



Monkspath School

Behaviour and Relationships Policy

Governors' Statement of General Principles with Regard to Behaviour

Rationale and Purpose

- This Statement has been drawn up in accordance with Section 88 of the Education and Inspections Act 2006, the Equality Act 2010, and DfE guidance (*Behaviour and Discipline in Schools*).
- Its purpose is to provide guidance for the Head Teacher when formulating the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff, parents/carers, and pupils, while complying with all relevant legislation and guidance.
- This is a statement of principles, not practice. The Head Teacher is responsible for producing the detailed Behaviour Policy, taking account of these principles and the DfE guidance.
- The Behaviour Policy must be publicised annually to staff, parents/carers, and pupils, and this Statement will be published on the school website.
- Governors will consult the Head Teacher, staff, parents/carers, and pupils before approving this Statement.

Principles

- The welfare and safeguarding of pupils is paramount.
- Every pupil has the right to feel safe, valued, and respected, and to learn free from disruption.
- All pupils, staff, and visitors are free from any form of discrimination, in line with the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards and sanctions are applied fairly, consistently, and proportionately, taking account of individual circumstances, SEND, and safeguarding duties.
- The Behaviour Policy is understood by pupils, staff, and parents/carers.
- The exclusions policy makes clear that exclusions will only be used as a last resort and outlines the statutory processes for suspensions and permanent exclusions.
- Pupils are supported to take responsibility for their actions and develop positive behaviour.
- Parents/carers are involved in behaviour matters to foster strong home-school relationships.
- Violence, threatening behaviour, bullying (including cyberbullying), and any form of discriminatory behaviour will not be tolerated.
- Staff have the power to:
 - Use reasonable force where lawful and necessary.
 - Search pupils in line with statutory guidance.
 - Discipline pupils for misbehaviour outside the school premises, in accordance with the law.
- The school should monitor behaviour patterns and analyse trends to inform interventions and continuous improvement.

Ethos

We believe:

- Our whole school agreed core values underpin the ethos we create and maintain.
- Discipline is a key feature of school life about which there should be a clear, shared understanding between the Head Teacher, all staff, parents, governors and children.
- In order to create a positive school culture all staff must positively reinforce appropriate behaviour.
- Children have the right to learn and teachers must be enabled to teach them.
- Children are entitled to a 'hearing' – in a culture of no evidence-no blame-no punishment.

The staff of Monkspath School will follow this policy that encourages a positive approach to behaviour management, by using a system of rewards and consequences and achieving a balance between recognition, responsibility, respect and trust. We work closely with parents to help achieve this.

Aims and Expectations

Our primary aim is that every member of the school community is treated consistently and fairly and feels valued and respected. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support 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. We expect every member of the school community to behave in a considerate way towards others. We aim to help children grow in a safe and secure environment, and to become positive and increasingly independent members of the school community who develop personal responsibility for engendering the good care and welfare of others.

The school has a basic school code (our 'Umbrella Code') which is a means of promoting good relationships, so that people can work together as a school community in an effective, considerate and safe way.

In addition to this code, at the start of the school year individual Departments (Foundation Stage, Key Stage One, Key Stage 2) agree class rules and rewards with the children.

We treat all children and adults fairly and apply this behaviour policy in a consistent way.

Roles and Responsibilities

All staff: including those working in our extended day provision and outside agencies running after school clubs, are encouraged to promote positive attitudes to learning and behaviour, and to be consistent and fair in their management of behaviour both positive and challenging. following the ethos and principles of this policy.

Staff new to the school will be involved in an induction process that ensured they fully understand the expectations of this policy

Pupils

Pupils are expected to:

- Take responsibility for their own behaviour;
- Take part in the caring, sharing ethos of the school;
- Know and understand the rules, rewards, sanctions and the consequences of their actions;
- Work to the best of their ability to complete the work which is asked of them by their teacher
- Make sure their behaviours do not distract others from their learning
- Pupils new to school will have our behaviour expectations explained to them to ensure they fully understand the 'Monkspath' approach to behaviour

Teachers, all staff working in extended day and outside agencies.

