

Mundella Primary School



Behaviour Policy

Date of issue	Next review	Version	To be read in conjunction with in house documents	Updated information	Signed: Chair of Governors	Signed: Headteacher
March 2017	March 2018	3	SEND policy Safeguarding policy Code of conduct Home school agreement Anti- bullying policy			

Introduction

At Mundella Primary School we believe that for children to make good progress in lessons, behaviour should also be good or better. Our behaviour and rewards policy has been created to foster a set of values that has been developed and agreed by staff, children, parents and the Governing Body. These values aim to underpin teaching and learning, enabling our children not only to make progress and flourish in the classroom, but also to promote their social and emotional development and well-being.

At Mundella we also encourage all staff and children to respect our school values;

- **Respect**
- **Caring**
- **Creativity**
- **Honesty**
- **Collaboration**
- **Independence.**

Rationale

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends on trusting relationships and co-operative teamwork from all members of the school community.

Teachers Standards identify the following:

- All teachers should manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good courteous behaviour both in classrooms and around the school in accordance with the school's policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Manage classes effectively using approaches to meet pupils needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Aims

- ✓ All children should be safe and happy to learn within an environment of mutual respect.
- ✓ To ensure a safe, caring and happy school with clear expectations of good behaviour for learning.
- ✓ To ensure a simple and consistent whole school approach where appropriate behaviour and language is used by all across the school
- ✓ To ensure parents are informed and aware of disciplinary incidents by the class teacher and further procedures by the Senior Leadership Team if required.
- ✓ To provide a system of rewards to encourage and promote good behaviour and to try to change poor behaviour
- ✓ To ensure that learning time for all children is maximised and is not disrupted
- ✓ To prevent bullying

Responsibilities

All adults within the school are responsible for ensuring that behaviour standards are high at all times and should refer to green zone behaviour regularly to promote the high expectations of behaviour from all children.

Teaching staff should ensure they are:

- ✓ Working as a team to support and encourage each other
- ✓ Communicating incidents both positive and negative directly with parents and carers on the same day.
- ✓ Ensure that all behaviour incidents follow the set procedure (see zone board) with teaching staff being fully responsible for ensuring that all behaviour issues are dealt with themselves unless behaviour becomes extreme or violent.
- ✓ All red zone behaviour incidents are logged and monitored using the behaviour tracking system
- ✓ Providing a well-ordered environment in which all are fully aware of behavioural expectations
- ✓ All staff to conduct themselves as per the school code of conduct
- ✓ Respecting each other's rights, values and beliefs
- ✓ Fostering and promoting goodwill and a sense of belonging in the community
- ✓ Offering equal opportunities in all aspects of school life and recognise the importance of different cultures
- ✓ Encouraging, praise and positively reinforce good relationships and behaviour.
- ✓ Rejecting harassment in any form

Understanding Behaviours

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside of school may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed. The same high standard of behaviour is expected from ALL children.

<u>Acceptable Behaviour</u> (link to school value)	<u>Unacceptable Behaviour</u>
Respecting others and their property (Respect)	Rudeness and aggression
Being helpful (Caring)	Fighting or physical attacks of any kind
Saying 'please' and 'thank you' (Respect)	Swearing, racist or sexist remarks
Following instructions (Respect)	Name calling
Being fair (Honesty)	Refusing to follow instructions
Trying your best (Independence) (Respect)	Threatening behaviour /bullying
Considering others (Caring)	Telling lies or answering back
Share your aspirations (Creativity)	Stealing or damaging property
Valuing others point of view (Collaboration) (Respect)	Leaving the class/school without permission
Learning/ Playing well together (Creativity) (Collaboration)	Behaviour which is offensive or disrespectful

A zone approach system is used by all staff to maximise the amount of time that is spent learning in the classroom. The behaviour policy is designed to ensure that

teachers have procedures that allow them to treat children fairly and consistently ensuring that all children are supported back to the green zone quickly.

