



# Behaviour Policy

Updated: October 2016

Review date: October 2018

The behaviour of children at Mandeville school is a key priority and we maintain high expectations of behaviour at all times in order that school is a safe, calm environment that is conducive to learning. We aim for Mandeville to be a place where children enjoy coming to school and learning takes place with the minimum disruptions. Behaviour for learning is therefore a key strategy and this is developed through high expectations which are positively consistently applied throughout the school.

Behaviour is supported by our 5 schools rules. These have been developed with input from all stakeholders and are displayed in every classroom and communal areas. They are also revisited termly in school assemblies.

### **Mandeville School Rules**

- Give people a reason to be proud of you
- Always listen and follow instructions
- Be kind in your words and actions
- Focus on your learning and allow others to learn
- Look after our school environment

Behaviour issues are tracked and monitored by SLT and support put in place to address concerns. Our aim is to intervene in cases before they become serious. This intervention can be meeting parents/ carers, time with learning members of the learning mentor team and where appropriate individualised behaviour plans, Pastoral Support Plans and Positive Management Plans.

In cases where children are not coping with behaviour expectations, or are exhibiting unsafe behaviour, we will inform parents/ carers and may ask for their support. For younger children in the nursery this can involve collecting children from school. In cases where children are not coping with a full school day we may consider moving to a reduced timetable for a period to support them.

### **Key principles**

- 1) Behaviour is the responsibility of all members of staff
- 2) Our first approach to encouraging positive behaviour is to deliver engaging and interesting lessons which are accessible to all pupils
- 3) Behaviour is approached positively with clear rewards and sanctions which are applied consistently.
- 4) Children understand the school rules and why we have them. In any behaviour issue children staff will ensure that children understand what rule has been broken and why this is an issue.

### **Rewards**

Adult praise- verbal, stickers, stamps

Green tokens. These can be awarded by any member of the school. They are given to children following school rules. When children receive them they are told why and once given they cannot be taken back. Green tokens are collected in class boxes on each floor.

Cup (KS2) or teddy bear (EYFS/KS1) awarded weekly for the class with the highest average green points in EYFS/KS1/LKS2/UKS2

Weekly Star Awards for good learning or behaviour for learning

Headteacher's award for learning or behaviour for learning

### **Sanctions**

Every child starts the day on green. Children can move to a different colour during the day for breaking the school rules. Children must always be given a warning before being moved. The sequence is green, blue 1, blue 2 yellow, red and each class will have these displayed on the classroom wall with children's names that can be moved. When moved to a different colour, children go to the designated time out area and have a short time for reflection. In the case of a yellow card this is in a designated partner class. Children can move back up a colour if the behaviour improves. If a child reaches red then the child is sent to SLT for the red card process.

In the case of an extreme breach of the school rules, such as fighting or abusive language, children may move immediately to red.

### **Red cards**

Incidences of extremely disruptive behaviour or persistent poor behaviour in class are given a red card. Teachers need to record why this has happened and the child is then dealt with by a member of SLT. The SLT member then investigates this and decides whether to issue a red card, if they do so then they record this and the sanction in the red card file and contact parents. It is vital that children sent out for red card issues are returned to class as soon as possible, so they do not miss learning time. Children must not learn that behaving badly is a way to avoid being in class.

Red cards issued are recorded in the red card file in paper form and electronically. Each child given a red card completes a reflection sheet (scribed or supported by SLT as appropriate e.g. for younger children) which is sent home with the red card letter detailing the reason for the red card. Red cards are sent home with children and posted to their home address to ensure that parents/ carers are informed of any issues.

The red card file is regularly reviewed by SLT and children who persistently receive red cards can receive further sanctions. This can be a day in school but out of class, or in extreme cases a fixed term exclusion from school.

### **Exclusions**

Exclusions are only used in very serious incidents or cases of multiple red cards. In all cases we aim to intervene to address behaviour issues before they become serious and avoid exclusion wherever possible. All exclusions are dealt with in line with Hackney Learning Trust policy.