Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Behaviour Policy

This policy was adopted Autumn 2025

The policy is to be reviewed Autumn 2026

Signed …….. Chair of Governors

Aims of the policy

▪To encourage a calm, purposeful and happy atmosphere within the school.

▪To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

▪To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

▪To have a consistent approach to behaviour throughout the school through the Behaviour Thermometer with parental cooperation, support and involvement.

▪To develop and promote a consistent understanding of good behaviour through our Christian Values.

▪To establish boundaries of unacceptable behaviour using the Behaviour Thermometer to ensure safety.

▪To raise awareness about appropriate behaviour.

▪To help pupils', staff and parents have a sense of direction and feeling of common purpose.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

DfE guidance explaining that maintained schools must publish their behaviour policy online.

Roles and Responsibilities

The governing board

The Achievement Committee is responsible for:

- Reviewing and approving the written behaviour statement
- Reviewing this behaviour 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 this policy in conjunction with the Achievement Committee
- Giving due consideration to the school's behaviour statement
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 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 behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

We believe that how the adult behaves is vitally important in having a positive impact on the behaviour of the child. Therefore, staff have a responsibility:

- To treat all children fairly and with respect.
- To embody and abide by the School's Christian Values.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and consequences clearly and consistently.
- To be a good role model.
- To form positive relationships with colleagues and parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of their needs.
  To offer a framework for social education.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Inform the school of any changes in circumstances that may affect their child's

behaviour.

- ˙Support the school in the implementation of this policy.
- ˙Support the school's expectations, rules and values.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

When children join Monks Risborough CE Primary school they will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

At the beginning of each academic year the children will be reminded of:

- The school's key rules and routines
- Classroom etiquette and expectations
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive mid-way through an academic year.

School behaviour curriculum

At Monks Risborough CE school, we aim to ensure that pupils experience success

through their efforts which can be developed through the National Curriculum / the broader curriculum (e.g. Circle time, etc.)

We explicitly teach and reinforce the school's values on a daily basis through direct teaching in class and assemblies.

· We make clear our expectations of good behaviour.

· We discourage unsociable behaviour by promoting mutual respect.

· We encourage children to take responsibility for their own actions and behaviour.

· Children help to create class rules at the beginning of each year, having ownership over a fair system.

We set standards of behaviour through example.

We model appropriate play at playtimes.

We teach and encourage children to identify different emotions using the zones of regulation. (See appendix). The staff at school discuss the importance of feeling different emotions and work with children to find ways to deal with the emotion in a positive way. For example, when in the red zone (angry), having a 2-minute break and practising deep breathing to help regulate yourself.

At Monks Risborough CE Primary school all staff have high expectations for behaviour. We ensure that children have consistent routines that support them in feeling safe and secure so they can make positive behaviour choices.

Pupils at Monks are expected:

- To treat others with respect and consideration.
- To embody and abide by the school's Christian values.
- To work to the best of their abilities, and allow others to do the same.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.
- To wear the correct school uniform
- To refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

Responding to behaviour

Classroom management

At Monks Risborough CE Primary School, we recognise the importance of positive relationships between staff and children. The staff work hard to ensure they build positive relationship by:

- Greeting pupils in the morning
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

We believe that pupils do not misbehave if they are on-task during lesson time. Therefore, teachers ensure the set:

- The tasks that are meaningful
- The level of challenge is appropriate i.e. not too hard so the pupil feels overwhelmed or confused or not too easy so that the pupil becomes bored
- The pupils have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence
- They have a high self-esteem through being valued and the development of a growing sense of competence

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 demonstrated through following the school values are rewarded with stamps in their Value Passport. When they have completed a page in their Value Passport they can choose from a list of rewards. These are communicated through the relationships and expectations that exist in a school.

Children are put into our House system when they start at Monks - this enables them to feel part of a team. Their hard work and demonstration of positive behaviour awards them house points.

