



## Behaviour Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
May 2024	May 2025			

### Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, 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.

### Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

#### **Standards, Finance and Audit, Human Resources, Infrastructure and Procurement**

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



## 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
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<b>GOLD MODEL BEHAVIOUR</b>	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.
<b>SILVER WOW MOMENT</b>	Sustained and considerable effort in behaviour for learning with excellent personal outcomes.	Silver award sticker from Class Teacher. Good news shared with parents.
<b>DARK GREEN ADDITIONAL PRAISE</b>	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.
<b>GOOD TO BE GREEN</b>	Displaying good classroom behaviour and behaviour for learning around the school.	Start the day in this zone. Good readiness to learn.
<b>BLUE BEHAVIOUR REMINDER</b>	Pupils will have a behaviour reminder No additional sanction and no automatic record of behaviour	Class teacher to provide discreet behaviour reminder.
<b>AMBER FORMAL WARNING</b>	Significant infringement of the classroom rules (or repeated infringement of more minor rules)	5-10 minutes working in isolation within the classroom. Behaviour recorded.
<b>RED SANCTION</b>	Persistently recurring infringement of rules (not just a sustained 'discussion' or simple 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 SLT. All learning must be caught up.

### How we demonstrate our school values through our behaviour

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

We regularly reward conduct, values and good work with house points. These are collected, counted and added to team totals.

Alongside prizes and awards for individuals, classes and teams, additional responsibilities and privileges may be given in recognition of demonstrating school values and working hard.

### 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.

### **Recognising and Rewarding Good Conduct and Values**

It is important that pupils are recognised for their efforts with good conduct. This is not always easy but staff at Mundella make every effort to encourage, identify and champion good conduct and demonstration of the school values.

#### **Examples of Rewards**

- Positive verbal praise
- Comments on work
- Work shared in class or displayed
- Stickers and smiley faces on work
- Share work / incident with family
- Send to another teacher / SLT / SMT
- House Points
- Move name up on behaviour chart
- Jobs or privileges
- Additional or chosen activity
- Share with Headteacher

Many Teachers have additional class awards that are specific to their group.

### **Good to be Green**

Ensuring that we capture all pupils that are consistently demonstrating school values can be a challenge. The good to be green system is designed to support teachers in recognising and rewarding both those pupils who may quietly and consistently do the right thing and give a pathway to higher rewards; often one off outstanding incidents or consistently exemplary days.

Many pupils achieve Dark Green on a daily basis, 2 or 3 pupils should be identified, daily, as being at Silver; Wow behaviours or incidents, and one pupil a day may be highlighted and awarded Gold for outstanding and exemplary demonstration of school values.

Pupils who maintain a standard throughout a term will also gain an additional reward. This could be an extended break time, non-uniform / TAG day, a sweet treat or even activities on the school field.



### 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 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 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 for lunch sessions. Report Card/IBP Lunchtime / Internal 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

[Exclusion Procedures \(kelsi.org.uk\)](http://kelsi.org.uk)

## 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

[Guidance-for-Schools-on-the-Use-of-Reduced-Timetables.pdf \(kelsi.org.uk\)](#)