

Monkwick Junior School - Behaviour Policy - December 2017

Monkwick Junior School is committed to positive behaviour management as part of a whole school policy. We aim to provide a caring, friendly and safe environment where pupils are able to learn without disruption in a calm and secure atmosphere. The school aims to promote self-discipline amongst pupils whilst also providing a structured approach towards promoting and recognising positive behaviour, and responding to and sanctioning inappropriate behaviour.

Pupils, parents, staff, governors and the community have a duty to help support the embedding of the Sigma Trust values and ethos within the school. These are:

- Integrity - be honest, transparent, trustworthy and true to your beliefs.
- Passion - be positive and enthusiastic about what you are trying to achieve.
- Aspiration - aim for your best and set high, realistic goals.
- Resilience - never give up and strive to improve.
- Accountability - take responsibility for your words, thoughts and actions.
- Respect - for yourself, your environment and other people.

These values are demonstrated through the behaviour policy in the following ways:

Integrity

- All adults will follow the policy to ensure that children are treated fairly and consistently, and that the system is transparent and understood by all involved.
- Any consequence, positive or negative, must be carried out. Adults must only use consequences they are prepared to deliver. Children learn to trust adults who do what they say.
- Both adults and children will reflect on incidents of poor behaviour and evaluate the strategies used. Honest reflection from children will be praised.

Passion

- Good behaviour will be rewarded, and children will be encouraged to 'keep problems small'.
- Adults will always look to praise positives and celebrate those children who always behave well and those who are showing improvement.
- Children will always re-enter the Green Zone once their consequence has ended and will start again.

Aspiration

- Adults will expect all children to behave well in school and will model this at all times.
- Adults will support all children to follow the rules and display exemplary behaviour.
- Actively good learning behaviours will be encouraged: achieving good behaviour is more than just the absence of poor behaviours.

Resilience

- Children will be encouraged and supported to keep trying to improve their behaviour even when this is challenging.
- Adults will persevere to support the children in the school to improve even when this is challenging.
- Where there are transgressions, children are encouraged to keep it small so they have another chance to return to the green zone.

Accountability

- All children are responsible for their behaviour choices, and should be rewarded when these are positive, and given consequences when these are negative.
- When there are serious incidents, adults will always analyse what happened, and look at what can be further done to support the child.
- All adults are responsible for challenging and rewarding behaviour if they have seen it.

Respect

- All children in the school have the right to learn in a safe, calm environment. The behaviour policy aims to protect this right.
- Adults will always deal with incidents of poor behaviour in a calm, appropriate manner. Children will always be spoken to in an appropriate manner.
- Modelling respect from adults is important, both in their interactions with children and with each other.

There will be ongoing communication with parents about children's behaviour, both positive and where further support is needed.

We aim to focus on encouraging POSITIVE LEARNING BEHAVIOUR. We have coloured Behaviour Zones which are used to praise good behaviour and to deal with unacceptable behaviour. In normal circumstances the control and discipline of the children is the responsibility of the teacher supervising the class, playground, assembly etc. Cases of unacceptable work and bad behaviour should be dealt with by the adult present at the time it occurs. More serious issues will be dealt with by the Leadership Team.

Learning Zones

We have four 'Learning Zones', Gold, Green, Amber and Red, which are used to support good behaviour.

All children begin the day in the **Green Zone** and remain there for as long as they demonstrate acceptable classroom behaviour and work ethic. Good behaviour and positive attitudes toward learning should be rewarded at every opportunity. Rewards may include the following:

- House points
- Stickers
- Children who produce good work can be sent to other teachers to show them
- Certificates in Friday assemblies
- Raffle Tickets
- Whole class choosing time / Golden Time
- Extra play

A child could be moved to the **Gold Zone** if they show particularly good behaviour or show an outstanding effort or outcome in their work.

If a child's behaviour or work ethic falls below the standard expected, then they should be moved to the **Amber Zone** and asked to consider how they need to change their behaviour in order to return to the **Green Zone**.

If a child's behaviour continues to be unacceptable or their work ethic continues to be poor for a prolonged period of time, they will be moved to the **Red Zone**.

