

Menston Primary School



Behaviour Policy (STATUTORY)

Menston Primary School
St Peter's Way
Menston
West Yorkshire
LS29 6NY
Tel: 01943 873180
E-mail: office@menstonprimary.co.uk
Web site: www.menstonprimary.co.uk

Headteacher
Mrs Marie Wilson

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Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally (Department for Education)

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 by all adults in school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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](#)

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
- 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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- › Poor attitude
- › Incorrect uniform

Serious 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
 - Physical behaviour like 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, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
Please see our Anti-Bullying Policy, available on our school website, for more information on how we identify, prevent and deal with bullying.	

Roles and responsibilities

The governing board

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

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.

Staff (teachers, teaching assistants, lunchtime supervisors, administration staff, volunteers)

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour policy, so that pupils can see examples of good habits

and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

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 and fairly
- › 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 on CPOMS
- › Positively challenging pupils to meet the school's expectations

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

Parents and carers

The role of parents is crucial in helping schools develop and maintain good behaviour.

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.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils 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
- › The school's key rules and routines
- › 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 meet the behaviour standards and, if necessary, 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 identified pupils as needed.

School behaviour curriculum

At Menston Primary School, we have created a culture of safety, readiness to learn and respect for others so that pupils and staff can learn in a calm, safe, and supportive environment, protected from disruption. Our behaviour culture is underpinned by three key principles: **Be Ready, Be Respectful, Be Safe** (RRS). These principles are clearly communicated to all members of the school community and pupils are taught explicitly what good behaviour looks like so that they understand what behaviour is expected and encouraged and what is prohibited. Positive reinforcement is used consistently by all staff when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture. In their Reception year, children learn to have kind hands, kind feet and kind words. This builds the foundation for them to learn with in the RRS framework as they move into KS1 and beyond.

Relationships among pupils and staff reflect a positive and respectful culture. All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and, where it occurs, proportionate action is taken to restore acceptable standards of behaviour. We acknowledge that some pupils need additional support to reach the expected standard of behaviour. This support is identified and put in place as soon as possible to avoid misbehaviour occurring. When pupils do misbehave, leaders support staff to respond promptly, predictably and with confidence to maintain a calm, safe learning environment. They then plan for how such behaviour can be prevented from recurring.

Staff are trained to collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

Our school uses CORAM SCARF resources to teach weekly PSHE and Relationships Education lessons. Pupils are taught about self-regulation, emotional wellbeing, respectful relationships and valuing difference. These lessons underpin our behaviour expectations and staff can use resources responsively as well as teaching the curriculum in line with the long term plan.

Expected behaviours at Menston Primary School

Pupils are expected to:

- Demonstrate their understanding of Be Ready, Be Respectful and Be Safe with increasing independence as they move up through school
- Behave in an orderly, safe and self-controlled way
- Show respect to all members of the school community
- Be ready to learn and make it possible for all pupils to learn
- Move quietly and calmly around the school
- Complete all learning tasks that are reasonably set within the expected timescales
- Play safely and respectfully in the playgrounds
- Line up quickly and calmly when instructed to do so and move safely and calmly around the school
- Treat the school buildings and school property, their own property and other peoples' property with respect
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- Follow school and classroom routines such as keeping classrooms and other areas of school tidy, clearing away lunch trays and playground equipment etc.
- Wear the correct uniform at all times

- › Accept sanctions when given and engage with restorative practices positively
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- › Proactively seek ways to 'Make Our World a Better Place' in line with our school motto.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum for identified children.

Expected behaviours are taught and reinforced through assemblies, in classrooms and in the playground. When teaching and reinforcing expected behaviours, staff adhere to these principles:

1. **Identify the expectation** – e.g. 'Listen when others are talking.'
2. **Identify why it's important** – e.g. 'It is important to listen when others are talking so that they feel respected and have a chance to share their thoughts and opinions. We all want and need to be able to do that.'
3. **Decide what the expectation does and doesn't look like** – e.g. 'Listening to others means looking at them, not talking when they are, and putting your hand up if you want to talk during the lesson.' For younger pupils, images of the appropriate behaviour could be used.
4. **Practise the behaviour** – Do a few practise runs where you show pupils what to do and what not to do. Ask pupils to explain why it is the right/wrong thing to do, and demonstrate how to do it themselves. Give lots of positive reinforcement, including thanking pupils who are demonstrating expectations.
5. **Respond calmly and consistently** – Once you've set the expectations, you should always respond consistently. Reinforce children who are doing it right, and give feedback and opportunities to correct the behaviour for those who are doing it wrong (e.g. 'Sam, we listen to others in this classroom – show me how you do that, thank you').

