



# Montgomery Primary School

## BEHAVIOUR FOR LEARNING POLICY

### Aims and expectations

We are a caring community whose values are based on mutual respect for each other. It is a primary aim of our school that every member of the school community children, staff and parents feels valued and that each person is treated fairly and well.

The school 'Behaviour for Learning Policy' is therefore designed to support the way in which all members of the school can live and work together in a caring, considerate way. It aims to promote an environment where everyone feels happy, safe and secure; where children are encouraged to become positive, responsible and increasingly independent members of the school community.

We promote behaviour that is appropriate for working and learning together as inappropriate behaviour impedes successful learning and the meeting of curricular objectives.

The school expects every member of the school community, children, staff and parents to behave in a considerate way towards others, i.e. being polite and co-operative.

We treat all children fairly and apply this 'Behaviour for Learning Policy' in a consistent way.

Additionally the school community has created a set of expectations called 'Montgomery Means' that all members of the community follow. These expectations will be displayed in the school hall, playground, entrance and each individual classroom. These along with the mission statement form the ethos and expected behaviour from all members of our school community.

### **Establishing expectations and rules**

The class teacher discusses the Expectations and creates classroom rules with each class at the beginning of the school year and revisits them half termly. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss these in line with this policy.

**Serious incidents such as violence against other children or adults may result in an exclusion. Exclusions are decided by the Headteacher and appear as a permanent record on children's files. (See attached Exclusion Policy)**

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation.

### Rewards

We praise and reward children for demonstrating good behaviour for learning in a variety of ways:

#### Individual Rewards

Staff will:-

- congratulate children;
- award stickers;
- send to the Headteacher for acknowledgement and reward;
- award house points/class dojo points
- each week nominate children for Montgomery Mentions ;

- Midday Mentions are available for MDA's to give out through the senior MDA;
- Use a variety of class positive reward systems, e.g, Star of the day, Star of the week, Choosing a child to take home the class diary etc
- Half termly, whole school reward, to be decided each half term (Eg film afternoon, toasting marshmallows etc)

### Whole Class Rewards

As a school we acknowledge that the majority of our children always follow the school and classroom expectations. As such we believe that it is important to reward these children for their achievement.

Staff Will:

Encourage the class to work as a team across a half term to achieve a common goal, e.g to work on a particular classroom expectation.

The Headteacher and Senior Leadership Team will decide on an appropriate reward for the half term which will be given to all children who have achieved the goal set with their teacher. These rewards may include, an icecream van visiting the school and the children being given an extra playtime, or we may arrange for a workshop for the children to take part in, e.g circus skills.

**However, children who have received a yellow or red card in this time frame will not be allowed to take part in the reward.**

### Sanctions

The school employs a number of sanctions to enforce the schools expectations and to ensure a safe and positive learning environment.

### School Behaviour

The following guidance needs to take account of individual children and any SEN – refer to the SENCO or Headteacher for further clarification.

#### Stage 1: Rule reminder, warning and time out

**Dealt with by: Classteacher / Learning Support Assistant / Midday Supervisor**

Wandering around classroom; calling out; interrupting teacher or other pupils; ignoring minor instructions; making silly noises; pushing in the line and talking during assembly.

Consequences: If the behaviour is repeated then the child is to be sent to another classroom for a time out to consider their actions and how they are going to change them. This must be recorded by the teacher.

FS/KS1 – FS To use a thinking cushion in the classroom initially and then if the behaviour is persistent to then send the child to another classroom. KS1 If the behaviour is persistent to then send the child to another classroom. When children return to the classroom the teacher must speak to them about their behaviour and the child must talk about their actions and how they are going to improve their behaviour.

KS2 - If the behaviour is persistent, send the child to another classroom for a time out. The child must use this time to write down what happened and what they are going to do to improve their behaviour. On return to the classroom they must discuss what they have written with their teacher.

## **Stage 2: Rule reminder, warning and Yellow Card**

### **Dealt with by: Deputy Headteacher (and when not available, members of the SLT)**

Deliberately causing a disturbance; throwing objects, refusing to do work; harming someone; leaving the classroom/playground without permission; deliberately damaging property; challenging authority; harmful, offensive name calling or swearing.

