



Monken Hadley CE Primary School

Seek what is good, treasure what is true, do what is right.

BEHAVIOUR POLICY

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| Ratified by | Senior Leadership Team |
| Date | 19 th January 2016 |
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Mission Statement

We aim to promote the highest possible levels of achievement for all members of our distinctly Christian multi-cultural school community, valuing all learners equally and developing within them an enthusiasm for learning and a desire for personal excellence.

We are guided by our 23 values, including honesty, respect, cooperation, empathy, kindness and compassion as well as by the 6 Golden Rules

| The 6 Golden Rules | |
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| We are kind and value each other | <i>We do not seek to hurt other people's feelings.</i> |
| We are gentle | <i>We do not hurt anybody.</i> |
| We look after property | <i>We do not waste or damage things.</i> |
| We listen to people and show respect | <i>We are not rude and we do not interrupt.</i> |
| We work hard | <i>We do not waste our own or other people's time.</i> |
| We are honest | <i>We do not cover up the truth.</i> |

We aim to promote good behaviour in our school through:

Incentives and rewards for promoting good behaviour

- 1 Class award systems
- 2 Verbal praise
- 3 House points
- 4 Negotiated treats of privilege
- 5 Stickers
- 6 Star Pupil of the Week Assemblies
- 7 Visiting other adults in the school for praise
- 8 Visiting the Headteacher for praise
- 9 Praise to parents

Positive before negative

Children respond well to praise. When positive behaviour is reinforced in the classroom and playground children are more receptive to what we have to say. If we aim to praise three children before criticising one child they will learn that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children can misbehave when they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they might get some help in overcoming them. Acknowledging feelings is important to pre-empt inappropriate behaviour.

Give learners a choice

Give learners a choice whenever possible. This could be deciding which piece of work to attempt first. Being given choices increases a sense of independence and contributes directly to the development of self-esteem.

Consistency

Learners need their world to be as reliable and consistent as possible. When adults act consistently and reliably, children feel safe not anxious. Good behaviour is more likely in a framework comprising these values.

Model behaviour

It is important for adults to model good behaviour to children, showing all our values, including respect, empathy, fairness, honesty, gratitude, perseverance, forgiveness, patience, kindness, justice and cooperation. This builds on our work on Emotional Intelligence and Values Education as well as being good professional, reflective practice.

Scanning the classroom

When teachers take an appropriate position to be able to see all parts of the room and can scan at regular intervals to ensure good levels of engagement and concentration, then it is possible to direct behaviour before it becomes disruptive.

Looking and listening for changes in patterns of conversation and intervening in off-task behaviour helps the children to feel the presence of the teacher and ensures appropriate control.

Listening to children is vitally important and recognising their feelings helps to develop an appropriate relationship with children. Developing confidence is a pre-requisite in establishing a successful learning environment.

Disruptive behaviour

If a child is off-task, the important focus is on returning their attention the task before they become disruptive to others.

Being self-aware

When dealing with disruptive incidents, consider: the adult's position in the class, proximity to the disruptive pupil, expression, tone, posture, choice of words and use of eye contact. Successful, positive, firm and fair communication inspires confidence and authority. It is possible for adults to reduce the temperature rather than raise it.

Catch them being good

This is important in laying down expectations and behaviour modification because praise for good behaviour is so powerful for all children.

Ideas for catching them being good:

- Coming into the classroom quickly and quietly
- Treating books and equipment with care
- Looking at the teacher quickly and quietly
- Starting work straight away
- Following an instruction the first time
- Keeping books, possessions and physical appearance tidy
- Politeness
- Smoothly transferring between tasks
- Tidying and cleaning up
- Showing appropriate initiative
- Showing perseverance
- Being honest
- Showing good listening skills
- Showing good manners
- Sharing

- Listening well in worship
- Taking care
- Cooperating well
- Taking turns
- Showing evidence of our values

Circle time

Through shared discussion and collaborative games and activities, each child has the opportunity to be heard and to contribute to the class. School Council issues and PSHE themes can be discussed in circle time.

Procedures to follow if rules are broken

Teachers have a right to teach and all children have a right to learn. Children who break the Golden Rules stop teachers from teaching and others and themselves from learning.

All children in the class are considered to be in Green Zone that is, a state in which they are moving forward on their learning journey.

When a child disrupts, it is a choice on their part and leads to:

Amber Zone

The teacher tells the child gently but firmly that their learning is being halted by their behaviour and that they are now in Amber Zone. Example of things to say include: "This is a warning. You are now in Amber Zone. You need to make the right choices about what you are doing."