The adults are responsible for the management of the behaviour of his/ her class or group, using the systems detailed in this policy. Teachers will achieve this by:

- Being calm, good humoured and having high expectations for the good behaviour of all pupils in the school;
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability;
- Treating all pupils fairly and equally and showing concern and respect for them;
- Making time to respond to children according to their needs;
- Making rules clear and implementing them firmly but fairly with sensitivity;
- Using praise rather than criticism to guide;
- Where appropriate reporting to parents about the progress of children in their class or group, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school sanctions.
- Linking with wrap around care or class teachers to ensure effective communication takes place.

Behaviour Leader and Inclusion Leader

The roles of the Behaviour Leader and Inclusion Leader are:

- To respond to behaviour concerns from school staff;
- To help staff to self-assess classroom practice in order to identify antecedents, triggers and patterns in behaviours giving cause for concern and to support 'in class' interventions.
- Ensure that advice is available where needed;
- Ensure appropriate intervention is in place
- Liaise with other members of school staff, including the, Head Teacher, and Senior Leadership Team;
- Liaise with parents;
- Liaise with outside agencies.
- During a co-regulation plan meeting with a teacher and parent the Behaviour Leader and/or Inclusion Leader (depending on specific needs) will record the nature of concern and evidence, relevant background information, relevant teaching and learning issues, external and additional support and resources. Specific target behaviours (maximum of 3), the frequency and success criteria, rewards and sanctions and monitoring and review dates will all be included on the co-regulation plan

Head Teacher and Senior Leaders

It is the responsibility of the Head Teacher (School Standards and Framework Act, 1998) to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all of the children in the school.

The Head Teacher will:

- Be visible in supporting the staff by implementing the policy; by setting standards of behaviour and by supporting staff in the implementation of the policy.
- The Head Teacher has the responsibility for deciding when a fixed term exclusion is appropriate as a sanction for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher will inform the child's parent, the Governors and the Local Authority if this decision is made.

Lunch Time Supervisors

Lunch time supervisors are responsible for the behaviour of children at lunch times. Lunch time supervisors will:

- Be calm, good humoured and having high expectations for the good behaviour of all pupils in the school;
- Treat all pupils equally and showing concern and respect for them;
- Make time to respond to children according to their needs;
- Make rules clear and implementing them firmly but fairly with sensitivity;
- Use praise rather than criticism to guide;
- Follow the systems in this behaviour policy;
- Reward acceptable behaviours with raffle tickets.
- Use Emotion Coaching where appropriate
- Promote positive attitudes and uphold the school ethos during lunch times;
- Refer any behaviour issues to class teachers at the end of lunch time;
- Refer any serious behaviour issues to the senior member of staff on duty at lunch time.

Parents

We work closely with parents and ask them to:

- Work collaboratively with the school so that children receive consistent messages about how to behave at home and at school;
- To read and fully support our Behaviour Policy and code of behaviour;
- Support their child's learning and to cooperate with the school
- Contribute to a constructive dialogue between home and school, to work in partnership with the school when raising any concern about the management of behaviour.
- Support the actions of the school (with regard to our rewards and sanctions).

Governors

The Governing Body has the responsibility of reinforcing these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines. Whilst the day-to-day authority to implement the school behaviour and discipline policy is Head Teacher's responsibility, the Chair of Governors may be advised by the Head Teacher about particular disciplinary issues.

Our School 'Umbrella Code'

Our school 'Umbrella Code' is our set of whole school rules. This code is displayed around the school in the corridors and is used as a reminder of the behaviours we expect of all children

Our code to keep us safe. We will:

Walk everywhere in school

Work and play safely

Follow the 'SMART' rules when using a computer

Our code to keep us happy. We will:

Show each other friendship

Be kind to one another

Our code to help us work. We will:
Listen to each other
Always try hard and do our best
Include each other

Our code for taking care. We will:
Look after our school, respecting the building and equipment
Take care of belongings
Show respect and be polite to all others
Use a quiet voice in school

In addition to our school Umbrella Code each department agrees its own list of complimentary rules with the children. These agreed rules are displayed in each classroom alongside our rewards and sanctions. Staff regularly refer to this and we take a whole school approach to ensuring positive behaviour in and around school. All staff share a corporate responsibility for the safety, well-being and good behaviour of all of the pupils in the school.