Consequences:

If a child is given a Yellow Card then the Deputy Headteacher will be involved. The child will spend playtime/lunchtime with the DHT and will discuss their behaviour and what changes need to be made. The DHT will also contact the parents to let them know about the consequences. The classteacher will record the reasons for the Yellow Card and a record will be kept in The Deputy Headteachers office.

The Deputy Headteacher will then continue to monitor the child's behaviour and if there is no improvement, i.e the child continues to receive Yellow Cards over a sustained period of time, then the parents will be invited in to a meeting with the DHT and SENCO to discuss next steps. (This may include weekly meetings with the class teacher to update the parent on the child's behaviour).

## **Stage 3: Straight to Red**

### **Dealt with by: Deputy Headteacher in the first instance who will make the decision about the red card. The incident will then be referred to the Headteacher.**

Fighting and intentional physical harm to others; **seriously** challenging authority; verbally abusing any person; vandalism or stealing; persistent bullying and leaving school premises without permission.

Should there be any incidents as detailed above, the child/children will be brought directly to the Deputy Headteacher and the incident will be investigated.

Consequences: If a child is given a Red Card then the Headteacher will be involved. The incident will be investigated further and the Headteacher will make a decision on the appropriate action to be taken.

The child will spend every playtime and lunchtime in the Headteachers office for the period of 1 week. (If the Headteacher is in a meeting then the child will spend this time in the Deputy Headteachers office). The Headteacher will also contact the parents and invite them in to school for a meeting with himself and the SENCO to discuss the consequences and the next steps for their child.

This discussion will also outline the possibility of exclusion should the behaviour continue.

In the event of a serious incident the Headteacher will invite the parents into school to discuss the Exclusion Policy and how it will be implemented.

The Headteacher should only be involved as a last resort and for very serious incidents of inappropriate behaviour where exclusion may be deemed necessary.

As with Yellow cards all staff must record the reasons for the Red Card and a record will be kept in the Deputy Headteachers office.

## **Playground Behaviour**

Children should be on the playground. They should not be: inside the school. Children should come into school quietly at the end of break. At lunchtimes a long clear first ring of the bell signals that the

children should stop what they are doing and stand still. Following a pause a second long clear ring of the bell indicates that the children should walk to their class line and line up quietly.

### **Lunch-time Behaviour (Midday Assistants)**

MDAs will use the flow chart (Appendix 1) and stages detailed above to deal with occurrences of inappropriate behaviour. Stage 1 behaviour is dealt with by MDAs, Stage 2 by the senior MDA and Deputy Headteacher and Stage 3 by the senior MDA and Headteacher. Midday Assistants are to use a book to record incidents of misbehaviour.

### **Bullying**

At our school we regard any form of persistent physical or verbal abuse repeated over a period of time as bullying and therefore something that we are not prepared to tolerate.

In the first instance, all members of staff are vigilant to any form of bullying and therefore do their utmost to stop it from happening. Indications of bullying may appear as the child:

- displaying any marked change in behaviour, e.g. becoming more reticent, quiet and introverted or loud and aggressive
- wanting to stay in school and not go out at break time
- being reluctant to come to school
- being reluctant to leave at the end of the day
- showing less interest in their work, with an associated drop in standards.

Should an incident of bullying be witnessed or reported, the member of staff involved will:

- Talk to the victim and do their best to reassure them
- explain to the child doing the bullying just how painful and horrible their actions are (this usually involves the victim if he/she feels 'strong' enough to confront the bully in this way) This will be in the form of Resortative Questioning or via a support group/peer mediator
- carefully monitor the victim
- apply the school sanctions if appropriate
- inform the Headteacher should the bullying persist keeping a careful record of all incidents

Once the Headteacher becomes involved they will:

- talk to the bully again explaining the effect their behaviour is having upon the victim and that this behaviour will not be tolerated
- re-apply school sanctions which may result in exclusion
- explain to the victim that what is happening is not their fault and that they do not have to tolerate this type of behaviour
- become personally involved in the monitoring of the situation offering support and reassurance to the victim at every opportunity

- talk to the parents of everyone concerned explaining what has been happening and what actions have been taken
- keep the victim's class teacher informed at all times.

