



'A place for growing together and learning to fly.'

Behaviour Policy

(Review date: September 2026)

We are committed to safeguarding and ensuring the health, safety and well-being of all children in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

West Monkton Primary Behaviour Policy

This policy is written in line with:

- Behaviour in Schools Guidance (DfE, 2022)
- Keeping Children Safe in Education (latest version)
- Suspension and Permanent Exclusion Guidance (2023)
- Equality Act 2010

The school ensures that all behaviour decisions are:

- lawful
- proportionate
- reasonable
- non-discriminatory

Rationale

At West Monkton CE Primary, we are committed to creating a safe, supportive and inclusive environment where all pupils can thrive. We recognise that behaviour is a form of communication and, informed by research into attachment, trauma and mental health, we support pupils in understanding and managing their behaviour effectively.

Staff work closely with families and professionals to meet individual needs, enabling every child to succeed. Our approach is rooted in Christian values—honour, love, honesty, respect and trust—and we model these consistently to prepare pupils for life beyond school.

All staff receive ongoing training in behaviour management, safeguarding and de-escalation strategies.

Our school values and ethos align with CPI's (Crisis Prevention Institute) guiding philosophy:

CPI Guiding Philosophy

CARE

Respect, dignity, empathy, person-centred



WELFARE

Maintaining independence, choice, and well-being



SAFETY

Protecting rights and minimising harm



SECURITY

Safe, effective, harmonious, and collaborative relationships



Aims

At West Monkton C.E Primary School we aim:

- To provide an inclusive, happy, safe learning environment for all where all children feel respected and cared for.
- To sustain a positive learning culture where children are encouraged to maintain independence whilst working collaboratively and valuing everyone's voice.
- We want everyone to be kind and take responsibility for what they do, work together with families and teachers, and help children understand and respect their own beliefs and those of others.

Policy into Practice

We will achieve our aims by:

- Using a consistent approach to uphold high expectations of behaviour.
- Promoting a fairness and equality of opportunities and outcomes, making everyone feel welcomed.
- Providing a nurturing and stimulating learning environment in which children feel safe and secure.

- Adopting a CPI approach (Crisis Prevention Institute) to understand and safely respond to challenging or crisis behaviours.
- Recognising and appreciating children's viewpoints.
- Encouraging children to be increasingly reflective and responsible for their own behaviour and achievements
- Discussing behaviours regularly with children within the context of our school and PSHE curriculum.
- Supporting children in understanding their SEMH (social, emotional, mental health) needs and the impact this has on their behaviour
- Involving parents and governors in decisions where necessary

Expectations of children

At West Monkton, children will be encouraged and supported to:

- Respect and care for themselves, others, and property within the community.
- Listen to and value others' contributions.
- Learn and work both independently and collaboratively while following the class charter.
- Resolve disputes calmly and take responsibility for their actions.
- Value and care for the school environment.
- Understand their rights, responsibilities, and the impact of their actions, always giving their best effort.

Promoting Positive Behaviours

At West Monkton, we strive to model positive behaviours as a community. Both staff and children are encouraged to celebrate individual and collective achievements across all areas of school life. We place a strong emphasis on fostering **intrinsic motivation**—engaging in activities for enjoyment, challenge, and personal satisfaction—rather than relying primarily on **extrinsic rewards** such as certificates, stickers, or prizes.

We achieve this through:

- **‘STAR’** - an approach to encourage positive behaviours and limit ‘low-level’ disruption
- Peer and staff positive encouragement and feedback of a job ‘well done’, specifically explaining why.
- Recognition of positive behaviours and contributions both inside and outside of the classroom environment (verbal, written, chosen pieces of work for Friday’s Collective Worship)
- Highlighting ‘best efforts’ under class visualisers and on display boards
- Sharing achievements with other staff (this may be workbooks, art pieces, homework efforts, quiz scores etc.)
- Communicating positive efforts with parents/carers (face to face, over telephone, via email)

Managing Behaviours

At West Monkton, we aim to manage the following types of behaviours:

- Low-level disruption (any behaviour that is negatively impacting themselves or another pupils’ learning)
- Refusal to follow an adult’s instructions
- Use of any offense/discriminatory inappropriate language (including via social media platforms that affect children in school)
- Physical assault on another child or adult
- Intentional damage to property/belongings
- Theft

Staff should respond to the above behaviours and in a consistent manner. Please refer to the ‘Behaviour Interventions Flowcharts’ for the various stages (Appendix 1). The school will make reasonable adjustments for pupils with disabilities or additional needs and will ensure that behaviour policies are applied fairly and in accordance with the Equality Act 2010.