If the child's behaviour improves, they should be praised and informed that they are now back in Green Zone.

If on the other hand, another warning is issued this takes them to Red Zone.

Red Zone

The child's name is written on the board and they are told that they are now in Red Zone. The child is told his/her behaviour is unacceptable and is distracting him/herself and others from learning. The child is told that he will return to Green Zone once his/her name has been erased from the board (this can be done in short increments by gradually removing letters from the child's name.)

Whilst in Red Zone, the teacher may consider moving the child to another area of the classroom to help him/her focus.

If a child remains in Red Zone at the end of a morning session he/she should stay in the classroom, under the supervision of the teacher, for a period of time and complete a Red Zone Form.

If a child is in Red Zone at the end of the afternoon session, he/she should remain in class, under the supervision of the teacher, during the next morning's break time.

Teachers might find it appropriate to let parents know what has happened and why.

If the teacher giving the sanction is not the child's class teacher, then the class teacher must be informed at the next available opportunity.

The class teacher is responsible for putting the Red Zone Forms in the respective child's folder.

Purple Zone

Please note, children can enter this zone without having first gone through the Amber and Red Zones.

This zone indicates that a child has exhibited the most disruptive behaviour which includes violent behaviour and/or racist and homophobic comments.

A child is sent to the Headteacher with a Purple Zone Form. The pupil will stay with the Headteacher while an investigation takes place and appropriate action is taken.

Parents will be contacted and informed of the facts of the case and they will be invited to contribute to the next steps to be taken.

The Headteacher will be responsible for passing on the Purple Zone Form to the class teacher who will be responsible for putting the Purple Zone Form in the child's folder where it will remain until the child has left the school.

Notes on zone procedures

- A behaviour log is kept in the Head's Office.
- A fresh start should be made each morning.
- It is the duty of the teacher to issue warnings and enforce sanctions.
- These procedures should apply to all situations; 1:1, group work, Key Stage or whole school settings.
- Warnings and zone forms should not be transferred between staff. If a different teacher takes the class then the procedures should begin afresh.
- Children should often reflect on the choices they make

Teachers' powers – key points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. The school has legal duties under the Equality

Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Punishments

- A punishment must be proportionate. Corporal punishment is illegal in all circumstances.

In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The school should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Punishments can include:

- Writing a letter of apology (considered to be restorative justice);
- Missing break or lunchtime play;
- School based community service or imposition of a task such as picking up litter, helping in the dining hall or tidying a classroom;
- Removal from class for a period of time and carrying out work under the supervision of the Headteacher.

Exclusion

In more extreme cases schools may use temporary or permanent exclusion (see the school's Exclusion Policy).

The decision to exclude a pupil will be taken in the following circumstances:

1. In response to a serious breach of the school's Behaviour Policy
2. If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

The power to discipline beyond the school gate

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Items which have been confiscated should be kept in a safe place and returned to the child in a timely manner. If it is felt that it is not in the best interest of the child for the item to be returned to him/her, the item should be given to the parent or handed to the Headteacher.

2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For information on what must be done with prohibited items found as a result of a search see DfE Guidance '*Searching, screening and confiscation Advice for headteachers, school staff and governing bodies*' (February 2014).

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item

Prevent Duty

At Monken Hadley CE Primary School we aim to prepare our pupils to become responsible members of society now and for the future. Building resilience in our children and promoting the fundamental British values of: democracy; the rule of law; individual liberty and mutual respect; tolerance of those with different faiths and beliefs as well as the celebration of diversity is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies. Our Prevent duty is carried out with regard to the *Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015* as well as Section 26 of the *Counter-Terrorism and Security Act 2015*, which legally requires us to take steps to prevent pupils from being drawn into terrorism and radicalisation. For further details of how we aim to prevent radicalisation and tackle extremism and what we do if there is a concern, please read the school's Prevent Policy.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Malicious accusations against school staff

Malicious accusations made against a member of the school staff will be dealt with very seriously. Pupils who are found to have made malicious allegations have breached the school behaviour policy. The Headteacher in consultation with at least two governors will decide on an appropriate sanction and this could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Other agencies

The school will work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

APPENDIX

Red Zone Proforma

Purple Zone Proforma

RED ZONE CARD

Name

Date

Time

What happened?

Which Golden Rule did you break?

Why was your behaviour unacceptable?

What should you have done?

What will you do to make it better now?

PURPLE ZONE CARD

Name

Date

Time

What happened?

Which Golden Rule did you break?

Why was your behaviour unacceptable?

What should you have done?

What will you do to make it better now?

Comment by Headteacher

Follow-up action