



Mabe
Primary School



Behaviour Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

At Mabe School we aim to follow three words which encompasses our behaviour expectations:

- Ready
- Respectful
- Safe

These words are clearly displayed in classrooms, public areas and on the school website. All adults are expected to act as positive role models and use a range of methods to promote and encourage positive behaviours, for example, through whole school assemblies, PSHE lessons, small groups and 1:1 discussion.

Underpinning these three words are six rules which we expect everyone in our school to know and follow:

READY	RESPECTFUL	SAFE
We listen We work hard	We are honest We are kind and helpful	We look after property We are gentle

Rewards

At Mabe School, all staff work hard to encourage and acknowledge good behaviour. We believe that if we acknowledge positive behaviour, then children are more likely to repeat it. We believe that rewards have a motivational role, helping children to see that good behaviour is important and valued. The most common reward is specific praise, both informally and formally. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements, actions and learning behaviours.

Rewards will be in the form of:

- Non-verbal praise e.g. smile, thumbs up
- Verbal praise
- Written praise
- Dojo points / Dojo sticker chart for younger years
- Certificates in celebration assembly linked to positive learning behaviours
- Head teacher visit / Headteacher awards
- Communication with parents e.g. dojo message or telephone call home
- Children will be given specific areas of responsibility as a reward for trustworthy behaviour (e.g. Ambassadors in older classes, pupil counsel representatives, eco warriors, play leaders, science ambassadors)

Consequences:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community.

The use of consequences should be consistent and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. Consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Misbehaviour will be managed in a fair and consistent way, though regard will be given to the age, maturity and specific circumstances of the individuals involved.
- Pupils will be treated with respect and dignity.
- There should be a clear distinction between minor and major offences and the consequences given should reflect this.
- Staff will follow the Flow Chart when managing positive and poor behaviour and warnings will be given. Flow charts need to be positioned so all pupils can see them and they need to be referred at the start of learning sessions consistently.
- In the case where it is believed that bullying is taking place, the school's Anti-bullying Policy will be followed.
- If a pupil is harming themselves or others, staff who have achieved the Team Teach/ Positive Handling Accreditation will intervene. As a very last resort positive handling techniques may be used in accordance with assessed risk from any member of staff in school and as presented in the school's Positive Handling Policy which can be found on the website. If this takes place the Head teacher will be informed, the event will be recorded formally, and parents will be informed.

Consequences may include:

- A verbal warning from an adult; the pupil will be reminded of the behaviour that is expected – this will be followed by a final verbal warning (therefore two warnings).
- Child sent to a supervised designated time out area to re-set and reflect. Here a restorative conversation will take place.
- A loss of time during their break or lunchtime; staff will always ensure that pupils are supervised, have the opportunity to use the bathroom, are able to run around/let off steam and have appropriate food and drink.
- A conversation with parents/ carers done in private – either via telephone call or face to face.
- Any incomplete learning, may be sent home for a child to complete that evening.
- In extreme cases pupils may be given an internal suspension, fixed term suspension or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on the website.

Communication and parental partnership:

We give high priority to clear communication within the school and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the, SENDCO, Assistant Headteachers and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parent/carer participation in many aspects of school life is encouraged. This participation supports the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

Serious or on-going behaviour:

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective. At this point parents/carers will be invited to meet with the Headteacher, Assistant Headteacher and Class teacher.

In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- A daily meet and greet
- Home/school diary
- Behaviour Support Plan
- Nurture Group
- Individual targets
- Individual reward chart or system
- Individual safe area/workstation

Additional, specialist help and advice from the SENDCO, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support from outside agencies are most effective with the consent from parents/carers has been granted. However, the school reserves the right to act in the best interests of the child in securing effective support as required.

Exclusion of Children from School:

Exclusion of a child from school is a serious and critical step. The Head teacher has the right to exclude a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period suspension, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Safeguarding Lead for our Trust. Following any period of suspension, there will be a re-integration meeting between parties.

The parent/carer will be fully informed about the circumstances leading to the taking of such action.

Special Educational Needs and Disabilities:

Our 'Rules for Life', rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is Social, Emotional, Mental Health learning need for a differentiated approach to Behaviour Management this will be personalised on a 1:1 basis and will be put in place in partnership with parents/carers, pupils and the SENDCo.

Continued anti-social behaviour must be supported by an Individual Education Programme and additional support will be sought to see if there is any further barriers that the school need to be aware of and make provision for.

Equal Opportunities:

No child's behaviour will be discriminated against due to race, age, religion, gender or ability in accordance with the Equality and Diversity Act Appendix 1 : Flow-chart for teacher sanctions

Appendix 1

Flow-chart for teacher sanctions



Mabe School: Behaviour Management Flowchart

Level 1 Consequence: Verbal Warning

Adult to explicitly state which behaviour is unacceptable and why
Child expected to make positive behaviour choices
Adults to monitor and praise positive behaviour choices



Level 2 Consequence: Visual Warning

Amber card given to child to remind them of the need to address their behaviour choices.
The amber card will remind children of our 3 behaviour expectations: Ready, Respectful, Safe.
*If an Amber card is issued during playtime, the adult will pass this on to the class teacher at the end of play.
Amber card removed when behaviour is in-line with school's expectations



Level 3 Consequence: Sanction

Short term internal exclusion (removal from classroom to work in another supervised area)
Reduced breaktime/lunchtime
Parents informed via telephone call or face to face – being mindful of the need for privacy

Serious unsafe/Dysregulated behaviour

The safety of all children is paramount.
Child is encouraged to leave the classroom and calm down, reflect and reset. Where necessary, it may be safer for the other children to be removed or positive handling required to keep the child or others safe.
At this stage, a member of SLT will be called to support.
Parents will be called to a meeting at school to discuss any next steps required, including the involvement of any external agencies.