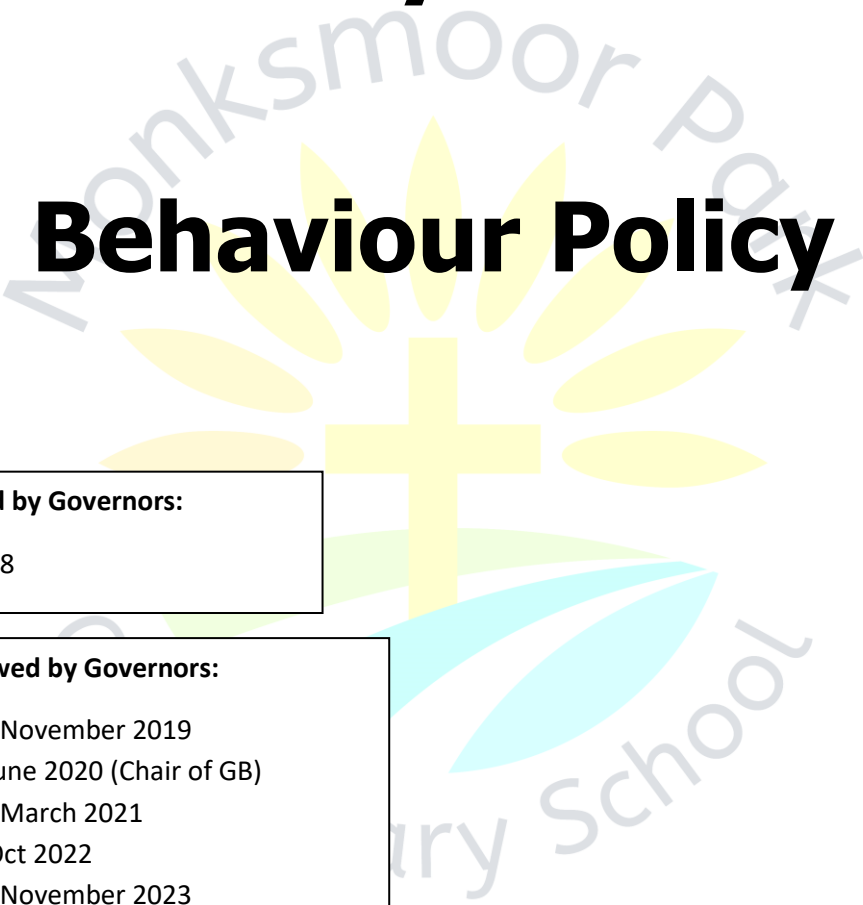


Monksmoor Park CE Primary School

Behaviour Policy

The logo of Monksmoor Park CE Primary School is centered in the background. It features a yellow cross with a green base, surrounded by yellow and green leaves. The text 'Monksmoor Park CE Primary School' is written in a light blue, semi-transparent font around the logo.

Date ratified by Governors:

26th July 2018

Dates reviewed by Governors:

1. 14th November 2019
2. 1st June 2020 (Chair of GB)
3. 17th March 2021
4. 6th Oct 2022
5. 30th November 2023

Note: This document takes account of the most up to date central government information and guidance, at the time of writing. It is subject to change as guided by government policy.

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Ethos and policy statement

As a Church of England School we believe that all members of the School should be able to learn in a calm, safe and purposeful environment. This behaviour policy is the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors.

We aim to provide a consistent approach where all adults take responsibility for managing behaviour and follow up incidents personally. Adults use consistent language to promote positive behaviour and make effective use of restorative approaches instead of punishments.

The Zones of regulation have been introduced to all children (except Nursery) to help children self-regulate. All staff have received emotion coaching training and regularly use strategies to support children manage their emotions.

This policy encompasses the belief that there are no 'bad' children, just 'bad' choices. We encourage children to recognise that they can and should make good choices and have high expectations for behaviour in our school.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Corporal punishment will never be used in this School.

This policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010.

Application

All staff must:

- Take time to welcome children at the start of the day and after lunch
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'At Monksmoor we SHINE'
- Always use the language of Zones of Regulation and an emotion coaching approach

The Head teacher must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, DoJos, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children

- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

The Governors and the Headteacher intend that the positive behaviours and high expectations understood in school will also support children to make the right choice outside of school. This is where the true test of Character is seen – do you make the right choice when no one is looking?

