



Behaviour Policy

Updated: May 2025
Responsibility: SLT
Date to be Reviewed: May 2026

Good behaviour is essential for good learning – children cannot learn if they do not form good relationships and are not able to engage with their lessons. Here at Mundella we aim to provide a happy and secure environment in which all children feel valued and able to learn and so reach their full potential. We strive to help children develop the social skills which they need to work successfully with others, and our ethos is such that it encourages children to adopt attitudes and values which they need to be successful in their future lives. In order to achieve this all teachers and support staff need to have high, consistent expectations of behaviour and to model such behaviour themselves.

Great behaviour comes from great relationships.

At Mundella we use a range of strategies to embed our ethos.

Aims

This policy aims to:

- Provide a **consistent** approach to behaviour management
- **Explain** our approach to achieving positive behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are **expected** to behave
- Summarise the roles and **responsibilities** of different people in the school community with regards to behaviour management

At Mundella children have the right to:

- A positive and safe environment
- Learn the skills of self-esteem and self-discipline
- Be free from intimidation, prejudice or bullying

At Mundella children have the responsibility to:

- Be ready for learning
- Be respectful of each other, school staff and the wider school and community
- Be safe in their actions in the school and wider community

Consistency Checklist for all Staff

- Meet and greet children at the door at the start of the morning and afternoon session.
- Model positive behaviours at all times
- Build, maintain and restore positive relationships calmly.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Follow the agreed approaches to positive reinforcement
- The approach to pupils is always professional, non-confrontational and de-escalating
- Be calm and use the language of zones of regulation along with de-escalation strategies to support children's behaviour.
- Follow up every time, retain ownership and engage in restorative dialogue with learner.
- Never ignore or walk past learners who are not showing positive behaviours.

Promoting positive behaviour across school

Our values mean that the wellbeing of everyone is a priority. Positive wellbeing nurtures positive behaviours. The vast majority of children at Mundella have good behaviour and it is important to value this; we have a range of strategies to promote exemplary behaviour:

- Verbal and non-verbal recognition
- Marvellous Me thumbs ups for individuals and house teams
- Assemblies, gold awards and certificates
- Whole-class rewards
- End of term reward afternoons
- Restorative practices so that children can make amends
- References made to the zones of regulation and supporting children into the green zone
- The principles of 5 Rs (respect, reciprocity, resilience, reflection and resourcefulness) are recognised and acknowledged
- Recognition on Marvellous Me and in newsletters

Managing and modifying low level behaviour choices

Low level behaviours can include:

- Disruption in lessons, in corridors and at break or lunchtime
- Non-completion of work
- Poor attitude
- Name calling/inappropriate language
- Physically hurting other pupils

Learners are responsible for their behaviour choices. Staff will deal with behaviour without delegating to others.

Staff will do this by:

- Modelling of positive communication using calm voice and calm body stance (de-escalating)
- Having consistently high expectations in the classroom around conduct for all pupils which are communicated frequently
- Using the language of 'choice' and giving children the opportunity to make good 'choices'
- Reference to zones of regulation and how to support child to get back to green zone

Persistent Behaviours

If there are persistent challenging behaviours within a short space of time or patterns of behaviour giving concern, a child will be given two warnings over a day and a third warning will result in attending a reflection session at morning break. SLT will discuss the behaviour and reflect on how improvements can be made to meet Mundella expectations. If a child attends a reflection session three times over a half-term, parents will be informed and there will be discussion with parents and the class teacher. If there is still no improvement parents will be invited into school for a meeting.

Serious Breaches of the Behaviour Policy

We consider the following serious breaches of the school to be unsafe for both children and staff in school.

- Damage to property – this is a result of unsafe, dangerous and possibly violent behaviour.
- Physical assault – this is deliberate with the intention to harm/cause injury. Physical assault against an adult.
- Sexual violence - such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Verbal assault – this is deliberate with the intention of causing emotional harm and it is directed and personal. This can include swearing or prejudicial language.
- Fighting (including play fighting) – this results in injury (whether intentional or unintentional)
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Bringing an offensive weapon into school including fake weapons or using equipment provided in school for learning (e.g. DT equipment) or other objects that have a non-violent purpose but used as a weapon.
- Leaving without permission – this can include a child leaving the classroom and then hiding from staff as this is unsafe behaviour. If a child leaves school premises, two members of staff need to follow the child at a safe distance, call the police and also the family of the child.

A member of SLT will identify the events that have led to the incident and determine the necessary actions. These behaviours could result in any of following:

- Restorative actions e.g. letters, apologies, repairing damage are taken in the child’s free time (break times and/or lunchtimes).
- Internal suspension may be given if appropriate.
- External suspension may be given if appropriate.

Where positive handling has taken place, a positive handling record is completed by staff who are involved and then uploaded onto CPOMS. Where positive handling has taken place parents must be informed.

