



## **Behaviour Policy**

At Nun Monkton Foundation Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring, respectful and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour in our schools. It is a working document designed to enhance the development of positive relationships between children, adults working in our school, parents and other members of the wider community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

### **Our Core Beliefs**

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

### **Aims**

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits;
- Reinforce our school vision and values and the British values of mutual respect and tolerance, whilst encouraging an understanding of diversity.

### **Encouraging positive behaviour**

1. We take a pro-active approach to creating learning environments in which pupils learn to choose appropriate, responsible behaviour.
2. Children are expected to be polite, to show care and respect for others, to listen and work hard with their learning and ensure none of their actions disrupt learning or impact negatively on others. Pupils are expected to speak and act in a way that does not hurt others and to show understanding and encouragement towards other pupils and adults in school.
3. Children are supported to learn from their mistakes, to listen to adults helping them to make good behaviour choices and to apologise if they make the wrong behaviour choices. Children will be expected to exercise increasing self-control and set a good example to other and younger pupils.

4. The same high expectations are expected in school, during play times and off site at Forest or PE activities. The same high expectations are expected whenever the children are out of the school site representing the school e.g. at a singing event or on an educational visit.
5. Encouraging positive behaviour includes the involvement of all staff and Parents/ Carers, as appropriate.
6. All staff seek out and praise examples of good behaviour and also follow procedures if behaviour doesn't comply with the codes.
7. Equally, staff and volunteers are alert to the behaviour of children so that they can step in to resolve a problem before it happens or swiftly resolve an incident that has happened.
8. If children are unkind to others, they do not display good behaviour for learning or act in an inappropriate way, the class teacher will deal with that initially. Most of the time that will resolve the issue. Staff will use their professional judgement about any sanctions (such as having time out, missing some play, apologising to others) and when to involve/ inform a child's parents if there is a behaviour concern. If a recurring problem is noted, then the matter will be escalated to another teacher.
9. Rewards and consequences are both used to encourage every pupil to show both excellent behaviour for learning and polite, caring behaviours towards others.
10. If there is a serious behaviour issue, the Headteacher will be involved and parents contacted to discuss the issue.
11. Children know that bullying, verbal and physical abuse are unacceptable, as is behaviour targeting others with protected characteristics.
12. All classroom and teachers will promote the children's anti-bullying policy. This will be taught, referred to and shared with the children at the start of the academic year and throughout in PSHE lessons and as part of the school approach to promoting the be calm, kind and mindful approach to positive behaviour management.
  - We have an agreed expectations of behaviour in line with the school's aims and the Governors' Written Statement of Behaviour Principles. **Be Ready, Be Respectful and Be Safe**
  - In exceptional circumstances children may have an IBP (Individual Behaviour Plan) if staff identify a child's behaviour as a significant issue.
  - Nun Monkton works closely with other professionals to encourage positive behaviour, for example the SEND Hub or Early Help professionals.

Nun Monkton has three simple rules: 'Be **Ready**, Be **Respectful** and Be **Safe**'. These have been generated through discussions with staff, pupils, governors and parents. These rules are applicable to a wide variety of situations and are explicitly taught and modelled by all members of our community.

### **Inclusion and Special Educational Needs**

Nun Monkton recognises that a pupil's behaviour may be influenced by a special educational need or disability (SEND). Each incident of misbehaviour will be considered individually, taking into account the possible impact of the pupil's SEND and the school's legal duties under the **Equality Act 2010** and the **Children and Families Act 2014**.

We aim to anticipate and reduce potential triggers of misbehaviour by providing appropriate support and reasonable adjustments. This may include:

- Offering movement or sensory breaks
- Adjusting seating plans or uniform requirements
- Providing staff training on specific conditions
- Using sensory or nurture spaces to support emotional regulation

When applying sanctions, the school will consider whether the pupil's SEND affected their understanding or control of their behaviour. Sanctions will be adapted, or alternative approaches used, where necessary to ensure fairness and legality.

