

Behaviour Policy

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Amended: July 2020

Responsibility: SLT

Date to be Reviewed: Oct 2021

Good behaviour is essential for good learning - children cannot learn if they do not form good relationships and are not able to engage with their lessons. Here at Mundella we aim to provide a happy and secure environment in which all children feel valued and able to learn and so reach their full potential. We strive to help children develop the social skills which they need to work successfully with others, and our ethos is such that it encourages children to adopt attitudes and values which they need to be successful in their future lives. In order to achieve this all teachers and support staff need to have high, consistent expectations of behaviour and to model such behaviour themselves.

Good behaviour is a non-negotiable at Mundella and we use a range of strategies to embed our ethos:

Knowing what is expected:

Golden rules - these are a list of school rules which were agreed with the children and are discussed at the beginning of each year. (See Appendix 1.)

Class rules - these are compiled with the agreement of each class and their teacher either during transition days or at the beginning of the academic year.

Children should be confident that staff behave in a fair and consistent manner. Class rules and expectations should be established from Day 1 and these should be adhered to.

Expectations should be frequently revisited - in class assemblies; in Circle Time, P4C and PSHCE lessons as well as in whole school assemblies. These expectations should always be reiterated if children are going on a visit outside of school or if a visitor is attending school. Children should be able to say what good behaviour "looks like" and know what is expected of them.

We use the language of "choices" and discuss with children if they have made a good choice or not. We also use choices as a way of avoiding confrontation;

e.g.: "You have a choice - you can choose apologise or you can choose to go and sit outside the Head's office."

We avoid arguing with children and use "Maybe but" to diffuse situations

e.g.: "Maybe it wasn't you who was talking, but I am asking you to look this way."

We use other children as examples to encourage desired behaviour

E.g.: "Well done, Fred - you are sitting beautifully."

We try to avoid shouting and use a range of strategies for gaining children's attention-

Counting

Clapping

Body Language - e.g. holding hands in the air

Movement around school should be calm and orderly. Children should walk in single file and on the left when ascending or descending stairs

Children who are rude, non-compliant or abusive should be immediately sent to the Head's office. (See appendix 2 regarding children who run away.)

Effective relationships

These are a crucial basis for good behaviour, and are developed most effectively by positive approaches.

These provide incentives for increasing self-esteem. The importance of a child's self-esteem as a motivating force towards acceptable behaviour and effective relationships, as well as in raising standards of achievement in the classroom, cannot be over-stated.

To this end, staff are expected to speak politely to children and to use raised voices only in exceptional circumstances. Emphasis should be always on good behaviour which should be praised and encouraged.

Good manners are expected and children should be reminded to say "Please" and "Thank you" and to say "Please may I have" rather than "I need...."

Children should also be reminded to allow staff through doors before them.

Rewards:

House points:

All children respond well to praise and rewards and these should be used frequently. Class teachers and support staff will have their own systems but there are whole school approaches too.

The children are placed into House Teams when they join school:

Mundella House - red

Graves House - yellow

Ruskin House - green

Chantrey House - blue

If children behave well, show good manners, help others, demonstrate BLP qualities or do good work then beads can be awarded. These are then brought into assembly on a Monday morning. The House with the greatest number of beads gains a point. When a House has 3 points, they earn a non-uniform day on the Friday of the week in which the 3rd point was awarded.

Gold award:

This is held on Fridays. Staff choose a child who has done something commendable - this may be good behaviour or good work - and will often be linked to a BLP qualities. Certificates are printed off, signed by the Head and left in the staff room for collection. Staff write them and return them to the Head. Staff then speak in assembly to say who has won the Gold Award and why. Although Staff are expected to try to ensure all children in their class win the Gold Award - it has to be seen to be deserved by the children. Staff are expected to keep a record of winners and, unless there are good reasons why a child has never been eligible, all children should be successful at least once in the year.

At the end of the year, the children themselves choose the Gold Award Winner of the Year and they are allowed to keep the trophy.

Stickers

Staff have a variety of stickers which all children enjoy achieving. These can be very effective for encouraging desired behaviours. Please order from the office if you require stickers.

