



Monkhouse Primary Academy

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Agreed by Governors: March 2026

This policy should be read with the:

- **Anti-Bullying Policy**
- **Safeguarding & Child Protection Policy**
- **Equality Policy**
- **E-Safety Policy**
- **Restrictive Physical Intervention**

Context:

At Monkhouse Primary Academy, we aim to create a calm, caring, safe environment in which pupils can work towards achieving their full potential. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff, pupils, and parents.

Our Pupils' Aims

- To take full responsibility for their own learning and actions throughout the day.
- To be aware of the rewards and sanctions relating to behaviour.
- To develop empathy, understanding and tolerance towards others.
- To be able to consistently make a positive contribution to the school and community.
- To follow codes for acceptable classroom, playground and assembly behaviour.

Our Staff Aims

- To ensure the quality of learning and teaching is high, children are inspired and motivated to succeed.
- To give rewards and sanctions consistently and fairly.
- To deliver a high-level duty of care to every child.
- To build an excellent rapport with pupils.
- To seek to understand barriers to learning and overcome them.
- To ensure that all pupils have the opportunity to experience different responsibilities and contribute to the school community.

Our Leadership Aims

- To communicate our academy vision to the staff and pupils.
- To ensure that our academy provides an environment that promotes positive behaviour in order for effective learning to take place.
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.

- To ensure systems and structures are adhered to fairly and consistently.

Roles and Responsibilities:

All members of the academy community have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as our example has an important influence on the children.

Teachers' Responsibilities

- To ensure **QUALITY FIRST TEACHING** every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.
- To build positive, caring relationships with every pupil so that they feel valued, safe and understood.
- To treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- To be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing.
- To build and maintain positive relationships with parents and carers.
- Ensure that academy systems and structures are followed consistently, and all pupils are treated fairly.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep records in line with this policy.
- To ensure children receive regular praise regarding work and behaviour.
- To deal with any incidents which occur outside school in an appropriate manner and inform the SLT.
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through assemblies and PSHE lessons.
- Ensure all children complete the emotional zones of regulations check-in daily.

SLT Responsibilities

The SLT are accountable for different phases across school.

- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- To support the staff in their phases by dealing with children who have reached stage 5 on the graduated approach to behaviour chart (stated later).
- To assist teachers in investigating and recording behaviour incidents
- To monitor behaviour incidents within their phases.

Principal Responsibilities

- To ensure the Positive Behaviour Policy is implemented in school.
- To deal with persistent cases who have gone through phase 1-6 sanctions.
- To arrange formal meetings with parents and class teachers.
- In extreme cases organise temporary/permanent exclusions (following LA guidelines.)

Dinner Supervisor Responsibilities

- To follow the Positive Behaviour Management Policy.
- To deal positively with the children and take any concerns raised seriously.
- To liaise with teaching staff regarding lunchtime behaviour and record incidents in the folder in the office.

Parents' Responsibilities

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour when necessary.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' evenings, and activities that support their child's learning.
- To ensure they are aware of the events taking place in school via the newsletter and website.
- To sign the home/school agreement and return it to school at the start of the academic year.

Pupils' Responsibilities:

- To adhere to the agreed codes of conduct and rights and responsibilities.
- To uphold the Monkshouse Academy Values (Respect, Perseverance, Teamwork, Caring, Confidence, Responsibility).
- To accept responsibility for their own choices and actions.
- To respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- To complete any home learning tasks set.

Pupils throughout the academy are offered opportunities to take responsibility, show initiative and to encourage mutual respect between members of the school community. This helps the pupils to develop strong values and attitudes and to enable all pupils to feel that their contributions are valued within the context of the whole school.

These roles include:

- Classroom monitors
- School Council Representatives
- House Captains
- Book monitors
- Playground Leaders
- Wellbeing Champions

At Monkshouse Primary Academy we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

When Things Go Right:

Rewards

Rewards are used throughout the school. They range from awards to the whole class, to groups and to individuals and are given by all adults in the school. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Individual Rewards

All children will gain individual rewards for excellent behaviour, work or politeness. The individual reward will differ depending on the age range of the children. Individual rewards include Stickers, House Points and use of the Raffle Ticket Reward System (Reception upwards), whereby children are awarded raffle tickets (these can be daily and multiple) which are put into a collective class pot. Each week 3 tickets are drawn and those children can select a prize from the reward pot. The rewards may differ slightly for each Phase as per what is appropriate for the children's age.

House Points

From Reception onwards, each pupil at Monkshouse becomes a member of a House.