Sanctions

Sanctions for repeated unwanted behaviours may include:

- Loss of privileges/school responsibilities i.e. playground leader
- Missed minutes of play
- Internal exclusion
- Behaviour Support plans
- FTE

Removal from classrooms - 'Re-assess':

A member of staff may need to remove a child from the classroom environment, for serious disciplinary reasons. Removal will be used to:

- maintain the safety of other children in class
- enable disruptive children to be taken to a place where the education can be continued and managed
- to allow the child to regain a state of calm in a safe space

The child will be required to spend a limited amount of time out of the classroom at the instruction of a member of staff. This will be known as a '**re-assess.**' This is different from a child being asked to step out of the classroom briefly for a conversation with a member of staff and asked to return following this. The removal should allow for the continuation of a child's education in a supervised setting although the activity may need to be adapted. Parents will be informed of the incident and the incident will be logged on CPOMS as a 're-assess.'

The school may apply sanctions for behaviour that occurs off-site or online where it has an impact on:

1. the safety or wellbeing of pupils or staff
2. the reputation of the school
3. behaviour within school

Safety Interventions:

At West Monkton, staff are trained in CPI (Crisis Prevention Institute) techniques, which prioritise prevention, de-escalation, and safe intervention. **These safety interventions include, verbal, environment and non-restrictive techniques and as a final resort may include necessary and proportionate restrictive interventions.** Reasonable force is used only as a last resort, when a child's behaviour poses a risk of harm to themselves or others, or may cause serious disruption or damage. All interventions are carried out in line with CPI guidance, ensuring they are proportionate, safe, and respectful, with the goal of restoring calm and supporting positive behaviour. Staff receive annual training in CPI Preventative Interventions, as well as in disengagement techniques and physical holds, which are used only as a last resort to prevent learners from harming themselves or others, causing disruption, or damaging property. Please refer to our Appendix of 'Safety Interventions' for further information.

Exclusions:

All children have the right to learn in a safe, supportive environment. The school will follow statutory guidance on suspensions and exclusions (DfE 2023), ensuring decisions are lawful, reasonable and fair, and that pupils and parents are given appropriate rights to make representations.

Procedures:

Start of the school day

There are 3 gates on our school site that children enter through; EYFS, Key Stage 1 and Key Stage 2. Each gate will be open from 8:45 for children to enter through. Parents/carers do not enter the site unless arrangements have been agreed with the class teacher or a member of SLT. Children are expected to walk to their cloakroom area to hang up coats and bags before entering the classroom. A member of staff will be in the classroom to welcome children, and there will be a calming, morning activity for children to complete whilst waiting for others to arrive. Doors to cloakroom areas will be open and visible. The school gates aim to close promptly at 9:00, at which point all children should be in school and the morning register undertaken.

Breaktimes

Children have a 15-minute morning playtime on their designated playground, with an additional afternoon break for EYFS and Key Stage 1. At the end of play, a bell signals children to end their play and line up calmly. Staff collect pupils from the classroom door when they are ready for learning. At lunchtime, lunchtime staff supervise until teachers or LSA's collect their classes.

Lunchtimes

Children have a one-hour, staggered lunchtime to eat and socialise. EYFS and Key Stage 1 wear high-visibility jackets and use the KS1 playground, while Key Stage 2 use their designated area. Staff on duty wear high-visibility jackets, supervise zoned playgrounds, and ensure a first aid station is always staffed.

A bell signals tidy-up time, followed shortly by a second bell to end play. Children then line up calmly and are collected by their teacher or teaching assistant when ready for learning.

Movement around the school

When moving around the school, the expectation is that all children and adults will move around the school in a calm manner. Calm corridor posters will be displayed to support this. At all times, adults are expected to promote calm corridors and remind children if/when needed. This is particularly pertinent at busy times such as whole school collective worship and lunch times.

Children will be accompanied to and from Collective Worship by an adult. Children will be encouraged to use the toilet during playtimes. They will be allowed to use toilets during lesson times with permission of the adult teaching and avoiding key points of learning for example, when a teacher is delivering or modelling the explicit skill for that lesson. Children will have drinks available from their own personal drinks bottle or cup and will be encouraged to drink throughout the day. Every child can access water during lunch from the lunch hall.