Other expectations:

- ✚ The granting of privileges for 'monitor' tasks, ensuring that the reasons for the choice are fair and publicised
- ✚ The provision of well-prepared and effectively differentiated lessons. The more pupils are involved and interested in their work, the less likely it is that they will mis-behave.
- ✚ The use of collaborative activities in lessons, whereby children are required to relate positively to others in order for solutions to be reached, or problems solved. E.g. Talking Partners, Role play or team games.
- ✚ Opportunities for children to share their work or achievements in front of an audience (if they want) e.g. Gold Award and/or Class assemblies

Building Learning Power:

We encourage the development of the qualities required to be a good learner -

Resilience

Resourcefulness

Reflectiveness

Reciprocity

Respect

Children demonstrating these qualities will be praised and may be awarded stickers or be placed on the BLP board in the classroom.

BLP class assemblies are held regularly to facilitate an understanding of these qualities.

These qualities will often be discussed and encouraged in assemblies. We have puppets who have been assigned to promote BLP and these can be used in class assemblies and in whole school assemblies. The puppets are kept in Foundation Stage.

Sanctions:

Whilst the emphasis is always on praise, there will be times when sanctions are needed. Teachers will have their own sanctions and these should be applied consistently and fairly. If children need to be removed from the classroom, please send them to the Head's office (or to member of SLT if Head not available.) Children may be asked to complete work outside the classroom if staff are confident the child is not a "runner."

Sanctions include:

Verbal reprimands
Removal of playtimes
Being sent to the Head's office
Time out
Writing a letter of apology
Daily report
Involvement of parents
Behaviour contracts
Internal exclusion
Exclusion - see appendix 3

Sanctions to be avoided:

- children must not be handled (i.e. pushed, pulled or poked) in any way that may be interpreted as corporal punishment. The only exception to this is where restraint may be used to prevent a child causing a threat to the safety or welfare of him/herself or other children or adults. (See separate "Behaviour management - use of reasonable force Policy")
- children must not be detained at the end of the day
- group or whole class punishment **except in those rare cases where it may be unavoidable, and where explanations are given to the innocent**
- excessive shouting or a bullying tone
- work not done in school should not be given as a homework punishment unless this has been specifically agreed in advance with parents

Learning Mentor:

We have a Learning Mentor, Lisa Hewitt, who is available to work with children who have behavioural difficulties. Children can be referred to Lisa either by using CPOMS or by completing a form - see appendix 4. This can be found electronically on:

Users → Safeguarding → Note of concern

Lisa may wish to involve other agencies - such as Behavioural Support workers.

Early years:

The ground work for understanding expectations of behaviour in school begin in the Foundation Stage. The Early Years Co-ordinator is responsible for ensuring all FS staff and

children understand what is expected of them. Children are taught from the beginning to make appropriate choices. Beads are given as rewards as well as individual class teachers using their discretion to reward behaviour. A consistent approach ensures children rapidly learn how to make appropriate choices and that good behaviour is expected.

Behaviour Plans:

Some children will have individual plans to meet their specific needs, this will be discussed with parents and a standardised behaviour plan will be completed.

Playtimes:

All children should be outside at playtimes unless they have a note from a parent or carer. Children should not normally be left alone doing tasks in the classroom - although this may be relaxed for some of the more reliable and sensible older children.

There is playground equipment which children may use. There are nominated playground friends who are responsible for this equipment and children are NOT allowed to collect equipment from the hall. Children are NOT allowed to play football before the start of the day or at the end of the day.

Children line up at the start of the day and at the end of playtimes and lunchtimes. They should be quiet and settled before they are allowed to come into school.

We have playground rules - see Appendix 5 - and all staff and children are aware of these and have a copy in their classrooms.

Wet playtimes:

School Council requested a set of rules to be agreed for wet playtimes. See Appendix 6. All staff and children are aware of these and have a copy in their classrooms.

Lunchtimes:

Children should be outside during the lunch time. They are expected to treat all staff with respect. If a child fails to do this, the Head needs to be informed. LTS are expected to organise games for the children to play and playground challenges for the children to be involved in.

Mrs Dickinson, the Lead LTS, manages the Playground Friends and Peer Mediators and is responsible for any good behaviour initiatives at lunchtimes.