They are: Griffin, Phoenix, Unicorn and Centaur. Any member of staff can award house points to children in Y1 upwards, **to a maximum of 3**. Children can be given house points for a variety of reasons:

- Outstanding work
- Good effort
- Achieving targets
- Supporting others
- Promoting good behaviour
- Improvements in behaviour
- Taking responsibility
- Undertaking extra responsibilities
- Developing confidence

NB this list is not exhaustive.

The house points are totalled before each Achievement Assembly and the house with the most points is announced and congratulated. The certificate for that house is then put on display in the hall

Pupil of the Week

Children from each class are chosen by their class teachers for particular mention in Achievement Assembly. This may relate to work, attitude, behaviour etc. The winners are also mentioned in the weekly school newsletters. Each of the winners is presented with a certificate which they can take home.

Values

Certificates are also given for upholding the school values: Caring, Respect, Perseverance, Teamwork, Responsibility and Confidence. Again, these may be taken home and pictures are displayed in the hall and names are published in the weekly newsletter.

Pupil of the Term

Children from each class are chosen by their class teachers for particular mention in the final Achievement Assembly of each term. This relates to a significant and sustained improvement in the child's behaviour/attitude/achievement over the course of the term. Children are presented with a special certificate. Again, these may be taken home and names are published in the weekly newsletter.

Reading Rewards

Certificates are given every time a child has read 30 times at home. A child from each class, who has shown enjoyment in and enthusiasm for reading, is selected at the end of each term to receive a golden token to put in the book vending machine and can choose a book.

Attendance

Each class (Yrs 1-6) play each other once on a round robin/rotation basis, scoring like football (3 points for a win). If the % attendance is less 0.5% difference, then it is a draw (1 point each). At the end of a term, there will be a prize for the winning class and a trophy for the overall winners at the end of the academic year. Results are added to the updated weekly table.

Lunchtime Rewards - Top Table

If the children demonstrate outstanding manners and behaviour at lunchtimes, they may be invited to take a place at the 'Top Table'. They can choose a friend to sit with them and are given a small prize. A member of staff sits on the 'Top Table'. The Top Table happens each week on a Friday.

Always Child

This is an award which is handed out to one pupil in each class at the end of each term. This award is given to a child who consistently makes good choices and works hard. The nominated child receives a certificate and has the opportunity to attend a tea party with the Principal.

When things go Wrong

Unacceptable behaviour includes:

- Disobedience
- Non-completion of schoolwork that could be reasonably expected.
- Biting, spitting, hitting and/or kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property e.g. graffiti
- Answering back, rudeness or aggression to adults or others.
- Stealing, including hiding another person's property.
- Carrying any offensive weapon into school.
- Truancy, including non or poor attendance, and a regular pattern of late attendance
- Racist or derogatory comments
- Forming gangs for the purpose of intimidating others.
- Bullying, in any form, e.g. cyber-bullying (including from home), homophobic bullying.

Please note this list is not exhaustive

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. The purpose of sanctions at Monkshouse Primary Academy is to give children the opportunity to change their behaviour and remove barriers to learning.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they cause resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence and is essential that all sanctions are seen to be fair, consistent and immediate.

Graduated Approach to Behaviour (Levels 1- 6)

- 1) Reminder of class rights and responsibilities and expected standards of behaviour.
- 2) Missed minutes of playtime/lunchtime either with the class teacher or other staff member & reflection sheet to be completed (maximum of 5 mins).
- 3) Telephone call to inform parents. Reflection sheet completed with Key Stage leader during playtime/lunchtime.
- 4) Class teacher & Key Stage Leader to investigate. Meeting scheduled with parents (KSL to support class teacher). Reflection sheet with KSL during playtime/lunchtime. Fixed period of internal exclusion or external inclusion to be applied (at discretion of KSL/SLT depending on severity). Behaviour Contract drawn up with class teacher and pupil.
- 5) Reflection sheet with a member of SLT during playtime/lunchtime. Level 4 sanctions.
- 6) Reported to SLT and to Principal.

All the above consequences are put in place at the discretion of the Principal, and the context and child's needs will be fully considered when consequences are applied.

All Level 2 – 6 behaviours and associated sanctions (including discussions with parents) should be logged on CPOMs.

In certain cases it may be necessary to give a child a short term behaviour chart. In the cases of extreme behaviour, a behavioural plan and risk assessment is drawn up for the individual child.

