



Behaviour Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
March 2019	March 2020			

Single Equality Statement

This Single Equality Scheme for schools in Mundella Primary School provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Our Access and Single Equality Scheme is available to view and download on our website.

Governor Statement

The Governing Body of Mundella Primary School works as a 'whole team', meeting 6 times per year; spread evenly across the year, without any separate committees excepting finance. In addition to these meetings, we have termly Governor Monitoring Visits (GMV); usually lasting around four hours and organised to effectively observe, scrutinise, challenge and support a range of school activities and personnel.

An agenda for each meeting and GMV will include all the tasks which the governing body is required to consider, and the governing body will plan assignments or activities; arising from the business of the meeting or that fall into the annual monitoring schedule, which will be recorded in the minutes and then undertaken as directed.

In addition to 'commissioning' activities or actions on their behalf, the governing body may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan. They may also arrange to visit the school, or attend school activities, at any time; at the discretion of the Headteacher, to undertake monitoring activities as and when they are available to do so.

In each case, where a function has been delegated there is a statutory duty to report any action or decision to the governing body at the next meeting.

BEHAVIOUR AT MUNDELLA

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.

Understanding Behaviours

We have high expectations of behaviour, and regularly praise pupils who uphold our school values. Below is an example of our class diamond behaviour chart.



DIAMOND ZONES	BEHAVIOURS	REWARDS AND SANCTIONS
GOLD- MODEL BEHAVIOUR	Consistently outstanding behaviour over time; Personal best achievement in an aspect of behaviour or behaviour for learning.	Gold Sticker from Senior Leadership Team, and a postcard sent home.
SILVER- WOW MOMENT	Sustained and considerable effort in behaviour for learning with excellent personal outcomes.	Silver award sticker from Class Teacher. Good news shared with parents.
DARK GREEN- ADDITIONAL PRAISE	Consistently Green behaviour with noteworthy additional examples of acts of kindness or politeness, making good choices about their behaviour in difficult situations or encouraging others to make the right choice.	In class praise.
GOOD TO BE GREEN	Displaying good classroom behaviour and behaviour for learning around the school.	Start the day in this zone. Good readiness to learn.
BLUE- BEHAVIOUR REMINDER	Pupils will have a behaviour reminder No additional sanction and no automatic record of behaviour	Class teacher to provide discreet behaviour reminder.
AMBER- FORMAL WARNING	Infringement of the classroom rules	5-10 minutes working in isolation within the classroom. Behaviour recorded.
RED- SANCTION	Persistently recurring infringement of rules (not just a sustained 'discussion') or escalation from amber. Intended physical or verbal aggression (inc. swearing) and/or damage to property.	Pupil to be removed from class for short period of time. Sanction time with CLO or SLT. All learning must be caught up.

How we demonstrate our school values, through our behaviour;

Caring	Being helpful Considering others
Creativity	Share your aspirations
Respect	Respecting others and their property Saying 'please' and 'thank you'
Independence	Following instructions Trying your best
Collaboration	Valuing others point of view Learning/ Playing well together
Honesty	Being fair

Why is behaviour Management important at our school?

- ✓ 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 that positive and negative behaviour is both informs parents
- ✓ 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.

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.

Appropriate provision will be put in place and reviewed regularly for children who persistently demonstrate negative behaviour. This might be in the form of a report card (reviewed weekly) or an Individual Behaviour Plan (IBP). It may also involve working with outside agencies.

Liaison with parents

Parents will be kept informed about their child's behaviour through discussion with the class teacher. 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.

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

Dealing with challenging 'red' behaviour.

Behaviour	Consequence	Next steps
Escalation from Amber	10 mins timeout in Phase Leader class	Phase leader to re-establish positive reinforcement and support getting back to green.
Infringement of school rules eg swearing/ rudeness and arguing with staff.	Missed break or lunchtime with SLT/CLO in isolation.	Parents to be informed, and child to be monitored for further breaks.
Persistently recurring infringement of rules or verbal / physical aggression.	Isolation with SLT/ CLO for lunch session or 1 learning session. Report Card/IBP	Class teacher to inform parents. External support may be required.
Persistently recurring infringements during lunch break.	Isolation with SLT/ CLO for lunch sessions. Report Card/IBP. Fixed Term Lunchtime exclusion.	Class teacher to inform parents. External support may be required.
Purposeful physical/ verbal aggression to themselves, peers, adults, or property.	Fixed term exclusion.	KCC will be informed. Reintegration meeting to be held with family, professionals and KCC.
Persistent fixed term exclusions	Headteacher to inform KCC about 'risk of' permanent exclusion.	KCC to begin in year fair access protocol.

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

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.

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.

This policy should be read in conjunction with the Kent Exclusion Guidance 2017

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 readdressing, 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