



**Behaviour Policy**

**And**

**Statement of Behaviour Principles**

**Monkston Primary School**

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**BEHAVIOUR POLICY**  
**ADOPTION AND AMENDMENTS TO BEHAVIOUR POLICY**

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## **1. Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **2. Legislation, statutory requirements and statutory guidance**

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people#](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on:
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **3. Definitions**

Our **3 separate but complementary systems** for recording and addressing incidents of unacceptable behaviour will be as follows:

**Classroom misbehaviour** is defined as:

- Disruption in lessons and in corridors between lessons
- Non-completion of classwork or homework
- Poor attitude
- **Direct misbehaviour** is defined as:
  - Repeated breaches of the school rules
  - Any form of bullying
  - Sexual violence (intentional sexual touching without consent)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting

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- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

**Playground / Lunchtime Misbehaviour**

Playground / lunchtime misbehaviour is dealt with by a senior member of staff using a separate system, specifically to minimise disruption to lessons.

## **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Anti-Bullying Statement**

The school does not tolerate bullying of any kind. We recognise that bullying is detrimental not only to the victim but also to the perpetrator and the wider school community. Consequently, our commitment to fostering a safe and supportive environment is paramount. To this end, the school actively promotes positive relationships between pupils through a carefully sequenced and inclusive curriculum that encompasses social and emotional learning. Pupils are instructed on how to keep themselves safe, understand the harmful impacts of bullying, and learn effective strategies for dealing with all forms of bullying, including physical, verbal, and emotional abuse. Moreover, the school engages in national events, such as Anti-Bullying Week, which serve to heighten awareness and encourage a collective stance against bullying through assemblies and engaging lesson activities designed to cultivate empathy and respect.

In instances where we discover an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. Prompt action is crucial, and thus, allegations of bullying brought to the attention of a class teacher are referred expeditiously to the appropriate senior member of staff. Our aim is to ensure that all such allegations and disclosures are addressed by the end of the school day, with communication extended to the parents of all children involved as deemed necessary. While it is inherently challenging to eradicate bullying in its entirety, we are resolute in our efforts to ensure that every child attends school free from fear and anxiety.

Following thorough investigations carried out by a member of the senior leadership team, should a child be proven responsible for bullying, they will be placed 'on report', and a tailored Pastoral Support Plan will be drawn up to address their behaviour and support their development. Additionally, a comprehensive risk assessment will be created to ensure the safety and well-being of any victims, promoting a proactive approach to safeguarding. In extreme circumstances, such as persistent bullying behaviour or serious incidents, the school may resort to immediate exclusion of the offending pupil as a last resort.

In order to ensure the well-being of pupils who have been victims of bullying, additional support may be provided through the school's nurture assistant or senior leadership team. This support is designed to help rebuild their confidence and ensure that their mental health is not adversely affected by their experiences.

## **5. Roles and responsibilities**

### **5.1 The Local Governing Body**

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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#### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- 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.

#### 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture. Pupils are expected to

- Follow our Monkston values
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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 are mid-phase arrivals.

## 6. School behaviour curriculum

- It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour curriculum is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The primary aim of our curriculum must be to promote **good relationships**, so that children, staff and parents can work together with the common purpose of helping everyone to enjoy and achieve.

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Our curriculum supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- The school expects every member of the school community to behave in a considerate way towards others. Specific rules to support polite, considerate, orderly and 'on-task' behaviour will be explained to the children at the beginning of each school year and reinforced through assemblies focused on our 'Monkston values'. Good behaviour will be defined carefully by example, as well as through assemblies, PSHE and other classroom discussions. Children will be helped to understand that compassion, kindness, respect, politeness and truthfulness are qualities to which they should aspire.
- We aim to treat all children fairly and will apply this policy in a consistent way.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **6.1 Mobile phones**

Pupils may bring a mobile phone into school, but these must be handed to their class teacher on arrival to school. Staff will ensure phones are locked away. Pupils can have their phones back at the end of the school day.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - 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