Behaviour for Learning

The Monksmoor principle: 'At Monksmoor we are: sensitive, honest and inclusive. We never give up; we are exemplary. At Monksmoor we SHINE'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The School uses a simple moto 'SHINE' which links to our Christian values and can be applied to a variety of situations and behaviours and are taught and modelled explicitly.



The School expects that all children will:

| | |
|----------------------|---|
| Be Sensitive | We understand that our school is a special place. We treat everyone and everything sensitively. We speak with care in our voice. We look after our environment. |
| Be Honest | We take responsibility of our actions. We are trustworthy. We understand honesty is best. |
| Be Inclusive | We understand that everyone is different and that makes our school an awesome place to be. We include everyone in our learning, games and fun. |
| Never give up | We understand that we have work at friendships. We know that sometimes learning can be difficult, but we know with hard work we WILL be successful. |
| Be Exemplary | <p>We understand that we are role models to our:</p> <ul style="list-style-type: none"> • peers, • teachers, • families, • and the wider community. |

The School will not accept the following behaviour:

- Behaviour that distracts from learning
- Physical assaults on staff or other pupils
- Verbal assaults on staff or other pupils
- Damage to school property including the building
- Substance abuse
- Racially motivated incidents
- Behaviour which is against the criminal law
- The above behaviour will be deemed to be a breach of school discipline.

Rewarding good behaviour

The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

- Stickers
- DoJos
- Phone call home
- Verbal praise
- SLT praise
- Recommendation to Headteacher
- SHINE awards
- Recognition Board (SHINE Board)
- Displaying work in and around school
- Writing to parents

Poor behaviour: use of sanctions

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to ensure that children and staff feel supported and secure

The School understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

We apply a stepped approach to support the children in regulating their behaviour choices. This is a gentle approach and the child's name will always be used. Adults will speak to the child at their level, ensuring eye contact as appropriate.

Stepped approach

Learners are held responsible for their behaviour. Staff at Monksmoor Park deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct

| Step 1 | Application | Useful language |
|----------|--|--|
| REMINDER | <ul style="list-style-type: none"> • Maybe non-verbal • If required, assertive approach, eye contact, deliver message • Links back to the expectations of the school rules or the routine which isn't being followed. • Don't make the poor behaviour the focus. | <p>I need you to (explicitly stating the expected behaviour required)</p> <p>This is a reminder that you need to be (SHINE)</p> <p>Example - 'I need you to come in and sit down quietly at your table and begin the Morning Challenge.'</p> |

| Step 2 | Application | Useful language |
|---------|--|---|
| WARNING | <ul style="list-style-type: none"> • Given, as privately as possible. • Again, draw attention to another child following the rule first and thank them (but don't make comparisons). • Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). • Uses the 30 second scripted intervention (see language). • Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). • Finish by reminding the child of when they did succeed in following this rule – try to be specific. • Walk away so as not to get into a back and forth negotiation. | <p>30 second scripted intervention:</p> <ol style="list-style-type: none"> 1. "[NAME], I notice that you are... [Specify unwanted behaviour]." 2. "It was the rule about being [Honest/ Kind/ respectful] that you broke." 3. "If it continues then you have chosen to go to another class and talk to me at break." 4. "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" 5. "That is who I need to see now [NAME]." 6. "I know you can succeed." 7. "We will talk about this at the end of the session." <p>Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p> |