Mobile Phones and Smart Watches

Children should switch off their mobile phones as soon as they enter the school site. Mobile phones must be handed in to school staff at the start of the school day. Phones will be returned to children at the end of the school day and can be switched on when children have left the school site.

All communication apps on smart watches should be switched off/ disabled when children are on the school site. This includes capacity to communicate via email, telephone and social media, capacity to use the internet and capacity to record images. Any child who is found to be wearing a watch with these capacities enabled will be asked to hand their watch in to a member of staff immediately. The watch will then be returned to the child's parent with a reminder of expectations.

Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Set learning tasks that are well-planned, engaging and appropriately challenging for all pupils
- › Anticipate and plan for any potentially unwanted behaviour, with particular consideration for learning that takes place outside the classroom
- › Teach and reinforce the behaviour curriculum, praising and rewarding good behaviour
- › Display the behaviour curriculum alongside their own classroom rules and agreed rewards/ sanctions so that these are understood by all and can be routinely referred to
- › Be calm and consistent when dealing with unwanted behaviour
- › Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Placing higher focus on expected behaviours using positive reinforcement
- Highlighting, modelling and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Implementing and positively managing individual behaviour support plans where needed

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 policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to Moorlands Learning Trust child protection policy, available via a link on our school website to the policies page of Moorlands Learning Trust website, for more information.

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 reinforcements include:

- Verbal reinforcements through 'positive noticing'
- Stickers, certificates and class rewards
- Class-agreed reward systems
- Hot-chocolate with school leaders

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.

For **low-level** unacceptable behaviour:

1. A quiet reminder linked to Ready, Respectful, Safe is given. This should be enough to bring the behaviour back on track.
2. If a second reminder is needed, the child will be reminded that they are making the wrong choice and if it continues there will be a sanction.
3. If the behaviour continues the child will be told that they have made the wrong choice and now there will be a sanction (see below for a list of sanctions).

For **more serious** unacceptable behaviour (which might include racist, sexist or homophobic name calling, physical violence, bullying (including online bullying) or refusing to follow adult instructions), there will always be a sanction. These incidents will always be logged on CPOMS and parents will always be informed.

Repeated unwanted behaviour will result in communication home, meetings with parents and possibly more serious sanctions.

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.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Removal of the pupil from the classroom/ playground for thinking time/ restorative work
- Setting of written tasks such as an account/ reflection of their behaviour/ written apology
- Expecting work to be completed at home, or at break or lunchtime
- Restorative work at break or lunchtime
- Time-limited loss of privileges – for instance, the loss of ball court privilege or the opportunity to represent the school externally
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Communication with parents
- Positive behaviour contract with SMART targets agreed between class teacher, pupil and parent(s)

In extreme circumstances:

- After school detention (with parent agreement)
- Suspension
- In the most serious of circumstances, permanent exclusion,

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

Detention

Although the need for this sanction in our school is extremely rare, we reserve the right to use detention as a sanction if the breach of behaviour policy is serious. In the unlikely event that this sanction is needed, pupils can be issued with break time or lunch time detention.

The school will decide whether it is necessary to inform the pupil's parents.

In very rare cases, after-school detention may be agreed with parents.

When imposing an after-school detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain self-control in a safe space

Pupils who have been removed from the classroom are supervised by another member of school staff and will be removed for a maximum of 15 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as a positive behaviour contract (see Appendix 1).

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS..

Suspension and permanent exclusions

In exceptional circumstances, 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.

Any decision to suspend or exclude will be made by the Headteacher in line with [DfE guidance](#) on suspension and permanent exclusion. Bradford Authority processes and procedures will be followed whenever a decision is made to suspend or permanently exclude a pupil.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Department for Education collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census.

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:

- Restorative reflection work
- Reminder/ re-teach of relevant aspects of the school's behaviour curriculum/ policy
- Positive behaviour contract with agreed SMART targets
- Reintegration meetings
- Pastoral support

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 logged and reported to parents of children involved

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.

Searching, screening and confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

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 or sporting events)
- 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 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.

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 or other member of the senior leadership team will make the report.

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.

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 policy for more information.

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.

Recognising the impact of SEND on behaviour

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

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.