PPA and Supply Staff

All relevant, key information (for example: Inclusion plans, Needs Based plans, IBPs positive handling Plans etc) should be shared with staff covering PPA sessions or for other reasons known in advance by the class teacher. This should take place before the session and at regular intervals throughout the term as necessary. In the case of staff covering at short notice Year Group colleagues should ensure that key information is shared. Information regarding specific behavioural needs of children is kept in the classroom. A brief overview of the children's needs and successful strategies should be shared with all staff working with the children, including lunchtime supervisors.

Behaviour Expectations for children with Special Educational needs and or Disability (SEND)

Supporting the behaviour of our children on the SEND register is embedded throughout this policy. This is underpinned by our behaviour culture that promotes high standards; and where necessary, provides extra support. We create a calm environment within which pupils with SEND can thrive and learn and will work to anticipate likely triggers of misbehaviour and put in place support to reduce/prevent these.

Zones of Regulation

Our Zones of Regulation are an age appropriate system that enables our children to develop the language to describe their feelings and emotions. Through developing this vocabulary, our children are able to use the zones to show how they are feeling throughout the day. It is expected that this will support the majority of our children to develop an understanding of how their emotions make them think and feel and to develop their self-regulation strategies.



Age appropriate Zones of Regulation will be displayed in every classroom, at an appropriate height to be reached by the children. In some exceptional circumstances a child may need their own Zone of Regulation stored out of sight of the rest of the class.

All staff must revisit the emotional language at the start of every year at least, to ensure the class understand and can describe each emotion.

It is important that children understand that all emotions are valid, we should not expect anyone to always be in the 'green zone'; rather, we use the zones to support children in understanding how they feel and to enable staff to recognise when a child needs support, but doesn't feel able to ask for it verbally.

Children can move their name around the zones whenever they feel their emotions have changed (this should not impact upon learning). This would usually be at the start and end of sessions, break times or the beginning of the day. All children should be encouraged to place their name on the Zones of Regulation when they arrive at school.

All staff will 'keep an eye' on their Zones of Regulation board and notice children who need support to regulate their emotions or to discuss why they feel the way they do. Support for children may be provided by any member of staff who has a relationship with the child and should be offered at an appropriate time.

All staff will monitor for children who regularly identify the more negative emotions such as; anger, sadness, tiredness etc. For these children further intervention may be required and the relevant department head should be notified.

Emotion Coaching

All staff will use Emotion Coaching to support children to understand their different emotions, why they occur and how to handle them.

Research at Bath Spa University have demonstrated that Emotion Coaching helps:

- Children to regulate and take ownership for their behaviour
- Children to calm down and better understand emotions
- Practitioners to be more sensitive to children's needs
- Practitioners to create more consistent responses to children's behaviours
- Practitioners to feel more 'in control' during incidents
- Promote positive relationships between adults and children

The 4 steps of emotion Coaching are:

1. Recognising the child's feelings and empathising with them – for example "the way your face is scrunched up, I wonder if you are feeling a little wobbly right now"
2. Validating the feelings and labelling them – for example "Maybe a part of you is feeling worried, I get that, there is a lot of changes today to our normal routine"
3. Setting limits on behaviour (if needed)
4. Problem solving with the child

Trauma Informed approaches

Trauma informed approaches will be used alongside the usual range of rewards and sanctions:

Staff will:

- Place relationships and a child's sense of safety and security at the heart of classroom management
- Encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging
- Promote a sense of community and belonging
- Take individual circumstances into account

Use of nurturing approaches

In supporting children who may have experienced trauma or adverse life experiences, a nurturing approach offers a range of opportunities for our children to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers; develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

A nurturing approach is embedded with trauma informed approaches, it's six principles are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Rewards

Verbal praise – personal, one-to-one, group and/ or whole class

Non-verbal praise – thumbs up, smile, stickers, etc.