| Step 3 | Application | Useful language |
|-----------------|---|--|
| Reflection Time | <p>Move to a different space within the learning space</p> <p>Sent to another class as appropriate for a specified time (X Minutes) – with work.</p> <p>If a child is deregulated it might be a walk with another adult or a trip to the photocopier or Nest to give some 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time.</p> <p>5+ minute discussion at the next break about what happened and how it can be avoided in future.</p> <p>If behaviour persists or repeats, additional 5-minute reflection time may be incurred up to 15 mins. If this threshold is reached, the child will be sent to the Key Stage Leader to complete the rest of their learning. The break/lunch reflection time will also take place.</p> <p>If reflection time is issued in the afternoon, it will take place during the break of the following day. The child must know and understand this before leaving school at the end of the day. In this instance, it is important the child is greeted in a positive way the following morning, and not instantly reminded of the reflection time.</p> | <p>I noticed you chose to (noticed behaviour) You need to: Go to sit with other class for 5 minutes or go to Headteacher (depending on behaviour displayed)</p> <p>Playground: You need to: 1. Stand by other staff member 2. Sit on a bench 3. Go to Headteacher's office (depending on behaviour displayed) I will come and speak to you at the end of the session.</p> <p>Example - 'I have noticed you are still not focusing on your learning. You are not making the right choice of being respectful. You have now chosen to be sent to another class. I will come and speak to you at the end of the session. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p> |

| Step 4 | Application | Useful language |
|------------------------------|---|--|
| FOLLOW UP – REPAIR & RESTORE | <p>Most important part of the process:</p> <p>Can either be an informal chat at break time walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a senior staff member present.</p> | <p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How? 6. How could we do things differently next time? |

At Monksmoor Park, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'being naughty' or 'melt down' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Throughout the stepped approach, staff will be mindful of how regulated the child appears to be. They will engage strategies of emotion coaching as required. Children will be reminded of the Zones strategies to support self-regulation.

Adult Strategies to Develop Excellent Behaviour

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

See Appendix B for detail – to be published January 2024



Behaviour pathway

The School has the following range of disciplinary sanctions that may be implemented as appropriate. We recognise our youngest children are still learning expected behaviours and staff will use their professional judgement when using this pathway.

| Behaviour | Action and Follow up | |
|--|---|--|
| Level 1: Minor incidents e.g. talking out of turn, hindering the work of others, poor effort | Reminder | After every <i>incident</i> there must be a follow up, reparative conversation |
| Repeat of behaviour incident or no improvement in behaviour <ul style="list-style-type: none"> Poor attitude Disrupting learning of others | Timeout/detention with class teacher | |
| Level 2: <ul style="list-style-type: none"> Continuation of L1 (totalling 15 mins detention) Rough behaviour/ play fighting | Timeout/detention with Key Stage Leader Walk with adult | |
| Level 3: When above behaviour continues or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 & L2 <ul style="list-style-type: none"> Not following adult instructions Persistence of Level 1 or Level 2 behaviour Aggression and/or fighting Inappropriate language Sexual harassment | Detention/Internal Suspension with Headteacher The period of time will be determined by the Headteacher. This may include break and lunchtime. Parents must be informed in writing and a meeting arranged to discuss behaviour. | |
| Level 4: Certain behaviours will require more serious consequences and pupils may need to be automatically removed from a room or playground without moving through the hierarchy. <ul style="list-style-type: none"> Severe verbal abuse to a child or adult Physical abuse to child or adult Purposeful damage to property/equipment Bullying Racist language | Internal or External Suspension Parents must be informed in writing and a meeting arranged to discuss behaviour. Behaviour plan implemented and Local Authority notified. | |

All incidents at level 2 or above are recorded on CPOMS and parents will be informed. These are monitored by SLT and parental reviews will be called as required. Behaviour plans may be implemented and additional areas of need will be investigated. The use of Boxall profile and checklists will support identification of additional needs.

In all cases of misconduct, including those outside of the School, the Headteacher will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.

Any decision made will be taken under the following acts have been fulfilled:

- Education and Inspection Act 2006
- Equality Act 2010
- Children and Families Act 2014

Extreme behaviours

Some children exhibit particular behaviours based on Special Educational Needs, early childhood experiences, trauma and/or family circumstances. As a school, we recognise that their behaviour is a way of communicating their emotions and they may need support regulating before consequences are applied. Where possible, we use our most skilful staff to build relationships with each individual child. We have the same high expectations for all the children in our school, however, we recognise some children need more support than others to meet these expectations.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and school staff have received appropriate training.

Suspension and Exclusions

The School will follow government guidance on suspension and exclusions, unless there is a good reason to depart from it.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - July 2022](#)

The School aims to operate within the principles of fairness and natural justice.

