BEHAVIOUR MANAGEMENT POLICY

'Nurturing all to flourish and aspire'

Monksmoor Park CE Primary School

Our schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

Why is this policy being reviewed/written?
Annual Review

Policy developed/updated by:
Vicki Otway and all staff

How has this policy changed?
Rewritten

What is the intended impact of this policy?
Outlines school expectations, guidelines and procedures for the management of behaviour

Review Date: _____

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Positive behaviours and attitudes in school enables all children to achieve to the best of their ability. Each child has a right to learn in an environment that supports and encourages positive behaviours. Through our school vision, we will provide this environment.

Our School Vision:

Nurturing all to flourish and aspire!

'For I know the plans I have for you… plans to give you hope and a future.' Jeremiah 29:11

Our Christian Values

Our Vision inspires our core values and love towards others based on the life and teachings of Jesus.

We work to encourage and demonstrate our core values:

Friendship, Acceptance, Respect, Hope, Joy and Well-being,

Inspired by our Christian values, our aims are to create an environment where:

- We are safe
- We are ready
- We are respectful

Aims and Purpose

This policy aims to:
Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment to enable all children to reach their full potential.

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Positive behaviour and attitude in school enables all children to achieve to the best of their ability. Each child has a right to learn in an environment that supports and encourages positive behaviours. Our policy aims to achieve this by rewarding effort and celebrating success. To enable this, we focus on our values; they help shape and define us. They are core to how we go about our day.

Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of Behaviour Principles (Appendix 1).
- Reviewing this Behaviour Management Policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Management Policy.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate and regular training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their

duties set out in this policy.
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the school's Child Protection Online Management System (CPOMS) is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Support staff in responding to behaviour incidents.

Staff
Staff are responsible for:

- Creating a calm and safe environment
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the Behaviour Management Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Challenging pupils to uphold the school vision and meet the school's expectations.
- Considering how they uphold the school culture, rules and expectations.
- Recording behaviour incidents using CPOMs

Families
The School's Vision and Christian Values drive the school to build positive relationships with all parents and carers. The school will endeavour to keep parents informed regarding updates on the Policy and of their child's behaviour through the school website, parents' evenings, formal and informal meetings and the end of year written report. Parents and carers, where possible, should:

- Become accustomed to the school's Behaviour Management Policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's definition of acceptable behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school, support it's culture and ethos

Pupils
Our school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with each other, school staff and visitors, in and around the school. Consequences are discussed and agreed with children in class groups and if deemed necessary, individual discussions look at behaviour and why consequences have been deemed appropriate.

All pupils will be taught the following:
- The expected standard of behaviour in and around school
- The rewards and consequences regarding behaviour

And will be expected to:
- Respect ourselves, each other and our school environment, ensuring everyone is having a positive experience

Where appropriate, adjustments may be made to routines, to ensure pupils are supported to meet these expectations.

Definitions

Prosocial Behaviour
Prosocial behaviour, promotes courtesy, cooperation and consideration from all pupils in terms of their relationships with other pupils, school staff and with visitors or other persons both in and outside our school community. It is an expectation that all pupils behave well at all times.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Poor attitude
- Not adhering to the uniform policy

Serious misbehaviour is defined as:

- Any form of bullying
- Child on child abuse
- Aggressive behaviour that might seriously harm the welfare and safety of others (pupils and/or staff).
- Abusive behaviour, including swearing and threatening language towards others (pupils and/or staff).
- Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (Several Times On Purpose)
- Difficult to defend against

Bullying can include:

Type of bullying	Definition

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Recognising the impact of SEND and Mental Health

The school recognises that pupils' behaviour may be impacted by a special educational need, disability (SEND) or mental health difficulties. When incidents of misbehaviour arise, staff will consider these in relation to a pupil's SEND and/or mental health, although we recognise that not every incident of misbehaviour will be connected to their additional needs. Decisions on whether a pupil's additional needs had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with additional needs, especially where this affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support for the individual. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Be Ready, Be Respectful, Be Safe

Our school has three simple rules: 'Be **Safe**, Be **Ready**, Be **Respectful'**. These three rules encompass a variety of different behaviours that we expect in school and is aimed at being a simple way for the school community to talk about behaviour, understand behaviours and remember what is expected. These rules are explicitly taught and modelled by all members of our school community.