We aim to ensure that pupils feel recognised as individual and unique people who have many attributes to offer in addition to academic success. Every Friday, we have a whole school celebration worship where individuals from each class are chosen to be 'Star of the Week' During this worship we also celebrate children's accomplishments outside of school such as swimming badges or football trophies.

Positive behaviour will be rewarded with:

- Emphasis on encouragement and process/specific praise
- Rewarding with a stamp in their Values Passport -highlighting the following of school values
- Positive feedback
- Recognition board
- Respect for all individuals, regardless of culture and background
- Modelling of desired behaviour
- Effective communication
- Clear and consistent use of rules and sanctions
- Ensuring pupils know they are valued
- Ensuring pupils experience and have a sense of their own success
- Sharing excellent work
- Celebration worship – recognising achievements both in and outside of school
- Positive feedback to parents (verbal and written)
- Positive use of House Points
- A Headteacher's Award for going 'over and above'

Responding to misbehaviour

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 and safe learning environment, and to prevent recurrence of misbehaviour. Children are given a warning and reminded of our school values through the behaviour thermometer. Staff make them aware of the wrong choice and how to make the right choice. Where necessary we will discuss incidents with children involved. If there is a disagreement between children we will work with them so they can resolve the disagreement themselves. We encourage children to take responsibility for their own behaviour and discuss the consequences that are to be put in place.

The aim of the behaviour thermometer is to discourage future misbehaviour and for children to learn through the process.

We believe:

- Responses to behaviour that are unfair, disproportionate, inconsistent or unpleasant are counter-productive.
- Sanctions are effective if they are predictable, fair, consistent, and come after a warning – if the child chooses to continue to make a wrong choice, they are choosing to take the sanction.
- It should be clear from the adult's actions that it is the behaviour that is unacceptable, not the child.
- As a general rule, only the appropriate pupil should be aware of complaints around their behaviour, i.e. telling someone off on the other side of the classroom can leave everyone feeling told off and can also have a desensitizing effect. On occasion, whole groups of children may need to be addressed, e.g, repeated mess in the cloakrooms.

At Monks, we use de-escalation techniques where possible to help prevent further behaviour issues arising. On all staff lanyards is a microscript that can be used to support the children in explaining what they are thinking or feeling.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The behaviour thermometer shows the consequences to different actions and is devised to show the children how escalation of repeated behaviour is dealt with. For behaviour that is deemed dangerous to the wellbeing of others or a danger to the learning of others, suspensions will be used. This is a measure that is never taken lightly. For information on how we suspend pupils please see our suspensions and exclusion policy.

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis but with regard to the impact on perceived fairness.

