



# Monkton Church of England Primary School

## Behaviour Policy

Lead Person: Chris Marston

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Signatures:

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Chair of Governors

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Executive Head of School



The Federation of Minster and Monkton Church of England Primary Schools





**Monkton CHURCH OF ENGLAND PRIMARY SCHOOL**

## **'Everyone is Special'**

Our school has a warm, Christian family ethos where our children thrive in a secure and happy atmosphere. They are fully supported and nurtured from when they join us until they leave our care.

**Monkton Primary School is a Church of England Primary School and our Christian Foundations are at the heart of everything we do.**

- Compassion
- Friendship
- Forgiveness
- Justice
- Trust

**Every school policy is written with this in mind.**

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## Aims and Objectives

The primary aim of the Behaviour Policy is to **promote good relationships**, so that all members of the school community can work together with the common purpose of helping everyone to learn.

The policy provides a framework for staff when working with students to support their ability to manage themselves in and around school. It will support pupils in developing positive relationships with others, encourage tolerance and understanding of other people's needs and help develop positive behaviour for learning and living. We acknowledge that for many of our pupils managing their emotional responses is extremely challenging. Their behaviour is often linked to their special educational needs and this requires an individual approach to managing the challenges they present.

Monkton Church of England Primary School is committed to providing a safe and secure environment for all its students, staff and visitors and continually monitors and reviews procedures to enable students to manage their own behaviour appropriately.

The Behaviour Policy contributes to whole school teaching and learning aims and objectives specifically through developing each pupil's ability to;

- learn in an atmosphere in which they can feel happy and secure and are enabled to enjoy and achieve.
- value cultural diversity and difference
- develop creativity and self-expression
- experience learning that is clear, continuous and shows logical progression
- develop self-confidence and personal interaction skills
- make good or better progress from their individual starting points

### **School Rules and Expectations**

The rules are consistent throughout the school and will not change between classes. They are explicitly linked to our Christian Foundations, which are:

- Compassion
- Forgiveness
- Friendship
- Justice
- Trust

These Foundations are displayed in a prominent area of the classroom to act as a visual reminder to the children about how we expect pupils to behave at all times. These rules are also intended to be used in a positive way rather than a negative.

### **Spirituality**

At Monkton we base our children's behaviour on 4 main spiritual aspects. These are:

1. *Seeing the Child* - the child is at the heart of everything we do
2. *The Child as a Fellow Pilgrim* - we are all equal members
3. *The Community with the Child* - our school and community is a place of love and a sanctuary for the child where they must feel comfortable to learn academically and socially.
4. *The Learning Child* - we encourage the children to explore, listen and ask as well as reflect. This forms a key part of our restorative justice.

## **Staff Responsibility**

All staff sign a Code of Conduct at the beginning of the year ensuring that they are responsible for the behaviour management in our school. They agree to being compliant and develop a culture in school where there is continuous effective feedback amongst staff.

## **The Role of the Head of School**

It is the responsibility of the Head of School 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 of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Head of School/Executive Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School/Executive Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class and more serious incidents (see

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 senior teacher, then the HoS and if necessary the Exec. Headteacher

### **The Role of Support Staff**

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour. Support Staff will also be responsible for handing out 'golden tickets' at breaktimes and lunchtimes which will be taken back into the classroom and exchanged for a marble reward.

### **The Role of Other Staff Members**

All staff members are responsible when enforcing behaviour management and showing models of behaviour to the pupils.

### **The Role of Visitors**

It is the expectation of the school that all visitors behave in a way that reflects the school's behaviour policy and Christian Foundations.

### **Arbor Scale linked to Rewards and Santions**

Behaviour, positive and negative is reported home via the Arbor app. Please see below for how this is reported.

Scale	Type of Behaviour	Action
+3	Star of the Week	Children will receive a certificate in our weekly celebration Collective Worship. Children will also have their first name published in the weekly newsletter.
+2	Star of the Day	Children who have gone above and beyond during the day will receive a Star of the Day sticker
+1	Good all day	No action
-1	Persistent low-level behaviour	Children are given a 'teacher chat' card and in their own time will talk with the class teacher about their behaviour through

		restorative justice. The expectation is that this lasts for 5-10 minutes to give the child some time for play. Children are monitored to ensure that they do not become regular 'repeat offenders'. In this case, teachers will speak to parents.
-2	Physical aggression/damaged property on purpose/disrespectful to an adult	Children will 'in their own time at school' have to complete a reflection journal based on Windows, Mirrors and Doors. They will speak to the Pastoral Lead demonstrating an understanding of the situation and how they should have approached it. Children will learn the value of equality and justice as well as the need to be fair. Parents are also contacted by the class teacher to discuss the situation and the restorative justice journey that the child has been through.
-3	Bullying, Homophobia and Racism	Restorative Justice measures to be put in place by SLT. Please see these specific policies for procedure in the result of the act being proven.

**Parental Engagement**

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

**House Points**

Children are allocated a house and can earn house points for good work. The house with the most house points at the end of each term will be rewarded with a non-uniform day.

### **Jar of Good Choices/Golden Tickets**

Children are rewarded house points for work that shows: pride; aptitude; good learning. The children are rewarded a marble if they demonstrate good behaviour. For example, a child may make way at a door for an adult to walk through or a child may show good friendship skills on the playground. These marbles then go into the class jar. Once the jar is full, the class will be rewarded with a Jar of Good Choices prize. This prize is linked to playing nicely and as a team. The prize can be decided before the jar fills up or afterwards.

### **Focus Week Hotspots**

From time to time we will have a week when there will be a focus on one particular type of behaviour, eg coming into Collective Worship quietly. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.



