



The Monk Fyston & Saxton Federation of Church of England Primary Schools

Behaviour Policy

“Good people, Doing well” (*Titus 3:14*)

Purpose

This policy is the statement of structures, procedures and strategies for the positive management of behaviour at Monk Fyston & Saxton Federation of CE Primary Schools and to promote the school vision of Good people, Doing well.

This policy sets out the expectations of both pupils and adults in school with regard to promoting positive behaviour. All adults in school work and interact with children and in doing so respond to pupil behaviour. Behaviour is something every person in school has an impact on and therefore consistency of approach by all staff is vital. In order to create a school where good behaviour is the norm, pupils, staff and parents need to be clear and consistent about expectations and systems to promote good behaviour.

We aim to create an environment that is friendly, productive, safe and calm. This is achieved by rewarding success and giving praise for effort and achievement. These strategies build high self-esteem which encourages good behaviour, effective learning and positive relationships.

Good behaviour must be carefully developed and supported by the example of adults, by well-planned and stimulating learning opportunities and by working in partnership with pupils and parents. Parents share the responsibility with school in helping their children to behave well.

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.

Aims

We aim:

- 1) To have a calm, safe, purposeful and happy school environment where everyone is valued as an individual
- 2) To enable each child to develop a positive self-image and control over their own behaviour
- 3) For pupils to understand their emotions so that they become well practiced in self-soothing and self-discipline
- 4) For all staff to be aware of factors that can affect a child's behaviour and the positive influence they can have on this
- 5) For all staff to be familiar with strategies, rewards and sanctions in relation to positive behaviour management and to use them in accordance with the policy.

What we mean by good behaviour

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

Pupils with Special Educational Needs or Disabilities

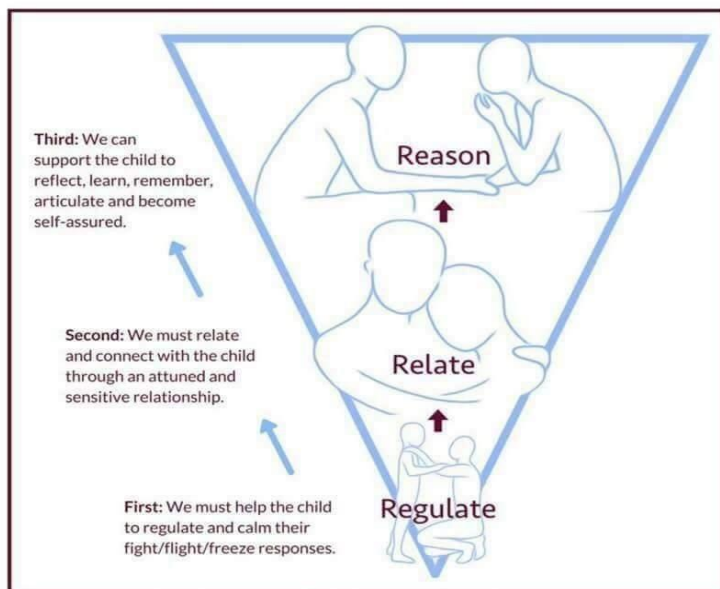
All pupils have particular strategies that will support them in being well behaved at school. Teachers should share successful strategies with each other at passing up meetings each year. SEND pupils have provision maps which provide details about their particular needs including behaviours they may display. Teachers should follow the guidance in the provision map to ensure consistency for pupils.

What affects children's behaviour?

A child's behaviour can be affected by a wide range of factors both in and out of school. Something as basic as arriving late or who they are sat next to in class can change the way a child feels and so influence the way they act. Staff are aware of the many circumstances that can affect a child's mood and how their reactions may alter. The school should aim to remove as many of these factors as possible.

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.

Supporting positive behaviour

All staff in school work with pupils to minimise incidents of unacceptable behaviour. This is done via all interactions with pupils and by creating environments and a class ethos which supports and rewards good behaviour. A consistent approach towards dealing with

challenging behaviour is vital as well as ensuring the types of support listed below are in place:

<ul style="list-style-type: none"> • Agreeing class rules • Having clear expectations of behaviour • A consistent approach by all members of the school community • Using positive language • Listening to the child's point of view • Helping pupils develop skills of co-operation and discussion 	<ul style="list-style-type: none"> • Rewarding good behaviour • Being aware of pupils' individual needs and learning styles • Establishing a stimulating and supportive learning environment. • Encouraging all to be members of the school community and to show the responsibility that goes with that • Encouraging School Council to provide a voice for all pupils in school.
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How we reward good behaviour

Good behaviour is rewarded in a wide variety of ways. A simple smile and word of praise can let pupils know you have noticed their efforts. Equally, rewards such as a certificates and dojo points acknowledge a child's progress and reinforce the expectations to others. We use a wide range of rewards systems in school, for example:

- Verbal praise to the child
- Rewards such as dojo points, stickers, certificates and stamps
- Name in golden book
- Given extra responsibility
- Class rewards
- Notes in home/school books
- Non verbal signals (smile, thumbs up) Informing parents of good behaviour
- Class reward system for whole class and individual reward systems should be displayed
- Sent to a senior leader and rewarded with stickers

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)

Behaviour which is inappropriate/unacceptable

We acknowledge that there are times when children need reminding to follow rules and they may engage in the types of low-level disruption listed below. In isolation these types of behaviours usually require a reminder from an adult that serves to correct the behaviour. When low-level disruption occurs on a regular basis it becomes more serious. If a child has not responded to the range of strategies employed for these types of behaviour and continues to disturb the class the effects are more serious and the consequences become more high-level.

