



Montagu Academy

# MONTAGU ACADEMY

## Positive Behaviour Policy

### 2017-2018

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This policy is the statement of principles, aims and strategies for positive management of behaviour at Montagu Academy. It should be read in conjunction with the following policies:

1. Anti-bullying policy
2. Special Educational Needs
3. Race Equality Policy
4. Attendance policy
5. Safeguarding and child protection policy

### 1.0 Rationale

Good behaviour is an essential condition for effective teaching and learning to take place. At Montagu Academy, we believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. Good behaviour must be developed and supported. The best results can be seen when potential is emphasised, success is rewarded and effort and achievement are praised, rather than focusing on negative behaviours. Through examples set in school, we believe that children will rise to learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their child behave well.

### 2.0 Aims

We aim to:

1. work consistently and fairly in the positive management of behaviour,
2. help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others,
3. encourage our children to co-operate with one another and with adults in the school,
4. create a positive climate with realistic expectation,
5. emphasise the importance of being valued as an individual within the group,
6. show appreciation of the efforts and contributions of all,
7. work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

### 3.0 Objectives

1. Staff support positive behaviour through:
2. routines,
3. clear boundaries and consistent processes across the whole school,
4. constructive whole school planning for P.S.H.C.E, delivered through lessons and whole school assemblies,
5. encouraging our children to see themselves as members of a school community and recognise their responsibility within that,
6. developing the skills of co-operation and discussion,
7. encouraging everyone to take pride in their environment,
8. encouraging children to have respect for each other and be tolerant of differences,
9. having a positive and consistent approach to playtimes and lunchtimes,
10. creating a stimulating classroom environment,
11. offering a broad and balanced curriculum that is well prepared, planned and stimulating and which provides positive learning experiences, differentiated to meet individual needs.
12. Adopting the 'Building Learning Power' philosophy.

#### 4.0 Rights and Responsibilities

<b>Staff</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be supported by peers and manager</li> <li>• To be listened to</li> <li>• To share opinions</li> <li>• To be treated courteously by all others in the school community</li> <li>• To be made fully aware of the school's systems/ policies/ expectations</li> <li>• To receive appropriate training to increase skills in behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>• To safeguard all children</li> <li>• To ask for support when needed</li> <li>• To offer support to colleagues and managers</li> <li>• To listen to others</li> <li>• To give opinion in a constructive manner</li> <li>• To model courteous behaviour</li> <li>• To recognise and acknowledge positive behaviour in others</li> <li>• To seek information and use lines of communication.</li> <li>• To support others developing their skills in promoting positive behaviour and good attendance.</li> <li>• To acknowledge areas of own behaviour management skills which could be developed</li> <li>• To try new approaches</li> </ul>

<b>Children</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect</li> <li>• To be kept safe</li> <li>• To learn</li> <li>• To make mistakes</li> <li>• To be listened to</li> <li>• To be independent.</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others</li> <li>• To behave in a way which keeps self and others safe</li> <li>• To attend school regularly</li> <li>• To be willing to learn</li> <li>• To allow others to learn</li> <li>• To own mistakes</li> <li>• To allow others to make mistakes</li> <li>• To give opinions in a constructive manner</li> <li>• To listen to others</li> <li>• To act in a trustworthy way</li> <li>• To try new approaches</li> </ul>

As adults, we have a vital part to play as role models.

We do this through:

1. demonstrating good manners,
2. modelling positive behaviour in relationships with adults and children,
3. teaching appropriate behaviour and giving feedback when pupils are behaving well,
4. showing respect for every child as an individual,
5. making every child feel valued,
6. not accepting bullying or anti-social behaviour in school, on any level, at any time,
7. being aware of vulnerable children,
8. being seen to be fair and consistent,
9. responding quietly, calmly, consistently and positively,
10. criticising the behaviour not the child,
11. avoiding labelling,
12. listening with empathy and tact,
13. handling confidential information with sensitivity,
14. having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective, having an awareness of our appearance and demeanour and the messages they give.

**We have produced a Home/ School Agreement in order to formalise this agreement between all parties; children, parents and staff.**

### 5.0 The Montagu Way

To support our aims and objectives, we have developed 'The Montagu Way'; three simple rules that encompass all the behaviours we expect to see in school.

- \* **We are ready**
- \* **We are respectful**
- \* **We are safe**

Adhering to 'The Montagu Way' will see children earn minutes towards Golden Time, Class Dojos and other class-based rewards.

Each classroom has a display allocated to promote positive behaviour.

### 6.0 Rewards

We encourage good patterns of behaviour by using:

1. non-verbal signals,
2. positive verbal comments and praise,
3. positive comments written in books,
4. giving children responsibility,
5. sharing positive aspects with others,
6. awarding stickers for children to wear, in order to motivate / reward,
7. awarding Dojos,
8. recognition in assembly by awarding certificates,
9. weekly celebration assemblies,
10. displayed work,
11. minutes earned towards weekly Golden Time.