Be Safe	Be Ready	Be Respectful
Show calm and orderly behaviour – walk around school Follow instructions Using equipment sensibly Online	Listening to the teacher Getting down to their learning right away Learn in collaboration with others Wear the appropriate uniform	Show respect to each other, all members of staff and our school environment. Make positive friendships – be friendly Talking politely at all times to children and adults Solving problems using kind words and suggestions Accept consequences when they are given

Where appropriate and reasonable, adjustments may be made to routines within the curriculum and routine to ensure all pupils can meet behavioural expectations.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded.

Adult Strategies to Develop Excellent Behaviour

At Monksmoor Park adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect.
- Explicitly **TEACH** behaviour.
- **MODEL** the behaviour we are expecting.
- **PRACTISE** behaviour.
- **NOTICE** excellent behaviour.
- **CREATE** conditions for excellent behaviour.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff, which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- All staff are **calm, use open body language** and are thoughtful of their tone and volume when talking to children, regardless of the circumstances.
- **Children are greeted as they come into school** daily, by the teacher and/or teaching assistant on duty. This enables everyone to start the day positively and with a smile. When available, the Headteacher and/or support staff will also meet and greet children and parents.
- **Model** positive behaviours
- **Recognise and reward** positive behaviours
- **Use declarative language** to remind children of our three school rules **'Be Ready, Be Respectful, Be Safe'** in and around our school.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children doing the right thing in order to praise and recognise desired behaviours. This encourages children to be role models and make expectations on behaviour clear for all.
- **Use agreed scripts** to address inappropriate behaviour consistently and fairly
- **Use restorative conversations** to follow up on any inappropriate behaviour

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate pride in their **'Awesome Appearance'.** School uniform and dress codes will be followed by pupils and adults. Pupils and adults will use **'Fantastic Walking'** around school, keeping to the left side of the corridor and walking smartly.
- When adults in school require the full attention of a class or group of children, they will count down and say, "3,2,1, Ready". Pupils are taught to stop what they are doing, turn to face the adult and **Be Ready** to listen by folding their arms. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- When adults are setting the class to work, they will consider the (TTGN) **TASK, TIME, GROUP and NOISE level.** This will ensure pupils know how to achieve and what success looks like.
- **Managing transitions in and around school**, require practise and modelling, particularly with the youngest children. Staff will use the 1, 2, 3 approach to move around the classroom and school e.g: from the carpet to chairs or from chairs to the door. This is when the children are signalled to complete one instruction at a time in an orderly and calm manner e.g: 1 - 'stand up', 2 'move to the carpet', 3 'sit down'. This approach reduces as the children become older and more independent.

Rewards and Consequences

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
Positive behaviour will be rewarded with:

- Positive noticing; a quiet word, stickers, House points, demonstrated to children as an example to others
- Recognition Boards
- Commendations and awards; House Points, marbles in a jar, certificates, stickers
- Positive messages or phone calls home to parents
- Special responsibilities and privileges

Some of these rewards may be adapted to meet the needs of individual children. The timing of these rewards can be immediate, weekly and termly.

The Monksmoor Way Collective Worship

Our weekly celebration assembly, 'The Monksmoor Way' is on a Thursday – one child from each class will be chosen to receive, 'The Monksmoor Way Award'. The child will have consistently gone 'over and above' our school rules or have showcased our Christian values in action that week, demonstrating exemplary consistent behaviour. The children are selected at the beginning of collective worship and receive special recognition with their special award.

When Things Are Not Working

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm, orderly and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

As a school, we respond to inappropriate behaviour using declarative language as much as possible. Declarative language (as opposed to imperative language, which we most often default to) is an invitational style of language that can be used to improve communication. The invitational style of communication uses language that doesn't command, demand or ask direct questions, but instead, uses statements or comments that do not require a 'correct response'.

