



Good Behaviour & Discipline Policy incorporating Anti-Bullying

Our school's Good Behaviour and Discipline policy complies with [section 89 of the Education and Inspections Act 2006](#).

Mission Statement

Our vision is to develop confident young people with active and creative minds who have compassion, and understanding for others. Our aim is that all our pupils are Respectful, Resourceful, Resilient and Responsible citizens.

Aims

This Policy reflects the school values and philosophy in relation to the measures taken within school to promote good behaviour:

- At Monksdown Primary School we recognise that our children are the future citizens of the local, regional, national and world communities
- Our prime concern is the care, growth and development of the children intellectually, spiritually, emotionally, socially, culturally, physically and morally
- We will educate all the children to the highest possible standards, giving them equal access to all areas of the curriculum
- We will encourage the children to respect all people regardless of race, gender, creed, colour, age, sexuality or disability
- We will work co-operatively with the parents /carers for the benefit of all children and to serve the needs of the community

Our core beliefs and values

At Monksdown we believe that:

- Belonging and social responsibility are more appropriate than exclusion and externally applied discipline
- The use of positive strategies to increase desirable behaviours is essential. Systems for rewarding good behaviour and work are genuinely celebrated in all areas of the school community

- Children's behaviour is underpinned by the stage they have reached in their social and emotional development. Most childhood inappropriate behaviours reflect the developmental stage that the child is at, e.g. a Year 6 child could still be working within the developmental stage of a Reception child and need relevant teaching
- Teaching to develop social, emotional and behavioural skills is crucial. This is achieved through PSHE lessons weekly and is applied throughout all lessons discretely. Most social, emotional and behavioural skills are developmental and change over time. We cannot therefore teach these skills as a one-off. There is a need to revisit and develop the concepts, understanding and skills, building on what has been learned previously
- It is important to learn to recognise and manage emotions as this can assist learning and help to improve standards. Our curriculum is appropriately differentiated to meet the needs of our children. Effective teaching and exciting lessons promote desired behaviours
- All staff to model appropriate behaviour and manage their own emotional responses appropriately
- We strive to work positively in partnership with parents and carers, which can impact significantly on the child's behaviour

Rights and Responsibilities (Our School Rules)

Listed below are the rights of everybody working at Monksdown Primary School:

- The right to be safe
- The right to fair treatment
- The right to be heard
- The right to be treated with respect
- The right to be able to learn and teach without unnecessary interruption

Responsibilities of Pupils:

- We will let other children get on with their work
- We will sort out disagreements without arguing or fighting
- We will avoid calling other children names or making racist comments
- We will do our best to make everybody feel valued

Responsibilities of Teachers and other Support Staff:

- We will work with children to develop and display a set of agreed class rules/ charters
- We will provide appropriate work, which is worthwhile and challenging
- We will treat all pupils with respect and fairness
- We will value the contribution children make to their learning

- We will aim to ensure equal access to the curriculum
- We will strive to develop good relationships with **all** pupils
- We will be consistent in our application of the agreed school code of behaviour **Key**

Elements

The key components of this policy are that all adults will have agreed strategies for promoting good behaviour amongst pupils. Pupils will be taught explicitly the behaviour which is expected of them in different situations. The emphasis will be on promoting good behaviour and agreeing with pupils and staff a set of whole school rules which will be adhered to within each classroom and around school.

The decision to implement exclusion procedures will be for serious acts of vandalism or serious acts of misbehaviour, which involve the safety, and well-being of pupils or staff.

The Head Teacher / SENDCO will be responsible for liaison with external agencies, such as the Educational Psychologist. They will ensure good communication between staff and parents/carers.

The Role of the Pupil

Pupils will be involved in the development and the implementation of this policy. Pupils will be rewarded for good behaviour and know our expectations. They will be encouraged to work together and support each other.

The Role of Lunchtime Supervisory Staff

Lunchtime supervisory staff are responsible for the well-being of pupils during the lunchtime period. Teachers will retain control of children until the transfer over to lunchtime supervisors takes place. All staff have a responsibility to respond to any incidents that occur and to offer support to lunchtime staff when and where necessary.

The Role of Parent/Carers

Parents/Carers have ultimate responsibility for their children and the school will work in partnership with them whereby parents are clear of the measures, which the school is undertaking to develop appropriate behaviour from the pupils. We expect that parents/carers will actively support these measures and contribute to the development of this policy and practices within the school. Parents/Carers have agreed their support as part of the Home-School Agreement. A copy of this Behaviour Policy will be available for parents to read on the school website.