## 7.0 Class Dojo

Our reward system is based around children gaining 'Dojos'. This is an electronic based awards system that we have adopted in school. Dojos can be rewarded individually and on a whole class / team basis. The more Dojos pupils earn, the higher they "level-up". Every new level unlocks new rewards and is recognised with a certificate or tag. Once the children reach a certain level, this entitles them to some additional rewards and some items to collect in school. This can be seen in the table below.



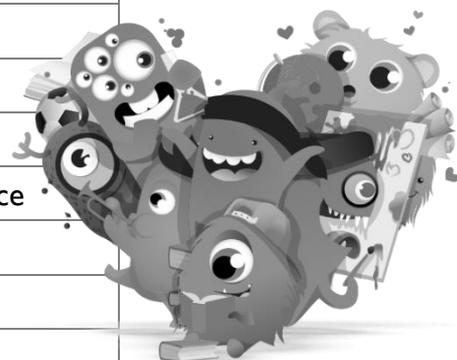
<b>Dojo Points</b>	<b>Reward</b>
20 points	Rubber
50 points	Pencil
100 points	Homework pass
150 points	30 mins iPad free time
200 points	30 mins computing time
250 points	'Beat the queue' lunch pass
300 points	Uniform pass
400 points	Disco ticket

At the end of the academic year, the child with the highest number of Dojos in each year group will win a £5 voucher. The child with the most Dojos in their Key Stage will also win a £5 voucher.

## 8.0 Whole Class Rewards

As well as individuals gaining Dojos, the whole class can gain Class Dojos. When a class has gained a combined total of a certain number of points, the class are eligible for a class reward. These are highlighted in the table below.

<b>Dojo Points</b>	<b>Reward</b>
500 points	Extra play time
1000 points	Computing free time
1500 points	Homework pass (1 week)
2000 points	Sport time free choice
2500 points	Baking
3000 points	iPad free time
3500 points	Art and craft free choice
4000 points	Golden time
4500 points	Movie time
5000 points	Class party



In weekly celebration assemblies, the class who have earned the most Dojos that week will be awarded with a certificate and trophy.

## 9.0 House Teams

Each pupil is allocated into one of 4 teams; Donaldson (Blue), Hughes (Green), Dahl (Yellow) and Rowling (Red). House competitions will take place throughout the year and the winning house awarded a house trophy at the end of the year. House Captains and Vice Captains will be selected from Year 6 to represent each house.

## 10.0 Sanctions and Consequences

If a child veers away from 'The Montagu Way', sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for positive behaviour.

Each classroom has a display allocated to promote positive behaviour and remind children of procedures should undesirable behaviour occur.

The Montagu Way consists of a 'road' with 6 partitions. Each partition represents one session during the day (whether that be a lesson or break/ lunch time). Each section is worth one minute towards Golden Time at the end of the week. Each child can earn up to 30 minutes Golden Time during the week.

Should a child's behaviour become a concern, after non-verbal and verbal cues, the child will not progress to the next section of 'The Montagu Way'; resulting in a minute lost from Golden Time for that child.

Should the child modify their behaviour during subsequent sessions, they will continue to progress along 'The Montagu Way' earning themselves minutes towards Golden Time.

Each child can earn a minimum of 5 minutes Golden Time per week as all children start the day on section 1.

<b>Response to Negative Behaviour</b>	
Failing to follow 'The Montagu Way'	Classroom management by the teacher as stated in the behaviour expectations. ClassDojos not earned.
Persistent failure to follow 'The Montagu Way'	Verbal warning from staff. Loss of Golden Time minutes. Time out in another class/ learning space. Loss of playtime/ lunchtime minutes (Repair Time) Note to parents/ carers in planner.
Refusal (to follow instructions, complete work, leave the class etc) Physical or verbal abuse to other pupils or staff	SLT involved and warnings given. Possible internal or fixed term exclusion. Parents/ carers informed and meeting arranged.
Bullying of any nature	Parents/ carers informed and meeting arranged. Possible fixed term exclusion. At this level, a member of the SLT will be involved.

### 11.0 Playground and Lunchtime Sanctions

If a child displays frequent undesirable behaviour at playtime or lunchtime, including in the dinner hall, the person on duty will apply the previously stated procedure. The incident will be entered into the incident log book in order to report this back to the class teacher.

Motivational stickers may be awarded in the dinner hall for good manners, healthy eating and special Dojo vouchers will be rewarded for exceptional behaviour.

If consistent undesirable behaviours are apparent during these times, the Behaviour Support Worker or a senior staff member will become involved, parents will be contacted to inform them of the serious nature of the incident. A paper record of the incident will be kept by the inclusion team. This will be recorded on CPOMS.

