

# Monksdown Primary School

## Behaviour and Relationships Policy



### Monksdown Primary School

#### Policy Review Schedule

**Date agreed:** March 2023

**Next review due:** March 2025

**Distributed to staff:** March 2023

**Signed by SLT:**

**Signed by chair of governors:**

**Signed by parent governors:**

**Signed by Pupil Voice representative:**

***“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)***

## **Our Mission**

‘Monksdown...Where Children Come First’

## **School Values**

Adults and pupils at Monksdown Primary School are expected to show the following values in all they do:

- **Respect**
- **Responsibility**
- **Resilience**
- **Resourcefulness**

Our Values also expresses how stakeholders at Monksdown feel about everything that happens at our school.

Monksdown Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

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.

## **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

We recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

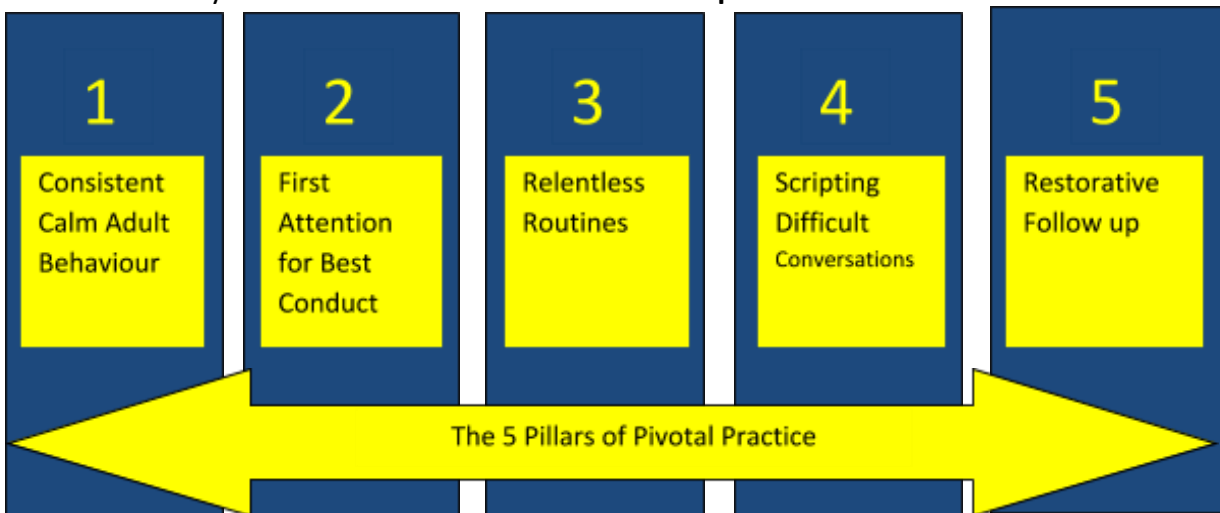
## **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms

- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



**Adult Behaviours** *"When the adults change, everything changes"* (Pivotal Education)

### Expectations of Adults

**Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:**

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**' regularly.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., recognition boards)
6. Be **calm** and give time when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

#### Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

### Children want teachers to:

- Give them a ‘fresh start’ at every opportunity
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### **Recognition and rewards for effort**

We recognise and reward learners who go ‘**over and above**’ our standards. Our staff understand that at Monksdown Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is ‘**over and above**. This may take the form of a phone call or a face-to-face chat or acknowledged with house points.

### **Celebration Assembly**

Our celebration assembly is on a Friday, where children from each class will be chosen for a **Values Certificates**. The child will have consistently **demonstrated our values** during the week. Any child who becomes a **PRIDE Champion** will attend “**Hot Chocolate Friday**” which is sharing a hot chocolate, biscuit and a chat with a Senior Leader.

### **Positive Recognition Boards**

*“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix*

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include ‘One voice,’ for classes who constantly talk over each other, ‘speak politely’ to emphasise manners or ‘hands and feet to yourself’, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working”

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

### **Nine ways to sharpen use of recognition boards – Paul Dix**

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children

and context in which you are working.

7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

### Managing Behaviour

Engagement with learning is always our primary aim at Monksdown Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, make the right choice," "think carefully about your next step."
3) Last Chance  (restorative conversation / reflection time)	Speak to the pupil privately and give them a final opportunity to engage. <b>Use the 30 second scripted intervention</b> <ul style="list-style-type: none"> <li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• <b>At Monksdown, we...</b> (refer to the 3 school rules – ready, respectful and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>See me for 5 minutes</b> after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous Positive behaviour)?</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss allocated minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue.</li> </ul> <p>The reflection time is dependent on the stage of ability of the child. A rough guide is as follows:</p> <ul style="list-style-type: none"> <li>• Reception = 1 minute</li> <li>• Year 1 = 2 minutes</li> <li>• Year 2 = 3 minutes</li> <li>• Year 3 = 4 minutes</li> <li>• Year 4 = 5 minutes</li> <li>• Year 5 = 6 minutes</li> <li>• Year 6 = 7 minutes</li> </ul>
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair Restorative Conversation	<p>Chose 5 questions from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
<p><b>Consequences</b></p> <p>Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

### Persistent Poor Behaviour

This results in parents being notified either through a phone call or direct conversation. This should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently

struggle to self-regulate their behaviour-class teacher's will work in conjunction with parents/carers, SLT, SENDCo and the Learning Mentor Team to devise an individual support plan.

### **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language targeted at another person
- Physically striking adults with intent to harm

Any of these behaviours will result in an instant move to Reflection Time (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Serious incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent / carer and class teacher at the end of the day. (Depending on the severity, this may be from the Head Teacher or a member of SLT) All Serious incidents should be recorded on CPOMs.

### **Exclusions**

#### **Fixed Term Exclusions**

Monksdown Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

#### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Monksdown Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

#### **Restorative Practice**

Monksdown Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

## **Children with Social, Emotional and Mental Health Problems**

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A SEND assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

## **Reasonable Force**

Positive Handling and Reasonable force Monksdown Primary School makes use of the DfE guidance: [Use of Reasonable Force in Schools \(2013\)](#). Any force used should always be the minimum needed to achieve the desired result. Key staff at Monksdown Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

## **Searching, Screening and Confiscation**

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possession, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect. The list of prohibited items is:

- knives and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - any article that the 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 property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff. Monksdown Primary School follows the guidance [Searching, Screening and Confiscation: Advice for Schools](#)

## **Unacceptable Behaviour Outside School**

Monksdown Primary School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;



- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. This follows the guidance provided [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)

### **SEND pupils**

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

### **Support agencies**

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary.

### **The role of the parent**

At Monksdown, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

### **Application and scope of this policy**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g., in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

### **Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.