Playground incidents

Some playground incidents can be prevented by early intervention as soon as children's body language indicates a conflict may be developing. Incidents that do occur and give cause for concern should be reported to the child's class teacher, Phase Leader and if necessary, to the Headteacher.

Lunchtime staff will follow the behavioural intervention flowchart marked 'playtimes/lunchtimes.' A lunchtime supervisor is to inform the class teacher when appropriate, i.e. when incidents are not resolved or may impact on classroom environment.

Lunchtime supervisors are encouraged to report back to class teachers on positive behaviours witnessed throughout lunchtime. Positive playgrounds are available to support and encourage this.

If a member of staff feels a child requires first aid, a token will be given to the child who will then walk to the first aid station unless the incident is deemed serious in which case trained first aid staff will intervene and act appropriately. Children who have received first aid are given an incident form to take home to trusted adults and a record of each incident is kept in school. Bumps to the head/face mean that parents/carers automatically receive a phone call.

Before and After school care

Adults supervising and supporting the children during these times will follow the 'classroom' flowchart as needed to manage behaviours.

Outdoor Learning

Adults supporting outdoor learning opportunities will follow the 'breaktimes/lunchtimes' flowchart as needed to manage behaviours.

Reporting and Monitoring

Behaviour data is monitored to identify patterns, including for pupils with SEND, looked-after children, and other vulnerable groups. All forms of internalised and externalised behaviours that are a cause for concern should be recorded on CPOMS as a 'behaviour incident.' Staff should alert the following when raising logs: Class Teacher (if not the person recording the log), Phase Lead and if appropriate, SENCo (Special Educational Needs Co Ordinator) and DSL (Designated safeguarding leads).

What to record?

Behaviour incidents that need to be recorded should be done so using our CPOMS platform. The incident should be recorded using the following STARR format:

S – Setting (Where did the incident occur? Who was involved? When? Prior context?)

T – Trigger (What happened before the behaviour was triggered? This could be immediately before or sometime before, linked to context)

A – Action (What behaviour did the child display specifically?)

R – Response (What was the child's immediate response? How did others respond?)

R – Reason (What does the behaviour tell us about the child?) (Function)

As well as the '**next steps/action taken**' by the person recording the log.

When staff are unable to access a device to record a CPOMS log, STARR sheets are accessible in all classrooms and in the staffroom. These are then passed on to a designated safe guard lead for inputting onto CPOMS.

Roles and Responsibilities

The Headteacher will:

- Enforce the school behaviour policy and support staff in applying it.
- Update Governors on the policy's effectiveness when requested.

- Ensure the health, safety, and welfare of all students.
- Meet or report to parents/carers as needed.
- Issue fixed-term exclusions for serious incidents; permanent exclusions may be applied for repeated or very serious behaviour, with Governors notified.

All Staff will:

- Model high expectations and strive to maintain a calm, safe, and nurturing environment.
- Set clear boundaries, manage behaviour, and provide consistent consequences.
- Encourage social and interpersonal skills, offering support or alternatives as needed.
- Recognise positive behaviour and give constructive feedback.
- Communicate and collaborate with parents, teachers, phase leaders, and SENCO.
- Record and report behaviour incidents appropriately.

The Governing Body will:

- Support the school in the implementation of the policy.
- Support the Headteacher when necessary, regarding making decisions about serious behavioural incidents.
- Review the effectiveness of the policy as required.

Parents, Carers and Families will be encouraged to:

- Familiarise with and uphold the school behaviour policy and Parent Code of Conduct.
- Promote positive behaviour at home to ensure consistency with school.
- Maintain a positive relationship with the school and communicate concerns appropriately.
- Support the school's approach to behaviour and follow the proper channels if issues arise.

Associated Policies:

- Anti-bullying policy
- Exclusions Policy
- Safety interventions
- Uniform Policy
- Parent Code of Conduct
- Staff Code of Conduct

DRAFT

Behaviour interventions (Classroom)

The '4 R's.'

Refocus

This will be a non-verbal reminder i.e. look, STC sign that reminds children to address behaviour.



Remind

A gentle approach & quiet, private word with the individual (no more than 30 seconds). Make it clear which behaviours are impacting on learning/class rules and state clearly what you want the child to do instead.



Reflect

Moved to 'quiet/reflective space' within room. Child returns to seat after 10 mins. Adult reflects on situation.



