The Park Federation Academy Trust

Montem Academy

Positive Behaviour Policy

2026-2027

Version History

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Section 1: Introduction

At Montem Academy we foster an environment of mutual respect and co-operation. We consider our Academy to be a community where everyone, staff and pupils, work together in an encouraging way ensuring everyone's views are valued and respected.

We strongly believe that high standards of behaviour lie at the heart of a successful academy that enables (a) all its pupils to make the best possible progress in all aspects of their trust life and work and
(b) all staff to be able to teach and promote good learning without undue interruption or harassment.

Our behaviour policy is designed to create a learning environment, which supports the individual needs of each member and the development of good working relationships. Achievement of every kind, academic and non-academic, is valued and celebrated. All members of our academy should have an equal chance to succeed and reach their full potential.

This policy will be shared with all staff and parents annually and published on the Montem Academy website. Additionally, the academy's expectations about behaviour will be clearly set out in the Home-Academy Agreement.

Section 2: Our vision:

Everyone to Excel through Pride and Ambition

Our vision is to provide the best learning experiences for all of our pupils to ensure that every child has the opportunity to reach their full potential and aspires to achieve excellence. Our aim is to ensure that all pupils' are motivated and demonstrate positive attitudes to learning. Our pupils are positive and respectful and thrive in an environment in which teachers and support staff know and care about the children.

Mission:

Montem Academy encourages it pupils to excel by:

- striving for the highest possible standards of achievement across a broad, well balance curriculum;
- being inspired by the contributions and the accomplishment by others and by themselves;
- having high aspirations and ambition
- promoting independence, confidence and determination;
- being caring and responsible citizens
- creating a learning community for all.

Montem Academy nurtures its pupils by:

- providing a school environment where the growth, development and well-being of our pupils is at the heart of everything we do;
- promoting and expecting the highest standards of behaviour;
- developing a strong sense of community and pride, with a "family feel" to the school;
- celebrating diversity, uniqueness and respecting all;
- creating self-belief.

Montem Academy promotes positive attitudes and behaviour by:

- showing respect and good manners at all times;
- caring for everyone and everything;
- following instructions with thought and care.

Montem Academy pupils are:

- confident and highly motivated and are fully involved in school life;
- well behaved and tolerant; they care and support each other;
- independent thinkers, open minded, show initiative and have a love of learning;
- proud of their achievements and celebrate the success of others;
- valuable contributors to the wider community.

At Montem Academy we show high expectations. We have 'Four Golden Expectations,' which are followed by all members of our school community. These are:

- **NO EXCUSES** – Everyone must try their very best. If we fail first time, then we try again; we never give up and we never say "Never".
- **EVERY SECOND COUNTS** – Everyone must make the most of every learning opportunity.
- **EVERYONE IS ACCOUNTABLE** – The success of every pupil is the responsibility of every member of the school community.
- **EVERYONE TO EXCEL** – We encourage everyone to be the very best they can be.

Through The Montem Way, we aim to create a positive learning environment; self-discipline, co- operation and respect are key features we expect to see in all areas of our Academy. In order for this to happen successfully, we have fostered a whole school approach to behaviour and discipline. Through the use of our agreed system we will achieve consistency; every member of our community has a clear understanding of the high expectations we have for behaviour and therefore we will create a positive environment in which all will flourish and reach their full potential.

The school uses JIGSAW - a PHSE programme of study, combined with weekly citizenship slides/videos, which develop and build positive relationships, to support the teaching of positive behaviour, respect, valuing differences and good citizenship. Pupils who require a more individualised approach can access ELSA support. (See Section 6 of the Mental Health, Wellbeing and Bereavement Policy).

3. Our Attitudes and Behaviour

The school has the following three rules which the pupils and staff are expected to follow at all times and in all circumstances.

- These rules are taught, modelled and valued by all school staff.
- These rules are prominently displayed around the school and in the classrooms.
- Through the use of our agreed system we will achieve consistency; every member of our community has a clear understanding of the high expectations we have for attitudes and behaviour.
- The school promotes and values, 'Kindness', teaching pupils to be kind to others and to themselves.