Zone	Criteria	Procedure	Lead								
Star Award or Value Award	Recognised outstanding contribution to learning.	Awarded a 'Star of the week' award in celebration assembly or Awarded a 'Values' Certificate at end of term celebration assembly.	CT/SLT								
Gold	Consistently outstanding behaviour over time; Personal best achievement in an aspect of behaviour or behaviour for learning.	Send to Duty SLT: Gold Zone sticker from SLT and praise.	SLT								
Silver	Acts of kindness and politeness; Making good choices about their behaviour in difficult situations; Encouraging others to make the right choice; Sustained effort in behaviour for learning	A class silver certificate and positive communication from class teacher.	CT								
Green 'Good readiness to learn'	Displaying good classroom behaviour and behaviour for learning around the school.	General verbal and visual praise for being in the green zone, thumbs up, feedback to parents; can be linked to class rewards such as marbles in jar. House point awarded for green behaviour around school and at playtime. Verbal reminders (including praising 3 others for the positive behaviour)	CT								
Orange 'Structured learning zone'	Infringement of the classroom rules (Going to Amber twice in a day or not getting back to green, will be recorded so a 'good to be green' reward cannot be given for that term.	5-10 minutes working in isolation within the classroom; Adult conferencing about choices needed to be made to get back to the green. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">No change in timed session</td> <td colspan="2" style="text-align: center;">Escalation</td> <td rowspan="2" style="text-align: center; vertical-align: middle;">Positive change</td> </tr> <tr> <td style="text-align: center;">Minor</td> <td style="text-align: center;">Major incidents only</td> </tr> </table>	No change in timed session	Escalation		Positive change	Minor	Major incidents only	CT		
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Red 'Adult choice'	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td>Persistent infringement of rules or minor escalation from amber.</td> <td>Physical or verbal aggression (to inc swearing) and/or damage to property with intent.</td> </tr> </table>	A	B	Persistent infringement of rules or minor escalation from amber.	Physical or verbal aggression (to inc swearing) and/or damage to property with intent.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td>10 minutes in another classroom. If improvements are not made, an internal exclusion will be given.</td> <td>Duty SLT called: <ul style="list-style-type: none"> • Parents informed • Internal Exclusion/ Lunch/break exclusion. </td> </tr> </table>	A	B	10 minutes in another classroom. If improvements are not made, an internal exclusion will be given.	Duty SLT called: <ul style="list-style-type: none"> • Parents informed • Internal Exclusion/ Lunch/break exclusion. 	CT – CT (A) SLT (B)
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NB. Following any period of time out of class, all children returning to class automatically return to green, and child to be commended on readiness for learning/ green behaviour.											

Adult conferencing about choices needed to be made to get back to the green.

If a child has been on the RED zone, they cannot have their named moved above 'green behaviour' in the same day.

Appropriate provision will be put in place and reviewed regularly for children who persistently demonstrate negative behaviour. This may involve working with outside agencies.

Liaison with parents

Parents will be kept informed about their child's behaviour through discussion with the class teacher. Class teachers must inform parents of any incidents where a child's name has been moved to the 'red' zone including where it has reached the point where behaviour has been extreme and SLT have become involved, unless otherwise directly by SLT.

However, it is vitally important that communication with parents should be built on positive discussions that take place daily. Understandably, no parent wants the only conversations with their class teacher to be about negative aspects of their child's behaviour. Collaborative discussions that focus on next steps and possible support enable the child to succeed. If required, a behaviour plan can be put in place with support from the SENCO.

Class room staff will be available at the start and end of the day for quick communication, or to book in a further meeting date.

Physical Intervention.

Any physical intervention must be in the best interests of the child, A range of de-escalation strategies should been attempted, unless the child is at immediate risk of danger to themselves or others.

All restraints will be recorded using the serious incident report form by all staff involved.

Parents will always be informed if any Physical Intervention techniques are used. In some cases, it may become necessary for a child to have a positive handling plan should this be regular occurrence. Parents will be supported and consulted throughout this process.

Internal Exclusion

The pupil will need to work in an agreed location (buddy classroom) and work independently and quietly to complete any missed work. Failure to complete the work set, will need to be completed at home before returning back to class.

SLT will inform parents and an Internal Exclusion letter will be issued.