Re-assess

Child will go to a partner class for 20 minutes. Parents informed & incident logged on CPOMs.

If child has more than 6 of these in a half term, the teacher arranges a meeting with child (where appropriate), parents, SENCO (Special Educational Needs Co Ordinator) & phase leader to put a pastoral plan in place. Review date to be arranged & agreed.

Behaviour interventions (Break-times and lunchtimes)

The '3 R's.'

Remind



Child is verbally reminded of expectations.



Reflect

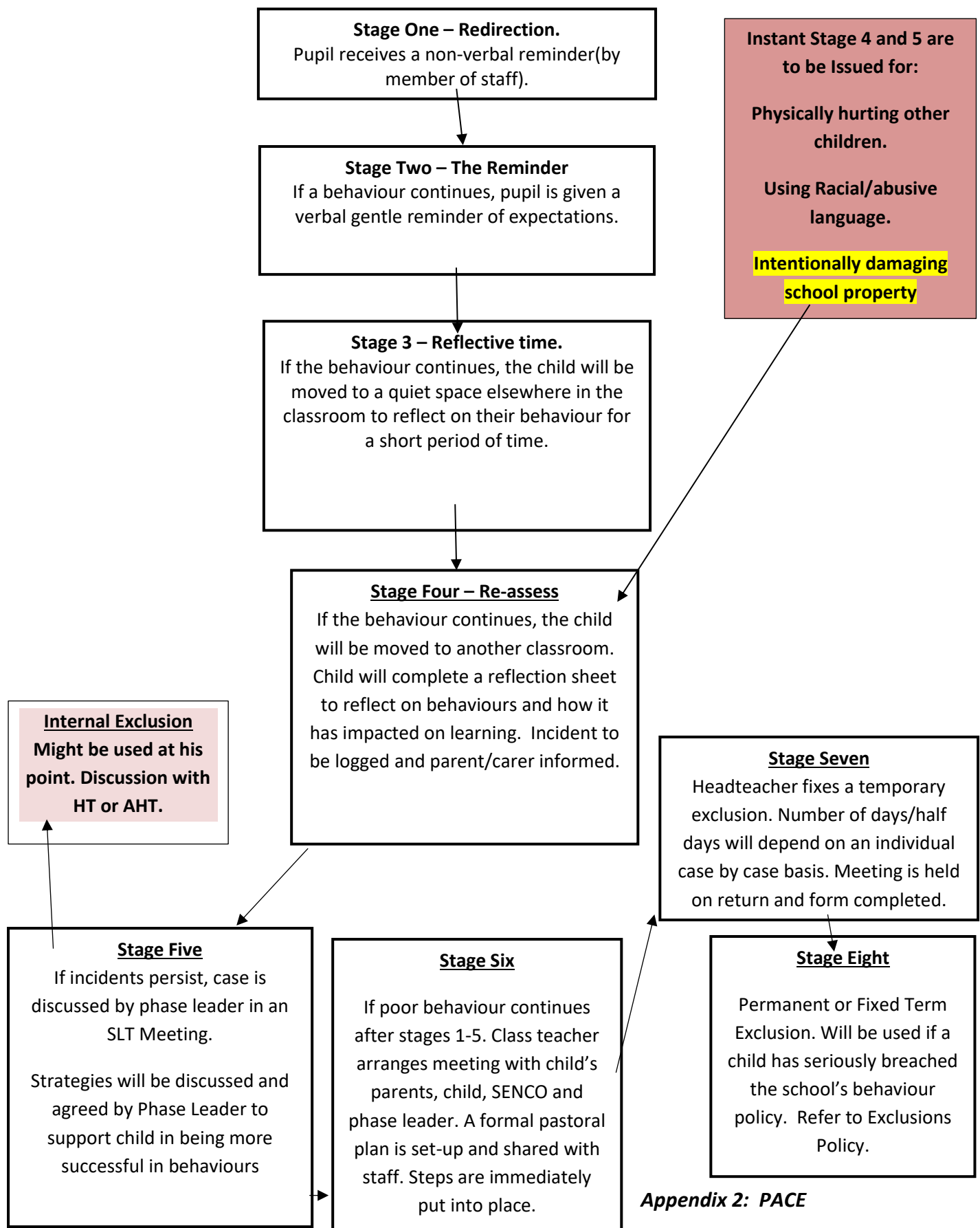
Child stays beside an adult for 10 minutes to reflect on their choices. Child may return to play after 10 minutes.