Where challenging behaviour may indicate unidentified SEND, the **SENCO** will assess the pupil and, where appropriate, involve external professionals and parents/carers to plan targeted support.

For pupils with an **Education, Health and Care (EHC) plan**, the school will ensure that all provisions are in place and will liaise with the local authority if concerns arise, including requesting an emergency review when necessary.

### **Exclusion:**

Exclusion (Fixed Term/ Suspension or Permanent) is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.
- Permanent exclusion will always be a last resort and school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.
- The school follows the North Yorkshire exclusion guidelines

### **Further information**

- Our school policy sets out the expectations and day-to-day management of behaviour in our school, where issues are very rare.
- The school has also adopted the more detailed NYCC policy which would be followed in the event of behaviour we haven't seen at our school, such as suspected criminal behaviour, possession of prohibited / banned substances or sexual harassment.
- We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### **This policy supports our school aims to:**

- Enable children to become **independent** and **confident** learners; **well-rounded** characters who are **self-aware**, **reflective** and **resilient** individuals.
- **Care for and about each other**, be **courteous** and **empathetic**, showing **respect** and **understanding** towards everyone.
- Create a **safe and stimulating** place where children are **happy** and **enthusiastic** learners, where they learn how to keep themselves **safe and healthy**, able to **communicate** & work in a **team**, developing **confidence** and **life skills** together.
- Encourage everyone to have **high expectations** of themselves and others, **supporting** and **challenging** everyone to **achieve** their best, developing a strong **work ethic**, **self-motivation** and taking **pride** in their achievements.
- Enable children to develop an **understanding of the wider world** through learning and exposure to a **variety of cultures, ideas** and **beliefs**, **respecting** and **recognising individuality** and **diversity**.
- Provide a **wide range of interesting and exciting learning opportunities** to **enthuse** everyone to be lifelong learners, through engagement in a curriculum that instils **values for life** and **prepares pupils** for wherever their journey takes them as adults.

Date: Feb 2026

**Policy to be reviewed in Feb 27**

# **APPENDIX 1**

## **How we expect our pupils to behave**

**AT NMFPS we expect children to be curious, be brave and believe whilst they are also being polite and engaged in their learning and respectful of others. We follow our behaviour rules of:**

### **Ready, Respectful and Safe.**

Our pupils are expected:

1. To be in the classroom promptly to start each session (especially after break / lunch),
2. To work at appropriate noise level for the task so that everyone can concentrate,
3. To look or listen to adult or child speaking during input or reflection points of lesson,
4. To only talk to others if they should during lesson time, to not disturb the conducive learning environment,
5. To be respectful of adults speaking and not shout or talk across them,
6. To respect school and personal equipment,
7. To work with increasing independence as they move through the school,
8. To try and be independent within learning time, demonstrating good use of Brain, Board, Book, Buddy, Boss.

## **APPENDIX 2**

### **Strategies at Nun Monkton Foundation Primary School to promote good behaviour**

Children behave appropriately when they feel good about themselves. This is achieved when they have excellent role models to follow, from both adults and other children alike, when children feel they have achieved success and feel valued.

To facilitate this, children need a structured environment and routines which give the children a greatly increased opportunity to make the best possible choices and allow them to develop a strong sense of independence and responsibility. Our school will ensure we use a calm, caring, kind and mindfulness approach to behaviour management, which is consistently employed by all staff within our school.

#### **Staff at our school will:**

- Remain calm and use clear and positive language.
- Be clear about what you want (rather than what you do not want) and offer clear guidelines to the children.
- Be clear about what we do in our school, rather than what we do not do.
- Recognise and reward appropriate behaviour. (Look for examples in effort in work, discussions, kindness, co-operation and following instruction, etc.) and be specific with that praise.
- Communicate and involve parents wherever possible in the positive reinforcement of their child's achievements, to create and develop the team around the child.
- Hold an expectation of success that is achievable by all.
- Log any behaviour incident that causes harm to themselves, to others or to property on My Concerns.