Section 4: Promoting Positive Behaviour

We use rewards in a variety of ways to help instill the positive ethos of our Academy:

- Monty points are awarded by staff for good work, positive behaviour and attitude, as well as acts of kindness.
- Certificates are presented weekly to praise achievement, progress, attendance and for demonstrating a good attitude to learning.
- Acts of Kindness is recognised weekly in assemblies.
- Staff share congratulatory comments and praise pupils for positive actions, decisions and work they have completed.
- Public acknowledgement - in class, on display etc.
- Pupils share their work with their peers, teachers, support staff, and members of the senior leadership team.
- Teacher telling a parent in person about good examples of work.
- A note or phone call to parents about good work.
- Head boy and Head girl: Year 6 children who are role models to pupils across the school and represent our values.

Section 5: Correcting Misbehaviour

Montem Academy will apply the following sanctions to tackle instances of poor behaviour:

1. Tactical ignoring
2. Giving children an opportunity to correct their behaviour (e.g. through a warning system)
3. Allowing pupils, the opportunity to take time out either in their own classroom or in another classroom (if appropriate)
4. Taking time away from playtimes and lunchtimes to allow pupils time to consider the consequences of their behaviour and to reflect on their actions and choices
5. Discussions with parents and carers when serious incidents of poor behaviour occur or when poor behaviour choices are made on a regular basis.
6. Using positive behaviour plans when a child's behaviour is challenging over a period of time. This includes instances where children who have social, emotional and mental health needs (SEMH) requiring more intensive support with management of their behaviour. (See Section 5 of the Mental Health, Wellbeing and Bereavement Policy).

NB: Pupils will only be excluded from their class or lesson, if all other options have been explored and the child's behaviour is having a detrimental effect on the learning of the other pupils over a sustained period of time. Exclusion from a lesson or from class must be with the permission of the Senior Leadership Team.

A zero tolerance approach is taken with serious incidences such as physical aggression, bullying, racism use of bad language or sexual harassment (see Section 8.0). A senior member of staff will meet with the individuals involved and oversee a lunchtime detention, where the child will be asked to reflect on their behaviour with the support of the senior colleague. These incidents will be logged on CPOMS and a letter sent home to inform parents.

In the application of the above sanctions, all staff are expected to be consistent and treat pupils fairly. Behaviour and the safety of pupils in lessons and around school is monitored closely by the Senior Leadership Team and the Attendance Leader. This includes an analysis of exclusions, attendance, a judgement on 'Behaviour' in lesson observations, and a continual awareness of the extent to which theimplementation of policy is evident around school.

Dealing with persistent or serious behavioural issues

If a member of staff dealing with an issue feels the situation is so serious that it requires immediate attention and they cannot deal with it alone, or if they feel they would like further advice on how to deal with the situation, they should follow this flowchart. The member of staff would not go straight to the Principal for advice unless the issue was extremely serious / a child protection issue / an incident of a serious sexual nature/ the principal was walking past at the particular moment and offered advice anyway.

Use of Traffic Light System to Support Behaviour Management

Every classroom must display the behaviour chart prominently. The system is designed as a descent from the top:

- **Gold (Exceeding):** Children who consistently exceed our expectations and demonstrate outstanding behaviour will be rewarded a **bonus Monty Point** when their name is moved to Gold.
- **Green (Target):** Every child starts each day on Green. This represents a "ready to learn" state.
- **Amber (Warning):** A visual indicator that a choice has been made that does not align with school expectations.
- **Red (Consequence):** Signifies that persistent poor choices have been made, requiring a consequence which needs to be recorded on the class behaviour log.



The Step-by-Step Process

To ensure fairness and remove emotional bias, staff will follow this structured progression:

Stage	Action	Objective
Gold	**Outstanding Behaviour**	Recognise children who are going above and beyond expectations and demonstrating outstanding behaviour.
Green	**Ready to learn**	All pupils begin the day on green to reflect their readiness to engage in learning.
1st Choice	**Verbal Warning / Reminder**	Children must be given **one** clear verbal warning before being moved to Amber. This ensures they have a fair opportunity to self-correct before a visual change occurs. Remind the child of the expectation without moving their name yet.
2nd Choice	**Move to Amber Warning**	Remind the children what will happen if their behaviour continues on this path. Remind them how to move back to green
3rd Choice	**Move to Red Consequence**	Triggers a formal “Reflective Conversation”, with the consequence of missing break time to reflect on their behaviour.

Duration and Correction

The goal is always to get the child back to **Green**.

