



<b>Policy Name</b>	Behaviour
<b>Review and Approval by</b>	Local Governing Body
<b>Date Ratified</b>	June 2019
<b>Signed By</b>	
<b>Position</b>	Chair of Local Governing Body
<b>Review Period for this Policy</b>	Annual
<b>Date for Future Review</b>	June 2020

**Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.**

Date	Changes
30/01/16 May 2016	Amend Governing Body to Board of Governors Addition of Raffle award on page 3 and changes to consequences on page 5
Oct 2016 May 2017	Removal of Raffle award Attendance certificates now awarded annually, not termly Contact home regarding improved or exceptional behaviour will now be in the form of a phone call.
Nov 2017	Multiples of 5 house tokens in EYFS rewarded with a certificate. Smiley faces, stars and happy notes are longer used. Reference to behaviour passport on page 5. Changes to when children receive a certificate for gold- now 10,25,50 ,75, and 100
July 2018	Deletion of Key Stage 2 for Star of the Week, deletion of reasons on how to achieve Star of the Week Deletion section on housepoints Deletion of behaviour being logged on SIMS Change to exclusion section with reference to the letter to parents. Physical intervention now references the positive handling policy as procedure to follow

September 2018	'A child can have the opportunity to move back from amber to green' has been removed from the How consequences are applied section
March 2019	Introduction of partner classes in consequences section of the policy.
June 2019	Reviewed – no changes

## **'Going for Gold' - A Positive Behaviour Policy**

At Montpelier Primary School, we expect a high standard of behaviour from all our children.

Our aim is to provide a calm, safe environment for children where they can feel secure and happy and therefore have the maximum motivation for learning.

We believe that teachers should spend their time teaching and children should spend their time learning.








Our policy outlines the behaviour we expect at all times. Children throughout the school follow five golden rules, they know the rewards they get when they follow them and the series of consequences that can be expected if they choose not to do so.

These rules apply all day, every day in every situation – including in the playground or on school trips. All the staff will be using the same rules as consistently as possible.

We believe that most children will choose to follow the rules and that this will lead to higher standards of learning, a friendly atmosphere and an even happier school.

### **AIMS**

To provide a calm, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn.

-  To have a consistent whole school approach to behaviour and discipline.
-  To achieve higher standards of learning.
-  To work in partnership with parents.
-  To promote self-discipline and give children choices about their behaviour knowing the consequence of that behaviour.
-  To encourage children to accept responsibility for their actions.
-  To promote respect for others and for the environment.
-  To lessen the time spent on dealing with classroom and playground incidents thus enabling more time to be spent on teaching.

### **Our Golden Rules**

At Montpelier Primary School:

1. We look and listen when someone is talking and politely follow instructions the first time asked
2. We keep our hands and feet to ourselves
3. We are kind to each other.
4. We always work and walk quietly in school and try our best in all we do
5. We look after our school and all the things in it

## Rewards

### Going for Gold - Traffic Light System whole school

This system is used to promote positive behaviour in the classroom. Children will start each day on the green. Names will remain on green or be moved up to gold to indicate exceptional successes in behaviour and learning or a light changed to amber or red to indicate lapses in expectations. At the end of each day, children reflect on the good behaviour and learning they have shown in class and some pupils may even be moved to gold.

<b>Gold</b> Pupils continue to show exceptional behaviour: are courteous and consistently follow rules and routines
<b>Green</b> Good behaviour, courteous, respectful and on task. Following agreed rules and routines.
<b>Amber/Warning</b> Low level disruption/ rudeness/lack of respect
<b>Red/Consequence</b> More significant examples of the above/physical aggression/being sent of a senior member of staff/no improvement after an amber warning

### 'Going For Gold'

Going for Gold Certificates awarded for pupils who have achieved 10, 25, 50, 75 and 100 golds for behaviour. Children achieving 50 golds recognised and rewarded by the receipt of a special 'Going for Gold' badge.

### Awards in assembly - Whole school

Golden Learning Behaviour Certificates are awarded to individuals in recognition of children showing great learning behaviours

### Attendance – Whole School

100% attendance certificates are awarded annually.

### Star of the Week Certificate

A star of the week certificate is awarded to one individual per year group who has shown exceptional attitudes towards learning in that week. The member of staff who has nominated that pupil shares with the assembly why that pupil has been selected.