As a school team we work hard to ensure bullying does not take place in our school. We are vigilant in our observations of children's behaviour patterns; we talk to children about the effects of bullying in class. In Assemblies we promote behaviour that is in line with our school Expectations.

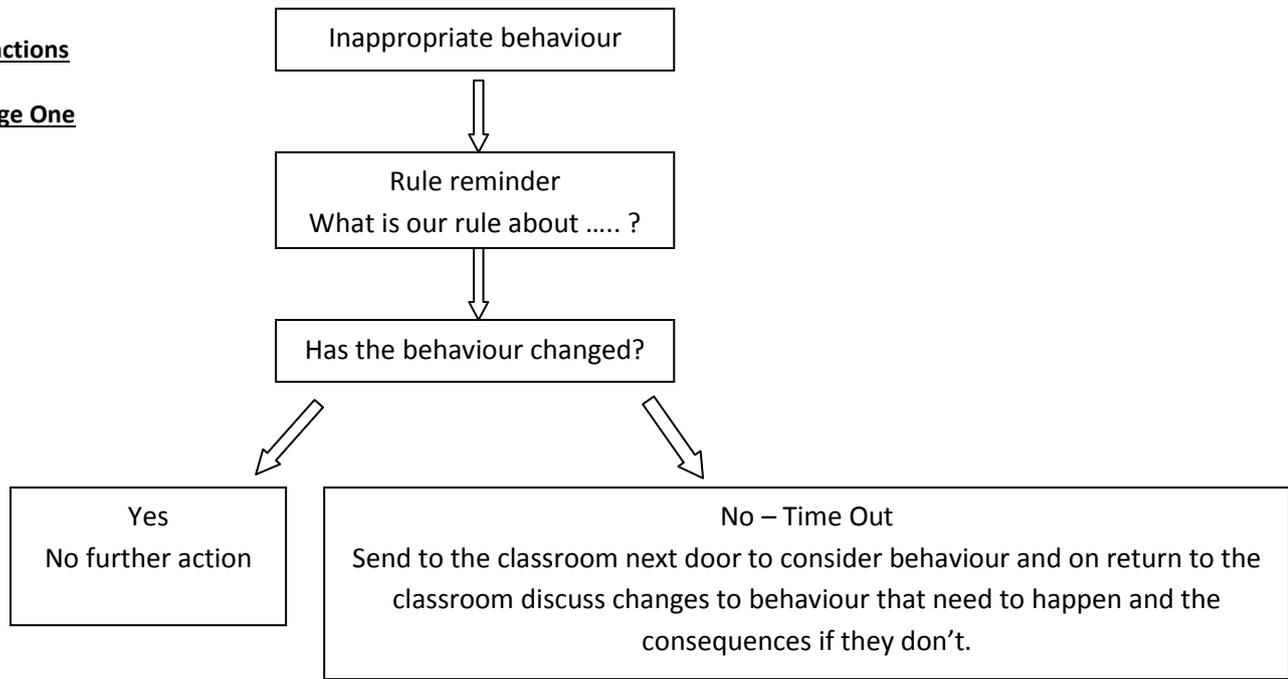
If parents suspect that their child is being bullied in school we ask that they refer the matter in the first instance to the class teacher; if the bullying persists then the Headteacher may become involved. Further guidance on bullying can be found in the school Anti-Bullying Policy.

