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## *Behaviour Policy*

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Date Approved by the school: 20<sup>th</sup> January 2020  
Review Date (every three years): Spring 2023

Signed (Executive Head Teacher):  
Chair Governing Body:

Date:  
Date:

Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true, do what is right. Rooted in our Christian understanding of who we are before God, we strive to be fearless advocates of this, dedicated to service and the flourishing of peace.

## 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 School's vision and our nine values: humility, integrity, service, kindness, resilience, joy gratitude, grace and peace.

We focus on our visions and values when speaking to children about behaviour choices. We use our strap line of Seek what is good, Treasure what is true and Do what is right where we can.

<b>Our 6 principle are:</b>	
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 each other, seeking what is good.</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, treasuring what is true.</i>

All staff 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 Star Pupil of the Week Assemblies
- 6 Visiting other adults in the school for praise
- 7 Visiting the Head of School and Executive Head for praise
- 8 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. 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

### **School Houses**

Rewards are shared. Belonging to their Houses is an aspect of school life that our pupils value highly. House points earned are a reflection of shared responsibility and working together. House success is celebrated as a whole school.

### **Circle time and PSHE**

Through shared discussion and collaborative games and activities, each child has the right to be heard and to contribute to the class. The SEAL PSHE scheme allows children to explore feeling and emotions. They are able to discuss these in a safe environment where they feel their ideas and thoughts are being considered. School Council issues can be discussed in circle time.

### **If Rules are broken**

All children have a right to learn. Children who break the rules stop teachers from teaching and others and themselves from learning.

At the start of each session (am and pm) all children in the class are considered to be in Green Zone.

When a child disrupts this may lead 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. 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**

They are told that they are now in Red Zone. The child is told that he will return to Green Zone once his/her behaviour choices improve. Whilst in Red Zone, the teacher may consider moving the child to another area of the classroom.

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.

If a child is put on Red Zone and receives a sanction, this will be recorded on Arbor using the behaviour log.

#### **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 Head of School. The pupil will stay with the Head of School 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.

### **Notes on zone procedures**

- Children on red zones and purple zones will be recorded using Arbor behaviour log
- A fresh start should be made each morning.
- It is the duty of the teacher to issue warnings and enforce sanctions.
- 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

### **Restitution**

- Apologising;
- Writing a letter of apology (considered to be restorative justice);
- Missing break or lunchtime play to reflect on behaviour choices.
- Removal from class for a period of time and carrying out work under the supervision of the Head of School

### **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 Head of School and Executive Head. 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:

### **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 Executive Head and Head of School 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.

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## APPENDIX

### Red Zone and Purple Zone Proforma

RED ZONE CARD	
Name	
Date	
Time	
What happened?	
Which 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 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 Head of School