

MAUNDENE PRIMARY SCHOOL

BEHAVIOUR POLICY



Reviewed policy:

Jan 2018

Policy to be reviewed again:

July 2019

Introduction

At Maundene School, we believe our children should aim for the highest possible achievements and we will provide a safe, happy, stimulating environment where each child is an individual and can experience high quality learning.

Our core values underpin everything we do and believe, these are:

- Respect
- Resilience
- Integrity
- Curiosity
- Aspiration
- Compassion

Aims

We aim to build positive relationships with each other, the children and with their families. We teach compassion and integrity to give children the skills to be able to manage their own behaviour and treat each other and staff with courtesy and respect. We encourage children to have integrity so they develop a sound sense of who they are and not be influenced by others. Children develop their resilience which allows them to be determined learners and who learn from mistakes. We value curiosity of the world around them and support them to achieve their aspirations.

Children are expected to report incidents to school staff so appropriate action can be taken promptly. These are reinforced through PHSE (Personal, Health and Social Education) lessons.

This policy gives guidance to staff, parents and children to help us achieve this. It also aims to ensure there is a consistent approach by all adults working in the school.

We all have rights and responsibilities and believe everyone in the school is important and to be valued. We expect each individual to respect one another, their family, culture and beliefs. Children have a right to learn in a safe environment.

Restorative Questions

We use restorative questioning and I statements to allow children to learn from their mistakes and rebuild relationships. We teach our children the onus is on them to behave in a positive way and to learn, and there are rewards and consequences attached to this.

To challenge the unacceptable behaviour

- What happened?
- What were you thinking about /feeling at the time?
- What are you thinking about/feeling now?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those effected

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

I Statements

Staff and children also use effective statements to share the impact on the unacceptable behaviour with those responsible, in an effort to build emotional intelligence and to encourage empathy. "Jason, it upsets me when you do that... and surprises me because I don't think you want to hurt anyone on purpose." An important part of building relationships, sharing feelings is critical to establishing expectations and to helping children to see the consequences of their actions.

- When I see/hear...
- I tell myself...
- So I feel...
- What I need is...
- Would you be willing to...

Expectations for adults

Adults are expected at all times to:

- Act as excellent role models for children
- Maintain a calm manner and learning climate with regular routines
- Show respect and build positive relationships
- Promote personal responsibility and self-management; encourage and support them to be assertive
- Give reminders of the rules, be clear about which rule or value is not being followed
- Listen to all sides and respect the child's perception of what has happened, rather than your judgement of it
- Be fair and consistent
- Use positive language – what do you want the child to do, NOT "Don't/Stop...."
- Give adequate "take up time" when giving instructions, especially if a child is already in an agitated state
- Address the small things in a small way – if you have witnessed it and do not act in some way, you have allowed it
- Acknowledge and praise children when they have tried their best
- Proactively diffuse situations and give children an option of "time out" within the classroom instead of accruing consequences quickly in a confrontational situation
- Remember all behaviour is a reaction to an emotion and help the child find strategies to modify their behaviour and take pre-emptive action when necessary
- Challenge stereotypes

Expectations for children

Children are expected to follow the rules below at all times:

School Rules

- We work hard and allow others to do this.
- We follow instructions straight away.
- We respect people and the school environment.
- We have kind hands, feet and words.
- We keep ourselves and others safe.
- We respect and follow the school's values.
- We are polite and show good manners.

- We walk quietly in and around our school.

These are displayed around the school with a visual representation for younger children. They must also be displayed in all classrooms.

What parents/carers can do

At Maundene School, we believe working with parents to modify behaviour and celebrate achievement is vital to success.

If a child has reached a Stage 3 or above a member of staff will contact you at the earliest possible time to discuss the incident/behaviour and what actions have or will take place. We ask, as parents/carers, you discuss this with the child when they return home to reinforce the school's behaviour policy.

There may also be occasions when parents/carers are asked to attend meetings to discuss the child's behavioural choices. By attending the meeting, it shows the child you are in support of the school's behaviour policy and the school and parents are working together.

On occasions, the school may also ask for support from parents/carers to come into school to support their child if they are displaying high levels of disruptive/defiant behaviour and not responding to school staff.