Class points

Class points are given out by all staff. Class points are collected and count towards agreed rewards eg. from additional break treats to extra-curricular activities. Rewards are given for every 25 class points collected. Rewards are negotiated with the Year Group in September and agreed by the Head Teacher. The reward list is displayed in each classroom.

Personal Points

Personal Points – personal points are awarded to individual children. All children start from '0' points at the beginning of each academic year.

Values Stickers (including Memory, Resilience and Growth Mindset)

Values stickers are awarded to children who demonstrate a school value. They can be given at any time by all staff, to reward social and learning behaviours. Children who particularly stand out in their behaviours may be awarded their values stickers in values assemblies and year group celebration assemblies. Values stickers are worth 10 points. Key stage 1 children will wear their value sticker; Key Stage 2 children can collect their stickers in their organisers.

Key Stage 1

Children in Key Stage 1 collect stickers for every 10 points on their personal certificate. Children in Key Stage 1 receive a special certificate and a coloured star badge once they have collected 100 personal points. A certificate is given out to a child in each class who is awarded 'Star of the Week'.

Key Stage 2

Children in Key Stage 2 collect the stickers on their personal certificate.

Children in Key Stage 2 need to complete a personal point slip for every 25 points they collect, they complete a personal points slip which is placed in the year group points box. These points are read out in Year group celebration assemblies and points stickers awarded.

Children in Key Stage 2 receive a special certificate and a coloured star badge once they have collected 100 personal points

It is expected that all children will have received a certificate for at least 25 points no later than the end of the Autumn Term.

Raffle Tickets – Lunchtime Supervisors reward desirable behaviour with a raffle ticket. When a raffle ticket is earned by a child it needs to be placed in the box by the school office. A weekly draw takes place in assembly (one for Foundation Stage and Key Stage 1 and one for Key Stage 2) and the child whose ticket is drawn wins a prize from the Head Teacher.

Foundation Stage

Children in the Foundation Stage are given stickers, verbal praise, class points. A certificate is given out to the child who is awarded 'Star of the Week'. Each day a 'Star of the Day' is chosen. This child gets to sit on the 'Star of the Day Chair'.

Children add characteristics to the 'Mr Men and Little Miss Learning Chart' throughout each week as they demonstrate good learning behaviours which reflect effective characteristics of learning (for example making links, playing with what you know, keeping on trying etc). Children who have demonstrated several of these characteristics within a week are awarded a certificate.

Key Stage 2 Courtyard Passes – Children in Key Stage 2 can earn a 'courtyard pass' allowing them to use the Key Stage 2 courtyard during the following day for lesson times and lunch and break times.

Individual rewards

For some children, the school reward system may not have the desired impact, therefore a more personalised individual rewards system is set up in order to have an impact on positive behaviour if the child doesn't respond to whole class systems. These are agreed by all staff working with the child and shared with parents to support at home. The system will be agreed with the Behaviour Leader and/or Inclusion Lead.

Sanctions and Consequences

The Monkspath School 'Umbrella Code' and rules are displayed in a variety of locations around the school building. They should be referred to on a regular basis and always when appropriate to demonstrate when rules have been broken.

Consequences should be calmly and consistently applied in a manner that avoids confrontation, loss of control by the adult and humiliation of the child. When properly used, the sanctions are a support for teachers as well as children. They should be used making it clear that the behaviour is being criticised and not the child.

At the heart of the school behaviour policy is the belief and understanding that each day is a fresh start.

FOUNDATION STAGE SANCTIONS AND CONSEQUENCES

Behaviour expectations and classroom rules are shared, discussed and reinforced on a daily basis with all children, so they are aware of the expectations of the classrooms.

All staff use consistent rules so that children understand the consistent expectations of behaviour and possible consequences.

Staff will be pro-active and not reactive to behaviours.

Staff will share the 'Golden Rule' of the week with all children, to reinforce specific behaviour expectations; and positively praise children who follow the rule of the week.

Staff use Emotion Coaching, Restorative Thinking and Trauma Informed Strategies to inform their discussions with children.