Our response to unacceptable behaviour has 6 steps:

Step 1	Verbal and non-verbal reminders modelling positive communication	<ul style="list-style-type: none"> ● Reminders will be given e.g. eye contact, a private reminder ● A strategic intervention (moving a child). This is done calmly with a neutral voice. ● Re-state expectations ● Encourage positive behaviour (thank others for doing the right thing). ● Thanking a child when they have corrected their behaviour
Step 2	Restorative Conversation	<ul style="list-style-type: none"> ● If unacceptable behaviour persists the child will be calmly reminded of expectations/rules and warned that a consequence will be imposed
Step 3	Reflective Session	<ul style="list-style-type: none"> ● If behaviour persists and three warnings have been received on a given day; a reflective session to be attended at morning break with SLT.
Step 4	Behaviour Call	<ul style="list-style-type: none"> ● If the behaviour persists and a reflection session is attended three times in one half-term parents will be contacted by SLT to discuss behaviour. ● If a serious incident occurs where there has been a deliberate physical attack, damage to property or discrimination.
Step 5	Behaviour Plan Meeting	<ul style="list-style-type: none"> ● If there is limited impact after the behaviour call a further meeting with parents the teacher and member of inclusion will take place to create a behaviour plan to include: Identification of which rules have been broken Behaviour and learning targets Identification of

		support strategies (e.g.: planned interventions; educational psychologist referral; involvement with SENDCO) Referral to FIS if appropriate.
Step 6	Prevention of Permanent Exclusion Meeting	If there is no significant improvement in behaviour or it is felt that the plan is not working a further meeting is held between the child, parents, teacher and Senior leader whereby the following strategies will be explored: Alternative Provision Referral to Primary Inclusion Panel Reduced Timetable Managed Move Free time Exclusion Internal Exclusion Fixed Term/Permanent Exclusion

There may be situations where breaches of the behaviour policy are so serious that some steps maybe missed out.

Suspension and Permanent Exclusion

Any decisions and actions regarding suspensions (temporary) & exclusions (permanent) will be made if there have been serious breaches or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. We seek to avoid suspension and permanent exclusion wherever possible but are mindful of balancing the needs of the whole school community as well as the individual in any given situation.

Persistent breaches of the behaviour policy can result in suspensions which can range from half a day to five days. In all cases, the individual needs of the child will be taken into account when all such decisions are made.

If necessary, the school, with parents agreement, will seek support from external agencies such as FISp, Educational Psychologist; Primary Inclusion. If external agencies have worked with the school and the child, and the child continues to have suspensions due to extreme behaviours that seriously harm the education and welfare of the pupil or others in school, the school would then consider a permanent exclusion.

Any incidents will be recorded on CPOMS by the member of staff who initially witnessed/dealt with the incident. The member of SLT who was then alerted to it will add any appropriate actions that have been taken. If either an internal or external suspension has been given, parents are informed by telephone call and suspension letters are prepared. Following a suspension there is always a re-integration meeting before the child is allowed back into school. This is an opportunity to repair relationships, set expectations and set targets and support for the child.Q

Common Questions about our Steps

Q1. What step do we start at?

For most unacceptable behaviour staff start at Step 1. There are some exceptions:

Go straight to Stage 3 or if serious Stage 4

- A direct refusal to do as directed by a member of staff which could lead to someone being injured or damage to property
- Any seemingly intentional physical attack on someone else
- Theft or deliberate damage
- Any serious or discriminatory insult or threat

Q2. What do staff consider when deciding on a consequence?

- How serious is the incident?

- Has their behaviour impacting other children?
- Have any other incidents been reported recently?
- Does the child seem genuinely sorry for what they did?
- Was the child honest straight away about what they did?
- Does the child's SEND needs mean that adjusting the consequence will have more impact and still be fair?
- Any other background (e.g. recent family bereavement)?

Q.3 What types of consequences are there?

- Restorative conversation (see Appendix 1 for reflection sheet)
- Writing or drawing what they could do differently next time
- Catching up with work in their own time
- Tidying up mess made
- Apology notes/cards
- Repairing or replacing damage caused

Q.4 What happens in a reflection session?

The child and a member SLT discuss what has happened to bring them to a reflection session. An evaluation form is completed together (see appendix 1) and an agreement is made as to what should happen next to repair the situation. It is a calm, purposeful and reflective conversation.

Q. 5 At what step do you contact parents?

We will always contact parents at step 4. For lower stages whether to contact a parent will depend on how severe the behaviour is and how much it has affected others.

Q.6 Are reasonable adjustments made for children with additional needs?

At Mundella we promote great behaviour by working hard to meet the needs of all children. Every teacher is a teacher of SEND and we know our children very well. We have high expectations of all children and know and understand when unacceptable behaviour is being presented by each individual.

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher will ensure all staff are provided with a copy of this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents

























The parents' role in developing their child's behaviour is crucial. They can help school and their child when they:








































- Act as a great role model to their child
- Support the school in promoting positive behaviour
- Let us know of any issues that might be affecting their child's behaviour
- Work with us when their child's behaviour falls short of the high standards expected
- Attend parents' evening on the given dates to support their child's education

See also the following policies:

- Anti-bullying policy
- Positive handling policy
- SEND Policy

Appendix 1 – Reflection Sheet

Name:				Class:					
Teacher comment:									
 Broke something	 Scribbled on something	 Hurt someone	 Was unsafe	 Me	 A friend	 A teacher	 My class	 Other children	
 Something different	What happened? 		 Wasn't respectful	 My Dad	Who has been affected? 			 A group	
 Destroyed my work	 Threw something	 Didn't listen to instructions	 Used negative language	 My Mum	 My family	 Animals	 Community members	 Someone else	

 Sad	 Sorry	 Guilty	 Ashamed	 Tired	 Write it down	 Write a letter	 Talk with someone	 Say sorry to someone	 Fix something
 Fizzy	 How do you feel now?			 Worried	 Have thinking time	 What needs to happen to put it right?		 Tidy Up/clean something	
 Calm	 Better	 Okay	 Something different	 Unsure	 Make a change	 Make a plan	 Practice	 Finish my work	 Something else
 Something else	 Ask to go outside	 Go to a calm space	 Get a fiddle toy	 Tell someone how I feel	Comments:				
 Count to 10	 Next time I could...			 Tell an adult					
 Walk away	 Play with someone else	 I need help Ask for help	 Make a change	 Take deep breaths					