Rewards

The majority of children follow the school rules on a daily basis and we use a range of rewards to recognise and encourage this. These include:

- Verbal praise
- Good News Notice sent home
- Sent to a member of Senior Leadership Team (SLT) for praise/recognition
- Star of the Week certificate
- Head Teacher's award
- House points

At Maundene School, we use house points to reward children who demonstrate our core values which are:

- | | |
|---------------------|---------------------|
| ✓ Respect | ✓ Curiosity |
| ✓ Resilience | ✓ Aspiration |
| ✓ Integrity | ✓ Compassion |

House Points: The houses are Amhurst, Cooling, Rochester and Upnor.

The points are collected weekly by House Captains in Year 6. The points are then collated from the across the school and announced in assembly. The house with the most points each term get to take part in a special reward, such as non-uniform day, film afternoon etc.

Whole class targets: Each class will set 1 or 2 behaviour targets which they will work towards earning 10 steps as a whole class. When the whole class are seen to be achieving the target they earn a step. The steps can also be taken away, one at time, when the class are not working towards the target.

Star of the week: Each week, the class teacher will identify 1 child who has demonstrated one of our core values through their exceptional behaviour or achievements. An invite will be sent home to parents to invite them to watch the child

receive their certificate in Celebration assembly on a Wednesday. The child will also get to eat lunch with a member of SLT on that Wednesday.

Attendance: We encourage all children to attend school every day. Each week, the class with the highest weekly attendance will be announced to choose a class reward from the prize box in assembly. The rewards could range from extra break time, free ICT time, free class time, afternoon break for KS2, go to lunch first or choose a song for assembly.

Consequences

All children are expected to complete the work set for them. If work is not completed in lesson time, children will be asked to complete this in break or lunchtimes. Staff will make sure the time spent doing this is reasonable and proportionate. Children kept in at lunchtime will always be entitled to eat their lunch.

When children choose to behave in an inappropriate or unacceptable way, they are breaking a school rule and will incur a consequence. Staff will be explicit about the rule which has been broken.

In classrooms, the following consequences apply:

	KS 1 (Years 1 and 2)	KS 2 (Years 3, 4, 5 and 6)
Warning	Staff will verbally remind children what our expectations are and the choices they have before being given a Stage 1 warning.	
Stage 1	Warning (5 minutes off break/lunch)	Warning (5 minutes off break/lunch)
Stage 2	10 minutes time out (at reflection table in class). Miss 10 minutes off break/lunch.	10 minutes time out (at reflection table in class). Miss 10 minutes off break/lunch
Stage 3 CT INFORM PARENTS	Sent to partner class for rest of lesson with work and reflection sheet. Miss 20 minutes off break/lunch	Sent to partner class for rest of lesson with work and reflection sheet. Miss 20 minutes off break/lunch
Record behaviour on SIMs from here on.		
Stage 4 PHASE LEADER TO INFORM PARENTS	Sent to KS1 Leader for remainder of (AM/PM) with work to complete. (Reflection sheet for those able to complete).	Sent to KS2 Leader for remainder of (AM/PM) with work to complete. (Reflection sheet for those able to complete).
Stage 5 SLT TO INFORM PARENTS	Sent to SLT. Internal exclusion for rest of day. Loss of breaks for that session. Meeting with parents (CT and SLT).	Sent to SLT. Internal exclusion for rest of day. Loss of all breaks and lunch. Meeting with parents (CT and SLT).

Children are unable to move backwards once they are on a stage until they have completed the consequence.

EYFS	
Green	All children are on green at the start of the day and remain there for displaying the school's core values and following the class rules.
Warning	Staff will verbally remind children what our expectations are and the choices they have before being given Amber.
Amber	5 minutes time out (at reflection table in class). Staff will discuss with the child what lead to them being on Amber and the behaviour they need to see so it does not happen again.
Red	10 minutes time out (at reflection table in class). Staff will discuss with the child what lead to them being on Red and the behaviour they need to see so it does not happen again.
Exit	If a child's behaviour does not improve following being on Red then the child is taken to a Key Stage Leader's class for 10 minutes timeout.

EYFS children who return to class after an Exit, begin again at Green but staff should use their judgement as to whether or not they are likely to quickly reach an Exit again. If this is likely, advice should be sought from a member of SLT.

