



Montalbo Nursery and Primary School

Behaviour Policy A Positive Ethos

Date Issued: September 2023

Date to be Reviewed: September 2024

Purpose

This policy explains how we manage behaviour in school to ensure all of our children have the best chance to learn, develop, feel safe and become positive citizens, reaching their full potential. This policy and the ethos of the school promotes positive behaviour from all of our children.

It is a primary aim of Montalbo Nursery and Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy is intended to outline in clear and straightforward terms our whole school approach to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community.

Montalbo Nursery and Primary School recognises that all behaviour is communication and staff are proactive about identifying potential behaviour triggers. Staff work with children, parents/carers and other agencies to ensure that each child's needs are met so they are equipped to behave in appropriate ways. Montalbo recognise that our school community includes children with a range of needs and that some children may require adjusted expectations in line with their development.

At Montalbo, all pupils learn how to manage their feelings and emotions. Pupils experience a range of activities which are aimed at developing their social and emotional skills. Promotion of good mental health and wellbeing practices are central to the school ethos and children are taught how to protect their own and others' wellbeing. All children are given opportunities to explore and discuss how they can experience 'The 5 Ways to Wellbeing'.

In addition, pupils also learn about how to keep safe and healthy, how to achieve and enjoy, how to make a positive contribution and how to achieve economic well-being.

The Montalbo Code of Conduct and Codes of Learning are:-

Code of Learning

We look and listen

We start activities straight away

We work independently and use self help strategies

We work and play together sensibly

We **endeavour** in our work and feel proud of our achievements

We participate, contribute and **collaborate**

We are **inspired** to reach our goals

All pupils who follow our school codes will enjoy rewards if their behaviour is consistently good across the week. Children whose behaviour is good all half term receive awards at the end of each half term. In addition, Dojo points are awarded to children for positive behaviour and these are displayed on the Interactive Whiteboard and monitored by the class teacher. Rewards are given at the Friday Celebration Assembly based on our values of Endeavour, Collaborate and Inspired. Rewards such as 'You've Been Spotted!' recognise kind acts or qualities that staff have noticed during the week.

Transitions

Children should walk calmly and sensible around school.

Transitions within lessons should be calm and orderly. In assemblies and at other times, children should listen carefully, follow the instructions and join in appropriately.



Golden Time in KS1

To celebrate excellent behaviour and the completion of homework, Golden Time for KS1 takes place every Friday afternoon. KS1 Children who have been on the cloud, (see sanctions) will be spoken to during this period in order to improve their behaviour and enjoy rewards the following week.

Behaviour Awards

Special behaviour awards are presented at the end of each week to pupils who have consistently behaved in line with our school codes in the form of 'You've been spotted' awards. Children can also earn our Montalbo Awards which recognise our three school values: Endeavour, Collaborate and Inspire.

Whole school approach



Each day every child will start with their name on the Sun in their class. If their behaviour is good, they remain on the Sun.





Excellent behaviour can be rewarded by a child's name being moved on to the rainbow. They can bring a note to the Head teacher and receive a prize in Celebration Assembly.

Sanctions



Where sanctions are necessary, they are graduated and are consistently and fairly applied by all staff. In the event that a pupil does not behave in line with our agreed Code of Conduct or Code of Learning, the following sanctions have been agreed:

- 1 Verbal warning from a member of staff.
- 2 Name placed on the 'grey cloud' , miss half of morning playtime or 10 minutes of lunchtime playtime (the children have a chance to redeem themselves and move back to the Sun if their behaviour improves).
- 3 Name placed on the 'black cloud' , miss all of morning playtime or 15 minutes of lunchtime playtime. Child is spoken to by Key Stage Leaders and miss Golden Time.
- 4 Sent to Head Teacher or Deputy Head Teacher for appropriate action.

Please note: If a child seriously breaches the school's behaviour policy, they will be immediately sent to the Senior Leadership Team for appropriate action and contact with parents/carers will be made.

Lunchtime supervisors

Any behaviour incidents should be reported to the class teacher after lunch. Serious incidents should be reported immediately to the Head Teacher or Deputy Head Teacher.

Nursery

Nursery will run an age appropriate version rewarding good behaviour instantly with stickers, verbal praise, sharing positive achievements with staff at the end of the session/day, certificate.

If instances of negative behaviour occur adults follow a series of steps: model appropriate behaviour, give clear simple instructions such as 'Happy Hands' when we want attention, give a warning, remove child from the activity for 2 minutes and speak with parents at the end of the session.

