



## The Monk Fryston & Saxton Federation of Church of England Primary Schools

### Behaviour Policy

“Good people, Doing well”

#### Purpose

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.” (DFE, 2022) We fully subscribe to this belief and strive to maintain well-managed schools with established cultures where pupils and staff flourish in safety and dignity. Our classrooms should reflect the high standards of behavioural expectations of the teacher where pupils will consistently follow established rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviour.

Our curriculum and teaching are designed to enable children to grow and understand the difference between right and wrong, and appreciate the consequences of their behaviour and actions. We expect our pupils to show respect towards everybody at all times. We help them to develop empathy and understand emotions, so that they recognise how these lead to behavioural choices.

We will not tolerate any forms of bullying (including cyberbullying, child-on-child abuse, prejudice-based and discriminatory bullying) and constantly instil positive attitudes towards others in line with our Christian values, so that children understand and demonstrate tolerance, acceptance and love for one another.

Parents are partners in the establishment of good behaviour and discipline and teachers have the right to ask for the assistance of parents when support is needed in handling the behaviour of pupils.

#### Aims

We aim for:

- 1) All pupils to learn in a safe, purposeful and happy environment where they are valued as individuals and their self-esteem is preserved and enhanced.
- 2) All pupils to be taught how to behave appropriately as well as being given an understanding of acceptable and unacceptable behaviour.
- 3) Pupils to understand their emotions so that they become well practiced in self-soothing and self-discipline.
- 4) The promotion of expected behaviour, helping pupils make good choices.
- 5) Pupils to demonstrate a respect for others and their property and a proper regard for authority.
- 6) Pupils to understand that it is their personal responsibility to behave well and to support the resolution of conflict.
- 7) Pupils to appreciate that they should complete any tasks reasonably expected of them.
- 8) School to be consistent, fair and sensitive in its treatment of pupils.
- 9) School to develop links with parents in order that they will be constructively involved in the interpretation of this policy.

## **Rules**

We have just 3 simple school rules. We expect pupils to be:

- 1) Kind
- 2) Fair
- 3) Safe

These are always reinforced positively. Adults proactively model Emotion Coaching, embedding these rules through:

- Empathic relationships (listening, normalizing/ validity)
- Promoting feelings of safety/ physical safety (limit setting/ boundaries)
- Fairness engendered through joint problem solving

## **Guidance**

### **Praise**

We place a strong emphasis on praise and reward where staff will not look for negative behaviour, but instead take every opportunity to recognise pupils' appropriate behaviour. We employ a wide range of age-appropriate rewards so that pupils have continual feedback on positive behaviour.

As part of our curriculum delivery, including the PSHCE curriculum, pupils will be taught the expectations of the school, and every adult in school should act as models and examples of acceptable school behaviour. The strong emphasis placed on praise and reward in school will be applied at all times by all members of staff and adults in school. Each class will have a system which recognises exceptional behaviour of the class, group or individual and rewards the child or group for behaviour which is over and above the expected norm.

Parents are informed of the expectations of behaviour and are involved in the reinforcement of the high expectations of the school. Celebration Assemblies will support our ethos of recognising outstanding behaviour (behaviour for learning as well as general behaviour) and parents may be invited to attend these. The names of pupils given awards will be sent to all parents weekly.

### **Emotion coaching**

All staff have been trained in Emotion coaching, and we adhere fully to these principles in our approach to managing behaviour. Emotion coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour and provides a more optimal time to teach children about emotions. If children are emotion coached from an early age they become well-practiced at self-soothing. They are more likely to stay calm, even when they are experiencing strong emotions. There are clear limits about inappropriate behaviour – children know the rules and the consequences for breaking them. Emotion coaching creates a strong bond between parents/carers/teachers and children, so children are more responsive to their requests and feel respected and valued.

Our steps to emotion coaching are:

**1) Tune in** (recognize the emotions)

**2) Label** (help the child to name the feeling)

**3) Show empathy - validate** (express it's ok to feel that way) and **normalize** (anybody else would probably feel like that too)

**4) Set limits - but don't rush it**

**5) Problem-solving together** (what can WE do differently next time we feel like that)

### Restorative Practice

We believe in the philosophy of restorative practice. This helps to develop community and to manage conflict and tensions by repairing harm and building relationships. It aims to ensure fairness and develop empathy, and has three principles:

- Engagement - involving all participants in the process
- Explanation - shared understanding
- Expectation Clarity - clear vision for the future

This is not about decisions by consensus or to achieve harmony, and does not set out to win individual support through compromises that accommodate every individual's opinions, needs or interests. It is a fair process that builds trust and commitment, which produces voluntary co-operation and drives performance. It leads people to go beyond the call of duty by sharing their knowledge and applying their creativity.

When dealing with incidents, staff may use restorative questions to arrive at a fair conclusion, which may include imposing sanctions. If children require time out, they may be asked to answer the restorative questions in written form. A sheet to help structure this can be found in Appendix 1.