**Reviewed and updated : October 2016**

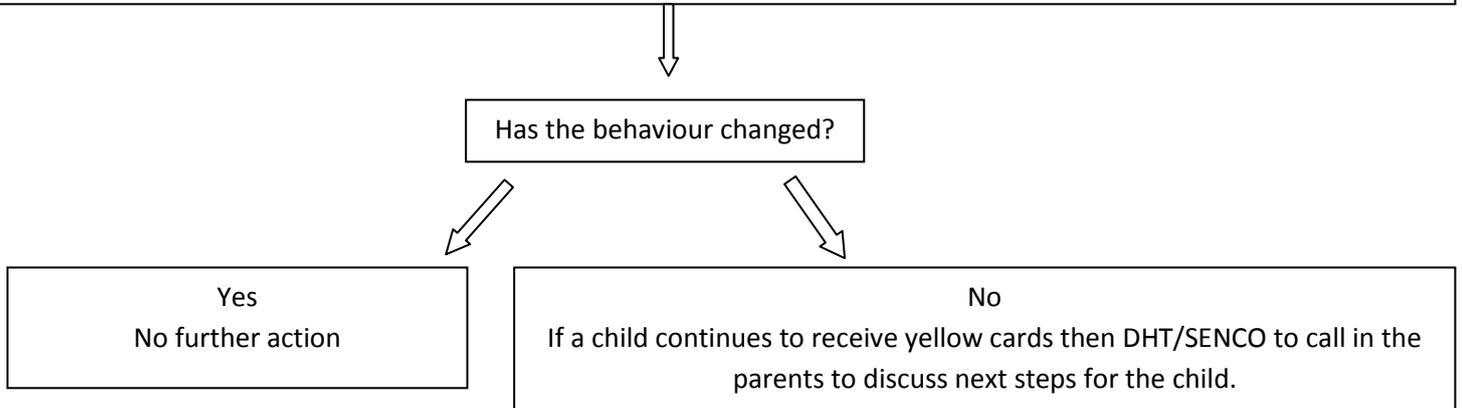
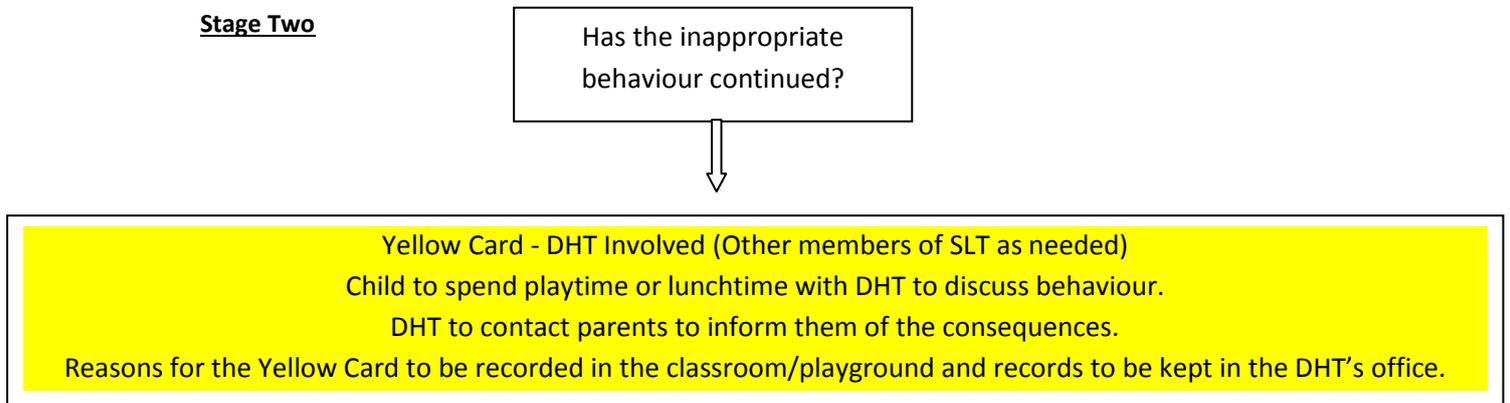
**Next Review Date: October 2017**

**Sanctions**

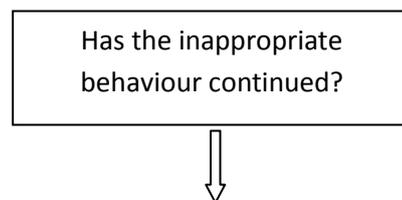
**Stage One**



**Stage Two**



**Stage Three**



**Red Card - Head involved**

Step 1 - Child to spend playtime and lunchtime for 1 week in the Headteachers office.

HT to contact the parents and invite them into school for a meeting with HT and SENCO to discuss consequences and next steps. Reasons for the red card to be recorded in the classroom/playground and records to be kept in the DHT's office.

Step 2 – In the event of a serious incident the Headteacher will invite the parents into school to discuss the Exclusion Policy and how it will be implemented.