Behaviour Records

If a pupil's name is placed on a grey or black cloud, pupils have the opportunity to move back to the sunshine if they demonstrate excellent behaviour to their teacher for the rest of the lesson. If a pupil consistently does not behave in line with our agreed Code of Conduct or Code of Learning, their behaviour is monitored for a period of 4 weeks in the first instance.



Cloudy Time

When pupils lose their playtime, they are sent outside to stand by the wall or they may be asked to spend their time in a classroom, supervised by a member of staff.

Montalbo School Partnership

Our Montalbo Behaviour Policy aims to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community. We continue to strive to work in partnership with parents, families and the wider community to achieve the Every Child Matters key outcomes for all of our pupils; be safe, be healthy, achieve and

enjoy, make a positive contribution and achieve economic well-being.

Pupil Support

Where a child has additional needs, a more tailored approach may be needed. The SENCO and Class Teacher will work closely with outside agencies to ensure that positive behaviour can be maintained.

Child on child abuse

Allegations around child on child abuse would follow steps as identified in the school's safeguarding policy.

Staff New to School

All staff new to school will read the Behaviour Policy as part of their induction process. Where necessary training is given to ensure staff are confident in following policy and are managing behaviour well.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher and involves the parents of the child. Please see the 'Behaviour Steps' appendix.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child. The class teacher reports to parents at the termly parents' evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

The Role of Teaching Assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups, they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher.

The Role of the Headteacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Role of Parents

We expect parents to support their child's learning, and to co-operate with the school in managing behaviour effectively to ensure a good and safe learning environment.

We try to build a supportive dialogue between the home and the school and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour. The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open-door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head Teacher or Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented to the School Governors in accordance with our Complaints Policy.

School Councillors

Two children from each of our Key Stage 1 and 2 classes are nominated by their class peers as school councillors. They have an opportunity to discuss issues that are important to the children who they represent at least once every half term. Under the guidance of the class teacher and through meetings with the Pastoral Lead, they may at times focus upon aspects related to our school rules.

Use of Reasonable Force

The Department of Education states that every school is required to have a behaviour policy that includes the power to use reasonable force. At Montalbo Nursery and Primary School reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. If force is used this is recorded using the Team Teach folder. Mr Minikin, Miss Richardson, Mrs Channell, Mrs Patterson and Miss Moody are Team Teach trained.

Fixed-term and Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

Staff review behaviour within school regularly.

The governing body reviews this policy every 2 years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Monitoring and Review

This policy will be reviewed on an annual basis.

Head Teacher:

Date:

Chair of Governors:

Date:

Suggested Behaviour Steps

Step 1

In class strategies such as:

- Reprimand/discussion.
- Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.
- They may need to write an account of what happened.
- They may need to apologise, either verbally or in writing.
- They may need to make a new agreement as to what they will do in future.
- Moving child within the classroom / be separated from others for a specific period.
- Lose their break time, this must be supervised.
- Doing jobs in their own time.
- Have their position in class changed to prevent recurrence and remove temptation.

Step 2

If misbehaviour continues Step 1 is repeated. If a child is moved to another class, their name is placed into a personal Behaviour Log.

Step 3

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur, the child will be sent to the Head Teacher or Deputy Head Teacher who may implement further sanctions and contact parents/carers and invite them in for a meeting to discuss further support for their child.

Step 4

Should serious misbehaviours continue, a behaviour plan/chart will be written with parents involved. The Head Teacher will be involved at this stage. Additional appropriate adults within the school will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. Referral to multi agencies i.e. Behaviour Support/Ed Psych etc. may occur. A meeting of all interested parties will be held and minutes of the meeting agreed.

- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Consider TAF.
- If targets are achieved remove from Behaviour Plan.

Step 5

Internal Exclusion (1 day or more).

Parents informed by letter.

Child has no contact with own class or classmates.

No access to playground, extra-curricular or enrichment activity.

If behaviour improves, return to class on a Behaviour Contract.

If not, move to Step 7

Step 6

Serious incidents need to be treated on an individual basis and the circumstances investigated. If behaviour is more severe over time or hits criteria for exclusion, Durham County guidelines are followed for fixed term exclusion in the first instance.

- Consider TAF.
- Referral to multi agencies i.e. Behaviour Panel, Educational Psychologist etc.
- Meeting is held with parents/carers, child, Headteacher and Class Teacher to put a behaviour plan in place and for parents/carers to sign the written agreement before the pupil is reinstated into school.

In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Serious deliberate damage to school property.