If the child continues to make poor choices at lunchtime, it may be that the child will be excluded from lunchtimes at school for a fixed period.

Parents will be informed of poor behaviour at lunchtimes via a yellow letter.

### 12.0 Recording on CPOMS

As part of the sanctions and consequences system we have in school, undesirable behaviours will be recorded on CPOMS. Records of each offence will form part of an ongoing record to share with parents/carers and other agencies where appropriate. The Behaviour Support Worker will identify 'hot spots' around school where behaviour needs more careful monitoring and support.

### 13.0 Inclusion Team

The Inclusion Team coordinates and provides different types of support for children to enable them to aspire, enjoy and achieve at Montagu Academy. The team works to encourage children's development and well-being and seeks to ensure every child is supported in their learning.

The Behaviour Support Worker and Learning Mentor are Thrive trained and use this training to tailor support for those individuals finding it difficult to adhere to behaviour expectations within school.

Behaviour and intervention strategies are discussed at strategic Inclusion Team meetings as well as other vulnerable groups.

We have a dedicated inclusion space where the Behaviour Support Worker and other key members of the team can support children through interventions and positive behaviour strategies.

The Inclusion Team work with class teachers, parents and pupils to support the creation of a Behaviour Support Plan.

The Inclusion Team also supports parents and staff and works with outside agencies to ensure all children's needs are met.

## 14.0 Exclusions

In rare cases of extreme behaviour, it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. Only the Head teacher, or in their absence the Deputy Head teacher, is able to exclude a child. At all times, the Local Authority's protocol will be followed. A reintegration meeting with the child and his/her parents will take place before a child returns to school. Any child returning to school following exclusion is supported during the reintegration period. If they have a BSP (behaviour support plan), this will be reviewed or a new BSP planning meeting will be called.

If a child's behaviour is deemed unacceptable, dangerous, or cannot be allowed back into their classroom learning environment, we will place them into an Internal Exclusion before we would consider an Exclusion. An internal Exclusion is where a child is in a named room and is placed there for a set amount of time. There will be work given to them from their Class Teacher and the expectation is that they will complete their work, in silence, until the Internal Exclusion has finished. If the child's behaviour continues to be disruptive an Exclusion will be considered, with the Head teacher's permission. The child will be supervised at all times during an Internal Exclusion, and parents will be informed, by the member of staff who made the decision to allow them to be placed into an Internal Exclusion. Only a member of the Senior Leadership Team and Inclusion Team may make this decision. The parent will be contacted by either phone, a face-to-face conversation or a letter sent home with the child.

## 15.0 Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others, property or there is a major threat to good order, staff may need to act to control or restrain a pupil. Staff should always consider their own safety and that of others in deciding how to act. This action of control/restraint falls under the adult's duty of care. Physical restraint would only ever be undertaken as a last resort. Where possible a member of the Senior Leadership Team or the Behaviour Support Worker will be called to deal with the situation. Any physical restraint will be carried out by a Team Teach trained member of staff and will be recorded using an Incident Record Form on CPOMS. The incident will be reported to the parent/carer, governors and local authority as required.

## 16.0 SEND

Where a teacher, in discussion with the Inclusion Manager, feels that reasonable adjustment must be made to the provision provided to a child who is unable to work within the general school policy, a personal behaviour plan will be drawn up by the Inclusion Team with support of the class teacher. Risk assessments will accompany this if necessary. The plan will be shared with parents and then a copy will be kept in school.

## 17.0 Incidents of Inappropriate Behaviour Outside of School and on Media Sites

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:

1. Any inappropriate behaviour when the child is:
  - a) Taking part in any school-organised or school related activity,
  - b) Travelling to or from school,
  - c) Wearing school uniform,
  - d) In some other way, identifiable as a pupil at our school.
2. Or inappropriate behaviour at any time, whether or not the conditions above apply, that:
  - a) Could have repercussions for the orderly running of the school,
  - b) Poses a threat to another pupil or member of the public,
  - c) Could adversely affect the reputation of the school.

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:

1. The child will be spoken to regarding the incident.
2. Any other children involved in the incident will be spoken to.
3. Parents will be contacted regarding the incident.
4. If it is felt that there will be repercussions in school, the child(ren) involved will be monitored by school staff.
5. If follow up incidents do occur, the school's Positive Behaviour Policy will be adhered to.
6. If the incident witnessed raises child protections concerns, the school's Child Protection Policy and procedures will be adhered to.
7. If the incident witnessed involves breaking the law, the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

## 18.0 The Development of the Behaviour Policy

The implementation of this policy will be reviewed in July 2018 through pupil discussions and a staff meeting. It will then continue to be reviewed on a yearly basis.