



Good Behaviour & Discipline Policy incorporating Anti-Bullying

September 2020

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

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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

Staff have worked together to develop the reward system in Key Stages. All staff and pupils have decided on a whole school Dojo reward system. Pupils gain points and are rewarded with certificates and prizes. There was a concern that pupils on an individual behaviour plan or an IEP with behaviour needs were sometimes 'noticed' when other pupils doing the same thing were not. IBPs and behaviour targets are shared with staff if appropriate (e.g. a playground target). 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. Staff award

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stickers, certificates and dojo 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

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 20-minute lunchtime detention (this will now take place within year group bubbles)
- If a pupil receives three lunchtime detentions over one half- term, a letter with an acknowledged reply slip is sent home
- If a pupil receives five lunchtime detentions over one half- term, parents /carers are called into school to meet with a member of SLT

Pupils in EYFS

- All pupils begin every day on the middle of the behaviour chart .They have the opportunity to move up or down the behaviour system . Children who reach the top section receive a reward. (Rainbow, Sun, Cloud, Rain cloud). All children to begin each day on the Sun.

Pupils in KS1 ‘Behaviour Train’

- All pupils’ names are placed on the driver’s carriage at the start of every day and then again after lunchtime. Pupils with undesirable behaviour to move down to the next carriage.

Involvement of Senior Leadership Team

If at any stage the pupil refuses to comply, a member of the Senior Leadership Team will support the member of staff in achieving a positive outcome and will inform parents/carers if appropriate

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:

- Discuss any concerns with the SENDCo.
- Keep a 'log' of any incidents' on CPOMs including triggers etc
- Complete the behaviour grid (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.
- Review after agreed period.

Positive Interactive Behaviour System KS1 and KS2 – Dojo Points

Points are accumulated over a period of time . Weekly in KS1 .Half yearly in KS2

KS2

Class teachers will keep track of the amount of points all children in their class have. When a child reaches a specific amount of points (50, 100, 150, 200 or 250) the class teacher will write the child a certificate and pass it to KS2 Leader. LKS2 leader will gather the appropriate rewards and pass the certificates plus prizes to a member of SLT to present in the weekly Celebration Assembly.

The following table explains the reward each denomination of points provides:

50 Points	Certificate and book mark
100 Points	Certificate and Item of stationery
150 Points	Certificate and badge
200 Points	Certificate and medal
250 Points	Certificate and coupon book

KS1

Class teachers will keep track of the amount of points all children in their class have. The points are reset at the beginning or end of each week. We award the child with the most points a special certificate in Celebration Assembly.

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 Council feedback.
- Comments from visitors.
- Governors' Meetings.

Review date: September 2021