### Contact home - Whole school

If a child shows exceptional or improved behaviour in school, or makes a great effort or improvement with class work staff can contact the child's home in the form of a phone call to deliver the positive news.

### Sharing with others - Whole school

Children who have worked very well and achieved success may be sent to another member of staff to share their work with them.

## **Class Dojos**

Children may be awarded Class Dojo points if they have shown one of the seven golden learning behaviours in school.

These are:

- **Love Learning**
- **Self Help**
- **Believe in Yourself**
- **Focus**
- **Loving a Challenge**
- **Persevere**
- **Teamwork**

## **Consequences**

Our Golden Rules are displayed prominently in all classrooms and around school to encourage children to make good choices and behave in an acceptable way.

Our consequences are not designed to humiliate or embarrass but to discourage unwanted and unacceptable behaviour. We want children to learn and work together socially to achieve success.

At the heart of our policy is the belief and understanding that **EACH DAY IS A FRESH START** as pupils are returned to green. The message that we will always give to pupils is we look forward to seeing them tomorrow, when we know that they will have a good day.

The consequences are calmly and consistently applied in a manner that avoids confrontation, loss of control by the adult or humiliation of the child.

All issues of conflict are dealt with in a consistent manner using a restorative approach. Children are asked to consider the impact of their actions on others.

- |                                       |   |
|---------------------------------------|---|
| 1) What is happening or has happened? | 2) What were you thinking when it happened? |
| 3) What did you feel inside?          | 4) How are you now?                         |
| 5) Who else has been affected?        | 6) What needs to happen now?                |

Unacceptable behaviour resulting in a light change is recorded for monitoring and tracking purposes. This helps us to get a picture of what a pupil is like around the whole school and can reveal repeated patterns of poor behaviour.

Our school rules, rewards and sanctions are appropriate and effective for most children but if a child is having emotional, social or behaviour difficulties parents/ carer will be consulted and additional support may be given. This could involve joining a social skills groups or staff devising an individual support plan. We may also, with parents /carers permission, seek advice and support from our learning mentor, school counsellor or the locality team.

Internal seclusion is the most serious school consequence prior to a period of fixed term exclusion. It is used for a range of behaviours that might previously resulted in a fixed term exclusion. It will only be applied after a range of other sanctions have been used. Pupils on internal seclusion will be isolated from mainstream lessons all day, including break and lunchtimes.

Exclusion is an extreme sanction and is only administered by the Head teacher (or the Deputy Head teacher or Assistant Head teacher in their absence). The decision to exclude a pupil is taken in the

response to a serious breach of the School's behaviour Policy or if the pupil were to remain in school it would seriously harm the education or welfare of the pupil or others in the school.

### **How consequences are applied**

#### **Foundation, Year 1-4**

If children choose not to keep the school rules, the following sanctions apply in this order:

1. All children start on green at the beginning of each day.
2. A verbal warning is given
3. If a green light is changed to an amber light and a loss of 5 minutes of playtime or lunchtime.
4. If an amber light is changed to a red light, 10 minutes time out in another classroom is given.

Parents will be informed when there is a concern over repeated light changes.

#### **Years 5 and 6**

1. All children begin on green at the start of each day.
2. A verbal warning is given
3. A child's name will be moved down to amber with a loss of 10 minutes of playtime or lunchtime.
4. If a child continues not to keep the school rules their name will be moved down from amber to red and 15 minutes time out in another classroom is given.
5. Parents will be informed when there is a concern over repeated light changes.

#### **Partner Classes:**

Further to the playtime consequence for a light change a red light will result in time out immediately following the change for the remainder of the time to either break, lunch or the end of the day - dependent on when the light change is awarded. The partner classes have been outlined below.

1M - 4M	2M - 5M	3M - 6M	In the eventuality your partner class is not available please send the child/children to EYFS.
1P - 4P	2P - 5P	3P - 6P	
1S - 4S	2S - 5S	3S - 6S & 6X	

### **Behaviour Passport**

A record of light changes will be collated and reviewed on a termly basis. For children who are not adhering or working within the behaviour expectations of the school, consideration will be given to the implementation of our behaviour passport- the aim of which is: to improve poor behaviour/attitude with the support of home. The passport will outline the requirements and expectations on the child and parents will also be made aware of the consequence failing an improvement.

### **Appendix A**

#### **Internal Seclusion**

Internal Seclusion forms part of our whole school behavioural management process. It is the most serious school sanction prior to a period of fixed-term exclusion. It is to be used for a range of behaviours that might have previously resulted in a fixed-term exclusion.