Approaches to anticipating and removing triggers of misbehaviour 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 a particular space
- › 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 a separation space (sensory area/ quiet area) where pupils can regulate their emotions during a moment of sensory overload

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

Depending on the outcome of these considerations, 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCo) 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.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP 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 EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Pupil transition

Inducting incoming pupils

Where in-year transfers take place, the school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

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 will be transferred to relevant staff at the appropriate time of year.

Relevant information is always to secondary schools and to other schools where in-year transfers take place.

Training

As part of our induction process, our staff are provided with relevant information, including information on:

- › The needs of the pupils at the school that they will be working with/ encounter
- › Effective implementation of this policy
- › How SEND and mental health needs can impact behaviour
- › Where necessary - the proper use of restraint (e.g. Team Teach training)

Behaviour management will also form part of continuing professional development.

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
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- › Use of pupil support units, off-site directions and managed moves

Behavioural incidents data will be analysed every term by senior leaders and reported to the governing board. Anonymous wellbeing surveys are carried out by the governing board annually.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and local governing board at least annually. The Headteacher will include findings from the regular monitoring of the behaviour data in termly reports to the local governing board.

The written statement of behaviour principles (published on our school website) will be reviewed and approved by the local governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection policy
- Written statement of behaviour principles
- Staff code of conduct
- SEND policy
- Attendance policy
- Anti-bullying policy
- Equality information and objectives
- PSHE policy
- Relationships Education policy
- School uniform policy
- Suspension and permanent exclusion policy



Behaviour expectations at Menston Primary School

We show that we are **READY** by:

- Coming to school wearing the correct uniform
- Bringing the correct equipment into school on the correct day
- Keeping our classroom and other areas of school tidy
- Hanging our coats and bags up quickly and tidily
- Being in the right place at the right time
- Organising our books and other equipment for each lesson
- Tidying equipment away quickly and sensibly when asked to do so
- Showing others that we are ready to learn
- Completing all of our learning tasks in the expected time
- Listening to and responding to adult instructions quickly and positively
- Demonstrating effective self-regulation



Behaviour expectations at Menston Primary School

We show that we are **RESPECTFUL** by:

- Showing active listening when someone else is talking to us
- Respecting difference in other people
- Trying to see things from others' viewpoints
- Staying calm when things aren't going our way
- Thinking before we act
- Showing good manners and talking to others politely
- Apologising for and learning from our mistakes
- Being thankful for the good things that we have
- Moving around school quietly and calmly
- Listening to and responding to adult instructions quickly and positively
- Demonstrating effective self-regulation



Behaviour expectations at Menston Primary School

We show that we are SAFE by:

- **Moving around school calmly and quietly**
- **Thinking before we act**
- **Treating the school buildings, school property, others' property and our own property with respect**
- **Playing safe and respectful games in the playgrounds**
- **Using all equipment thoughtfully and safely**
- **Behaving safely online**
- **Reporting unsafe behaviour to an adult (including online unsafe behaviour)**
- **Listening to and responding to adult instructions quickly and positively**
- **Demonstrating effective self-regulation**

There is intentional repetition across these three posters. Children who demonstrate expected behaviour are being Ready, Respectful and Safe. These posters are displayed in classrooms and in other key areas around school.

Appendix 2: Positive behaviour contract and chart



Positive behaviour contract for _____

Date _____

My SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets:

-
-
-

These targets have been agreed with me, my teacher and my parents.

It is my goal to achieve _____ positives each day or _____ rewards across the week.

If I achieve this, my school reward will be _____

When I will have my school reward _____

My home reward will be _____

When I will have my home reward _____

My chart will be sent home on Fridays.

My targets will be reviewed with my teacher and my parents on _____

Review notes:

My views:

My teacher's views:

My parents' views:

Next steps:

Continue with charts for a further agreed time period (new behaviour agreement should be created – new SMART targets should be considered)

OR

End chart system, as behaviour has improved and targets have been met.

Positive behaviour chart for _____ Date _____



My SMART Targets:

It is my goal to achieve _____ positives each day or _____ rewards across the week.

	Morning 1	Morning break	Morning 2	Lunch time	Afternoon 1	Afternoon 2	Goal achieved?
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 3: restorative conversation record:

Restorative Conversation Record

Date of Incident	Names of Children Involved	Member of Staff

Can you tell me what happened?	
What were you thinking/feeling at the time?	
How have you been thinking/feeling since it happened?	
Who do you think has been affected by your actions? How were they affected?	