This includes "mini certificates" which are handed out by LTS - green certificates are given to children who behave well and make good choices. These are then handed on to teaching staff and children awarded with beads and/or stickers. Red certificates are filled out for children who make bad choices. These are handed to the Senior LTS who then passes them on to relevant staff and appropriate sanctions imposed. (e.g. missing a playtime; writing a letter of apology etc.)

Bullying and racist incidents:

Such behaviour is never acceptable and the children are frequently reminded of this. If anyone is aware of **any** incidents of racism or bullying they are to report them to a member of the SLT. Every incident **MUST** be recorded on CPOMS. Those without access to CPOMS

i.e. Volunteers/visitors/students should record the incident on a note of concern form and forward it to SLT or DSL/DSD.

All incidents of bullying and Racism need to be reported to the LA. This is done via the office.

ESafety

Children are taught to keep themselves safe online and to use technologies wisely. We have an ESafety Policy and an Acceptable Use Policy which school council have written and are expected to sign.

Home-School Agreement:

A copy of this is included in Appendix 7. Parents are given a copy of this to sign and then we keep a copy and the original is returned to the parents. An overview of the "Golden Rules" are included in this so parents are aware of the school's expectations.

See also

Anti Bullying Policy

Equality Policies

ESafety policy

Acceptable Use Policy

Our Golden Rules



- ❖ We are kind and polite to one another
- ❖ We use kind language
- ❖ We do not bully
- ❖ We make people feel like equals
- ❖ We co-operate with others
- ❖ We put our litter in the bins and keep our school tidy
- ❖ We let people join in our games
- ❖ We respect any people who are in our school
- ❖ We look after all our property
- ❖ We use quiet voices except in the playground
- ❖ We always do our best



Appendix 2:

Some children with behavioural issues may be tempted to run away if they are reprimanded. We operate a **NO CHASE POLICY**.

The following is an extract from our "Security of children at Mundella" policy

Occasionally, a child may become distressed and run away from school. We have a "no chase" policy as running after a child may alarm them. As a result, they may run blindly into the road and put themselves more at risk.

If a child does run away, we would contact the parents and the police. A member of staff would then go to look for the child in the vicinity of the school. If they could be found and were calmer, the member of staff would attempt to persuade them to come back to school or say we will wait for the police to arrive.

We also have a "Missing Child Policy" and below is an extract from this policy:

In certain circumstances it may be appropriate for the member of staff to go beyond the school boundary, e.g. to retrieve a child who has accidentally wandered out of an open gate, or to follow/retrieve a child with special needs who has deliberately left the premise but in so doing does not understand the gravity of their action. Staff are expected to use their professional discretion in deciding whether or not it is appropriate to go beyond the school boundary in pursuance of such children. If a child is followed beyond the school boundary the member of staff must behave in a manner that is not threatening to the child. They must not run after the child as this may cause the child to run into a dangerous situation e.g. the child might run into a road without looking out for traffic in an attempt to evade the pursuing running adult.

Appendix 3:

Exclusions

The School would normally use this sanction only after a range of other preventative strategies had failed to resolve a problem with a pupil

- If concerns were felt over behaviour, this would be communicated to parents, and their help and support sought
- the pupil should be counselled as to ways of improving his/her behaviour
- a system of communication might be set up - a home/school book, or weekly report
- help might be sought from support services
- the pupil might be set personal, short term targets, or given an IEP or PSP (Pastoral Support programme)
- pupil and parents would be informed that exclusion was available to the school as a sanction, and that it would be used if necessary
- other sanctions - such as detention, or removal or privileges - could be used

There are two types of exclusion

Fixed Period: this exclusion can be of one day only, or up to 45 days in a school year and parents have right of appeal for fixed term.

This sanction may be used by the head, or his/her representative, for any unacceptable behaviour which may include:

- foul, abusive or racist language,
- behaviour which threatens the safety or welfare of others
- refusal to follow requests or instructions
- mistreatment of property
- bullying
- theft
- inappropriate sexual behaviour
- preventing others from working

The exclusion may be a result of persistent unacceptable behaviour, or of a single serious incident.