20. Permanent Exclusion: Parents meet with Head Teacher 19. 5 day External Exclusion: Parents meet with Head Teacher 18. 4 day External Exclusion: Parents meet with Head Teacher 17. 3 day External Exclusion: Parents meet with Head Teacher 16. 2 day External Exclusion: Parents meet with Head Teacher 15. 1 day External Exclusion: Parents meet with Head Teacher 14. Half day External Exclusion: Parents meet with Head Teacher	**HT AND GOVERNORS** **SMT**	• Bringing weapons to school • Physical attack on an adult • Serious damage to property • Cyber bullying • Stealing • Spitting at another person • Repeated offences (escapes of repeated offences) • Setting off the fire alarm
13. Behaviour continues to escalate, meeting with SLT and SEN team to discuss position in school 12. Lack of progress or repeat behaviour. SENCo takes responsibility for implementing a Pastoral Support Plan involving all members of staff involved in 11 Child sent to SLT 11. Behaviour targets set at meeting set at meeting with class teacher, SENCo and parent. (CHILD MUST BE PRESENT FOR ALL OF THIS.) A Home School and Mentor Behaviour Plan. Two weekly sessions with parents and child to monitor.	**BEHAVIOUR PLAN**	• Throwing and knocking over furniture • Interfering with or damaging school/adult's personal property • Physical attack on a child* • Running out of class • Not being responsible in the use of IT • Repeated offences at Yellow step
10. Move to another Key Stage and discussion with parent and class teacher 9. Warn child that they may move to class in other Key Stage	**LINK CLASS**	• Vandalising school property • Shouting at an adult • Refusing to follow adult instructions • Intentionally interfering with school equipment • Continuing poor behaviour in purple
8. Moved to classroom next door and a letter home 7. Pupil warned of next step 6. Miss next break time (age + 1 minute)	**PARALLEL CLASS**	• Interfering with other people's property • Being unsupervised in any area of the school without permission • Telling lies • Deliberately hurting someone else's feelings • Using unkind hands/feet • Not achieving expected level of work • Continual low-level disruptive behaviour (from green)
5. Letter home (after 3 incidents in a week) 4. Warning if behaviour continues a letter will go home 3. Pupil moved to a different table 2. Say child's name and warn them that they might be moved 1. Gentle reminder of expected behaviour needs linked to values	**MISSED BREAK**	• Talking at the same time as the teacher/another child • Fiddling • Inappropriate noises • Calling out • Not sitting appropriately • Moving at incorrect times • Time wasting • Being off task • Not concentrating • Distracting others • Accidentally hurting someone's feelings

SEND

We expect all children at Monks Risborough CE Primary School to adhere to the school behaviour code. As far as possible, we want to keep children with SEND within the code. However, this will be more difficult for some children at certain times.

Children with behaviour difficulties (at School Support) may:

· Have regular meetings with their parents/carers and SENDCo to discuss progress

· Have targets for improved behaviour on their Pastoral Support Programme (PSP)

· Have an incentives reward chart

· Have a home-school communication book

Children who have an Education and Health Care Plan may need the code to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet the expectations without additional support. A formal meeting should take place every term between parents/carers and school staff. For some children, often classified as having Social, Emotional and Behavioural difficulties, the school will need to respond in a way that is additional to, or different from, other children in order to positively manage their behaviour.

The school will endeavour to liaise with external agencies that may be able to offer support and advice for staff dealing with children who exhibit particularly challenging behaviour.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Child-on-child abuse

Monks Risborough CE Primary School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

In order to prevent child on child abuse happening at Monks Risborough CE Primary School children are well supervised at all times. In areas where children are not under constant supervision (e.g. toilets and KS2 cloakroom) children have to request to go to the toilet so we know who has been sent. The cloakrooms for Key Stage Two the doors remain open for visibility as well as staff members accompanying children as they walk through these areas. We also ensure that children are able to speak to the adults at school if anything worries them. Staff will always listen to concerns and investigate these appropriately. Reporting to DSL and on CPOMs to action can be taken.

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.

Off-site misbehaviour

Our behaviour policy covers when the children are off-site. We expect children to follow our School Values and our behaviour policy whether at school or at offsite visit. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school will work with families to support misbehaviour that happens online. We encourage parents to be vigilant to what children are accessing and doing online so they can support their children in making good choices. Where appropriate the school may issue behaviour sanctions 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Staff induction, development and support

Staff at Monks Risborough School read the school policy as part of their induction. Staff are sent the behaviour policy annually to read and review. Any changes to the policy are highlighted to all staff straight away.

SLT lead training and support for staff to be able to implement the policy. Staff at Monks Risborough School should feel empowered to use the policy to ensure the best outcomes for all pupils.

Where it is appropriate staff may have training from external providers to help them deal effectively with behaviour management.

Banned Items and Searches

The school bans children from bringing in items that can cause harm both physically and mentally. Items that are banned from the school site are:

- Sharp objects e.g. knives, scissors
- Age inappropriate items e.g. games with above age rating.

If a child is suspected to have an item that can cause harm then a member of the senior leadership will search their belongings. If a search of belongings is carried out the child's parent or carer will be notified.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.