### **7.2 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.

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Please refer to our child protection and safeguarding policy for more information  
<https://www.monkston.org/safeguarding/>

#### 7.3 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 will be rewarded with:

We praise and reward children for good behaviour in a variety of ways:

- staff congratulate and praise children
- staff give children house points
- teachers move children's names onto the Gold Cloud to honour their behaviour
- each Friday children who have been on the Gold Cloud in their classroom more than once that week are publicly congratulated in a class assembly
- Pupils seen acting in a responsible / positive way at breaktimes are added to the positive lunchtime book

The school seeks to acknowledge all the efforts and achievements of children, both in and out of school.

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately in each individual situation.

#### 7.4 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.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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.

It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is: ***'Your behaviour is your responsibility.'***

Our **3 separate but complementary systems** for recording and addressing incidents of unacceptable behaviour will be as follows:

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**Classroom Misbehaviour** [e.g. calling out, arguing, low level disruption]

Each classroom will have a 'traffic light' system for reminding the children about their behaviour during the day. When a child behaves inappropriately, the class teacher moves the child's name down from green [where all names start each morning] to yellow, then from yellow to orange and finally from orange to red.

#### Consequences

Yellow – loss of 2 minutes at playtime

Orange – loss of 5 minutes at playtime

Red – removal to assistant head, completion of 'What I Should Have Done' sheet and a letter emailed home.

After 3 'red letters' in an academic year, a parental conference will be called.

#### **Playground / Lunchtime Misbehaviour**

Playground / lunchtime misbehaviour is dealt with by a senior member of staff using a separate system, specifically to minimise disruption to lessons.

Lunchtime supervisors and senior staff on duty during morning/afternoon playtimes carry an investigation note book, in which they record unacceptable behaviour. The Headteacher, Deputy Head or Assistant Head will follow-up any recorded incidents by interviewing the children concerned and writing all significant incidents into the main playground behaviour book. Normally, after 3 entries in this book, a letter is emailed home explaining that the child's behaviour will be monitored for the next 5 school days – i.e. they will be placed 'on report' for playtimes and lunchtimes. After 3 letters home, a parental conference will then be called.

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies.

- Permanent exclusions, in the most serious of circumstances

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

#### **7.5 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

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- 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.

### **7.6 Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

##### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags
- Coat pockets

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

##### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

##### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

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- What action the school has taken, including any sanctions that have been applied to their child

#### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **7.7 Off-site misbehaviour**

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).

#### **7.8 Online misbehaviour**

The school can 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.

#### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

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The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

#### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

<https://www.monkston.org/safeguarding/>

#### **7.11 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 is in need of 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.

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Please refer to our child protection and safeguarding policy <https://www.monkston.org/safeguarding/> for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Direct Misbehaviour**

Serious misbehaviour, whether at playtime or during lesson time, is dealt with by completion of an Investigation Form and referral to the Deputy Head or Headteacher. A letter will be emailed home, and sanctions will be applied depending on the severity of the behaviour. These often include providing children with time to reflect on their behaviour choices, such as lunchtime detention. In some cases [e.g. bullying] parents of all parties will be telephoned that day. For more serious incidents or repeated offences, a child may be placed into isolation with a senior member of staff for a set period of time to complete their work.

After 3 direct behaviour letters in an academic year, a parental conference will be called.

### **8.2 'Next Steps' following a Parental Conference**

The purpose of any parental conference is to agree a 'way forward' for a child to improve his/her behaviour. The meeting will usually involve parent(s), Assistant Heads and/or deputy / headteacher and class teacher. The child may be invited to participate in part of the meeting. Discussions will usually result in the Assistant Head and class teacher drafting a pastoral support plan [PSP] explaining what measures will be taken at school to help the child meet specified behaviour targets. The PSP may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, being awarded grades for their behaviour.