If a child does not follow the classroom rules, the steps below are followed:

1. A reminder of the classroom rules and expectations.
2. Praise for the child when they meet the expectations, self-regulate and follow the rules.
3. A further reminder of the rules/expectations and discussion of the child's emotions and self-regulation using Zones of Regulation (if appropriate)
If behaviours continue:
4. 'Reflection time' for 5 minutes in a designated area of the child's current learning environment and afterwards, time to discuss the behaviour causing concern with the adult. Appropriate consequences if the behaviour continues are discussed with the child.
5. An additional 'reflection time' for a further 5 minutes if behaviour/s continue. This will be in a different area of the environment or for Reception (FS2) this could be in a different classroom within the same year group) and discussion with a different member of staff (i.e. year group leader). Department leader is informed at an appropriate time.

A Parent/Carer is informed if a child reaches stage 4 or above and this is recorded on My Concern.

Each session – am/pm is a fresh start.

If inappropriate behaviour continues or is becoming embedded, the class teacher will inform the relevant senior leader and ensure My Concern is updated. The pupil will discuss their behaviour with the relevant senior leader. An individual behaviour plan (IBP) will be considered and discussed with the Behaviour Lead and/or Inclusion Lead and with parents.

The steps above may not be followed in order if a child:

- Deliberately hurts someone (non-age appropriate) determined by the staff.
- Commits vandalism or theft (non-age appropriate) determined by the staff.
- Is repeatedly defiant (non-age appropriate) determined by the staff

For this sanction the child will move straight to stages 4 or 5

Key Stage 1 and 2 Sanctions and Consequences

The following sanctions, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour:

- 1 Reminder of rules and verbal warning
- 2 Work alone, away from other pupils for up to 10 minutes or time out on the playground.
- 3 Complete work/ task alone, away from other pupils for the remainder of the lesson or missing an age appropriate amount of playtime(s)
- 4 Meeting with Year Group Leader and class teacher, parent informed, recorded on My Concern
- 5 If you have already reached stage 4 this term you will move here from stage 3 – Meeting with Department Leader, Year Group Leader and class teacher
- 6 If you have already reached stage 5 this term you will move here from stage 3 – Meeting with Deputy Head Teacher and class teacher – A behaviour book and individual behaviour plan (IBP) will be considered.

Missing an age appropriate amount of playtime(s) may also be applied as a consequence for inappropriate behaviour at break times.

Supportive and Protective Measures

In some circumstances, staff may implement supportive or protective measures to ensure the safety, wellbeing and successful participation of pupils. These may include adjusted transition arrangements, increased adult support, access to alternative spaces, alternative play arrangements or changes to groupings. These measures are not intended as sanctions and will be reviewed regularly to ensure they remain appropriate and effective.

CONSEQUENCE - A Serious Clause (all Key Stages)

This consequence is to be used if a child:

- Deliberately hurts someone
- Commits vandalism or theft
- Is repeatedly defiant

For this consequence the child will move straight to the penultimate and possibly final stage.

- Making a malicious allegation against a member of school staff will result in a meeting between parent, child and the Head Teacher where appropriate actions are put in place.

Once a child reaches consequence '4' it is expected that the child's parent is informed of the difficulties being experienced and that support is gained from home. It is highly important that parents are aware of their child's behaviour if it is having a serious impact on their own or their classmates' education.

Any behaviour which causes concern and progresses to consequence '4' should be recorded on 'My Concern' – our web based safeguarding recording system which should include details of children involved, the nature of the concern as well as any action taken.

When children require significant, additional support to help them manage their own behaviour so that they are effective learners (and where appropriate), Co-regulation plan and/or positive handling plan may be put in place. Advice, guidance and additional support may be sought and provided through external agencies (such as external specialist behaviour support services). This will always be done in conjunction with parents, the Inclusion Leader and the Deputy Head Teacher.

Harmful sexual behaviour

What is harmful sexual behaviour?

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Child on child sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected, sexualised behaviour which doesn't have an overt element of victimisation or abuse.

Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards.

