



Positive Behaviour Policy

I have the right to feel and be safe.

I have the right to learn.

I have the right to be treated with respect.

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.

The 2012 Teacher Standards set out the following expectations which will be monitored regularly:

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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

Staff support positive behaviour through:

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

4.0 Rights and Responsibilities

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

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

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 School Rules

To support our aims and objectives, we have developed 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 these rules will see children earn stickers, Class Dojos, certificates and other class-based rewards.

Each classroom has a display allocated to promote positive behaviour.

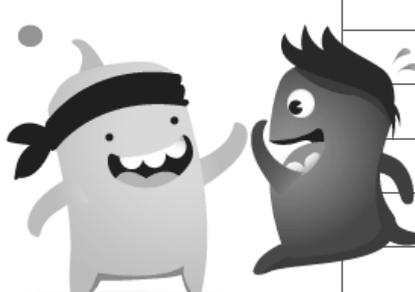
6.0 Rewards

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,

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 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 additional rewards and items to collect in school. This can be seen in the table below.



Dojo Points	Reward
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.

Dojo Points	Reward
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 school rules, 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.

Should a child's behaviour become a concern, after non-verbal and verbal cues, the Consequence System will be applied (Appendix I). We approach every session (morning or afternoon) as a new session; children have the right to put previous problems behind them.

Should a child's behaviour become persistently unacceptable, class teachers (liaising with parents and carers) will put a Behaviour Support Plan (BSP) in place which will identify clear expectations and set targets to enable the behaviour to be modified.

11.0 Playground and Lunchtime Sanctions

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to/ returning from breaks and in the playground, we have decided on the following steps:

- Children should leave the classroom in an orderly manner, possibly sent a group at a time to limit incidents in the cloakrooms. If some children have problems coping in the cloakroom they should be sent first or last.
- Children should be supervised at all times and no child should be left unattended in the classroom or cloakroom.
- Children should not be sent to the playground until a member of staff on duty is supervising the playground.
- At playtime and lunchtime, on hearing the first bell, children will begin to tidy away equipment and make their way to their specified place. A second bell indicates the end of playtime and children should be lined up where they will be met by their teacher. The support staff on duty will position themselves on the playground to ensure that children walk back to class safely.
- Lunchtime supervisors follow the academy's reward and consequence system.

In some cases, it may be necessary for children to have break times on their own or to alternate playtimes between going out and staying in to enable us to keep certain children apart to prevent further inappropriate behaviour.

If consistent undesirable behaviours occurs, the classroom teacher will become involved in the first instance. Should the behaviour be serious in nature, SLT should be informed and parents will be contacted to inform them of the serious nature of the incident. This will be recorded on SIMS.

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

12.0 Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Montagu Academy no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

13.0 Racism

At Montagu Academy, our wish is to develop in every individual a sense of self-worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, sanctions may be put in place for the child, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

14.0 Recording on SIMS

As part of the Consequences System we have in school, undesirable behaviours will be recorded on SIMS. Records of each offence will form part of an ongoing record to share with parents/carers and other agencies where appropriate. The Inclusion Team will identify 'hot spots' around school where behaviour needs more careful monitoring and support.

15.0 Inclusion Team

The Inclusion Team co-ordinates 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 Learning Mentor is Thrive trained and uses 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 dedicated interventions and positive behaviour strategies in place to support children in accessing all aspects of school life.

Class teachers work with the Inclusion Team, parents and pupils in the creation of a Behaviour Support Plan (BSP) to support children with identified needs. This may include identification of specific interventions and activities.

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

16.0 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 placed in a named room and is 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. Only a member of the Senior Leadership 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.

17.0 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. Prior to this, a number of de-escalation strategies will be employed to reduce the need for physical restraint. Any physical restraint will be recorded using a Bound and Numbered book and SIMS. The incident will be reported to the parent/carer, governors and local authority as required.

18.0 SEND

Where a teacher, in discussion with the SEND Leader, 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 Behaviour Support Plan will be drawn up by the class teacher with the support of the SEND Leader. Risk assessments will accompany this if necessary. The plan will be shared with parents and then a copy will be kept in school.

19.0 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 pupils' 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.

20.0 The Development of the Behaviour Policy

The implementation of this policy will be reviewed in September 2019 through pupil discussions and a staff meeting. It will then continue to be reviewed on a yearly basis.

Appendix I- Montagu Consequence System

Possible Rewards	
Following the school rules. Displaying positive learning behaviours	<ul style="list-style-type: none"> • Dojos- pupils are awarded Dojos for good behaviour and work. These points are linked to the school rules, good attendance and punctuality and displaying positive learning behaviours. Pupils' points are recorded electronically and the points gained can be swapped for prizes. • Celebration assembly- selected pupils' work and positive learning behaviours are celebrated. • Other rewards include positive verbal feedback, stickers and certificates and other in class awards.
Possible Consequences	
Warning Rule reminder	A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
C1	The pupils' name will be recorded at this point. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.
C2	C2 ticked by name.
C3	C3 ticked by name. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Ask the pupil to take 5 minutes out to think about their behaviour.
C4	At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do they will be issued with a C5. A C4 will also lead to detention. C4s must be recorded on SIMS.
C5	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, hurting another child, threatening behaviour, destructive and/or unsafe behaviour. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a break time/ lunchtime detention. Unable to attend after school clubs.
C6	Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as physical violence against another pupil or adult, including threatening behaviours. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy.

From C4-On the Day of incident: Class teacher to record on SIMS and inform parent.

At any point, for extreme behaviour or behaviour that does not show signs of improving, under the current sanction, this may be escalated