If a child is in the **Red Zone**, there will be a consequence for their behaviour. However, when this consequence has been completed by the child, they will return straight to the **Green Zone** and will be given another chance to do the right thing and continue with their learning. The adult in charge will ensure the child is clear about the learning they need to do, and they will be expected to keep showing green behaviour. Staff will review the class rules and what the pupil should do if they encounter further difficulties. They need to know how to avoid these choices in future - eg. 'When you are struggling with your work please ask me to help'. 'If you are angry please let me know'. 'If you don't complete your work/follow instructions we will...'

If they continue to be poorly behaved, then there will be a further warning and they will be moved to the **Amber Zone** and then to the **Red Zone** again if appropriate. Each time a child returns to the **Red Zone**, the consequence will be increased:

Red Zone 1 – Sit Out - The child will sit out from the activity, away from their classmates but within their classroom for ten minutes.

Red Zone 2 – Time Out - The child will go to another partner class for ten minutes.

Red Zone 3 – Contact Home - A phonecall will be made to the adult at home to ask them to speak to their child. In some cases, this may be possible to do over the phone, in other cases the adult may need to come to school to speak to their child. The child will not be able to return to class until this has happened.

Red Zone 4 – Removal From Class – The child will be internally excluded, as at this point their behaviour will have severely disrupted their class several times. This means that they will spend their time working independently in the SLT office. They will not be able to join the other children at break and lunch times.

If the child refuses to participate in the consequence they have been given, they will move to the next Red Zone. For example, if they refuse to go for Time Out, they will then have a phonecall home. Once a consequence has been issued, it has been given and the child cannot then go back to the one before. For more serious incidents (eg. hurting another child) there may be a move straight to one of the **Red Zones**. These are detailed in the appendix.

If a child moves into **Red Zone 3** or beyond, staff will fill in an ABC form. The aim of this is to evaluate the situation and see what else can be done to support the child in the future.

There will usually be no further consequences once a child has completed their sit out, time out or had a phonecall home. However, all learning in school is important, so if the child's behaviour has led them not to complete their work, then they may be expected to finish it at lunchtime. Children will usually not miss more than the first ten minutes of lunch, and will work in their classroom with their teacher.

Pupils should always be praised when they are showing signs of improving their behaviour.

Consistency in Approach

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate.

When children join the school in year 3, teachers will make sure that they understand the behaviour system, know how it works and understand what good learning behaviour is and how they can demonstrate it.

All adults will be expected to follow the policy, so that all classes are treated fairly across the school. There should be no additional reward systems in classes, as these confuse the children and detract from the main policy.

All adults must speak respectfully, confidently and with authority, expecting pupils to conform. They should not be seeking advice from other adults unless it is an emergency or they feel their safety or others' safety is threatened. Staff will prioritise. Whilst they are dealing with an individual pupil, others are not receiving their time.

SEND

Some children may have a Consistent Management Plan for their behaviour, where a child has this identified in an EHCP. These must be agreed by the SENCO, and in all cases will be as close to the school behaviour system as possible. These must be followed when working with those children.

The school may also identify other children who may benefit from reasonable adjustments. Again, these will be in keeping with the intention of the main school policy as far as is possible.

There are systems in place to support children with improving their behaviour where necessary. Children who are struggling to improve their behaviour may need intervention to help them make the positive choices, and have strategies and support in place to help them do so. The SENCO will oversee this provision as necessary.

Where There Are Further Concerns

Concerns about behaviour will be shared with parents so that they can support good behaviour within the school. If these concerns continue, they may need to be discussed with the Leadership Team. There may then need to be further consequences to ensure improvements in behaviour, as continuous disruptive behaviour may result in other pupils' educational needs being unmet.

Where pupils display dangerous, serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action. Where there is extreme behaviour that risks the safety of others or the child themselves, it may be appropriate to externally exclude a child. This can only be done with the approval of the Headteacher.

Playtimes and Lunchtimes

Good behaviour is promoted at break times by using good role models. Playleaders are pupils who support other pupils on the playground to play games, resolve conflict peacefully and develop friendship skills as role models. The aim of a Playleader role is to improve behaviour on the playground, making it a safe and supportive environment for all the pupils. Being a Playleader gives our pupils confidence and responsibility.

Playtime is very important for pupils. It is also the time when bullying and fighting can take place. It is of the utmost importance that all staff take pupils' concerns seriously. Telling a pupil to 'Go away and play somewhere else and don't worry' is not acceptable.

