



Monkfrith Primary School Behaviour Policy

Monkfrith Primary School

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1. Aims of this policy

At Monkfrith School we aim to provide a learning environment in which children can achieve. We believe it is the right of all children regardless of sexuality, ethnicity, age, physical or academic ability, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. Children need security, consistency, praise and encouragement if they are to develop a positive self-image and be able to achieve. We aim to teach our children how to behave appropriately so that they become responsible, social people within our school and within society; encouraging them to be aware and care about the choices they make and the consequences of those decisions.

- To promote a culture of exceptionally good behaviour: for learning, for community and for life.
- To encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- To promote good relationships and ensure that all adults and learners are treated fairly and shown respect.
- We are all responsible for facilitating the learning of all our children - all adults (staff, parents, visitors) encountered by the children at school have an important responsibility to model high standards of behaviour at all times.
- To help all children develop a sense of right and wrong, to develop an understanding of the consequences of their actions and to take responsibility for their actions.

2. Monkfrith School promotes positive behaviour

We firmly believe that every adult member of our school community has a responsibility to teach children socially acceptable behaviour. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Staff and parents have a responsibility in setting a good example in the way that they behave as well as ensuring that the rules are followed. All members of staff start each day off on a positive note by being a welcoming face to children as they come through the school gates and then their classroom door. We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are behaving in an appropriate way, we say that they are showing 'green behaviour'. We teach the children to manage their behaviour through the Zones of Regulation; using and modelling the appropriate vocabulary.

3 We praise and reward children for good behaviour

Foundation Stage-

In Foundation Stage:

- ✓ Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children.



- ✓ Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about the Rules and what sort of behaviour is appropriate at school.
- ✓ During carpet sessions children are reminded about the expectations for behaviour while they are learning, and they are praised for behaving well.
- ✓ At playtime and during independent learning times the children are reminded about the expectations for behaviour while they are moving around the unit, and they are praised for behaving well.
- ✓ Throughout each day children can earn a place on the rainbow in their classroom for exceptional behaviour or work.

Key Stage 1 and 2

In KS1 and 2, we reward pupils for consistently following the school rules by:

- ✓ Praising individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Giving positive feedback (written or verbal) in pupils' work books.
- ✓ Displaying their names on green on the 'Good to be Green' (See next section of the policy) chart when they are following the rules all the time.
- ✓ Earning a platinum card which is placed alongside the green card on the 'Good to be Green' chart representing exceptional behaviour/work; parents will be given a postcard sharing this information.
- ✓ Sharing positive achievements with parents/carers.
- ✓ Sharing work with other adults at school.
- ✓ Awarding celebration certificates at the end of each week in assembly.
- ✓ Pupils are awarded **house points*** for their house teams, these are collated weekly with the totals being shared in assembly.
- ✓ Headteacher and Deputy headteacher stickers are awarded to children who have shared exceptional work.
- ✓ **Lining Up points**** are awarded at the end of a break time and lunch time.
- ✓ Golden time is used as a reward in KS1
- ✓ Awarding Dojo points and a related reward (in some classes) for positive attitudes and behaviour, reaching learning goals and being kinder than you need to be.

*House Points

Each half term the House Team who has earned the most house points is announced and the children who are a member of that house team are rewarded- past rewards have included a non-uniform day, ice lollies and extra playtime.

**Lining Up Points

Lining up points are awarded as a whole class based on how well a class lines up at the end of both break time and lunch time (the points are recorded on a chart within each classroom). The point system ranges from 0 points (disappointing lining up) to 4 points (excellent lining up). The total number of points for each class are calculated weekly and the class from each Key Stage with the highest number of points on Friday receives a reward.

4 Good to be Green



At Monkfrith school we use the 'Good to be Green' behaviour system for monitoring and responding to behaviour in class and around the school. The objective is for pupils to stay on green all week. Each child has, in their classroom, a named pocket in a class chart with coloured cards displayed. The first card is green and is always displayed at the start of each day, this indicates positive behaviour. Yellow or red cards are given to a pupil if negative behaviours are displayed and platinum cards can be earned for exceptional work or behaviour.

The Card System

It is expected that this system works in increments e.g. from Green to Yellow to Red; However, in rare cases it is possible that staff bypass these stages and go directly to a red card.

Green Card- Behaviour is good, you are following the school rules

Yellow Card- The green card will be removed and replaced with a yellow warning card

Red Card- The green card will be removed and replaced with a red consequence card, parents will be informed (This will be logged on CPOMs)

Platinum Card- Placed alongside the green card representing exceptional behaviour/work; parents will be given a postcard sharing this information

The expectations are designed to focus on positive action and choices rather than what children should not do. We aim to promote and reward good behaviour through our use of Green Cards and Platinum Cards (years 1-6).