Indicators that behaviour is problematic or harmful (NSPCC)

Children naturally explore and experiment with their sexuality as they grow up. If the behaviour seems to go beyond curiosity, for example if it is obsessive or compulsive, this might indicate it is problematic or harmful.

What to consider

- The age of the child or young person who has displayed the sexual behaviour, Consider the child's developmental ability as well as their chronological age.
- The age of the other children or young people involved, if the children are of different ages or developmental abilities, the behaviour might be problematic or harmful
- Is the behaviour unusual for that particular child or young person?
- Have all the children or young people involved freely given consent?
- Are the other children or young people distressed?
- Is there an imbalance of power? If there are significant differences in age, size, power or developmental ability. this indicates it is problematic or harmful
- Is the behaviour excessive, degrading or threatening?
- Is the behaviour occurring in a public or private space? Behaviours might give cause for concern if they are particularly secretive or are being carried out in private after intervention from adults.

All incidents of children displaying sexualised behaviours must be recorded on My Concern and reported directly to a DSL.

Suspensions and exclusions

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods. The Head Teacher may also exclude a pupil permanently. The Head Teacher follows current guidance from the DfE and Local Authority regarding exclusions.

If the Head Teacher excludes a pupil s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how make any such appeal.

The Head Teacher informs the Local Authority and the Governing Body about any exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. When necessary the Governing Body will convene an exclusion committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the full Governing Body. When an exclusion committee meets to consider the use of exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated. If the Governor's exclusion committee decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Exclusions should be administered in line with local and national guidance on exclusions. School leaders should ensure clear oversight and analysis on both fixed and permanent exclusions, and be mindful of the Equality Act (2010), particularly:

- repeated use of fixed term exclusion
- pupil groups disproportionately excluded

Our suspensions and exclusions policy provides further details.

Restorative Practices

A restorative approach creates an ethos of respect and accountability and is based on the belief that the people directly involved in the problem are best placed to resolve it and more importantly, that imposed solutions are less effective than those agreed by the parties involved. In schools, restorative approaches can be used as a tool to manage conflict resolution that can be as simple as a restorative conversation or discussion, an adaptation of circle time or problem solving groups as well as the more formal restorative conferences, family group conferencing and mediation that we often hear more about.

The Restorative Justice Council sites many advantages of schools implementing restorative practices including increase in attendance, reduction bullying, reduced exclusions and increased achievement, in addition to reduction in incidents of anti-social behaviour.

To ensure the success of implementing restorative practices in schools Monkspath School adopts a whole school approach where by the entire school accepts and supports the principles of restorative practice. This means that teachers, governors, staff and pupils all take part and work to provide teacher and pupil satisfaction, improved communication and co-operation and often increased academic progress.

Restorative approaches in school comprises of:

- Regular class and staff circles for community building and problem solving
- Whole school conflict resolution programmes
- Peer mediation for pupils and teachers
- Restorative language used by all adults
- Restorative meetings (mediation and conferencing) to resolve challenging issues

All police School Liaison Officers (SLO) are trained to conduct restorative conferences. If we are conducting a conference which involves criminality or persistent anti-social behaviour, we will consider informing their SLO who may be able to assist.

Bullying

Bullying, in any form, is unacceptable. If bullying is found to be taking place, immediate action is taken to try to prevent reoccurrence. All staff are committed to ensuring that all children who at Monkspath School are free from bullying (See anti-bullying policy for full details).

Defining Acceptable and Unacceptable Behaviour

Acceptable and unacceptable behaviour have been agreed between the pupils (through School Council) and staff. Examples of each are listed below (this is not an exhaustive list):

Acceptable Behaviours:

- Playing with each other
- Respecting people and the school environment
- Discussing work
- Opening doors for others
- Walking around the school building
- Keeping belongings tidy
- Showing the same respect to all adults in school
- Persevering, cooperating and being resilient

Unacceptable Behaviours:

- Fighting, Arguing
- Damaging or taking equipment, vandalising
- Trying to leave the school premises during the school day
- Stopping teachers teaching
- Stopping others learning
- Use of an object as a weapon to cause injury
- Dropping litter
- Spitting
- Swearing

In the Community

When behaviours outside school are reported to the school, including when travelling to and from school, during educational visits, whilst representing the school or where online behaviour has an impact upon the welfare, safety or education of members of the school community, responses will be in line with this policy and may involve the pupil's parents or carers.

