



Reception ↑

← Pupil Entrance

Monkwood
Primary
School

BEHAVIOUR & DISCIPLINE POLICY

MONKWOOD PRIMARY SCHOOL

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Monkwood Primary School

Positive Behaviour, Rewards and Discipline policy incorporating Restrictive Physical Intervention (Positive Handling)



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At Monkwood Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, have a vital role to play. As members of the school community, all staff and stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Monkwood.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.



Aims:

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively. • By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

The Monkwood Way



We all adhere to an agreed School Charter of behaviours and values. This Charter was written in May 2018 in collaboration with governors, staff, children and parents and encompasses the rules for our school. A large display of the charter can be found around school and in classroom.

Two Y6 children, who are outstanding role-models and who embody the 'Monkwood Way' are celebrated and rewarded at the Trusts annual awards event.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. Most members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils
- giving children stickers

Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny.

Mahatma Gandhi

- class Dojos which are communicated to parents
- whole class rewards
- Friday 'Monkwood way' assembly

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

As far as possible, parents/carers will be informed of achievements via the class Dojo app, so they can share in their child's rewards, along with:

- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone. •
- Home/ School diaries are used to send messages home or into school.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating learning
- Certificates and stickers that children take home
- My Ed app
- Use of the school website and social media feeds

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment
- shouting – it diminishes us
- over reacting – the problem will grow
- blanket punishment – this is unjust towards the innocent
- harsh sarcasm
- threatening children with someone else's discipline
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Membership of the School Council
- Playground leaders
- Classroom and school wide monitor jobs, Early Years buddies
- Members of the Eco Warriors
- Supporting office admin staff to deliver letters/resources
- Lunchtime Monitors

The Restorative Approach – Building a positive community including rules and high expectations.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment; Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, stimulating, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

The playground; At Monkwood Primary, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

Possessions from Home; Children should not bring toys or other possessions (e.g. footballs) from home unless for a special day or if specifically given permission by an adult in exceptional circumstances. This includes collection cards (e.g. Pokémon, football cards).

School uniform; Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website. All members of the school community, adults and children, will be expected to wear appropriate clothing, as deemed by the head teacher. If the head teacher judges that clothing or accessories worn by children, are not appropriate, these will be kept by the class teacher or in the office and returned at the end of the day

Peer Abuse; we recognise that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse. Concerns or allegations of all forms of peer abuse must be reported to the Designated Safeguarding Lead, who will have regard to the child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Wherever concerns of peer abuse arise the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator and all children in the school are safeguarded and their welfare is supported.

Mobile phones and technology; Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must take them to the office first thing in the morning and collect them at 3.20pm. Mobile phones that have not been taken to the office which are found in school will be taken to the office for collection by a parent.

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is

not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- **What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved

The Restorative Approach and use of consequences

When using consequences at Monkwood Primary, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Each class has a clear display of the process of consequences (the Behaviour Ladder), so that it may be referred to as part of a restorative discussion.

1. First verbal warning
2. Miss morning or lunchtime break in order to repair damage
3. Matter will be referred to phase leader
4. Matter will be referred to Head teacher
5. Phone call home
6. Meeting between Head teacher and parents
7. Behaviour contract agreed
8. Fixed term exclusion

We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

Active Listening:

Encouraging - Tell me some more about that?

Summarising - So there seem to be several things bothering you

And earlier you said....

Reflecting - So you..... (Repeating back last few words)

Checking - So did I hear you say.... Am I right in thinking.....

Empathy - It's understandable that you are worried / upset about this; sounds tough;

Affirmation - Thanks for telling me that; I appreciate you talking about this with me

Clarification - Can you help me understand that more...

Implementation of the Restorative Approach – Practicalities

At Monkwood Primary, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or those with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Restrictive Physical Intervention (Positive Handling)

This section of the policy is based upon Education and Inspections Act 2006 (part 7 and should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009). Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.

- Child/young person attacks a member of staff, or another child /young person
- Children/young people who are fighting and are at risk of injuring themselves or others
 - A child/young person is committing or is on the verge of committing deliberate damage to property
 - A child/young person absconds from the class or tries to leave the school setting

Use of physical interventions is always a **last resort** and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and

managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportionate to the circumstances.

Teaching and non-teaching staff should operate within an appropriate “Duty of Care” and follow the guide and within this policy.

Team Teach

Team Teach is a holistic approach that promotes techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the “Help Script”, before physical intervention becomes necessary. However “Team Teach” does recognise that there will be times when staff are left with no other option than to step in and use positive physical interventions.

All staff within Monkwood Primary are committed to “Team Teach” and we ensure that all staff are trained. Any newly appointed staff are trained as soon as possible after taking up their appointment. Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe. Parents are informed through the SEN Information Report, the SEN Local Offer and transition visits.

CPOMs: When should behaviour incidents be logged?

SLT review CPOMs weekly and create actions based on issues and trends, in order to ensure support at the right times and in the right places.

All staff within school should log the following incidents/issues on CPOMs if they arise for a child in their presence:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of staff based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this (or Duty SLT member if it is related to a lunchtime incident).

Curriculum Support

Through PSHE, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

PSHE lessons, Circle Time, school assemblies, out of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate

Exclusions

This section is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' September 2017.

Principles

- 1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for: - Verbal or physical assault of a student or adult; - Persistent and repetitive disruption of lessons and other students' learning; - Extreme misbehaviour or damage to property which is deemed outside the remit of the normal range of sanctions.
- 2) A Fixed Term Exclusion from the school can only be authorised by the Head Teacher or Acting Head Teacher
- 3) A Permanent Exclusion this can only be authorised by the Head Teacher or Acting Head Teacher, and must only be done after consulting with the Chair of Governors about the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.
- 4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Practice and Behaviour Policy.
- 5) Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done by the Head Teacher on the day of the exclusion, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Learning Mentor, Prevent Team. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter or as soon as possible thereafter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a head teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that the school's governing body is required to review the head teacher's decision and you may meet with them to explain your views on the exclusion. If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority. The school must explain in a letter how to lodge an appeal. The local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies; The Behaviour Policy should be read in tandem with the as well as other relevant school policies, particularly the Inclusion Policy, Exclusions Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy.

Monitoring and Review; The impact of this policy will be reviewed by the LGB

The Head teacher will provide the LGB with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.