Internal Exclusion will be implemented for;

- ✓ Persistent refusal to engage with learning despite support and 'time out' in buddy class (red behaviour.)
- ✓ Physical Altercation/ aggressive language (red behaviour). A structure play plan may be required at this point.

- ✓ Persistent disruptive behaviour. Constant refusal to follow adult instructions and not keeping themselves safe. If a child refuses to follow instruction, it may be deemed required to enforce a short term exclusion.

If after a period of time (1 week) enforcing a structured play plan, the pupil's behaviour at lunchtime has not improved. The pupil may be sanctioned with a lunchtime exclusion.

Lunchtime exclusion:

A pupil may be asked to leave the site during lunchtime if a play plan has not resolved behaviour issues.

Short Term exclusion:

If a child is at risk or hurting themselves, others or damages property or physically hurts a member of staff then a short term fixed exclusion may be required.

A member of SLT will contact parents and carers, and a letter will be issued.

Parents and carers **MUST** be contactable at this point, or the school may need to seek further advice from Children's Social Services.

Long Term exclusion:

Should the school, parents and external support agencies fail to resolve the behavioural difficulties of a child then the Headteacher may decide to exclude a child from the school initially for a fixed period but if the problem cannot be resolved, permanently. Parents will be informed of any exclusion and will be invited to a further meeting and notified of the reason for the exclusion in writing. A written record of the discussion by parents and school will be made for both parties.

Any employed adult on site is authorised to physically intervene to prevent children injuring themselves or others, committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility), causing damage to property, engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

School trip exclusion:

Should a child demonstrate negative behaviour whilst on a previous trip, or within school time, the school may deem them too high risk to attend a further trip. The school will consider all reasonable adjustments in consultation with parents/carers. Pupils who do not take part in educational visits, will be provided onsite learning.

All adults within the school are responsible for ensuring that behaviour standards are high at all times and any inappropriate behaviour should be challenged. Should staff feel they need support when challenging pupil behaviour where all other interventions have been unsuccessful then a member of the SLT can support where appropriate.

This policy should be read in conjunction with the Kent Exclusion Guidance 2016

http://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf

Reduced Timetables

In very exceptional circumstances, where the needs of a pupil require need re addressing, it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be re-integrated quickly into full-time education.

See full guidance

http://www.kelsi.org.uk/_data/assets/pdf_file/0005/58253/Guidance-for-schools-on-the-use-of-reduced-timetables.pdf

Appendix A- This is the plan all classes use for pupils who exit the classroom

Name: _____ Date: _____

Times left class: _____

Behaviour Plan for when your child exits the classroom

- 1) Your child will be given 5 minutes (using a timer) to return to class. If they manage this they stay on **GREEN**. An adult will support them during this time to make the right choice.
- 2) If they don't return after 5 minutes they move to **AMBER**. Use support table to establish barriers and nurture back into class. Consider using a different adult/CLO.
- 3) Your child will be given a further 5 minutes to make the right choice and return to class. If not they move to **RED**. An adult will continue to support them with positive reminders to make the right choice. Once on **RED** a member of SLT will be informed.
- 4) A member of SLT or CLO will then follow your child for 5 more minutes trying to get them to make the right choice and have **red** zone time out (for 10 minutes) in a different class.
- 5) If your child does not follow instructions after 5 minutes a **phone call home** will be made (by this time they will have been out of class for 15/20 minutes) by SLT. Parents and carers are invited to talk to their child/SLT to ensure they move straight into their 'timeout'. This needs to be down within 5 minutes, or else the child will start internal exclusion.
- 6) Your child will then have an internal exclusion to catch up on work they have missed in another class and will spend their break time or lunchtime with a member of SLT.
- 7) Further 5 minutes refusal to follow SLT instructions (e.g. go to internal exclusion or SLT office) will result in an external exclusion. Parents/ Carers to ensure they are contactable.

Children who exit more than twice in a day (and do not return within 5 minutes), will move to step 6 on 3rd exit. They will be expected to catch up any missed work either supported at break/lunch or at home.

Why am I out of class?	
Who can help me?	
What should I do next?	
What will happen if I don't stick to the plan agreed?	

Child Signature: _____

Staff Initials: _____