#### **Managing behaviour in this way is likely to be effective for most children most of the time and with all children some of the time.**

- Praise publicly – reprimand privately wherever possible.
- Deal with the behaviour rather than the child. Unconditional positive regard "I like you. I don't like what it is you are doing".
- Diffuse or avoid direct conflict whenever possible – try to deal with the facts as calmly as possible. Ask "what?" (rather than "why?"), use "I" rather than "you" and be clear about what you want the child to do.
- Avoid being drawn into an argument, if there is the feeling of an argument developing, then use "We can discuss this at another time."
- Sanctions should follow as soon after the event as possible – sanctions are more effective in a positive atmosphere. Sanctions should be matched to the behaviour and in line with the policy.
- Be assertive- say what you mean and mean what you say.

## **APPENDIX 3**

### **Rewards**

1. Verbal praise
2. Applause
3. Sticker (including *specific ones for behaviour for learning*)
4. Praise shared with whole class
5. Praise shared and celebrated with other staff members
6. House point
7. Special mention in assembly of individual , group, year group, class, school examples of good behaviour
8. Certificate or letter of praise
9. Kind heart award
10. Contacting parent to praise (verbally or written)
11. Reference to positive behaviour on Parents' Evening report card and in Annual report to parents
12. Sharing positive comments or written feedback from visitors or members of the public

### **Consequences**

1. Reminders
2. Warnings
3. Removal to another workspace /working alone
4. Missing part of lunch / play time (but must be supervised)
5. Speaking to child separately after a lesson - may use behaviour reflection sheet or letter of apology
6. Behaviour chart to record behaviour lesson by lesson
7. At any point speaking to parent(s) and advice from other staff
8. Removal to another class (by prior negation with another member of staff)
9. Pupil to see Headteacher as escalation of persistent behaviour issues or if a very serious issue

In exceptional, and only in rare situations, the following two sanctions may be considered:

1. Fixed Term Exclusion/ Suspension
2. Exclusion

## Appendix 4

### Rights and responsibilities

<b>Pupils' Rights</b>	<b>Pupils' Responsibilities</b>
<ul style="list-style-type: none"><li>• To be able to learn to the best of their ability.</li><li>• To be treated with consideration and respect.</li><li>• To be listened to by the adults in the school.</li><li>• To know what is expected of them.</li><li>• To feel safe.</li><li>• To be treated fairly.</li></ul>	<ul style="list-style-type: none"><li>• To treat others with consideration and respect.</li><li>• To do their best and let others learn.</li><li>• To follow instructions from teachers and other staff.</li><li>• To support and encourage each other.</li><li>• To take responsibility for their own actions.</li><li>• To care for and take pride in the environment of the school.</li><li>• To sort out difficulties appropriately, seeking adult help if needed.</li></ul>
<b>Staff Rights</b>	<b>Staff Responsibilities</b>
<ul style="list-style-type: none"><li>• To be treated with respect by pupils, parents and colleagues.</li><li>• To be able to teach without unnecessary interruption.</li><li>• To work in a supportive and understanding environment.</li><li>• To feel safe.</li></ul>	<ul style="list-style-type: none"><li>• To create a safe and stimulating environment in which all children can learn.</li><li>• To treat pupils with consistency and respect at all times.</li><li>• To foster good relationships, leading by example.</li><li>• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li><li>• To work as a team, supporting and encouraging each other in each school and across the federation.</li></ul>
<b>Parents' Rights</b>	<b>Parents' Responsibilities</b>
<ul style="list-style-type: none"><li>• To be sure their children are treated fairly and with respect.</li><li>• To know their children are safe.</li><li>• To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li></ul>	<ul style="list-style-type: none"><li>• Work with the school to promote good behaviour, challenge inappropriate behaviour (of their own child) and to uphold the principles of this policy.</li><li>• Ensure children attend regularly and on time.</li><li>• Be aware of the strategies of the school and reinforce these at home.</li><li>• Promote good behaviour, politeness, courtesy and consideration for others.</li><li>• Inform the school of any concerns (arising at home) that may affect the behaviour of their child.</li></ul>