Exclusions can take the form of:

- Fixed term suspension;
- Permanent exclusions;

The School's policy on suspension and exclusions applies to serious breaches of School discipline occurring on school premises and also outside of the School. Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high



Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England

July 2022

Permanent exclusion will be a last resort. In all instances, what is best for the child will be at the heart of all our decisions. Our local authority will be notified at the first sign of any exclusion and we will work with them to find a resolution.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

Use of reasonable force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance [Use of reasonable force: advice for head teachers, staff and governing bodies](#) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

Searching pupils

Any search will be conducted in line with the Department for Education's guidance; [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#)

Informed consent: The School staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent.

If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in



Use of reasonable force

Advice for headteachers, staff and governing bodies

July 2013



Searching, screening and confiscation

Advice for headteachers, school staff and governing bodies

January 2018

their possession. Searches without consent will only be carried out on the school premises or where the member of staff has lawful control or charge over the pupil, for example, on school trips.

Prohibited items: Means knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff 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; any item banned by the School rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

Searches generally: If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing
- a search of School property e.g. drawers
- a search of personal property e.g. bag or pencil case within a locker

Searches will be conducted by a senior member of staff and in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher will be the same gender as the pupil. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff a search may be conducted by a member of the opposite sex.

Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation*.

Parents and carers

Parents and carers can help their child to contribute positively towards the disciplined learning environment by:

- ✓ Accept the school's aims and Christian values, positively supporting the school.
- ✓ Ensure that their child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- ✓ Notify the school by letter or telephone in the event of absence.
- ✓ Support the school's policies and decisions on learning, behaviour and uniform, both in School and at home.
- ✓ Attend all parents' meetings to discuss their child's progress.
- ✓ Support their child with homework that is set, including reading.
- ✓ Keep School informed of where to contact them in case of emergency.
- ✓ Promptly inform the school of any concerns or problems that may affect their child's learning, behaviour or happiness at school.
- ✓ Encourage their child to communicate respectfully to other pupils and staff at all times.
- ✓ Encourage their child to work hard and maintain a positive attitude towards life at Monksmoor Park.
- ✓ Support school in the teaching of safe and secure Internet use at home.

Monitoring

We will evaluate and monitor the impact of this policy by reviewing all Level 2 or above behaviour incidents which will be recorded on CPOMS and reviewed by the leadership team.

The policy itself will be reviewed by the Governing Body every 3 years.

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Appendix A – Positive Handling Plan



Positive Handling Plan

| | | | | |
|------------------------------------|-----|------------------------------|-------|---------------------------|
| Child's Name: | | Date of Plan: | | Review Date: |
| What does the behaviour look like? | | | | |
| Stage 1 Anxiety Behaviours | | Stage 2 Defensive Behaviours | | Stage 3 Crisis Behaviours |
| | | | | |
| What are common triggers? | | | | |
| De-escalation skills | | | | |
| Skill | try | avoid | Notes | |
| Verbal advice and support | | | | |
| Giving space | | | | |
| Reassurance | | | | |
| Controlled choices | | | | |
| Humour | | | | |
| Logical consequences | | | | |
| Planned ignoring | | | | |
| Time-out | | | | |
| Removing audience | | | | |
| Transfer adult | | | | |
| Success reminded | | | | |
| Supportive touch | | | | |
| Listening | | | | |

| | | | |
|--|-----|-------|-------|
| Others | | | |
| Diversions and distractions | | | |
| Any medical conditions to be taken into account before using Physical interventions? | | | |
| | | | |
| De-escalation skills | | | |
| Intermediate | try | avoid | Notes |
| Friendly escort | | | |
| Caring C Guide | | | |
| Single elbow | | | |
| Double elbow | | | |
| Other | | | |
| Who has been informed/Where has the incident been recorded? | | | |
| | | | |
| Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour) | | | |
| Teacher: | | | |
| Parent/Carer: | | | |
| Student: | | | |
| Educational Psychologist: | | | |
| Social Service (if applicable): | | | |
| EIPT: | | | |
| Headteacher: | | | |

Appendix B - Adult Strategies to Develop Excellent Behaviour

This section is to be updated following planned CPD with Monksmoor staff during Term 2.