A member of staff must be in the playground before the pupils. It is the responsibility of each class teacher to insure that their class is not in the playground unsupervised. Punctuality is important to the smooth running of lessons.

Midday Assistants are responsible for managing the behaviour of pupils at lunchtimes, following the guidelines set down in the school's Behaviour Policy. Positive behaviour is rewarded by praise, stickers and housepoints. Incidents of inappropriate behaviour are reported to the senior mid-day and, where necessary, an incident slip completed and reported to the Leadership Team. In the case of a very serious incident, a member of the Leadership Team should be immediately informed.

When a pupil is a danger to themselves or others, the pupil will be removed from the dinner hall or playground. Persistent inappropriate behaviour results in pupils missing part or all of their outside time, and ultimately in a lunchtime exclusion, where parents are requested to take their child home for lunch.

Incidents Outside of School

Pupils at the school must agree to represent the school in a positive manner. Expectations of children applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Complaints from members of the public about bad behaviour by pupils at the school, are taken seriously. Parents will be notified, and this can result in a consequence within school.

Searching Pupils and Confiscation

If children have brought possessions into school which are causing distractions to the learning of themselves or others, they can be removed by teachers, and returned to the child or parents later. Pupils bring these in at their own risk. If something has needed to be removed from a child, school staff are not responsible for loss or damage.

Fire lighting equipment, drugs and smoking equipment, weapons or other dangerous implements or substances, and offensive materials are all banned in school. Under [part 2, section 2 of the Education Act 2011](#), teachers are authorised by the headteacher to search for any of these prohibited items without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. If the pupil has possession of illegal items, the police will be called for the removal of the item. Parents will be contacted if this is the case.

Reasonable Force

De-escalation will always be used as a first resort, and staff will always attempt to calm a child down or contact parents for assistance where necessary.

Some situations may require immediate action, and teachers are permitted to use reasonable force as necessary in the following circumstances:

- To prevent a pupil committing an offence
- To prevent a pupil from injuring themselves or another person
- To prevent a pupil from running away
- To prevent damage to property

Incidents that require the use of force are always written up and evaluated.

Monitoring and Review

This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1: Example Behaviours for the Learning Zones

Gold

Consistently exceptional demonstration of Green Zone behaviours

Green

Being kind, respectful and helpful
Joining in with learning
Following instructions
Listening to others
Working as a team
Having a go
Persevering with tasks
Working well independently
Following advice to improve
Looking after resources well
Being willing to take on a challenge
Completing homework

Amber

Refusal to follow adult instructions
Interrupting during lessons or assembly
Deliberately not working on set tasks
Talking while the teacher/adult is talking
Making inappropriate noises, gestures or actions
Unsafe movement around the school or classroom
Swearing
Misuse of school property
Inappropriate comments to others

Red

Continual refusal to follow instructions
Deliberate damage to another person's property
Verbal threats of violence
Physical aggression or violence
Verbal abuse, stealing, spitting
Targeted swearing
Racist or targeted remarks or behaviour
Lying to get another person into trouble
Leaving the classroom/hall/learning area without permission

Red - Risk of Exclusion

Persistent Red Zone behaviour
Leaving the school grounds
Acting in a manner likely to cause danger to themselves or others
Physical violence resulting in physical harm to staff
Serious incidents or assault including using threatening behaviour on another pupil, member of staff or visitor
Having a weapon, drugs or alcohol in school

Gold Zone

The Gold Zone shows we have done something extra special!

Green Zone

In this zone, we are working well and we can get the following rewards:

- * House points *
- * Stickers *
- * Showing work to other teachers *
- * Certificates *
- * Raffle Tickets *
- * Whole Class Reward Time *
- * Extra Play *

Amber Zone - Warning

If you are given a warning you must think about your behaviour and improve it to move back to the Green Zone.

Red Zone 1 - Sit Out

You will spend 10 minutes sat out in your classroom, then you will be able to return and improve your behaviour to move back to the Green Zone.

Red Zone 2 - Time Out

You will spend 10 minutes in another class, then you will be able to return and improve your behaviour to move back to the Green Zone.

Red Zone 3 - Contact Home

You will speak to your adult at home so that they know you are not doing the right thing. You will be able to return and improve your behaviour to move back to the Green Zone.

Red Zone 4 - Removal

If you are still not following adult instructions, or you have refused all the previous steps, you will be removed from your classroom to work on your own for the rest of the day.