



**The Park Federation Academy Trust
Montem Academy**

**Behaviour Policy
2015-2017**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	February 2015
Date of review	February 2017

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Section 1: Introduction

At Montem Academy we foster an environment of mutual respect and co-operation. We consider our Academy to be a community where everyone, staff and pupils, work together in an encouraging way ensuring everyone's views are valued and respected.

We strongly believe that high standards of behaviour lie at the heart of a successful academy that enables (a) all its pupils to make the best possible progress in all aspects of their trust life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

Our behaviour policy is designed to create a learning environment which supports the individual needs of each member and the development of good working relationships. Achievement of every kind, academic and non-academic, is valued and celebrated. All members of our Academy should have an equal chance to succeed and reach their full potential.

This policy will be shared with all staff and parents annually and published on the Montem Academy website. Additionally, the academy's expectations about behaviour will be clearly set out in the Home-Academy Agreement.

Section 2: The Montem Academy Way

Our behaviour principles will be aligned with The Montem Way. The Montem Way outlines the vision and values that we expect every member of our academy community to aspire to and uphold at all times – children, staff and families. Everything we do will be in the spirit of The Montem Way – learning, attitudes and behaviour. By following the high expectations defined by The Montem Way, everyone will have the best possible opportunity to achieve their best and develop their talents and skills.

Acceptable standards of behaviour, work and respect depend upon the example of us all.

We will support in ensuring everyone understands that we should:

- have a positive attitudes towards self, others and work
- be able to understand and accept the consequence of our actions.
- have respect for other races, cultures, religions, abilities and gender
- develop an awareness of the importance of caring for the environment.
- be aware of our responsibilities as members of a class and the school community.
- demonstrate mutual respect and courtesy at all times.
- have a high level of personal self-esteem.
- conduct ourselves in a safe and responsible way

The aims of The Montem Vision and our behaviour policy are:

- to maximise children's learning and ensure their happiness in school
- to ensure that behaviour management by all staff is consistently applied;
- to ensure that behaviour expectations are communicated fully and clearly to parents;
- to keep developing good relations with home;
- to ensure all parents, teaching staff and non-teaching staff work together in a positive way;
- to separate the person from the act i.e. 'your behaviour is unacceptable', not 'you are unacceptable';

- to express our rules and ways of conduct in positive terms;
- to assist everyone who may be experiencing difficult times;
- to promote good behaviour rather than simply punish bad behaviour;
- to promote respect for the school environment by keeping it attractive and stimulating;
- to encourage pride in the school by enjoying contributing to its care with practical help and acceptable conduct.

Section 3: The Montem Way Core Values

Our approach to promoting and achieving positive behaviour is built around four core value.

- Mutual respect– respect for peers and adults; respecting the opinions of others; listening well and answering politely; helping others in difficulty.
- Being positive role models – setting a good example to others; being polite; making a positive impression to parents, visitors and on trips;
- Honesty– telling the truth; admitting to poor choices; accepting consequences; not lying to get others into trouble.
- Aiming high– trying your best; not giving up; supporting others; being resilient; good attendance.

Through The Montem Way, we aim to create a positive learning environment; self-discipline, co-operation and respect are key features we expect to see in all areas of our Academy. In order for this to happen successfully, we have fostered a whole school approach to behaviour and discipline. Through the use of our agreed system we will achieve consistency; every member of our community has a clear understanding of the high expectations we have for behaviour and therefore we will create a positive environment in which all will flourish and reach their full potential.

All staff are expected to use the core value stickers as an incentive and reward, and to give them out regularly in class, around the building and on the playground. The core values will be regularly communicated during circle time, in assemblies, and will be displayed around the school.

Section 4: Promoting Positive Behaviour

We use rewards in a variety of ways to help instil the positive ethos of our Academy:

- *House Points* are awarded by teachers for good work, positive behaviour and attitude, as well as helpfulness
- certificates are presented weekly to praise achievement, progress, attendance and for demonstrating a good attitude to learning
- good citizenship is recognised weekly in assemblies through the *Principal's 'Montem Champion Award.'* Their names will appear in our academy newsletter.
- staff share congratulatory comments and praise pupils for positive actions, decisions and work they have completed
- public acknowledgement - in class, on display etc.
- pupils share their work with their peers, teachers, support staff, and members of the senior leadership team
- teacher telling a parent in person about good examples of work
- a note or phone call to parents about good work
- positive points will be award and logged on SIMS

- tokens are awarded to pupils who demonstrate the core values of being a good Montem citizen. These tokens can be exchanged for items from the school shop.
- prefects: Year 6 children who demonstrate a responsible attitude are entrusted with certain whole school responsibilities.