Recording

When a child is placed on a stage it will be recorded on a weekly tracking system in school. This tracker is reviewed weekly by the SLT to monitor trends and identify where intervention may be required. If a child reaches Stage 3 to 5 the behaviour must be recorded on SIMs. SIMs is the school's central information system. Class teachers record Stage 3 behaviour. The Senior Leader dealing with the incident records behaviour reached at a Stage 4 or 5. This is the same if a child reaches Amber and above in EYFS.

If a child has reached Stage 3 or 4 before lunchtime, classroom staff need to report this to the Senior Midday Meal Supervisor so they can be proactive in supporting the child through the break.

Children who reach Stage 4 or 5 more than twice in a term (6 weeks), may be subject to more serious consequences (see below).

All staff may also implement "lesser" consequences for minor behaviour (e.g. verbal reprimand, ask for a child to report to them at break or lunchtime).

Serious Incidents

We consider the following to be serious breaches of the behaviour policy and they will therefore be subject to more serious consequences. The behaviours below must be dealt with by a member of SLT. All serious incidents must be passed to the office to be recorded on SIMs and a Serious Incident Record completed. Parents will always be contacted about these incidents.

Example incidents/behaviours:

- Racism
- Homophobic, biphobic and transphobic language/attitudes
- Sexual language/behaviour
- Bullying (See Anti-Bullying Policy)

The incidents above are all logged. In some cases, school may need to contact other agencies (e.g. social care, police)

- Stealing
- Aggressive/violent fighting towards children/staff
- Spitting and biting, taking into account the age of a child

- Throwing of objects where safety is compromised
- Leaving the school site without permission
- Ongoing and repeated defiance towards any staff
- Violent behaviour, including hitting out at adults
- Swearing/offensive language towards adults
- Serious misbehaviour offsite
- Serious vandalism
- Malicious allegations about staff
- Threats to staff on Social Media
- Threats to children on Social Media which are negatively impacting school life

The above list is not exhaustive.

Repeated incidents of anything in this list are likely to incur more serious consequences, bearing in mind the age of the child and the time which has passed between incidents.

Other consequences which may be applied

A combination of these may be applied, depending on the seriousness of the behaviour.

- A longer lunchtime detention – sent to the Reflection Room
- A longer internal exclusion – this may be in a different class/year group, or maybe completely isolated from children (children will not be left unsupervised)
- Loss of privileges e.g. missing out on class rewards, whole school events or representing the school at an event
- Cleaning up of any mess which the child may have deliberately made
- Placed on a Report Card for a specified period. Children returning from exclusion will always be placed on one of these. Being on a Report Card can incur detentions during school time if the child continues to choose to break the school rules
- Additional written task e.g. writing lines
- Fixed term exclusions
- Permanent exclusion

Report Card

Report Cards are used to monitor and track specific children's behaviour throughout the school.

If a child's behaviour is persistently causing concern and the class teacher has already discussed this with parents and it has not improved then it may be appropriate to place the child on a Report Card.

The class teacher will need to discuss their concerns regarding the child's behaviour with their Key Stage Leader and the Inclusion Manager who will make a decision if placing the child on report is appropriate. The Key Stage Leader will inform the child's parents of this decision.

There is a layered approach to the Report Card system.

- **Green report cards** – to be signed by the class teacher at the end of every day and sent home to parents to be returned the following day. At the end of the week this must be shown to Key Stage Leader and subsequently given to the Inclusion Manager.
- **Yellow report cards** – to be signed by Key Stage Leader at the end of each day and sent home to parents to be returned the following day. At the end of the

week this must be shown to a member of the SLT and subsequently given to the Inclusion Manager.

- **Red report cards** - to be signed off by a member of the SLT and sent home to parents to be returned the following day. At the end of the week this must be shown to a member of the SLT and subsequently given to the Inclusion Manager.

The Key Stage Leader, class teacher and child will set targets together and discuss how long they are expected to be on 'report' for.

The following codes are used on the report to indicate how well the child achieved the target for each lesson.

Symbol	Meaning
	The child has had a good lesson/achieved the targets with very little reminding or prompting.
	The child needed reminding/prompting to make the right choices but settled to the task or followed the instruction given.
	The child did not make the right choices/achieve the target whilst in a lesson due to poor behaviour.

It is the class teacher's responsibility to maintain the child's report cards.

Exclusion

Repeated application of final consequences as above or behaviour listed in the serious incidents may result in the possibility of exclusion. If exclusion is under consideration, the school will follow the latest Medway Council and Department for Education Guidance on appropriate procedures. Exclusion will be considered appropriate where the Health and Safety of staff and/or children is seriously compromised.

"Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion" (DfE: [Exclusion from maintained schools, Academies and pupil referral units in England – August 2017](#)).

In the event of the Head Teacher's absence, the Deputy Head Teacher will assume responsibility for the decision to exclude. If the Deputy Head Teacher is absent, the Senior Staff will assume this responsibility.

Further, more detailed, information from the Department for Education can be found: <https://www.gov.uk/government/publications/school-exclusion>

Behaviour away from school

We are proud of all the children who attend Maundene School. It is important to us we are viewed as a positive part of the community. This means there may be occasions where a child's behaviour away from school will still have a consequence in school. The school has the right to discipline the child in the following circumstances, although the child can only be disciplined when on the school premises:

When the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a child at the school.

Or misbehaviour at any time, whether or not the conditions above apply, which:

- could have repercussions for the orderly running of the school or
- poses a threat to another child or member of the public or
- could adversely affect the reputation of the school.

For more information see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Playground behaviour – Consequences and Rewards

Our rules are designed to be transferrable to the playground. Staff on duty are responsible for consistently and fairly enforcing the school rules. The majority of children enjoy playing and act appropriately. It is our aim that issues on the playground are dealt with promptly, therefore not interrupting lessons.

Where children have broken the rules in a minor way, they may be asked to stand in a designated place or by an adult for a set period of time. At lunchtime, staff must ensure a child has had their lunch. For serious behaviours, children will be sent to the Senior Midday Meal Supervisor who may escalate the incident to a member of the SLT.

Playground Routines

KS 1&2 Break: Lead teacher leads the system	
10:59: 1 st Bell	Stand still in silence
11:00: 2 nd Bell	Walk to the class line in silence. Face the adult and raise an arm to show you are ready to walk into class
Children talking on the second bell:	5 minutes play lost break/lunch the next day Recorded in the purple book (Break)
Order of classes:	Right door: Owls, Ravens, Ospreys Left door: Swans, Jays, Eagles
Children walk to the class in silence	

KS1 Lunch: A member of SLT leads the system	
12:25: 1 st Bell	Stand still in silence

KS2 Lunch: A member of SLT leads the system	
13:25: 1 st Bell	Toys to be cleared away – continue to play

12:29: 2 nd Bell	Walk to the class line in silence.
13:00: 3 rd Bell	Face the adult and raise an arm to show you are ready to walk into class
Children talking on the second bell:	5 minutes play lost break/lunch the next day Recorded in the purple book (Break)
Order of classes:	13:00 1 st : Blackbirds, Doves, Finches 2 nd : Robins, Kingfishers, Kestrels
Children walk to the class in silence	

13:29: 2 nd Bell	Stand still in silence
13:30: 3 rd Bell	Walk to the class line in silence. Face the adult and raise an arm to show you are ready to walk into class
Children talking on the second bell:	5 minutes play lost break/lunch the next day Recorded in the purple book (Break)
Order of classes:	KS2 playground Right door: Ospreys Left door: Swans, Jays, Eagles KS1 playground 1 st : Falcons, Owls 2 nd : Ravens, Woodpeckers
Children walk to the class in silence	

Disabilities, SEN and Reasonable Adjustments

We expect all children follow the school rules, but recognise some children may need help and support to reach this expectation. The school believes our response to children who have additional needs relating to a disability must take into account the legislation of the Equality Act 2010. School must not discriminate against disabled children and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible.

Where staff or parents are concerned a child may have a "behaviour need" (Social, Emotional and Mental Health), they should contact the Class Teacher or Home School Support Worker who will discuss this with the Inclusion Manager/SENCo. The Inclusion Manager/SENCo will likely contact parents to discuss their concerns further. Where it is agreed, a child may receive SEN support for their behaviour, strategies and reasonable adjustments will be recorded on IEP/School Based Plans and on provision maps if appropriate.

All serious behaviour is tracked and analysed to identify patterns and triggers and to ensure that in line with our equality duty, no particular group are disadvantaged by our policy.

Positive Handling

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Most staff are trained in TEAM Teach positive handling.

Please see our Positive Handling policy.

Useful documents:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
_A_guide_for_headteachers_and_School_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_child_referral_units.pdf