For example: instead of 'Stop doing that…' (Imperative language) we say 'I wonder if you can help me…., it's important that I hold your hand to keep you safe' (declarative language). Appendix 2 – Our Behaviour Blueprint lists many possible sentence stems that can help start conversations and distract children away from their current behaviour. Reminding

children of our expectations when they are making poor behaviour choices will always follow these steps in the classroom:

This looks slightly different at break and lunchtime:

Nudge: Remember we are meant to be…. In our class we are… Are you being ready, respectful, safe? Thank you
Remind In Private (RIP) and a minute: I can see you are finding this tricky. What can I do to help? Do you need anything? I'm wondering if…. I can see it's tricky… I will stay with you for a short while to help. Thank you
Last Chance and two minutes: I can see things aren't working for you, at our school we are… I need you to have some quiet time. Have some thinking time. Thank you
Triage Teacher response: Restorative conversation, time out, different adult, different setting…

Restorative Conversations

If the time out stage is reached children will have a restorative conversation – a maximum of 5 questions are usually enough and staff choose from the following:

Nudge: Remember we are meant to be…. In our school we are… Are you being ready, respectful, safe? Thank you
Time Out: I need you to stand with me/sit on the bench for a few minutes. Stay with me for a moment - have a think about our school rules.
Teacher Intervention: Ask a responsible child to fetch the class teacher (break) or SLT (lunch). EMERGENCY – use the emergency sign to get SLT.

- What happened? Which school rule was broken? What went wrong?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What do you think now?
- How did make this make people feel? How do we feel about each other now?
- What should we do to put things right?
- How can we do things differently in the future?

These questions support pupils in understanding how to improve their behaviour, restore and build the sense of community, repair harm and build relationships. It helps the pupils understand what impact their behaviour has had on others and how they can meet the behaviour expectations of the school. It is about changing behaviour, not punishing it.

De-escalation techniques

De-escalation techniques can be used to help prevent challenging and dangerous behaviour increasing. If a child is becoming increasingly dysregulated and making poor behaviour choices, we use a script to de-escalate the situation.

Empathise, validate, label

I can see that you are upset/angry/nervous…
I've noticed you look different…

Help

I am here to help
Talk to me
Come with me and we can…

Explore – Set limits

Feeling X is normal, but your behaviour isn't safe/kind…

It's OK to feel X but your behaviour isn't safe/kind…
Let me help
Who could help us with this?
I need some more information…

Solve
Next time, I wonder if we can…
Let's see if we can ….
Who could help us?

The scripts assure us that all pupils are being responded to predictably and equitably.
If a child has two incidents that have required time out and reflection time parents will be informed and this will be recorded on CPOMs. The school may use one or more of the following consequences in response to dangerous or challenging behaviour:

- Create a Positive Behaviour Plan – shared with pupil, parents, teacher and Headteacher.
- Communication with Parents/Carers - report
- Referral to outside agencies
- Informal and formal discussions with the Headteacher
- Internal exclusion – fixed term
- Fixed term or permanent exclusion (See Exclusion Policy)

For any child that does not consistently follow the behaviour expectations, individual behaviour plans will be written in partnership with the Headteacher, SENDCo, the parents/carers and the child. Where behaviour escalates, a child may be at risk of exclusion from school for:

- Verbal or physical assault of a pupil or staff member.
- Persistent and repetitive disruption of lessons and other pupils' learning.
- Persistent breaches of the Behaviour Management Policy
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

Please refer to the Exclusion Policy for further information and processes.

Reasonable Force
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, Searches, Screening

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Off-site behaviour
Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Online Misbehaviour
The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the supervision of a staff member. Further details can be found in the school's Online Safety Policy.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our School regulalrly reviews the health, safety and welfare of all staff and provide professional and personal support (including counselling and training). We provide relevant information and training on behaviour management matters to all groups of staff, including:

- Support staff (e.g. lunchtime supervisors, learning support assistants, teaching assistants, cover supervisors)
- Newly qualified teachers (ECTs) during their formal induction period
- Students undertaking programmes of initial teacher training
- Class teachers
- Leadership group

The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training. The appraisal process identifies professional development (CPD) that is pertinent to staff and may include behaviour management. The school provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:

- Implementing the school's Behaviour Management Policy
- Logging and recording of incidents
- School leadership
- Teaching strategies
- Lunchtime supervision
- Classroom management
- Educational visits
- The implications of legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint, pupil searches)

- Pupil support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

Monitoring arrangements

This Behaviour Management Policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be approved by the Headteacher.