In a very small number of cases, individual pupils may continue to use unacceptable behaviour despite a number of sanctions being imposed upon them. If this occurs, then the Principal may request support from outside agencies. This will usually involve someone visiting the school and observing and/or working on a one-to-one basis with the pupil. Permission from the pupil's parents will be requested before this intervention.

As a last resort, when all other avenues have been exhausted, the school may have to impose a temporary or permanent exclusion. This is done following the LA guidelines.

Playground Behaviour

Playtime can be the most challenging time for children to manage their own behaviour. All staff must work in partnership to raise standards and maintain consistency.

If a child exhibits inappropriate behaviour on the playground they will be sent in to reflect and then will be spoken to by an adult. Extreme behaviour will be reported to SLT who will investigate and record the incident appropriately. The parents will be informed if persistent behavioural issues arise.

SMSAs (Schools Meals Supervisory Assistants) will reward examples of positive behaviour at lunchtimes by presenting children with stickers.

Behaviour, transitions and movement in and around school

Children should be reminded to walk everywhere in school. All adults should lead by example and have presence when moving around school – modelling, praising and reminding.

At all times children should show 3S's even when not in a line, such as going to the cloak rooms and locker areas, going to the toilet or coming in off the playground. Adults must remind and expect this from everyone.

3S Line: Are you in a 3S line?

- Silent, Straight, Smart

Teachers and staff will also promote positive behaviour across school through their use of SHINE:

S – sitting up straight

H – hands still

I – in one space

N – no noise (listen)

E – eyes on the speaker



Staff Powers to Discipline Pupils

All staff have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006). Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises 'to such an extent as is reasonable'. This could include misbehaviour when, for example taking part in school organised activities, e.g. offsite visits, residential visits, representing the school in competitions or when travelling to and from school. Staff can impose an agreed sanction; during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or to prevent a child from taking part in an activity afterschool.

Physical Handling of a pupil:

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may:

- Be causing harm to themselves or another person
- Involve damaging property
- Prejudicing the maintenance of good order and discipline in the school

The law allows staff to physically handle a pupil using 'reasonable' force, which should always be: Reasonable, Proportionate and Necessary. Green cards in the staff lanyards indicate who has undergone

Team-Teach Training and therefore should be called upon first for assistance to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical handling would be deemed necessary. Should a child ever be physically handled, it should be recorded and the parent informed immediately (as per our Restrictive Physical Intervention Policy.)

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the appropriate Key Stage leader or SENDCO so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will be discussed with the parents.

Should a child's behaviour fall outside that expected from the school and when all other sanctions have been applied parents will be called to a formal behaviour meeting at school with the Principal/member of SLT and the class teacher. At this meeting the evidence of previous unacceptable behaviour will be shared. The aim of this meeting is to plan a way forward with the pupil, staff, and parent/s so that behaviour improves. Should it fail to do so then temporary/permanent exclusion will be considered.

Conclusion

The success of the implementation of our policy is deeply rooted in the quality of relationships we have in the school between pupils, staff, and parents. We recognise that membership of our community confers duties, responsibilities and rights upon all who work together in our school.

By following the guidance set out in this policy we can be consistent in our approach to positive behaviour management and discipline and continue the promotion of all the good qualities we have at Monkshouse Primary Academy.

Appendix 1 Graduated Approach to Behaviour

Level	Examples of Behaviour	Possible Consequences	Next Steps for Staff
Level 1	Swinging on chair Interrupting/calling out Not being on task Not following instructions Pushing in line Rough play at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals	Class teacher to respond to all stage 1 behaviours. Class teacher to reflect on what else can be put in place to avoid this happening in the future. Often praising good behaviour so it has a positive effect on those misbehaving/awarding raffle tickets to those seen doing the right thing.
Level 2	Persistent stage 1 behaviour Rudeness Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling	Missed minutes of playtime/lunchtime either with the class teacher or other staff member & reflection sheet to be completed (maximum of 5 mins).	Class teacher to inform parents of persistent stage 1 behaviour or stage 2 behaviours weekly. Incidents to be recorded on CPOMS Key Stage Leader to speak to pupil. Playtime incidents to be reported to the class teacher and logged on CPOMS. Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs, talking to SENDCo or ELSA if deemed necessary or support required.