Restorative Conversation Record

<p>What could you do now to help make things right?</p>	
<p>How can we prevent this from happening again in the future?</p>	
<p>What can staff do to help you?</p>	

Additional notes:



Appendix 4: Example scripts for staff

Example behaviour script for the playground and lunch hall

All reference to unwanted behaviour needs to be framed within ready, respectful, safe (RRS). Staff must remain calm throughout all interactions with children.

If a child is showing low-level unwanted behaviour, a suggested script might be:

- 'That behaviour isn't respectful. I am asking you to stop. That's a 1.'
- If the behaviour continues, an example would be, 'You are continuing to show disrespectful behaviour, I am telling you to stop. That's a 2.'
- If the behaviour still continues, an example would be. 'You have chosen to continue to be disrespectful. That's a 3. You are now going to spend 5 minutes standing with me.'

Some behaviours are more extreme and will not go through the 1,2,3 process. If a child or children's behaviour is more extreme, staff should go straight to a 3, remove the child from the situation and spend 5 minutes actively re-teaching behaviour expectations – pointing out examples of expected behaviour in other children whilst doing so.

Physical, unsafe behaviour must always be treated seriously. Any child showing any sort of violence towards another should be immediately removed from the playground and taken to their class teacher/ a school leader.

Example behaviour script for the classroom

All reference to unwanted behaviour needs to be framed within ready, respectful, safe (RRS). Staff must remain calm throughout all interactions with children.

If a child is showing low-level unwanted behaviour, a suggested script might be:

- 'That behaviour isn't respectful. I am asking you to stop. That's a 1.'
- If the behaviour continues, an example would be, 'You are continuing to show disrespectful behaviour, I am telling you to stop. That's a 2.'
- If the behaviour still continues, an example would be. 'You have chosen to continue to be disrespectful. That's a 3. You are now going to either join me outside the classroom for a reflective conversation or spend 5 minutes with me at break time to reflect on your choices.' The teacher needs to decide at this point which is most appropriate and make that clear to the child.

We need to maintain minimal attention on unwanted behaviour and so may not always need to use the entire script. For example, staff may use non-verbal communication such as hand signals or simply saying quietly to the child, 'That's a 1.' At some point in the lesson, the member of staff needs to ensure that the child knows why they have been given a warning. This should always be referred back to the ready, respectful, safe definitions.

Class teachers should keep a log of children's repeated, unwanted behaviour and communicating with parents, phase leader and SLT as appropriate. These children may need to be supported through an individual behaviour plan (see Appendix 2)

Appendix 5: Positive Noticing



Positive Noticing at Menston Primary School

Positive Noticing is simple, practical and highly effective. At Menston Primary School we expect **all** adults to actively notice and remark on behaviours that align with our expectations for our three golden rules: Ready Respectful and Safe. In commenting positively on behaviours which align with our rules, we teach children that these are the behaviours that we expect to see in our school.

Research shows that giving attention to any behaviour – positive or negative – **increases the likelihood that you'll see more of it**. This is why we expect all adults in school to actively notice and remark upon ready, respectful and safe behaviours.

Examples include:

Thank you for walking around school calmly with your walking hands – this is **safe** and **respectful**.

Thank you for walking into assembly without talking – this is **respectful**.

Thank you for using good manners in the lunch hall – this is **respectful**.

Thank you for playing **safe** games and using equipment **respectfully**.

Thank you for throwing litter in the bin – this is **respectful**.

Thank you for resolving relational conflict **respectfully** by talking things through.

Thank you for bringing the correct resources to school and for coming to school dressed in the correct uniform – this shows that you are **ready** to learn.

Thank you for active listening and being **ready** to learn.

Thank you for sharing resources in the classroom or playground – this is **respectful**.

We expect all adults to maintain a focus on positive behaviours, but acknowledge that not all behaviour is positive all the time. When managing behaviours which don't meet our expectations, we expect all adults to remain calm and to specifically refer to ready, respectful and safe.

Examples include:

We don't play in that way because it is not **safe**. Please think of a different game to play.

Dropping litter on the floor is not **respectful**. Please pick it up and put it in the bin.

Pushing into the line is not **safe** or **respectful**. Please move to the back of the line.

When managing unwanted behaviours, adults should use our 1, 2, 3 system in line with our behaviour policy. Adults should calmly point out the golden rule(s) being broken, giving minimal attention to the unwanted behaviour and then giving more attention to positively noticing other children's behaviours which align with our expectations.

We always speak to all members of our school community respectfully. We never raise our voices at children and never make them feel intimidated or small. |