Re-assess

Child goes to the reflective space where they are supervised for 20 minutes or until the end of play (if time does not allow). Behaviour logged on whole school system by person on duty in reflection space.

Appendix 1: Behavioural Chart

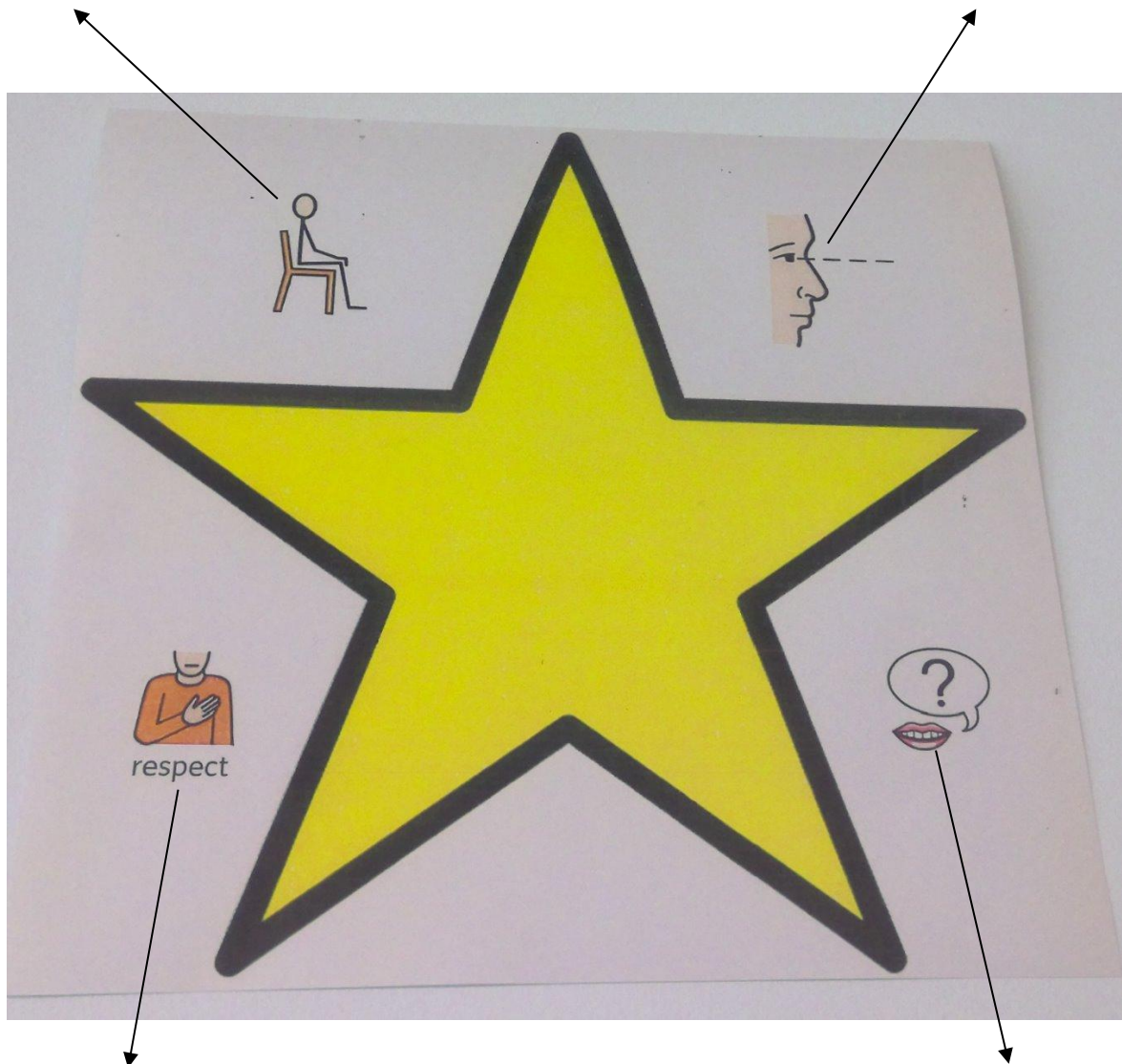


Appendix 2: PACE

Appendix 2: STAR (low level disruption)

Sit nicely

Track the speaker



Respect the room

Ask and **a**nswer
questions

Appendix 3: Feather recognition (handwritten by adults)

