### 3 Rules

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

### All Staff, Everyday

1. Take responsibility for behaviour of all children around school
2. Refer to Ready, Respectful, Safe
3. Plan lessons that engage, challenge and meet the needs of all learners

### Senior Leaders

1. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
2. Regularly review provision for learners who fall beyond the range of written policies
3. Be a visible presence and take time to welcome learners at the start of the day

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

1. Use class recognition board
2. Weekly achievement award
3. Post card or phone call home

### Visible Consistencies

1. Silent in and out of assembly
2. Legendary lines & fantastic walking
3. Calm classrooms

## 6. Consistencies in Practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Avoid passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues.
- Consistent respect from the adults.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

## 7. Scripted Conversations & Steps

|               |   |
|---------------|---|
| <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...<br>It is the rule about.... You have ignored<br>Because of this you will have to miss 5 minutes of ....<br>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. Leader to decide on appropriate sanction.</li> <li>3. Pupil(s) parents informed.</li> <li>4. Behaviour incident recorded on SIMs</li> </ol>  |
| <b>Stage 7</b>  | <ul style="list-style-type: none"> <li>• Member of SLT or SENCO &amp; class teacher to review and discuss strategies together.</li> <li>• Member of SLT &amp; class teacher to discuss expectations with pupil. Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.</li> <li>• Parents invited to meeting. Concerns, strategies and expectations shared.</li> </ul> |
| <b>Stage 8</b>  | <ul style="list-style-type: none"> <li>• Referral made to behaviour support</li> <li>• Formal behaviour plan put in place and risk assessment where necessary</li> <li>• Behaviour Support to meet with class teacher &amp; parents</li> <li>• SLT or SENCO to meet with parents: The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines</li> </ul>  |

**\* Fighting, swearing, racist or homophobic language-** This behaviour is very rare at MPS but it is not safe or respectful. This kind of behaviour is fast tracked to step 6. Please walk the pupil(s) to Mr Rafferty, Mrs Douglas, Mrs McCartney or Mrs Contardi.

If they won't come, please inform SLT so they can go to the child(ren) and avoid getting into a confrontation. Please note that the steps cannot be fast tracked for repeated low level disruption.

## 8. Behaviour at lunchtimes & in 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. Model & teach positive behaviours and build relationships.
3. Meet and greet all pupils with a smile!

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

1. Focus positive recognition on those going over and above
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

#### **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 Rules**

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

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

1. Celebrate staff, leaders and 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

#### **Visible Consistencies**

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

#### **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...<br>It is the rule about.... You have ignored<br>Because of this you will have to stand with me for 5 mins<br>Remember last week when you... that's the behaviour I want to see |
| <b>Step 5</b> | 1. What happened?<br>2. How did this make people feel?<br>3. How did you feel at the time?<br>4. What do we need to do to put this right?<br>5. What better choices could you make next time?          |
| <b>Step 6</b> | 1. SLT to have restorative conversation with pupil(s).<br>2. Pupil to miss remainder of break time.<br>3. Leader to decide if any further sanction is necessary.<br>4. Pupil(s) parents informed.      |

**iii. Fighting, swearing, racist or homophobic language**

This behaviour is very rare at MPS but it is not safe or respectful. This kind of behaviour is fast tracked to step 6. Please walk the pupil(s) to Mr Rafferty, Mrs Douglas, Mrs McCartney or Mrs Contardi so.

If they won't come, please inform SLT so they can go to the child(ren). Please note that the steps cannot be fast tracked for repeated low level disruption. Avoid getting into a confrontation

**9. All staff, every day**

1. Refer to 'Ready, Respectful, Safe'
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Use a visible recognition mechanism throughout every lesson.
5. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who need reminding of behaviour expectations.

## 10. Role of Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support adults in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site
- Take time to welcome learners at the start of the day

Reviewed by FGB 2/5/19

Signed \_\_\_\_\_

### 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 & fantastic walking
- Calm classrooms
- Silent in and out of assembly



**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