Pupil Support Systems

Our whole school core values underpin the culture and ethos of the school and provide a strong framework of support to each and every child. Positive behaviour is reinforced at every turn.

It is understood that some children will need greater support to achieve acceptable behaviour. Children with these additional needs are given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Significant instances of concerning behaviour are discussed regularly.

Children who display continued difficulties in achieving good behaviour may be placed on the school's Record of Concern and Special Educational Needs register, following the graduated approach.

As appropriate, children may have:

- Behaviour charts/ books, which carry rewards and incentives for positive behaviour and which are shared with parents or carers so that there is joint support.
- Support from an external specialist Behaviour Support Team, such as Solihull Inclusion Service (SEMH service or Educational Psychology)
- Additional strategies put in place to support the development of positive, desirable behaviour.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy.

Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary and liaise with parents and external support services as appropriate.

Use of Alternative Play and Learning Spaces

At times, individual pupils or groups of pupils may be supported to access alternative indoor or outdoor spaces during unstructured times, including breaktimes and lunchtimes. This may be used to support sensory regulation, emotional wellbeing, successful friendships, positive social interaction, safety, inclusion or readiness for learning.

These arrangements are intended as supportive adjustments rather than sanctions and are designed to help pupils experience successful and positive social times. Decisions will be proportionate, regularly reviewed and, where appropriate, discussed with parents/carers. Such arrangements may be recorded within a pupil's Individual Behaviour Plan (IBP), Co-regulation Plan or other relevant support documentation.

Liaison with parents and other agencies

The Head Teacher and staff embrace a positive and pro-active approach to liaison with parents and multi agencies. We work together with parents to ensure that children's needs are being met. Where there are behaviour concerns, staff liaise with parents on a regular basis in order to work together to improve things for the child as quickly as possible. The school works with other agencies as appropriate in order to support children.

Youth Offending and Prevention Service

Solihull's Youth Offending and Prevention Service (YOPS) provide a service to young people at risk of offending and for young people who have offended and are in receipt of an order.

The service offers preventative support as part of their early help offer. The service provides support to young people at risk of offending through one to one work and or group work that includes:

- Crime prevention programme
- The criminal justice process
- Weapons and knife crime programme (in conjunction with the police)
- Police Powers – Stop and Search (in conjunction with the police)
- Hate Crimes
- Consequential thinking
- Driving Offences

Referrals for one to one preventative support can be made by any person in any agency, including parents, carers and young people. Criminogenic factors must be apparent when requesting support and consent must be gained prior to making a request. If there are no criminogenic factors present then support can still be accessed via the Engage team. The referral criteria for support is as follows: Young people between the ages of 8 and 17 who

- are already offending but who have not been arrested or charged or
- are engaging in anti-social behaviour and
- known to one or more agencies and are exposed to four or more of the following risk factors:
- living in a deprived household
- inconsistent parental supervision
- parents/carers failed to show care
- difficulties with educational provision
- not using leisure time constructively
- associating with pro-criminal peers
- engaged in reckless activities
- impulsive
- easily bored
- lacks understanding of the consequences of own actions

Parent/carers or agencies are required to complete the YOPS referral form.

The referral form will then need to be sent to SolihullYOS@solihull.gcsx.gov.uk.

Upon receipt the referral will be screened for suitability and the referrer will be contacted within 5 working days to inform them of the outcome of the referral. Prior to the case being accepted it may be necessary for further checks to be undertaken, in which case the referrer will be contacted.