Section 5: Correcting Misbehaviour

Montem Academy will apply the following sanctions to tackle instances of poor behaviour:

1. tactical ignoring
2. giving children an opportunity to correct their behaviour (e.g. through a warning)
3. allowing pupils to take time out either in their own classroom or in another classroom (if appropriate)
4. taking time away from playtimes and lunchtimes to allow pupils time to consider the consequences of their behaviour
5. discussions with parents and carers when serious incidents of poor behaviour occur or when poor behaviour choices are made on a regular basis.
6. using behaviour contracts when a child's behaviour is challenging over a period of time. This includes instances where children who have social, emotional and behavioural needs (SEBN) require more intensive support with management of their behaviour.

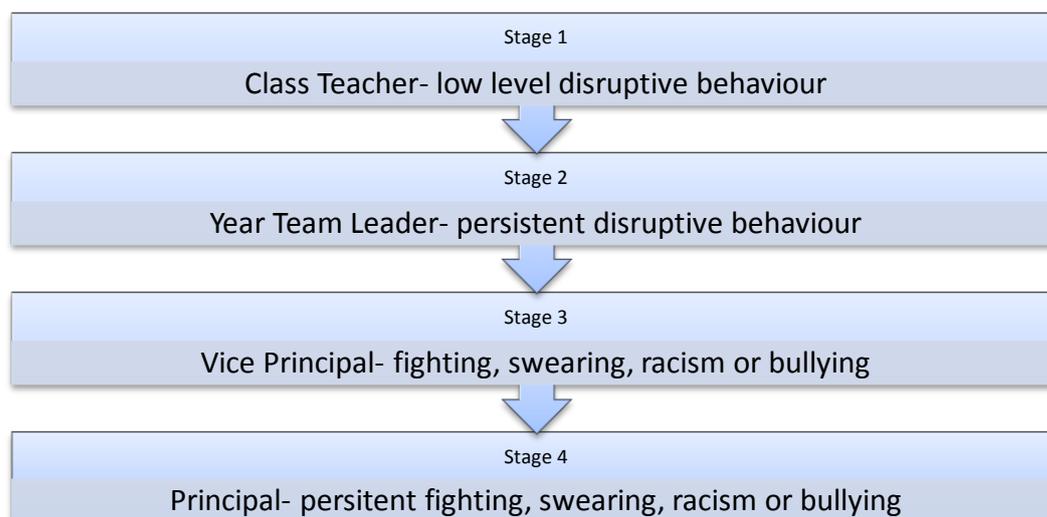
A zero tolerance approach is taken with serious incidences such as physical aggression, bullying, racism and use of bad language. A senior member of staff will meet with the individuals involved and oversee a lunchtime detention. These incidents will be logged on SIMS and a letter sent home to inform parents.

In the application of the above sanctions, all staff are expected to be consistent and treat pupils fairly. Behaviour and the safety of pupils in lessons and around school is monitored closely by the Senior Leadership Team and the Attendance Leader. This includes an analysis of exclusions, attendance, the behaviour and achievements recorded on SIMS for each class, a judgement on 'Behaviour' in lesson observations, and a continual awareness of the extent to which the implementation of policy is evident around school

Flow Chart for Dealing with persistent or serious behavioural issues

If a member of staff dealing with an issue feels the situation is so serious that it requires Immediate attention and they cannot deal with it alone, or if they feel they would like further advice on how to deal with the situation, they should follow this flowchart. The member of staff would not go straight to the Principal for advice unless the issue was extremely serious / a child protection issue / the principal were walking past at the particular moment and offered advice anyway.

FLOWCHART



Section 6: Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, eg: early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through different school systems, such as repeated patterns of misbehaviour, identification of specific needs by the SENCO highlighting as well as through concerns raised by staff or parents/carers. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support:

- regular monitoring of behaviour logs to identify patterns of misbehaviour
- using behaviour contracts when a child's behaviour is challenging over a period of time
- allocation of a learning mentor and/or 1:1 support
- referral to participate in social skills groups.
- referral to the Educational Psychologist or other outside agencies as appropriate
- use of an Inter-Agency referral or Early Help referral access the Local Authority's behaviour support team or for a multi-agency approach e.g. Team Around the Family.

Section 7: Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or

race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Montem Academy will ensure there have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. All children have a right to an education. Montem Academy will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day.

If Montem Academy does make the decision to exclude a pupil we will notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the Academy Council and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Section 8: Collective Responsibility

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy.

This is achieved in a number of ways:-

- Good communication between all members, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during circle/reflection time and during PSHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.