



Behaviour Policy

Date: Feb 2025 (updated 28.8.25)
Policy to be reviewed in Feb 26

Exceptionally good behaviour is a characteristic of Nun Monkton pupils and a strength of the school. To continue this long-held standard, we have in place a policy to ensure all pupils current, in-coming and future are clear about what is expected in our school.

Aims

- To continue the exceptionally high standards of behaviour in our school, where we care for others, show respect towards each other and our behaviour for learning is excellent
- To ensure our behaviour policy seeks to promote the aims of the school.
- To ensure our approach to encouraging positive behaviour in school reflects the governors' Behaviour Statement

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 expected standards.
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, a member of the Senior leadership team, Base Leader or 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.

- Each class has an agreed expectations of behaviour in line with the school's aims and the Governors' Written Statement of Behaviour Principles. This may take the form of a classroom charter which clearly defines the rights and responsibilities as agreed by the staff and class. This is agreed in early September and then reviewed throughout the year. It forms the basis of expected behaviour and is displayed in every classroom.
- The school also has club and lunchtime agreed expectations of behaviour. At the start of each school year the club and lunchtime expectations are clarified and may be written in the form of a charter. These are reviewed with children and returned to regularly throughout the year.
- In exceptional circumstances children may have an IBP (Individual Behaviour Plan) if staff identify a child's behaviour as a significant issue.
- The school works closely with other professionals to encourage positive behaviour, for example the SEND Hub or Early Help professionals.

Inclusion and Special Educational Needs

Behaviour expectations are high for every pupil. Children who have particular needs will be supported to understand the expectations through additional input (e.g. 1:1 sessions, use of sign or symbol cues, adjusting uniform requirements for a pupil with sensory issues)

Exclusion:

- Suspensions or exclusions are regarded as a last resort and should be for the shortest period possible. In line with good practice guidelines, we aim to have a zero-exclusion rate. A child at risk of suspension or exclusion will be referred to support staff agencies. Suspensions or exclusions should not take place until a clear programme of support and intervention has been developed, using outside agencies where appropriate. An exception to this would be where a child was at significant risk to him/herself or to the safety of others.
- Any child putting other children, staff or property at risk should be considered by the Headteacher for exclusion.
- The school follows the NYES 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.

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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

Our pupils are expected:

1. To be in the classroom promptly to start each session (especially after break / lunch)
2. To have gone to the toilet during break (especially Year 2 onwards)
3. to work at appropriate noise level for the task so that everyone can concentrate
4. to look or listen to adult or child speaking during input or reflection points of lesson
5. to be where they should be (e.g. staying in seat, which part of room they should be in)
6. to only talk to others if they should during lesson time, so no one is interrupt
7. to be respectful of adults speaking and never shout or talk across them (e.g. in lessons, Forest sessions, assembly)
8. to use equipment as it should be used and only when it should, never as a fiddle toy which distracts others from learning or during inputs
9. to work with increasing independence as they move through the school
10. to understand that they are not entitled to instant attention from adults (unless in the case of emergency) and be respectful when an adult is speaking or working with other children rather than interrupting
11. to understand it is not acceptable to use physical contact with a teacher to get instant attention

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 and 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 Concern and/or an appropriate tracking system.

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 negotiation with another member of staff)
9. Pupil to see Member of the Leadership team/Base leader/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. Suspension
2. Exclusion