- where the behaviour has been persistent, parents should be kept informed of potential exclusion
- the head teacher should inform the parents immediately of the reason for the exclusion, and its duration
- the head teacher should immediately inform the chair of governors and the LA
- the time should be used to seek ways of successfully re-integrating the pupil into the school
- pupils should not remain out of school for more than 15 days without a clear plan of re-integration

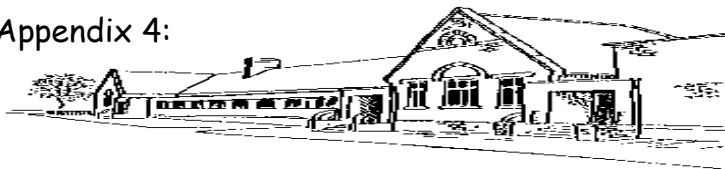
- where the period of exclusion is for more than a day or two the head should arrange for the pupil to receive work at home, and have it marked until he or she returns to school. The parents should be informed in writing of this arrangement.
- if a child is excluded for a longer period, the governors should meet as soon as possible, and must consider whether to uphold the exclusion
- a meeting between the head, the child and parents should take place prior to re-admission, so that conditions and written targets for pupil and school are clearly understood by all parties.

Permanent: this sanction should normally be used only when all other strategies to deal with a pupil have failed. It may be used for all the reasons given above; for a succession of these, or for a single incident.

The parents should be informed of their right of appeal

The governors must meet within 15 days to uphold or over-rule the exclusion

Appendix 4:



Mundella Primary School

Note of Concern

Child's Name :			
Child's DOB :			
Male/Female :	Class:	Disability Y/N :	Age:
Date and time of concern/incident :			
Nature of concern :			
Physical <input type="checkbox"/>	Emotional <input type="checkbox"/>	Disclosure made by child <input type="checkbox"/>	Other <input type="checkbox"/>
Details of concern :			
<p>Differentiate between fact, allegation, observation and opinion. Describe in sufficient detail. Use child's own words. Include body map (if relevant) to show any visible injuries.</p>			
Your response : (what did you do/say following the concern)			
Your name :		Date:	Time:
Form received by: STL/DSD/DSL		Date and time of receipt:	
Form scanned to CPOMS: Yes/No			

Action and response of DSD/DSL

Action

By who

Date & time

Feedback given to member of staff reporting concern Y/N

Information shared with any other staff Y/N

Name:

Position held.....

Date:

Rules for playtime

- Football for
- Y6 on Monday
- Y5 on Tuesday
- Y4 on Wednesday
- Girls on Thursday
- **NO FOOTBALL ON FRIDAY**
- No football before school
- 1 game of football **ONLY**
- No more than 10 a side
- **ONLY** air flow balls/soft black and white balls to be used for football
- **ONLY** these balls allowed:
 - 2 basket balls
 - Black and white soft balls
 - Air flow balls
 - **ONLY** 8 hoops allowed
 - **NO TENNIS BALLS ALLOWED**

Rules for wet playtimes

- We will stay in our own classrooms
- We will sit on a chair
- We will play sensible games

Board games

Lego

Drawing etc

- We will use indoor voices
- We will behave sensibly

These rules have been drawn up by your school council.
Following these rules will help us all to enjoy indoor playtimes.

Thank you

School Council

HOME - SCHOOL AGREEMENT



The School agrees to:

1. encourage the children to do their best at all times.
2. encourage children to take care of their surroundings and others around them.
3. inform parents of the child's progress at regular meetings.
4. keep parents informed about events and activities.
5. keep parents informed about serious concerns or problems which might affect the child's progress.
6. support learning through homework.
7. encourage children to wear school uniform.

The family agrees to:

1. make sure the child arrives at school on time: Between 8.40am and 8.50am.
2. follow the school dress code.
3. make sure the child attends regularly and provide a note of explanation if the child is absent.
4. attend parent evenings to discuss the child's progress.
5. encourage children to keep the school rules which include:
 - a. taking care of the school equipment and the building
 - b. walking inside the building
 - c. behaving quietly inside the building
 - d. being friendly and polite to others
 - e. not being hurtful to others
 - f. being helpful.
6. support children by ensuring homework is completed.

Together we agree try to

1. tackle any particular needs.
2. encourage the children to obey the school rules.
3. support the child's learning to help him/her to achieve their best.

Signatures

For the School: For the Parents: Date:.....