- **Amber Duration:** Children need to show they are working on their behaviour throughout a set period. Up until break, until lunch or the afternoon.
- **The Way Back:** Staff must actively look for "Positive Praise" opportunities. As soon as the child demonstrates the expected behaviour, they should be moved back to Green to reinforce the positive change.
- **Taking the Emotion Out:** Staff should use neutral language: *"You have made a choice that does not follow our rules; therefore, your name is moving to Amber. I look forward to seeing you earn your way back to Green."*

Correcting Behaviour

Children must know *how* to fix the situation. During the move to Amber or Red, the teacher should briefly identify the specific positive action required (e.g., "To get back to Green, I need to see you working quietly for the next ten minutes").

The Reflective Conversation Script

Objective: To remove emotion from the situation, maintain the teacher-student relationship, and provide a clear path back to "Green."

This conversation should happen away from the rest of the class (e.g., at the teacher's desk or just outside the door) to ensure privacy and dignity.

Phase 1: Identifying the Choice

Teacher: "I've noticed you are currently on Red. I'm not cross, but we need to look at the choices that led us here. What happened that caused your name to move from Amber to Red?"

- *Wait for the child to answer. If they struggle, prompt them gently: "I noticed you chose to [state the specific behavior, e.g., speak over others] after we talked about it at Amber."*

Phase 2: Identifying the Impact

Teacher: "When you make that choice, how does it affect your learning and the people around you?"

- *The goal is to build empathy and awareness of the classroom environment.*

Phase 3: The Path Back to Green

Teacher: "The goal is to get you back to Green as soon as possible. What is the one thing you are going to do right now to show me you are ready to be back on Green?"

N *Child suggests a positive action (e.g., "I will finish my next three math questions without talking").*

Phase 4: Confirmation and Support

Teacher: "That sounds like a great plan. I'm going to watch out for you doing that. As soon as I see it, I'll be really happy to move you back. Do you need any help from me to stay on track?"

Tips for Success:

7. **Body Language:** Sit or kneel so you are at eye level with the child.
8. **Tone:** Keep it calm, steady, and "matter-of-fact."
9. **Zero Grudges:** Once the child meets the goal and moves back to Green, the "incident" is over. Start fresh immediately

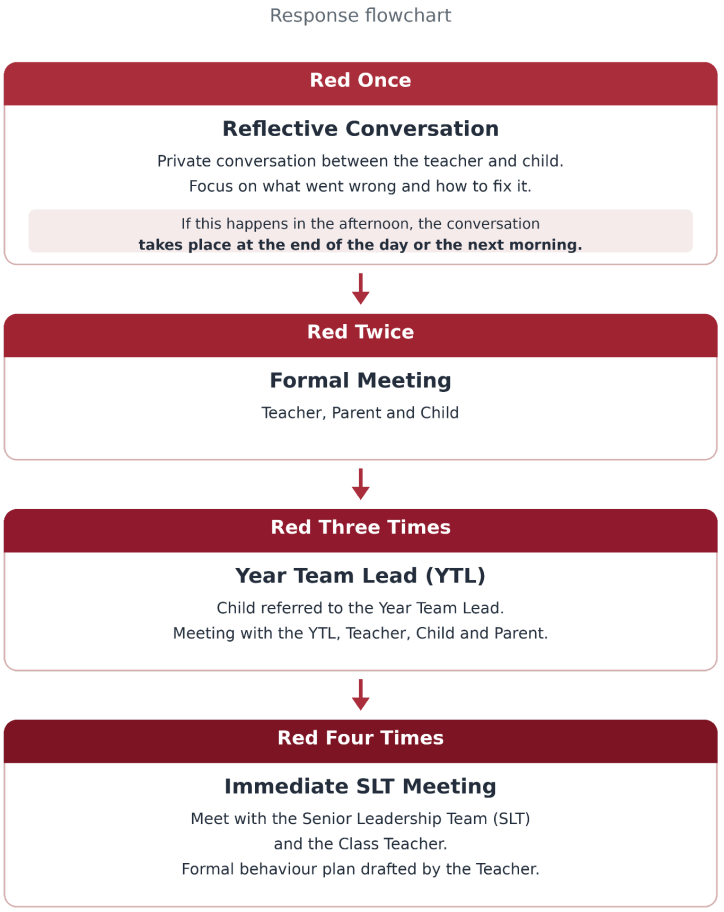
Escalation Pathway (The Red Scale)

If a child reaches Red, the following tiered intervention strategy applies. This tracks frequency "in quick succession" (e.g., within a week or a half-term, depending on the individual's history).

Teachers must record all red consequences in the behaviour log. SLT will monitor the log to identify patterns and review the effectiveness of the support in place.