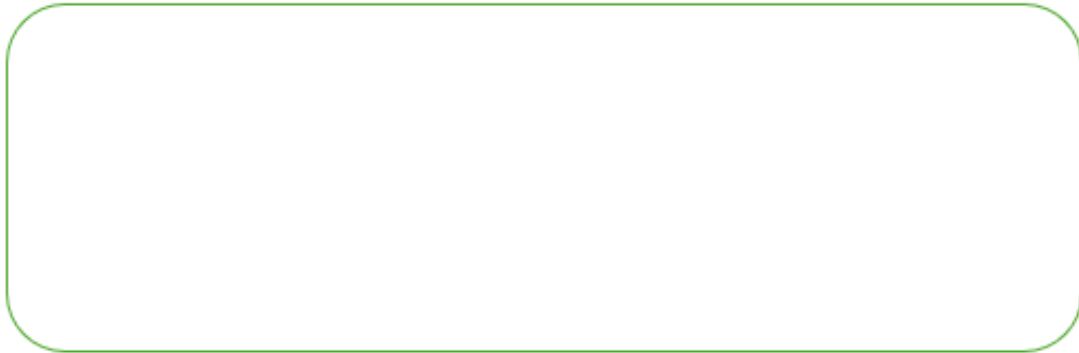
	Continuous rough play at playtime/lunchtime Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly		
Level 3	Persistent stage 2 behaviour Throwing objects with intent to harm Harming someone on purpose so they need medical help Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to others	Telephone call to inform parents Reflection sheet completed with Key Stage leader during playtime/lunchtime.	Behaviour to be reported on CPOMS by class teacher and Key Stage Leader with further actions noted and implemented.
Level 4	Persistent stage 3 behaviour Bullying Fighting Racism/homophobic comments Very serious challenge to	Class teacher & Key Stage Leader too investigate. Meeting scheduled with parents (KSL to support class teacher) Reflection sheet with KSL during playtime/lunchtime.	Situation to be monitored by teacher and KSL. Actions to be recorded on CPOMS. Meeting with parents & KSL. Behaviour contract drawn up between pupil & teacher & shared with parents.

	authority Leaving school without permission	Fixed period of internal exclusion or external inclusion to be applied (at discretion of KSL/SLT depending on severity)	
Level 5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff	Reflection sheet with a member of SLT during playtime/lunchtime. Level 4 sanctions.	Situation to be monitored by teachers, SLT and Principal. SLT to call to inform parents and arrange a meeting with them
Level 6	Repeated stage 5 behaviours	Reported to SLT and to Principal.	Same as Stage 5.

Appendix 2 Behaviour Reflection Sheet

Behaviour Reflection Sheet

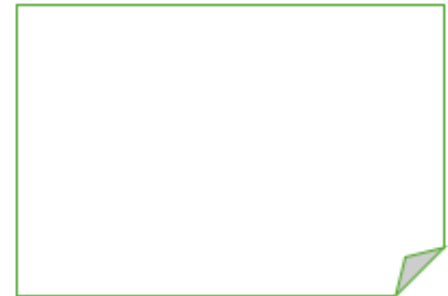
1. What happened? (Write or draw)



2. What were you thinking or how was your body feeling at the time?



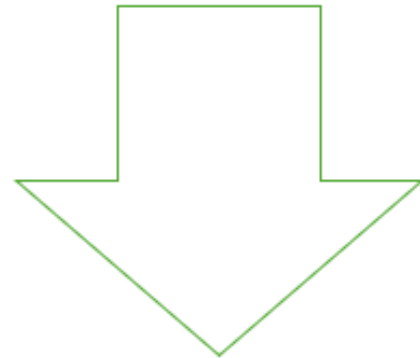
3. How do you feel now about what happened?



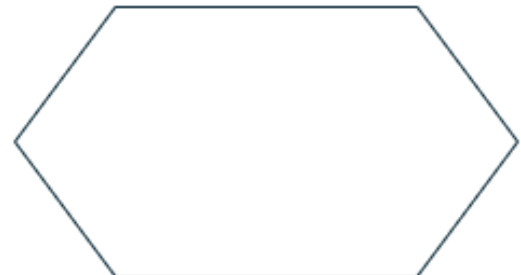
4. Who was affected by your actions?
How do they feel?
How have they been affected?



5. What can you do now to make it right?



6. If you ever feel like this again, how will you react/behave differently?



Appendix 3 Behaviour Contract

Pupil name :

Date:

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

My goals:

1		
2		
3		

 To prevent my challenging behaviour, I can:	
1	
2	
3	

	When I demonstrate challenging behaviour, you can help me by:
1	
2	
3	

These are the consequences if I don't meet my goals:	These are the rewards if I do meet my goals:

My contract will be reviewed on: _____

Pupil signature: _____

Teacher signature: _____

Contract shared with parents on & by: _____