Bishop Monkton Church of England School
Behaviour Regulation Policy

Ethos of School

Act justly, love kindness and walk humbly with God. Micah 6:8

Our village school, rooted in its Christian foundations, provides a welcoming, caring family environment in which all children can flourish. Through biblical values, we support our children to be healthy, happy and vibrant individuals, preparing them to become responsible and respectful citizens in the wider world.

Bishop Monkton School has a holistic approach to education, valuing all learning in and out of the classroom. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour and that through building positive relationships all children have the opportunity to flourish, developing their own personality, talents and aptitudes. We recognise that being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity). We believe that learning should be stimulating, offering appropriate, quality learning through challenging experiences for all children, whatever their ability and aptitude. Through this, we encourage reflective thinking and do not accept prejudice in any form. Each child will be encouraged to achieve the highest possible standard in all aspects of their schoolwork and to reflect on their own personal achievements. Governors and staff continually review policy and practice, seeking to improve the school to ensure that a quality education is available, with children having the capacity to think for themselves and to make sense of the world around them.

Children are encouraged to respect each other's needs and to care for each other. Each child has opportunities to develop independence, to work with other children, to participate in teamwork and to develop appropriate, caring social skills. All adults in the school seek to offer each child appropriate care in all situations taking into account each child's individual needs.

Parents and Carers are welcomed in their role as partners in the education of their children; their support in fulfilling these aims is valued and is fundamental to us achieving them.

The School's Moral Code

The school understands that behaviour is a form of communication, driven by an emotional need. Taking a non-judgmental, curious and empathetic attitude towards behaviour, we encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Maintaining clear boundaries and expectations around high standards of behaviour enable children to feel safe. Politeness, thoughtfulness, helpfulness, care and concern for every member of the school and wider community are expected and encouraged. Respect for property both personal and belonging to others, including schoolbooks and equipment, is expected. Through positive relationships and a strong Christian ethos, we hope that this environment allows children to flourish and sanctions will rarely be required.

September 2025-2026

Aims

- To understand that creating an inclusive and positive school culture around behaviour is everyone's responsibility.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To build a school community, which values kindness, care, good humour, respect, tolerance and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.
- To incorporate Emotion Coaching into everyday practice in order to support the development of positive behaviour, resilience and well-being.
- To use the Zones of Regulation to help children to manage their feelings.
- To understand that positive relationships are at the heart of good behaviour, and to use our knowledge of the children to promote self-esteem and self-discipline, proper regard for authority and establish clear expectations of all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it
- To establish a partnership approach that draws on all those involved with the school, to promote community cohesion.
- To provide systems and structures which promote positive behaviour and which support all members of the school community.
- To monitor and evaluate the effectiveness of our behaviour policy and procedures and to report this to the Governing Body on a termly basis.

Objectives

We will achieve this by:

- Ensuring the school community understand the behaviour expectations of all.
- Ensuring all adults in the school community are responsible for addressing behaviour both inside and outside the classroom and follow a consistent approach.
- Ensuring all children understand that all adults working in school carry the same authority as each other.
- Establishing the clear expectation that all adults in all situations model the behaviour that they expect from the children and make fair judgements based on linking behaviour, choices and consequences from the school's behaviour policy and practice.
- Understand that behaviour is often an outward display of inward emotional upset and aim, where possible, to tackle the root issue.
- Providing an induction for all new members of staff and on-going support for existing staff in effective behaviour policy and management.
- Developing measures to encourage children to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour by adopting a restorative approach.
- Adopting the Zones of Regulation for all staff and children in order to help regulate their emotions.

- Taking every opportunity to promote and celebrate positive behaviour.
- Encouraging all staff to adopt sound classroom management practices that emphasise the teaching of routines and positive behaviours for learning.
- Delivering the discreet teaching of the PSHE (Personal, Social and Health Education) curriculum in order to help the children to understand the impact of their actions on others.
- Actively seeking and listening to the opinions of children on school wide issues and by giving individuals the right to be heard in instances that relate directly to their own educational provision.
- Encouraging parents and carers in a partnership approach to promote positive behaviour both inside and outside school.
- Ensuring the whole school community is consulted about the Behaviour Policy and practices and all partners are involved in its implementation.
- Establishing clear expectations of children's behaviour both inside and outside school.
- Developing a transparent code of conduct which is displayed around school and is referred to and followed by staff when responding to positive and negative behaviour.
- Applying the behaviour rules fairly, proportionately and reasonably taking account of special educational needs, disability and needs of vulnerable children.
- Developing effective practice to support the behaviour needs of children who join or return to the school following exclusion.
- Ensuring the safety and well-being of children including measures to prevent bullying and to deal effectively with reports and complaints about bullying.
- Seeking the opinions of children and parents/carers to monitor and evaluate the effectiveness of policy and procedures.
- Using qualitative data from the school's management information system to identify patterns and trends in behaviour, to monitor and evaluate the effectiveness of the behaviour policy and practice and to inform change.
- Report behaviour data to governors as part of the Headteacher's termly report.
- Carrying out a full formal review of the behaviour policy on a regular basis through consultation.
- To celebrate positive behaviours through the use of a Recognition Board in every classroom.