Red Consequences: Follow-Up and Support

- **Red Once:** A private **Reflective Conversation** between the teacher and child. Focus on what went wrong and how to fix it. If this happens in the afternoon, this conversation will happen at the end of the day/next morning.
- **Red Twice:** A formal meeting involving the **Teacher, Parent, and Child**.
- **Red Three Times:** The child is referred to the **Year Team Lead (YTL)**. A meeting is held with the YTL, Class Teacher, Parent, and Child.
- **Red Four Times:** Immediate escalation to an **SLT (Senior Leadership Team) Meeting** to discuss a formal behaviour plan drafted by the teacher.



Section 6: Supporting Children with Social, Emotional and Mental Health Needs (SEMH)

Some pupils experience social, emotional or mental health needs for a variety of reasons, e.g: early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through different school systems, such as repeated patterns of behaviour, identification of specific needs by the SENDCo as well as through concerns raised by staff or parents/carers. Time will be taken to gain an understanding of the cause and nature of the behaviour and consideration given to how the underlying causes can be addressed through intervention and support:

- Regular monitoring of behaviour logs to identify patterns of behaviour
- Using positive behaviour plans when a child's behaviour is challenging over a period of time
- Allocation of a learning mentor and/or 1:1 support
- Referral to participate in social skills groups.
- Referral to participate in ELSA (Emotional Literacy Support)
- Referral to Slough's behaviour support service (SEBDOS)
- Referral to the Educational Psychologist or other outside agencies as appropriate
- Referral to the Mental Health Support Team (MHST)
- Use of an Multi-Agency referral or Early Help referral to access the Local Authority's support or for a multi-agency approach e.g. Team Around the Family.

(See Sections 10 and 11 of the Special Educational Needs and Disability Policy and Section 6 of the Mental Health and Wellbeing Policy)

Section 7: Child on Child Abuse, Sexual Violence and Sexual Harassment

The Safeguarding document Keeping Children Safe in Education 2023 states that the umbrella of child-on-child abuse is most likely to include the following unacceptable behaviours, amongst others. Child-on-child abuse strongly relates to bullying (see Anti-Bullying Policy) and sexual violence and sexual harassment.

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing

physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Our school operates on the understanding that child on child sexual abuse 'could happen here' and through safeguarding training, staff understand the importance of raising any concerns around child on child sexual abuse immediately; no matter how small. All staff must assume it could be happening at their school, even when there are no reports evident.

To gain a better understanding of the meaning of sexual violence and sexual harassment the following definitions apply:

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Victims and alleged perpetrators - be mindful in using these terms outside of this policy. Children can be referred to as child A and Child B in any reports. This is because we should avoidassigning guilt until an investigation has taken place by any appropriate authorities.

Minimising the risk of sexual violence and sexual harassment in and out of school

With respect to sexual violence and sexual harassment, staff know that by dealing with low level behaviours straight away we can help prevent escalations to more serious sexual violence and harassment in the future. It is crucial that any low level behaviours are identified and addressed clearly in front of the victim, the perpetrator and any witnessing children or adults. This is to send a strong message that any unacceptable behaviour is taken seriously and is not minimised or downplayed; never being passed off as banter or part of growing up. Low level behaviours can consist of the following:

- Calling a person an offensive term that degrades them
- Flicking bra straps
- Lifting up skirts
- Unwelcome looks and comments about appearance
- Comments about how boys and girls should behave
- Different expectations about which toys boys and girls should play with
- Boys saying girls are 'gross' and vice versa

- Invading personal space by touching others, particularly private areas, often perceived as a joke or some fun.

Children are educated in how to report any incidents of sexual violence and harassment, both in and out of school. They are encouraged to use the Inclusion Team worry boxes for low level concerns but know that if a serious incident has occurred that has made them feel upset or unsafe they can speak to the safeguarding team. The emphasis to talk to someone who you feel comfortable with so that they can get the help they need quickly. For male pupils, we have a male representative if they feel less confident speaking to a female. Children are also aware that the school has designated mental health first aiders who they can also talk to.

Personal safety and safeguarding opportunities are also covered throughout the curriculum. Children are taught about respectful relationships and inappropriate and appropriate behaviour in PHSE and our relationships Education curriculum including the Jigsaw programme and through the G.R.A.D.E.s curriculum. We also cover keeping safe in weekly assemblies and in other areas of the curriculum such as the Citizenship lessons where it is appropriate. We also welcome the NSPCC to complete workshops with our children related to 'Speaking Out and Staying Safe'. Parents and carers also receive frequent information on keeping safe outside of school.