Examples of low-level disruption might include:

- Repeatedly calling out
- Throwing/ flicking property
- Talking at inappropriate times
- Refusal to complete work set
- Distracting other pupils
- Being bad mannered

Examples of behaviours considered to be high-level include:

- Damaging property
- Deliberately hurting someone
- Swearing and offensive name calling
- Stealing
- Making comments which are racist, sexist, homophobic or are included in the protected characteristics list.
- Disobedience and refusing to follow instructions
- Arguing with an adult

Ways we would address inappropriate behaviour

A reminder would always be given to the child that would give an opportunity for them to correct their behaviour. If the reminder did not have the desired outcome the adult may use one or more of the following sanctions.

- Telling the child to stop
- Planned ignoring

- Non verbal signals
- Move the child to another seat
- Short time out of class
- Isolation within the class
- Short time in another class
- Yellow or red card (A child is warned verbally and then a yellow card follows this. If the child persists in the behaviour then a red card is given which means they lose a playtime)
- Recording incident in class behaviour book
- See child individually to discuss behaviour
- Miss part/all of playtime (detention)
- Referring child to a senior member of staff
- Inform parents verbally or via a note

These strategies are not in sequential order and may be used more than once along with other strategies that an adult feels are appropriate

Where an incident has taken place, which involves one child harming another and would involve contacting the parent, parents of the child affected by the behaviour should also be contacted. Incidents are recorded in the MIS system which are monitored by the SLT. More serious incidents will be recorded on CPOMS.

Children who have been subject to abuse (including child on child abuse) should know they will be taken seriously, be supported and kept safe. They should not be made to feel ashamed for making a report or that they are creating a problem.

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.

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

If the strategies don't work

In the first instance a discussion could take place between the teacher and a senior colleague to discuss other strategies. Where new approaches are not helping the child to improve their behaviour, a member of SLT would become involved. A plan of action, such as a daily report card may be introduced so that the child reports to the senior leader at the end of each lesson or day and looks at the teacher comments in relation to the child's target behaviour area. This is not a long-term strategy and it would be expected that the child would achieve their target within 3 – 4 weeks. Parents would either be at the meeting or be invited in to discuss the proposed plan of action. In certain cases, school would refer to the local SEN Hub and support team to involve partner workers.

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.

Severe Behaviours

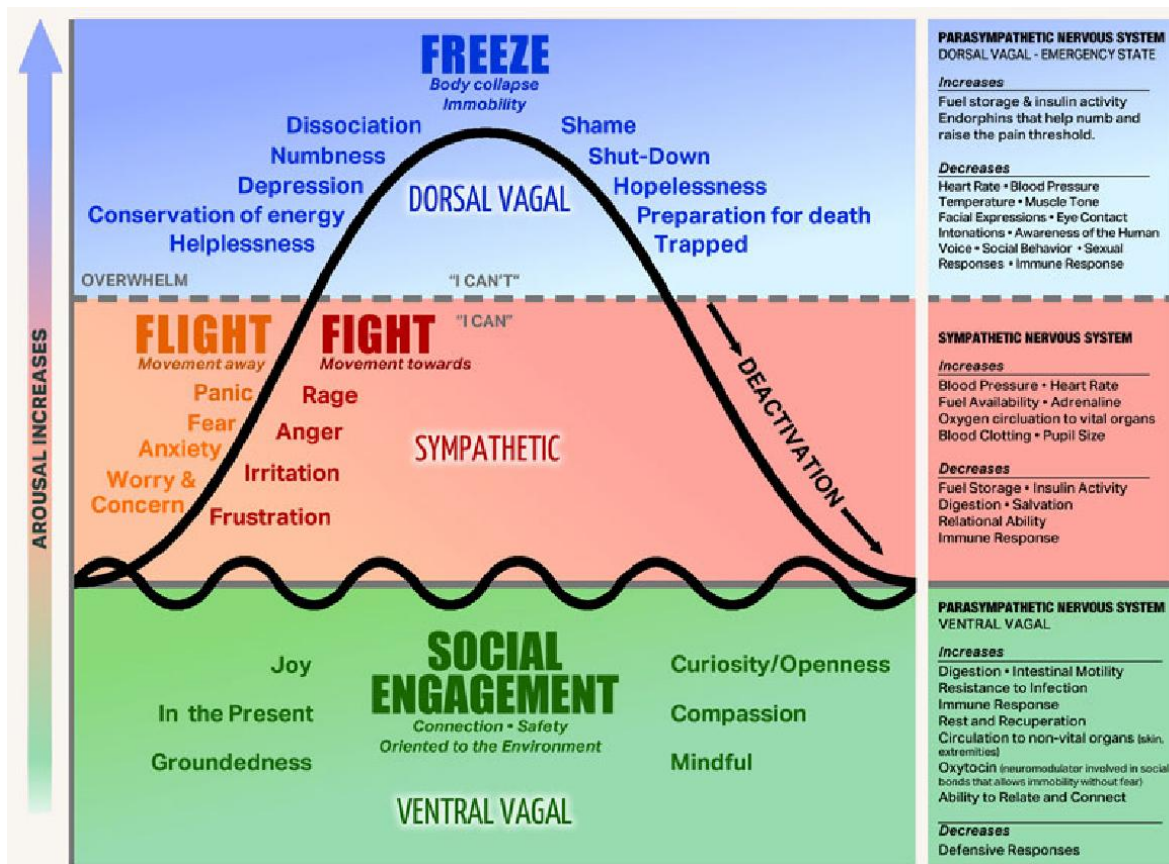
Some children find emotional regulation difficult and this affects their behaviours. At times, this can lead to incidents that are high-level and require intervention. This can only be done when the pupil has returned to a regulated state. Parents will normally be informed, and an appropriate response agreed. This may include additional sanctions. Sometimes, pupils demonstrating these behaviours will fall outside this policy and will have an individual behaviour plan.