Implementation

- The behaviour system will be implemented consistently and fairly throughout the school.
- Each class will use a peg system as a visual check for each child's behaviour. Every day this will be reset onto Ready to Learn reflecting our "new day/clean slate" approach.
- Ensure that children and parents/carers are aware of the behaviour expectations placed upon them in all situations and are aware of the school rules.
- Guidance on appropriate behaviour and associated issues, such as bullying, will be a regular focus in assemblies as well as part of the PSHE curriculum.
- Children will be taught to inform a trusted adult if they feel they are being bullied or feel another child is being bullied.
- Pupil views will be sought through the School Council, encouraging children to discuss and explore appropriate behaviour in school.
- Look for opportunities to praise and positively reinforce appropriate behaviour, using positive affirmations and the classroom recognition board.
- Always explain why behaviour is inappropriate and how it can be corrected.

- Adults' behaviour is a constant role model - treat the children with the respect and courtesy that you expect yourself, promoting positive school values which reinforce a caring environment.
- Be aware that your voice and body language needs to be assertive but warm.
- Use House-points/Golden Time/Head teacher's Awards to motivate and reward. Class teachers may chose an individual class reward system to encourage positive behaviour.
- Record positive and negative behaviour on the school management system
- The headteacher will acknowledge positive behaviour by sending a postcard home every half-term to those children who have the most conduct points.
- Repeated inappropriate behaviour is brought to the attention of colleagues and the Headteacher.
- The Pastoral Lead will promote positive mental health, thus reducing challenging behaviours.
- Mental Health champions and Wellbeing Warriors will promote positive behaviours including self-care strategies.
- Peer Mentors are chosen every half-term from Reception to Year 5 and in Year 6 Prefects hold their position for the year. These children act as role models to guide others.
- Parents/carers should be made aware of any concerns regarding behaviour.
- If persistent disruptive behaviour continues, parents/carers are invited to discuss this initially with the class teacher and then the Headteacher.
- Liaison should be arranged with parents/carers on a regular basis providing the opportunity for the parents/carers to review behaviour with both the child and the teacher. Regular could be weekly, fortnightly or half-termly as considered appropriate.
- Consideration should be given to establishing behavioural modification strategies for an individual if necessary (such as setting up a behaviour diary, a star chart etc) with the aim of reinforcing good behaviour.
- All adults employed to work with the children in school should have a clear understanding of the behaviour regulation policy and must follow it.
- Children with complex SEND may follow an alternative or additional behaviour system in consultation with parents, the classteacher and SENDCo. All staff would be aware of this.
- Teachers will raise their hand to gain control of the class and wait for all children to follow and be still, before speaking.
- In EYFS/KS1 a clap will proceed hand-up as children will be busy learning in the provision areas. The same method will be used in the dining hall at lunchtime.
- In PE a whistle will be blown once, followed by a hand up, to attract attention as children may well be on the playground/school field.
- The recognition board will focus on an aspect of behaviour each week, but names will be placed on a daily basis.

All staff, every day -

1. Meet and greet at the door
2. Refer to 'Ready, Kind, Curious'
3. Model positive behaviours and build relationships
4. First attention to those doing the right thing
5. Celebrate 3 positives at the end of the day

September 2025-2026
The Golden Rules

Ready – Kind – Curious

These three words will be woven in to every element of the school day to ensure children understand what they mean and what behaviours are associated with these words.

'3 step' discipline procedure for all staff

Step 1: Ask a pupil calmly and quietly to **THINK ABOUT IT** and highlight the inappropriate behaviour. Remind the pupil politely that you have asked them, giving them gentle encouragement and referring to our rules.

Step 2: If negative behaviour continues, tell the child to **STOP** any inappropriate behaviour and ensure they have time out on from what they are doing (around 3 minutes).

Step 3: Continual negative behaviours would mean a child is given a **CONSEQUENCE**. This should be age-appropriate, proportional and restorative with the aim of correcting the misdemeanour.

It may be appropriate for the consequence to be taken immediately, such as time-out from the remainder of play or it may need to be discussed and followed-up at a later stage. Ensure children understand why a consequence is given, even if it is not taken immediately.

Class teachers need to be informed about this so that it can be logged on the school's management information system.
Consequences will be recorded on Arbor, monitored half-termly by the Headteacher, and reported to Governors on a termly basis. **Three** occurrences of consequences, in a half term, will lead to a formal meeting between the class teacher and parents. A personalised behaviour plan or involvement of other professionals may be considered.

Red-line behaviours: Unacceptable behaviour such as deliberately hurting another person (adult or child) or using inappropriate language will lead straight to a consequence.

In exceptional circumstances staff may need to physically hold to care for a child. If this takes place staff will follow guidance given by NYC (Guidance on Restrictive Physical Intervention, September 2016) and the DfE (Use of reasonable force, July 2013).

Suspension of a pupil for a fixed length of time, is seen as a last resort. If this takes place staff will follow guidance given by NYC (updated April 2023) and the DfE (Suspension and Permanent Exclusion from maintained schools, September 2023)

Encouraging good behaviour

- Always remain calm. Speak quietly and politely to the children. Remember that if you shout, they are also likely to become noisier.

- Seize opportunities to take a personal interest in the children. They appreciate comments and greetings as they come into the room.

- Reward good behaviour and manners with stickers, house points and allocation to the top table. This can be to individuals and, even more effectively, to good tables, year groups etc.

- Encourage the children to play games and be active. Organise games with them and use Play Leaders to promote positive activity.

Together, we aim to promote positive behaviour so that our children can flourish.

Signed Headteacher	Sally A Cowling
Signed Chair of Governors	Ashlea Costelloe
Date	September 2025
Review date	September 2026