The PSP will be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support (possibly including assessment/input by outside agencies) and disciplinary action.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information <https://primarysite-prod-sorted.s3.amazonaws.com/monkston-primary-school/UploadedDocument/9efe845b-372d-490c-a04f-e1d8ba6591ae/suspension-exclusion-policy.pdf>

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples may include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's Inclusion Leader may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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#### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

### **11. Pupil transition**

#### **11.1 Inducting incoming pupils**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **12. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **13. Monitoring arrangements**

#### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

**MONKSTON PRIMARY SCHOOL**  
**BEHAVIOUR POLICY**

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and appropriate committee of the Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

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**BEHAVIOUR POLICY**

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Local Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Pastoral Support Plan [PSP]

Pastoral Support Plan [PSP] for .....

Date of meeting: .....

<b>Attended by:</b>	<b>Title/Agency:</b>	<b>Fixed Term Exclusions this academic year:</b>

### Stage on Code of Practice

<b>SEND needs identified Yes / NO</b>	<b>EHCP Yes / No</b>	<b>Under Assessment Yes / No</b>

### Unidentified Special Needs

<p>Is there a concern that there may be unidentified special needs and assessment is required? School Yes/No</p> <p>Parent Yes/No</p>

### Other Agencies Involved - outline present support

<b>Name of agency</b>	<b>Present support</b>

<b>Reasons for Pastoral Support Plan</b>	
<b>Class Teacher comments</b>	
<b>Pupil Views</b>	

<b>Parent/Carers Views</b>	
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**Pastoral Support Plan Commitments**

**Pupils Targets (identified by pupil/parent/school)**

<ul style="list-style-type: none"> <li>•</li>   <li>•</li> </ul>
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**Actions to be taken by:**

<b>The School</b>	
<b>Parents</b>	
<b>Pupils</b>	
<b>Other agencies</b>	

**Review**

<b>Initial review date:</b>	
<b>Outcome of initial review:</b>	

### Appendix 3: Playtime / Lunchtime letter



## Monkston Primary School

Wadhurst Lane, Monkston  
Milton Keynes, MK10 9LA  
Tel: 01908 671034 Fax: 01908 679582  
e-mail: office@monkston.org

Headteacher: Mrs Hannah Williams  
Deputy Head: Mrs Jo Michel

Chair of Governors: Mr Adam Gledhill  
Business Manager: Mrs Emily Winship

Date:  
Name:  
Class:

Dear

I am sorry to be communicating disappointing news, but, in accordance with our behaviour policy, I am writing to inform you that there have now been 3 incidents of unacceptable playtime behaviour from X. The 3 occasions have been as follows:

Date	Incident details

We want all children to be happy and well-behaved at school and trust will make better decisions from now on.

Thank you for your support.

Yours sincerely,

Mrs Hannah Williams  
Headteacher



## Appendix 4: Behaviour Incident Report

### MONKSTON PRIMARY SCHOOL – Direct misbehaviour incident report

Name of pupil

Class

**Names of staff / pupils concerned:** (incl. Year Gp)

Date of Incident:

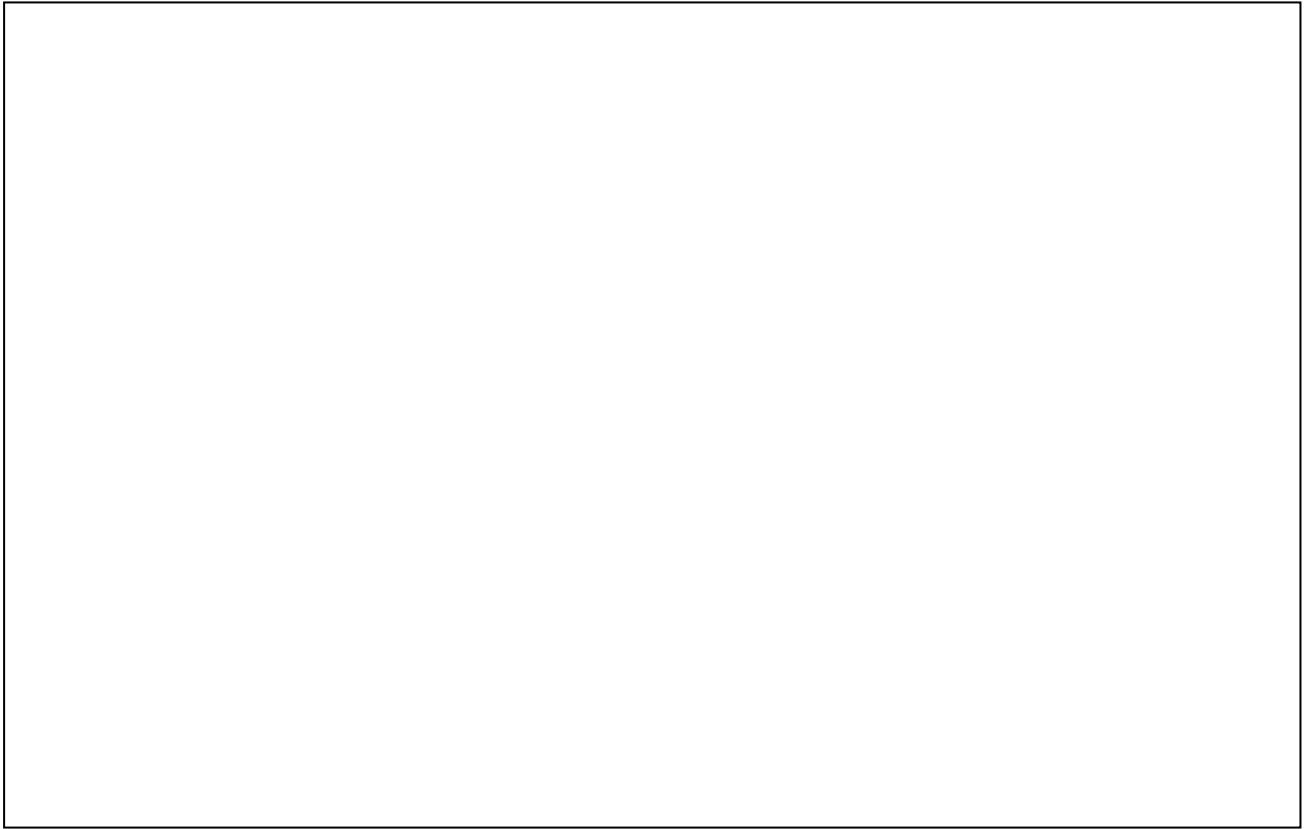
Time of Incident:

Incident / Behaviour reported by:

Place of Incident:

Description of Behaviour / Incident: (what was said & by whom)

Other Information: (previous history / background information)



<b>Name:</b>	<b>Signed:</b>	<b>Date:</b>
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## Appendix 5: Classroom 'traffic light' letter



# Monkston Primary School

Wadhurst Lane, Monkston

Milton Keynes, MK10 9LA

Tel: 01908 671034 Fax: 01908 679582

e-mail: [office@monkston.org](mailto:office@monkston.org)

[www.monkston.org](http://www.monkston.org)

Headteacher: Mrs Hannah Williams  
Deputy Head: Mrs Aimee Mills  
Senior Assistant Head: Mrs Lauren Hamer

Chair of Governors: Mr Adam Gledhill  
Business Manager: Mrs Emily Winship

Date:

Child's name:

Dear Parent/Carer,

I am writing to inform you that your child's name has been moved down the classroom 'traffic lights' from Green to Yellow to Orange to Red. This action was taken as a result of inappropriate behaviour, detailed below:

Brief description of behaviour:

Yellow	
Orange	
Red	

Please discuss this matter with your child. We do appreciate your co-operation and support as we work together to help all children behave appropriately in school. Thank you.

Yours sincerely  
Class teacher