<b>Restorative Questions</b>	
<b>Responding to Challenging Behaviour</b> What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next? IRP UK © 2010	<b>Responding To Those Harmed:</b> What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?

### Pupils requiring reasonable adjustments

Some pupils may fall outside the normal scope of this policy due to individual specific needs. Often, these will be identified in an individual Support Plan or an EHCP. They may have an individual behaviour plan that will include rewards and sanctions appropriate to them, that are different from others in the class.

### **Sanctions that are imposed when this policy is breached:**

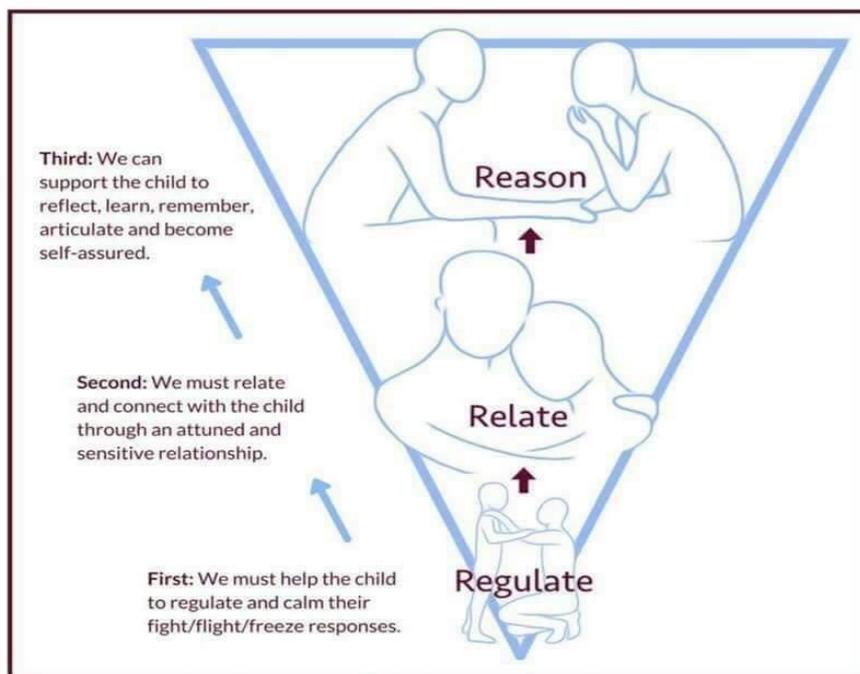
Every behavioural incident is different and it is difficult to achieve a list of sanctions that will apply in every situation. We acknowledge that pupils should have consistent boundaries and expectations and will endeavour to ensure that our sanctions are used in the same way in all situations; however, the following list will be used as guidelines and staff will be able to vary them should circumstances dictate. Sanctions used will be age-appropriate and will take into account the developmental needs of the child. Staff will use professional judgement in determining the appropriate sanction to impose when taking into account individual pupils and circumstances.

We always try to adopt the approach that we will praise in public, but criticise in private. We do not seek to shame pupils when disciplining them. We believe that acting discreetly preserves children's dignity and allows them to understand the impact that their behaviour has had, and how they should redress this appropriately.

When a child has breached the policy, a calm approach will be taken. We will set clear limits ".....it's not OK to behave like that" and separate the emotion from the behaviour. If needed, we will clarify what is an acceptable expression of emotion (i.e. behaviour) and what is not. If a pupil is dysregulated, we will allow them to calm down before discussing sanctions and next steps. This is so that they are able to think rationally about their behaviour and engage in the next steps.

### **The Three R's: Reaching The Learning Brain**

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

SLT may track the behaviour incidents of individual children who persistently receive sanctions. Behaviour records will be monitored regularly, and emerging issues discussed with parents.

### Sanctions:

#### EYFS & Key Stage 1

Children in EYFS and KS1 may have a chart-based system that allows for an instant response for rewards and sanctions. These are applied consistently with all children. Parents will be informed swiftly if their child persistently receives sanctions.

#### Key Stage 2

1. The first time a pupil breaks a rule a child is given a verbal warning, reminding them that they have broken a rule.
2. The second time a child breaks a rule they will receive time out. This will enable them to calm down and reflect upon their actions. Staff may use the sheet in Appendix 1 to support this reflection.
3. The third time a child breaks a rule they will receive longer time out (often at playtime) and parents should be informed (this may be verbally, in a planner, or via text). The incident should be recorded on Scholarpack.
4. The fourth time a child breaks a rule they will be sent to the Headteacher or member of SLT, who will impose a longer sanction and may contact parents.

### Recording

All staff are expected to remind children of the standards of behaviour that are expected. If incidents occur and sanctions are imposed, these should always be recorded in Scholarpack as soon as possible, whilst the details remain fresh. They should be recorded by the member of staff observing and dealing with the incident. Bullying incidents should be recorded on CPOMS. Staff without access to ICT should ask the class teacher or the office to provide facility for this, and should record their notes as soon as possible after the incident.

