

Little Munden C of E (VC) Primary School

Building Good Foundations

Matthew 7, verse 24

Behaviour Policy

Adopted by Little Munden Governing Body
January 2024



We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

Who was consulted?

The head teacher and staff worked with the school council to agree what constitutes good behaviour in order to develop this policy. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions. In September 2022, all pupils discussed behaviour in a school council meeting. Parents are encouraged to support the policy through the home-school agreement.

Roles and responsibilities of the headteacher, other staff and governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. She will:

- Inform the pupil's parent(s) or carer of serious indiscipline and the sanctions to be used.
- Use the most recent Hertfordshire guidelines to avoid exclusion, if a child is in danger of being excluded.
- Adhere to the most recent Hertfordshire County Council Guidelines on exclusion, where one is considered necessary.

The **headteacher and staff** will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

- 1.1 The primary aim of our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.2 We expect every member of the school community to behave in a considerate way towards others, which is illustrated by our school values which were compiled by the pupils, staff, governors and parents.
- 1.3 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.5 We reward good behaviour, as we believe this helps to develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, as well helping to deter anti-social behaviour.
- 1.6 One of our Christian values is forgiveness, so we work on the principle that once behaviour has been dealt with, it is forgiven and we move on.

Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children.
- Each class has their own system of rewards, e.g. Making their way to the pot of gold.
- There is a whole-school House system, incorporating the patron saints and reflecting the link with our church, All Saints. Children are awarded House Points for good behaviour and learning, and amounts are totalled and shared in our weekly celebration assembly.
- Star of the week certificates are presented by the Head Teacher in our weekly celebration assembly to any child either for consistently good work or behaviour or to acknowledge outstanding effort or acts of kindness in school.
- Children are rewarded a badge for demonstrating excellent 'Munden Manners'
- Achievements, both in school and out of school, are recognised and shared with the whole school.

2.2 Despite focusing on rewarding positive behaviour, we recognise that at times, children will not follow our Behaviour Code. Sanctions will be used in a balanced way and will focus on the act and not on the child. Children should be helped to understand why their behaviour is not acceptable. A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate unacceptable behaviour. Some children, including those with SEND who have specific needs relating to behaviour, will find it continually difficult to follow the Behaviour Code. Reasonable adjustments and individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of external agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.) Parents/carers will be continually involved in managing their children's behavioural issues.

2.3 Classroom behaviour strategies include an initial verbal warning, which allows children time to modify their behaviour once warned. If the behaviour does not improve, then sanctions such as finishing work in their own time or missing part of break, will be implemented.

2.4 In the playground, unacceptable behaviour begins with a verbal warning. If it continues, then the child will be removed from that activity to sit on the bench for a period of time.

2.5 On occasion, if the above doesn't resolve the situation, the child will be brought to speak to a senior member of staff and if deemed necessary, parents informed. All unacceptable behaviours will be logged on CPOMS and relevant staff made aware.

2.6 The headteacher discusses the school Christian values regularly with the whole school. These are reinforced by the class teachers and during collective worship assemblies.

2.7 Classes also have their own classroom code of conduct, which is agreed by the children, and is displayed on the wall of the classroom. In this way every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class and uses other strategies e.g. circle time, if necessary.

Pupils are consulted fully when rules are being decided and are expected to observe them.

The **governing body** has an **Exclusions Committee**. They will ensure they receive training to fulfil their role.

The committee will have regard to any guidance given by the Secretary of State.

The **Exclusions Committee** will abide by the procedures set out in Hertfordshire County Council's most recent guidelines.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving information from the headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour
- instances of bullying and racial incidents, and action taken
- support provided for the victims.

School council Autumn 2022

First meeting – Children were asked to discuss and feedback on the following: -

At Little Munden:-

What is regarded as good behaviour?

Good manners

Playing nicely with friends

Sharing

Respecting others

Getting on with your work

Helping others

Listening when being spoken to

Keeping the place tidy

Being kind

Not bragging

What rewards should be given?

House points

Longer Golden Time

Whole school rewards

Give a hug

Headteacher sticker

Trophy

Medal

Stickers

Certificates

Extra break time

Verbal praise

Stay at home!

What constitutes unacceptable behaviour?

Shouting out
Saying stupid things
Telling secrets
Gossiping
Being out of the classroom without permission
Being mean
Hurting someone
Name calling
Destroying work
Kicking, punching, hitting, biting, tripping
Hurtful physical contact
Rudeness
Being silly
Bullying
Not listening to teachers
Saying bad words
Telling lies
Telling tales
Damaging school property

What sanctions should be used?

Miss part or all of break time
Time out on the bench
Get told off by the teacher
Sent to the headteacher
Tidy up
Sent to back of the line
Write a sorry letter
Apologise
Parents being told
Excluded from fun things.