Police School Liaison Officers (SLO)

All schools should know their local police team and will have a local police officers allocated to them. Paying consideration to the fact that children and young people in need of early help often have direct or family contact with the police, school staff may wish to consider information sharing with their local School Liaison Officer (SLO) in order to support any referral into services or support the school in managing behaviour. If schools are not aware of who their local officer is they may contact the Solihull Police Partnership Team for contact details on partnerships@west-midlands.pnn.police.uk

Managing pupil transition

All records kept on children are shared with the receiving school in line with our Record Management policy. Discussions are held between staff as appropriate.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Any restraint used is always reasonable, proportionate and necessary (see Physical Intervention Policy).

Team-Teach (also see Physical Intervention policy')

Team-Teach is a behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. Almost all crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies which are used by staff.

However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires. These techniques are used as a last resort when all other behaviour management strategies have been tried first. If restrictive physical intervention is necessary, Team-Teach techniques will only be used by our trained members of staff. Any use of restrictive intervention is recorded on 'My Concern'

Managing Crisis situations

There will be times when staff must intervene quickly and immediately to protect and keep people (adults and pupils) safe from harm. In such situations, the following principles must take precedence:

- ‘what is in the best interests of the child and/or those around them in view of the risks presented?’ (DFE 2019)
- In an unplanned or emergency intervention, it is good practice for staff to use a dynamic risk assessment approach; a quick, on-the-spot assessment prior to acting:

Step back	Don't rush into an intervention. Is it really necessary and do you have suitable justification
Assess threat	Assess the person, the objects, the environment and the situational factors. What poses the greatest risk?
Find help	Can you reduce the risk by getting help from other trained colleagues using the physical environment, space, natural barriers etc.
Evaluate options	Proactive/primary – proactive actions to reduce triggers Active/secondary – use of interpersonal skills, non-verbal body language e.g. open palms, directing, defusing, calming, switching staff etc. Reactive/tertiary – avoid assaults, disengagement.
Respond	Apply the principles of the least adverse method of responding. Continue to re-evaluate the situation and your response. Continually monitor for changes in risk.

Dealing with allegations of abuse against teachers and other staff

Details of how allegations are dealt with can be found in the ‘Managing Allegations’ policy. This policy includes details of how allegations are dealt with, pastoral support available for staff and also details of how malicious allegations are dealt with. Malicious allegations made by pupils will be dealt with in line with this policy.

Screening, Searching and Confiscation

Any screening, searching or confiscation must be agreed by the Head Teacher prior to taking place. The guidance provided in the Education and Inspection Act 2006 and the ‘Searching, screening and confiscation Advice for Head Teacher’s, school staff and governing bodies’ (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school.

Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child’s permission to look for any item that are illegal or banned from the school. It is only the Head Teacher, or a staff member who has been authorised by the Head Teacher, who has the power to search a pupil without the pupil’s consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so.

Staff development and support

Staff at Monkspath School work within a strong and mutually supportive values-based ethos. Significant instances of concerning behaviour are discussed regularly, and supporting strategies are shared

Following a difficult event staff will use a solution focussed model to reflect in pairs or small groups to process issues.

Regular reflective teams/support groups will be arranged for staff working with children who have needs that present regularly through their behaviour – lead by Deputy Head Teachers

The Inclusion Leader and Deputy Head Teachers take an active role in helping to manage, co-ordinate and provide appropriate support to ensure that individual and class needs are met as swiftly as possible.

Staff training is organised to meet needs on an individual and whole school basis. The Inclusion Leader is a member of the local SENCO network.

Equal Opportunities

This policy acknowledges the school's legal duties under the *Equality Act 2010* and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race or ability.

Monitoring and Review

This policy must be applied equally and fairly to every member of the school community. There is a shared commitment to oppose offensive, racist and sexist remarks on the part of both staff and pupils. The school regularly reviews the sanctions applied to particular groups eg gender, race, SEN. This policy is monitored and reviewed regularly to ensure that it does not disadvantage particular sections of the school community.

The Head Teacher reports to the Governing Body on the effectiveness of this policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The school reviews this policy every three years. It may, however, review the policy earlier than this, in response to recommendations on how this policy might be improved or in response to National or Local

The school reviews this policy at least every three years and sooner where changes in legislation, statutory guidance, local procedures or school practice require.

Date of this review: October 2026

Next Review Date: October 2029