SLT will monitor behaviour patterns and trends, and will monitor individual pupils where necessary.

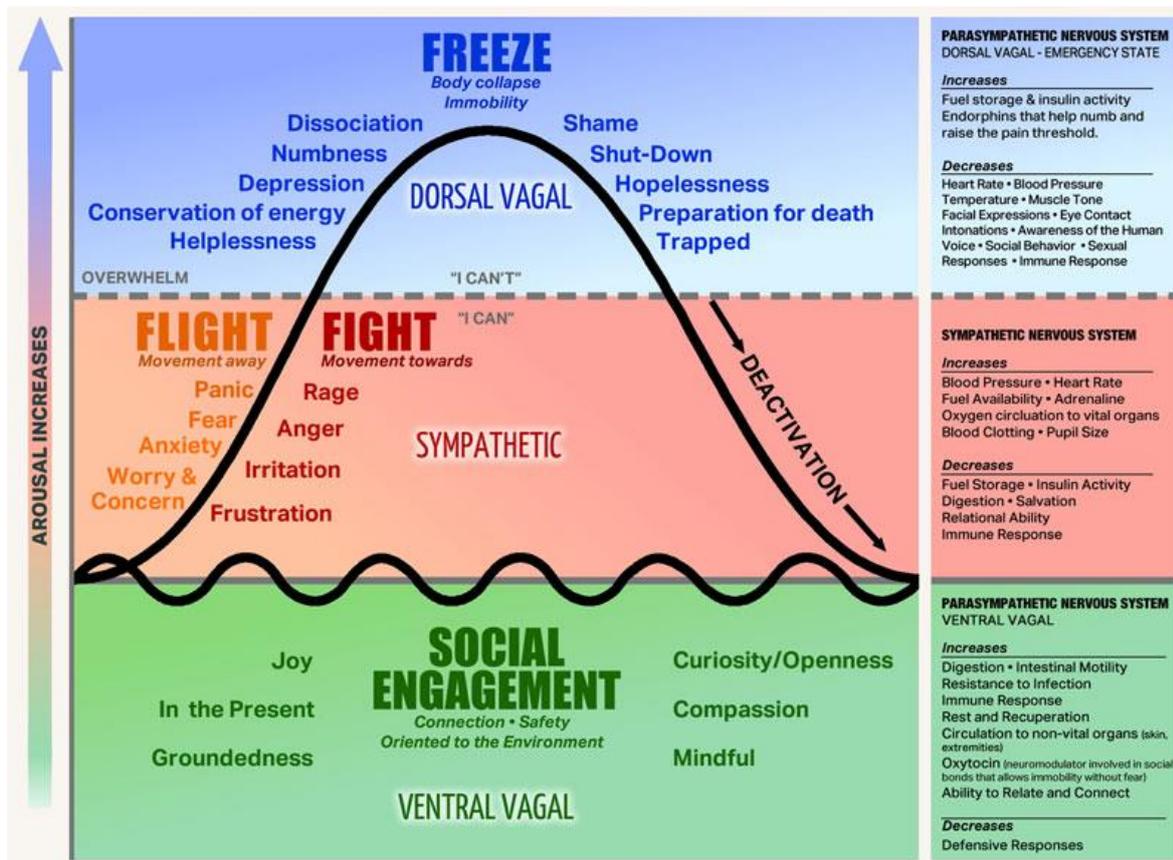
### Severe Behaviours

Children who demonstrate the following severe behaviour will usually be sent to a member of the Senior Leadership Team (SLT) immediately and parents may be informed of the incident:

- Violent behaviour towards another child or adult.
- Using foul or abusive language.
- Persistent disobedience including refusing to carry out an instruction given by a teacher or any adult working in school.
- Vandalism.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Potential bullying incidents would fit within the criteria of our anti-bullying policy and would be identified by STOP (Several Times ON Purpose). Any actions taken would follow the remit of the anti-bullying policy.

The response taken to severe behaviours will be age-appropriate and the context of the incident will always be considered carefully. A pupil may be suspended from school for any of these behaviours at the discretion of the headteacher. Where this is the case, the DSL and LGB will be informed. Suspensions will follow our exclusion policy and guidance, and will include a planned transition and reintroduction back into school following the period of suspension.



### Physical restraint (RPI)

In extraordinary circumstances, it may be necessary to physically restrain a child to ensure the protection of themselves or others. Reasonable force may be used to prevent a pupil committing an offence, causing personal injury or damage to property, or in the interests of maintaining good order and discipline. The degree of force used will be the minimum to achieve these aims. Key staff have been trained on the use of appropriate positive handling techniques and only these specific holds will be used. Any physical intervention incidents will be recorded and reported to governors.

### Links to other policies

When reading this policy, notice should be taken of our SEND, Anti-Bullying and Equalities policies.

This policy to be reviewed annually.

R Weights  
November 2022



What were you thinking about at the time?



What have your thoughts been since?



Who has been affected by what happened?



In what way have they been affected?



What has been the most difficult thing for you?



What do you think you need to do to make things right?