Whilst the school will not tolerate unacceptable behaviour such as this, we will not demonise anyone and will listen to all who are involved. Victims, as well as perpetrators are supported, so that they can understand why their behaviour is unacceptable and what they need to do to prevent this from happening again in the future.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

How to report and respond to incidents

It is important that any concern around sexual violence or sexual harassment is always reported to the DSL (Bethany Kershaw) or DDSLs in her absence. Staff follow the usual child protection policy and procedures for reporting incidents. It is important to note that staff must report any concern as soon as it has been reported or witnessed, even if they don't have a disclosure from a child. Sometimes children never disclose so waiting for a disclosure to come is not acting in the child's best interest. It is import that the victim knows you have taken the incident seriously, that you believe them and will continue to support them, be clear on what will happen next and state the small number of people that will know about it. Continue to be a support for this child and ensure that they know that this has not been their fault.

- Staff report the incident to the DSL or DDSL via CPOMs as soon as possible, don't delay. If CPOMs is not accessible, then a paper referral form is used. Ensure this is dated and signed.
- DSL/DDSL will log the incident and will start to make a detailed report using a 'Serious Incident Report' form.
- The victim will be spoken to and supported.
- The perpetrator will be removed and supported to prevent any further distress
- The DSL may decide one of the following options:
    - Manage the incident internally
    - Refer to Early Help
    - Refer to children's social care
    - Report to the police
- Parents/carers will be informed as soon as possible and will be part of forming a solution together (unless any safeguarding concerns override this)

- A risk assessment will be created to support all parties.
- Apology and mediation if appropriate so that both parties can move on

- A serious incident report will be completed with a conclusion of the incident and the next steps.

Sanctions

Incidents will be dealt with on a case by case basis and will be proportionate to the reported concern. Below are a list of possible sanctions that may occur as a result of sexual violence or sexual harassment.

- If the incident is witnessed by a member of staff, that member must address this immediately, and at the time, so that all witnesses can see the immediate response and lack of tolerance for this behaviour. For low level incidents, such as a sexist comment, an apology should be expected there and then. If an apology is not given then this must be included in the report to the DSL.
- A verbal warning
- Providing a time for the perpetrator to apologise to their peer
- An apology letter showing empathy for the victim and steps the perpetrator will take not to repeat this behaviour
- A letter or phone call to parents
- Time out with a senior leader to reflect on the incident
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion (this would only be used in extreme cases and advised by professionals such as the police).

In some cases a sanction may not be appropriate (e.g a sexist comment) and education will commence through a circle time, social stories (particularly used for pupils with social communication difficulties) or additional PSHE teaching sessions through the curriculum if there is a specific year group trend. For all sanctions the school will take into account:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Children's Wishes and Feelings

Children's wishes and feelings are taken into account so that they feel valued, informed and supported. It may be requested that the victim wishes the alleged perpetrator to be separated from them. This must be considered for both during school hours and after school clubs. They may or may not want to be in the same class. The school will always listen to the children's wishes and feelings and then the final decision will be made by the school. The best interests forall children involved will be considered in this decision.

Risk Assessments A risk assessment may be put in place to support the school, the victim and the alleged perpetrator in going forward after this incident or during any investigation that may occur thereafter. A copy of the risk assessment template can be found in appendix 5. Support for alleged perpetrators

Support for alleged perpetrators must also be provided as research tells us that their behaviour could be a sign that they are too a victim of abuse. Find a safe space for the perpetrator to explain why they did, or said what they did. Ensure this is reported to the DSL so that safeguarding concerns can also be explored for this child. Explain why their behaviour was not

appropriate, ensure that you condemn their behaviour, not the child. A support plan then needs to be put in place to help the alleged perpetrator change their behaviour. This could be through counselling or therapeutic intervention.

Section 8: Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Montem Academy will ensure there is a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. All children have a right to an education. Montem Academy will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day.

If Montem Academy does make the decision to exclude a pupil, we will notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the Academy Council and how the pupil may be involved in this;
- how any representations should be made;
- and where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

(See the Exclusion Policy)

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Section 9: Collective Responsibility

Being a part of a coherent community we must recognise all members have responsibilities which ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy.

This is achieved in a number of ways: -

- Good communication between all members, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during circle/reflection time and during PSHE lessons. All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.