The Role of the Governing Board

Good Behaviour & Discipline Policy incorporating Anti-bullying (September 2021)

The Curriculum Committee of the Governing Body has been involved in the formulation of this policy along with SLT as part of a whole school desire to work together to achieve good behaviour.

Whole School Behaviour System

Monksdown staff and pupils have decided on a whole school '**House team**' reward system. The houses are Playhouse, Everyman, Empire and Epstein and celebrate our superb Liverpool theatres. Pupils gain points for their allocated 'House' for a variety of reasons from good manners to achievement in work or sport etc. Points are collected weekly and celebrated within Friday

Celebration assembly. 'House' captains share success and rewards may consist of 'House' treats, certificates and celebrations. A 'House' cup will be awarded yearly and displayed outside the ICT suite.

Individual classrooms may have additional personalised reward systems and rewards will be chosen democratically by the children.

Staff, pupils and governors regularly review this system.

How PSHE is embedded in school

Each half term the children will focus on a P.S.H.E topic as part of the Jigsaw Scheme. We discuss and explore good behaviour and positive attitudes in P.S.H.E. lessons and assemblies. Spiritual, Moral, Social and Cultural aspects of life are explored within these formats (SMSC.)

Staff award stickers, certificates and House points to acknowledge and reinforce positive behaviour as well as academic achievement. Praise should always outweigh censure.

All classes construct and devise their own class charters at the start of the school year through discussion with the pupils. Class Charters are referred to regularly and displayed in every classroom. They focus on the basic fundamental rights we should all expect to enjoy at school:

- The right to be respected and receive fair treatment
- The right to learn without being distracted by others
- The right to feel safe and be safe

Alongside this, **staff** and pupils will create a school charter that every child when in and around school will follow to:

- We will use good manners
- We will follow adults' instructions
- We will be kind towards others
- We will listen to the ideas of others
- We will follow school rules

Anti - bullying

At Monksdown we recognise the right to be safe and create an inclusive environment. We celebrate diversity and difference throughout all our teaching and learning in all aspects of our curriculum and daily life.

Our Jigsaw scheme of work ensures matters relating to bullying are discussed and special 'Anti bullying' weeks are a key feature to enhance this teaching and learning.

Should any issues of bullying arise, teachers will respond immediately. If the matter is not resolved Senior Leadership will take action as required.

Responding to Inappropriate Behaviour At

Monksdown:

- The emphasis of behaviour management is on the rights that are affected. Pupils are encouraged to think about how their behaviour affects others
- We use instances of inappropriate behaviour as 'a teachable moment'
- We focus on the desired behaviour, e.g. catching children doing the right thing
- We aim to defuse situations before they escalate and become a problem
- We use the following strategies to ensure the least disruption is caused to learning (taking into consideration our knowledge of each individual pupil)
 - **Non-verbal** messages e.g. The Look; moving closer to the pupil who is not behaving appropriately; visual prompts such as fingers to lips etc
 - **Tactical/planned ignoring/distraction** e.g. The teacher decides temporarily not to notice specific behaviour from a pupil. Using a distraction technique, e.g. send the child on an errand before things escalate
 - **Praising others for the desired behaviour** ○ **Praising the pupil before the inappropriate behaviour starts** e.g. 'Thank you for walking' (as they are about to run)
 - **A simple statement of fact describing the inappropriate behaviour.** This is a calm statement of what is happening and will often end the inappropriate behaviour there and then. ○ **Simple direction**
 - **Referring to the class and school charter**
 - **Time missed** e.g. 5 mins of playtime. Remind pupils of what we all agreed to do
 - **Using humour**
 - **Broken Record.** Use of a 'broken record' technique where you repeat the instruction until the pupil complies.
 - **Choices and consequences** e.g. Say how the pupil's behaviour is affecting others. Give a choice and then give time to do it
 - **Time out.** The pupil is sent to a quiet area of the room (or to another agreed place – agreed by the Head Teacher) to calm down and think about what they should do. Time out must always involve adult supervision. Under no circumstances should a pupil be instructed to stand on a corridor or outside the staffroom. In exceptional circumstances, for example, for the safety of other children, it may be necessary for a member of staff to escort the rest of the class out of the room to another area. The pupil must be supervised at all times and an additional adult sent for if necessary.