Bullying

Bullying of all types (see anti-bullying policy) will not be tolerated. It would be identified by our acronym STOP (Several Times On Purpose). In the event of bullying taking place procedures outlined in the anti bullying policy should be followed. Discriminatory behaviour will not be tolerated. If a child feels an incident has been discriminatory racist or their parent would consider it so then school would record the incident on CPOMS. All bullying incidents come straight to a senior leader who will record them, interview those involved, contact parents via letter and take action accordingly.

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 every 3 years.

R Weights

September 2025

Appendix 1

Sanctions Table

These categories of behaviour and sanctions act as a tool to guide staff in making judgements about supporting and addressing behavioural issues in school. They do not intend to be a through route for children to travel within. An adult may spend considerable time imposing the sanctions at level one before the message hits home and a child starts to make progress in improving their behaviour. Most incidents in school remain low level and adults may develop many additional strategies in order to deal with that behaviour.

Sanctions

Behaviour	could include	Possible further action
Category One For example: Wandering around classroom Calling out Interrupting teacher Ignoring minor instructions Talking when quiet time Silly noises Pushing in line	Eye contact Quiet verbal reminder Change of seat Teacher see child at end of lesson Miss part of playtime/Golden time Sent to behaviour room Short period of isolation in own class Recorded in behaviour book	If persistent it may be more appropriate to use sanctions from category two.
Category Two For example: Throwing property Deliberately distracting other pupils Not responding to requests to work Answering back Leaving class without permission Swearing	Move to another class for rest of session Written lines or letter of apology Supervised timed period out of class Finish work at playtime Loss of playtime Isolation within classroom Recorded in MIS	Contact parent via note or phone/see after school. Discuss with senior colleague Inform SLT Child put on behaviour record

Category Three For example Damaging property Hurting someone through aggression Challenge to authority Abusive language	Behaviour record Class teacher meet with senior colleague Class teacher meet with parents Time out of lesson with SLT (internal exclusion) Loss of free time/privileges	Inform SLT Share with staff If repeated incidents – involve outside agencies Internal exclusion Meeting with parents Behaviour record Record on serious incident form
Category Four Bullying Stealing Vandalism Verbal abuse to teachers Open defiance of authority Harming others Verbal threat to a teacher	Record of bullying incident Inform parents Inform member of leadership team Possible exclusion Involvement of outside agencies	All staff that have close involvement with the pupil to be informed by lead person. Letter home to parents of victim and perpetrator. Meeting with parents. Internal exclusion/ external exclusion at head's discretion
Category Five Extreme violence or dangerous behaviour Physical assault of an individual Sexual assault Sexual harassment Leaving school without permission Sharing inappropriate pictures online	Inform parents Inform member of leadership team who will deal with Probable exclusion Involvement of outside agencies Support for perpetrator and victim	All staff that have close involvement with the pupil to be informed by lead person. Probable exclusion

Where a child has had to be restrained for their own protection or the safety of other members of staff restraining should complete a restraining form which outlines the events.



What were you thinking about at the time?



What have your thoughts been since?



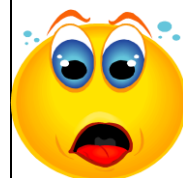
Who has been affected by what happened?



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?