5 We encourage children to be self-aware

Zones of Regulation

The school adopts the principles of Zones of Regulation and supports all children to be ready to learn. There are four zones:

- ✓ **Green Zone** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- ✓ **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
- ✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- ✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The children learn to identify the emotions and behaviour within each zone and are taught how to regulate themselves using different strategies. There are Zones of Regulation displays in every classroom that the children can use to help them identify which zone they may be in. They also have an individual bank of strategies/activities, which each class teacher will develop with them in specific lessons throughout the year, to help get them back into the Green Zone, for example Lazy 8 Breathing.



6 We address poor behaviour

Children sometimes make the wrong choices about their behaviour despite positive responses as a means to encouraging good behaviour. It may be necessary to employ a number of consequences if unacceptable behaviour escalates, to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low-level intervention strategies are used initially, such as non-verbal signals (eye-contact, shake of the head, removing an object being fiddled with), reminders (verbal warning) and close adult proximity to re-direct and encourage children to stay on track. If negative behaviour persists a yellow card is given (this acts as a written warning). Following this a red card is given and a consequence will be put in place (this could be: missing some of a breaktime or lunchtime, an exit from the classroom or a time out in the classroom). Red cards are given after a yellow warning card has been given in most cases however there are exceptions when a child's negative behaviour will receive a red card straight away. If a red card is given parents will be informed of the incident and a consequence put in place.

Exit from the classroom

The child is taken to a pre-arranged classroom or in more serious cases, where the child is uncooperative, to the Headteacher's room. This is logged on CPOMs and parents are informed.

7 We address serious or persistent negative behaviour

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Inclusion Advisory Team.

Exclusions and Suspensions

We do not wish to exclude any pupil from the school, but in extreme circumstances this may be necessary. Therefore, when all reasonable strategies have been tried and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school to consider.

An exclusion will be made if:

- ❖ A pupil seriously assaults other children or staff.
- ❖ A pupil repeatedly breaches the school rules in a series of incidents.
- ❖ A pupil commits a serious breach of the rules in a single incident.
- ❖ Separate exclusions from playtimes will also be considered if children are repeatedly breaching the Playtime Expectations part of this policy.

See separate policy for further information.

8 We expect children to behave well in the playground

It is important that all our pupils can have fun, play, make friends and keep safe at playtimes.

Midday Meal Supervisors are responsible for:



Rewarding good behaviour with positive praise, house points and lining up points.
Monitoring poor behaviour by proving consequences in line with our whole school policy (a warning, yellow card, red card). A warning should be given initially, if poor behaviour continues the pupil will be asked to stand next to the adult for a set amount of time. If the negative behaviour persists a further consequence is given where the pupil will be given a yellow card and asked to sit outside the staffroom (this should be for a set time). For more serious acts of negative behaviour for example, racist / sexist name calling, fighting, deliberately hurting another child, a red card is given and the pupil is sent to SLT. The Meal time Supervisors are responsible for reporting any problems to the School's Leadership Team.

Monkfrith expects everyone to:

- ✓ Show kindness to others in words and actions
- ✓ Be respectful toward their own and others' property
- ✓ Follow instructions from adults and when the playtime whistle is blown first time **STOP**
second time **WALK QUIETLY to your line**

9 The Role of the Headteacher

- to ensure the health, safety and welfare of all children in the school by setting standards for behaviour.
- to implement this behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- to support all staff in implementing this policy to the highest standards.
- to keep records of all reported serious incidents of misbehaviour including bullying and racism using CPOMS.
- for imposing suspension or exclusions on individual children for serious acts of misbehaviour. The school governors will be notified when this action is taken.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

10 The Role of Teachers and Support staff

- to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- to have high expectations of classroom and playground behaviour, and they strive to ensure that all children work to the best of their ability and treat each other well.
- to be a role model for the children and treat each child fairly and consistently.
- treat all children in their classes with respect and understanding.
- report to parents and carers about the progress of each child during parent evenings and as part their school report. However, the class teacher may also contact parents to make them aware of repeated low-level negative behaviour by their child, such as calling out or disrupting the class.
- keep a record of incidents of poor behaviour in class or on the playground. In the first instance, the class teacher will deal with these incidents themselves and log (where the member staff feels it is appropriate on CPOMS).
- However, if the child continues to misbehave, the class teacher will seek advice from the Senior Leadership Team.
- If there are growing concerns about the behaviour or welfare of a child, the teacher will refer the matter straight away to the Senior Leadership Team.



- all meetings with parents are logged via CPOMS.

11 The Role of Parents and Carers

- expected to support the actions of the school. This includes any sanctions given by the school for poor behaviour. Any queries regarding sanctions must be addressed firstly to the class teacher, then to the Deputy Headteacher or Headteacher.
- to collaborate actively with the school, so that children receive consistent messages about how to behave at school and at home.
- to support their child's learning and to cooperate with the school as much as possible.
- raise any concerns about their child's behaviour or the behaviour of others towards their child, they should contact the class teacher initially then the Deputy or Headteacher.

Please read the school's 'Anti Bullying' and Positive Handling Policy in conjunction with this policy.

MONITORING

Reviewer: Leadership team.

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