Pupils in KS2 who ignore all of the above will:

- Be given a verbal warning
- If they continue with their undesirable behaviour they will have their name written on the board
- If undesirable behaviour continues they will miss 5 minutes of their playtime ○ If undesirable behaviour continues after playtime the pupil will be given a reflection opportunity. The pupil will miss lunchtime play and complete a reflection log, allowing time to think about their behaviour.

In class behaviour systems ○ Classes have their own individual behaviour systems which reflect the age of the child. Eg Behaviour track. All pupils begin every day on the middle of the behaviour chart. They have the opportunity to move up or down the behaviour system.

Involvement of Senior Leadership Team

If at any stage a child is having reflection time regularly, staff should refer them to SLT who will discuss the child's individual circumstances and needs and take appropriate measures. Parents / carers will be consulted in this process.

Serious Misbehaviour

In certain situations, it may be necessary to advance the usual systems of consequences. Disruptive, violent or aggressive behaviour and persistent undesirable behaviour will involve a member of the SLT and the parents/carers of the pupil. The Head Teacher or Deputy Head Teacher will only exercise exclusion in more serious circumstances. The period of exclusion may be fixed or permanent. In such cases, parents/ carers will receive written advice and information of the action and procedures relating to the incident. School follows guidance from Liverpool City Council.

Rebuilding and repairing

When everyone involved has had an opportunity to calm down, time will be spent on repairing and rebuilding relationships with all those who have been involved.

Restorative Questions

At Monksdown, 'Restorative Questions' are used to solve problems that occur between more than one person (this could be in a classroom situation or outside). E.g. What happened? What were you thinking at the time? Rather than, 'Why did you do that?'

Parents/Carers

Where there is a concern regarding a pupil's social, emotional or behavioural skills, parents/carers will be informed and involved at as early a stage as possible. A support plan of action will be put in place and reviewed regularly.

Individual Support

If it is felt that a pupil needs individual support:

- Teacher to speak to parents/carers to share their concerns and to see if there are any reasons out of school for the change in behaviour.

If concerns remain:

- If urgent support needed, e.g. family separations then see Head Teacher / SENDCo.
- Refer to Pastoral Team Panel.

If NOT:

- Concerns are discussed with the SENDCo.
- A 'log' to be kept of any incidents' on CPOMs including triggers etc
- Behaviour log is completed (located at the back of class SEND file) for a minimum of two weeks and pass on to SLT/SENDCo.
- Parent/Carer meeting to be held involving the class teacher and other appropriate key workers, for example, Pastoral Team, SENDCo, Head Teacher.
- It may be necessary to place a pupil on a Target Card for a period of time e.g two to three weeks, depending on the need. All parties will agree a target/s and a written explanation provided on how to complete this will accompany the card when sent home.
- Review after agreed period.

Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, make the right choice," "think carefully about your next step."
3) Last Chance (restorative conversation / reflection time)	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention <ul style="list-style-type: none">• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.• At Monksdown, we... (refer to the 3 school rules – ready, respectful and safe)• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)• See me for 5 minutes after class/during break• Do you remember yesterday/last week when you... (refer to previous Positive behaviour)?• That is who I need to see today...• Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss allocated minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. The reflection time is dependent on the stage of ability of the child. A rough guide is as follows: <ul style="list-style-type: none">• Reception = 1 minute

	<ul style="list-style-type: none"> • Year 1 = 2 minutes • Year 2 = 3 minutes • Year 3 = 4 minutes • Year 4 = 5 minutes • Year 5 = 6 minutes • Year 6 = 7 minutes
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair Restorative Conversation	<p>Chose 5 questions from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
<p>Consequences</p> <p>Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

Persistent Poor Behaviour

This results in parents being notified either through a phone call or direct conversation. This should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teacher's will work in conjunction with parents/carers, SLT, SENDCo and the Learning Mentor Team to devise an individual support plan.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language targeted at another person
- Physically striking adults with intent to harm

Any of these behaviours will result in an instant move to Reflection Time (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Serious incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent / carer and class teacher at the end of the day. (Depending on the severity, this may be from the Head Teacher or a member of SLT) All Serious incidents should be recorded on CPOMs.

Exclusions

Fixed Term Exclusions

Monksdown Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Monksdown Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Monitoring of the policy

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

- Discussions with learners
- The number of referrals to SLT
- Feedback from staff
- Lesson observations by SLT
- Feedback from parent/carers including Parental Questionnaires
- School Learning Council feedback
- Comments from visitors
- Governors' Meetings

Review date: December 2023