Pupils will be placed in the Deputy/Assistant Head teacher's Office for the duration of the Internal Seclusion. It operates each day, and can only cater for one pupil at any one time. Pupils on Internal Seclusion will be isolated from mainstream lessons all day, including break and lunchtime. They work in silence, supervised by either the Deputy or Assistant Head teacher.

The use of this sanction is primarily for pupils who have made inappropriate choices and is an alternative to fixed-term exclusion. The maximum period of Internal Seclusion will be three days. It is not to be used for minor offences, as this would devalue its impact and lessen its effectiveness.

Internal Seclusion will only be implemented by a member of the School Leadership Team who will communicate directly with the parents and will (ordinarily) only be applied after a range of other sanctions have been used.

Head teacher to report to governors termly within the head teacher report the number and effectiveness of seclusions.

### **Physical Intervention/Positive Handling**

If physical intervention is required then procedures will follow the Positive Handling policy.

### **Referral**

The following is a guide to the process or pathway a referral to Internal Seclusion may take.

- A pupil makes an inappropriate choice that warrants a high order sanction.
- The class teacher collects the evidence and communicates the details to the Head teacher (HT), Deputy Head teacher (DHT) or Assistant Head teacher (AHT) as appropriate.
- The HT, DHT or AHT makes the decision to implement the use of this sanction and informs the parents of the pupil concerned by telephone. This will outline the reason(s) why they are being isolated from the rest of the school and the duration of the Internal Seclusion.
- The DHT or AHT will inform all relevant members of staff.
- Relevant teaching staff will be responsible for ensuring that work is provided for pupils to complete whilst on Internal Seclusion.
- If the pupil's behaviour has been particularly concerning, they may be sent directly to the DHT/AHT's office to begin their Internal Seclusion immediately.

### **Procedures on the day of Internal Seclusion:**

- Internal Seclusion will start at 8.50am and finish at 3.20pm.
- The pupil will report to reception at 8.50am and be taken directly to the DHT/AHT's office.
- Work will be provided by relevant members of staff with sufficient resources to complete the work.
- Misbehaviour whilst on Internal Seclusion will most likely lead to a period of fixed-term exclusion.
- Morning break will be spent in the EYFS/KS1 playground (supervised) outside of the usual play-time period or spent sat in the school reception area.
- Pupils will be given supervised access to the Accessible (Disabled) Toilet in the reception area.
- Lunchtime will be spent in the DHT/AHT's office or in the reception area (with food being eaten at the table outside the Learning Mentor's Office).
- Pupils will have been informed that they are to bring a packed lunch (pupils on free school meals will be provided with a packed lunch prepared by the school canteen staff).

- Staff supervising Internal Seclusion will not leave pupils unsupervised (the nature of its locations means that there are always members of staff in attendance).

## **Appendix B**

### **Exclusion**

This section deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- To ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
- To realise the aim of reducing the need to use exclusion as a sanction.

### **Introduction**

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

- a) In response to a serious breach of the School's Behaviour Policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher (or the Deputy Head teacher or Assistant Head teacher in his absence). Exclusion, whether 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:

- |   |                                |
|---|--------------------------------|
| • Verbal abuse to staff and other adults  | • Misuse of illegal drugs      |
| • Verbal abuse to pupils  | • Misuse of other substances   |
| • Physical abuse to/attack on staff   | • Theft                        |
| • Physical abuse to/attack on pupils  | • Sexual abuse or assault      |
| • Indecent behaviour  | • Supplying an illegal drug    |
| • Damage to property  | • Carrying an offensive weapon |
| • Arson Serious actual or threatened violence against another pupil or a member of staff  |                                |
| • Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour. |                                |

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgement that exclusion is an appropriate sanction.

### **Exclusion Procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed-term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a statutory examination.

The Governors have established arrangements to review fixed-term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be provided on collection giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Board of Governors and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher and other staff where appropriate. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/ guardians.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Sexual abuse or assault;
- Supplying an illegal drug;
- Serious actual or threatened violence against another pupil or a member of staff.
- Carrying an Offensive Weapon;
- Arson;

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **General factors the school considers before making a decision to exclude.**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head teacher will:-

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account appropriate policies;
- Allow the pupil to give her/his version of events;
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.



If the Head is satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done, subject to agreement from a panel of 3 governors, exclusion will be the outcome.