Links with other policies

This Behaviour Management Policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- Spirituality Policy

Appendix 1 – Behaviour Blueprint

Monksmoor Park CE Primary School – Behaviour Blueprint

Our School Vision: 'Nurturing all to flourish and aspire'

'For I know the plans I have for you… plans to give you hope and a future.' Jeremiah 29:11

Our Christian Values:

Our Vision inspires our core values and love towards others based on the life and teachings of Jesus. We work to encourage and demonstrate our core values:

Friendship, Acceptance, Respect, Hope, Joy and Well-being

Our School Rules

Be Safe | **Be Ready** | **Be Respectful**

Visible Adult Consistencies	Routines	Rewards
Calm, fair behaviour Careful use of tone, language and body language Attention first to the best conduct Recognise and reward Use of Declarative Language	Meet and greet Everyone listening TTGN (time, task, grouping, noise level) Awesome Appearance Managing Transitions - Fantastic Walking	Positive Noticing: Verbal praise and acknowledgement House Points Certificates Recognition Boards Messages sent home Special Privileges

Declarative and Distracting Language Sentence Starters

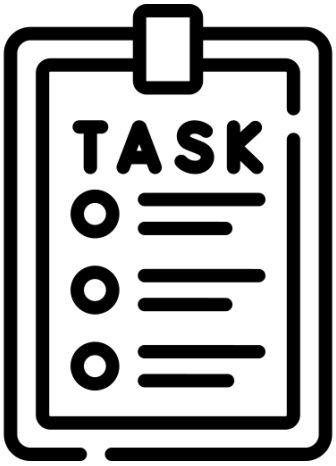
I'm wondering …
I'm thinking …
I can see …
At our school we…
I noticed that …
Shall we …
I wish we …
It's important that …

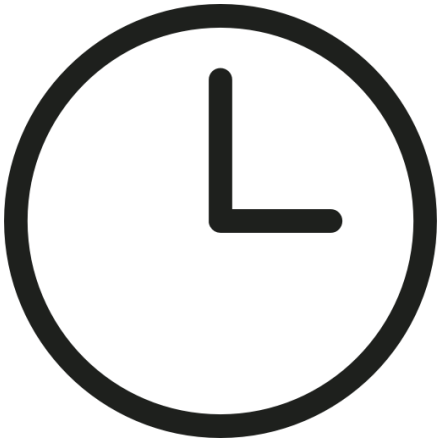
Classroom Micro Script	Break and Lunchtime Micro Script
Nudge: Remember we are meant to be…. In our class we are… Are you being ready, respectful, safe? Thank you	**Nudge:** Remember we are meant to be…. In our school we are… Are you being ready, respectful, safe? Thank-you
Remind In Private (RIP) and a minute: I can see you are finding this tricky. What can I do to help? Do you need anything? I'm wondering if…. I can see it's tricky… I will stay with you for a short while to help. Thank you	**Time Out:** I need you to stand with me/sit on the bench for a few minutes. Stay with me for a moment – think about our school rules. Thank-you
Last Chance and two minutes: I can see things aren't working for you, at our school we are… I need you to have some quiet time. Have some thinking time. Thank you	**Teacher Intervention:** Ask a responsible child to fetch the class teacher/ member of SLT. EMERGENCY – use the red sign.
Triage Teacher response: Restorative conversation, time out, different adult, different setting…	

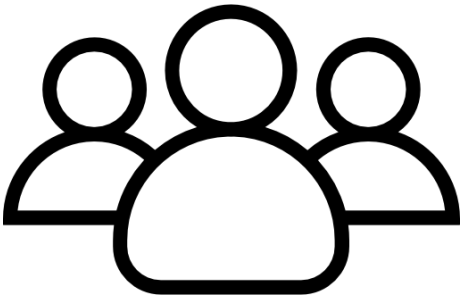
Restore:

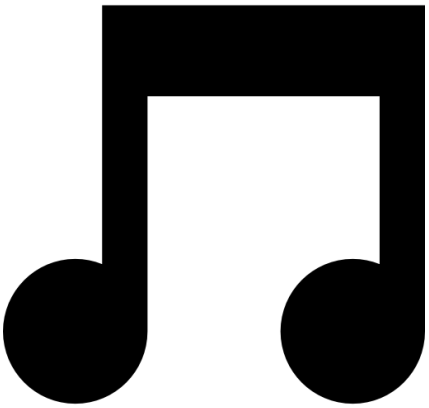
- What happened?
- Do we need to talk to anyone else?
- How did make this you/others feel?
- What do you think now?
- What could we do to put things right?
- How do we feel about each other now?

Appendix 2 – Task, Time, Group, Noise level









Staff may use these symbols to ensure this information is shared with the children before a task.

Appendix 3

Appendix 3 – Therapeutic Behaviour Plan

Appendix 4 – Individual RISK assessment