



BEHAVIOUR POLICY

MAULDEN LOWER SCHOOL

OCTOBER 2024

REVIEW DATE: SUMMER 2025

Rationale and aims

Our vision is 'Towards a better life'. It is our aim that all children at Maulden Lower School become independent learners with self-belief and abiding respect for others, with a lifelong love for learning and strong grounding for future happiness and success. Maulden Lower is committed to safeguarding children and providing a safe, secure and healthy environment for them.

We are a Values Education school and our Values underpin everything we do. Our chosen Values (see Appendix 1) are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each Value means, both to them and to the wider community and why it is important to display these Values in all that we do and say.

The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, nurture a secure sense of self, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions by being aware of their feelings, sensations and emotions.

We believe that by sharing our high expectations for behaviour with parents/carers there will be a consistency between home and school and that this will have a positive impact on children's attitudes to learning at home and at school.

The 3 C' approach

We follow the CCC Approach to encourage positive behaviour. CCC posters are displayed in classrooms and around the school.

Choices – are you making the right behaviour choice? Think about your Values. Listen if an adult or a friend reminds you to make the right choice.

Chances – if you have made the wrong behaviour choice you will be given a chance to remember your Values and improve your behaviour.

Consequences – if you still don't make the right behaviour choice, there will be a consequence. This might mean missing playtime or other privileges. It might mean your teacher speaking to your parents or the Head Teacher.

Promoting positive behaviour

The following list sets out the ways in which we promote and encourage positive behaviour within our school.

1. All behaviour should be measured against our school Values and both positive and negative behaviours are addressed through the Values used in our school (Appendix 1)

2. Parents and children are involved in the signing of and commitment to the Home School Agreement at the beginning of every year (Appendix 2)
3. School Values and Classroom rules will be displayed in every classroom. Our children agree on expected behaviour in school at the beginning of each academic year
4. Careful consideration to the organisation of the curriculum, class groups and routine will be given to support good behaviour
5. Teachers will strive to plan lessons that are engaging, suitable to the needs of the children and take account of their educational, cultural and religious background.
6. The school will use a range of strategies to reward positive behaviour (see Appendix 3) and will always seek to apply these with fairness and consistency. Each class teacher will lead their own class reward system based on our whole school approach, using their professional judgement.

Responding to negative choices

We ensure all staff and children can work in a happy and supportive environment. Behaviour is monitored in all areas of the school at all times, by all staff members. Minor behaviour breaches are generally dealt with by the class teacher or another member of staff in a caring, supportive manner, with some flexibility regarding age, social, emotional and Special Educational Needs of the child, as far as consequences are concerned.

1. We will always try to remain positive and professional in our dealings with poor behaviour. We will address the behaviour, not criticise the child.
2. Whilst never tolerating poor behaviour, we believe that children who have not yet learned the benefits of good behaviour require a variety of different strategies in order to learn to make the right choices. Our aim will always be to seek improvement in the behaviour and this may be achieved in many different ways depending on the child and the circumstances (see de-escalation strategies Appendix 4). If a child is affected by someone else's poor behaviour, they will be given appropriate support and reassurance. Each case is treated individually.
3. Staff on playground duty at break and lunchtimes will communicate with class teachers regarding any negative behaviour choices and consequences to ensure consistency.
4. Children are given the opportunity to reflect on an incident or their behaviour in terms of what went wrong and to discuss how they could have made different choices that would have resulted in a more positive outcome (Appendix 4)
5. If, after the child is given a chance to improve their behaviour, and de-escalation strategies have been put in place, the negative behaviour continues or worsens we will follow the Consequence Ladder (Appendix 5)
6. We teach the children that bullying is different from poor behaviour choices. We have a separate Anti-Bullying policy regarding this.
7. Staff will use their professional judgement when behaviour is under review and if the behaviour gives cause to suspect the child is suffering or likely to suffer significant harm, staff should follow the school Safeguarding policy. Staff will also

consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

8. This positive behaviour policy considers the Equality Act 2010 in respect of pupils with SEND.

Our priority is the safety and well-being of all children, including the child whose behaviour is causing concern. Every effort will be made to support all children in managing their behaviour. We fundamentally believe that all children want to please and to behave well in school. As professionals, we need to recognise the factors that are affecting a child's ability to do this and find ways to overcome these barriers. That said, the onus is shared between the school, parents/carers and the child to show their full commitment to improvement.

Monitoring the policy

- To help identify the effectiveness of the policy
- Pupil questionnaire
- Parent/carers questionnaire
- Feedback from school council
- Annual review of Behaviour policy
- Feedback from governor visits

Links to other policies

Complaints Policy

Child Protection and Safeguarding Policy

Anti-Bullying Policy

Attendance Policy

Suspension and Exclusion Policy

Special Educational Needs and Disabilities (SEND) Policy

Physical Intervention Policy

Dfe Guidance

DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'

DfE (2013) 'Use of reasonable force'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2023) 'Keeping children safe in education 2023'

DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy statement has been endorsed by the Governing Body, and will be reviewed on an annual basis

Policy reviewed and updated : Signed Date

Policy ratified and updated : Signed Date

APPENDIX 1.
Our School Values with definitions

| Value | Definition |
|----------------|--|
| Peace | A time of quietness and calm |
| Politeness | To have good manners |
| Courage | To be brave and overcome your fear |
| Co-operation | To work in a friendly and helpful way together |
| Independence | To be responsible for yourself and to learn to do things on your own |
| Responsibility | To take good care of something or to be trusted |
| Patience | To be able to wait for a long time without getting cross or angry |
| Respect | To have a good opinion of qualities and achievements and be considerate |
| Kindness | To be friendly, generous and considerate |
| Appreciation | To be grateful for something and to value it |
| Truthfulness | To tell the truth |
| Determination | To strongly believe you can do something and to keep trying until you do it. |

APPENDIX 2.

Home-School Agreement

Maulden Lower Mission Statement, Vision & Ethos Statement

Mission Statement

It is our mission to nurture and educate children
'Towards a better life' - ad aevum meliorum

Vision and Ethos

In a fast-paced world, we believe in nurturing happiness, resilience and success in children 'towards a better life' - ad aevum meliorum

The Maulden Way encourages pupils to 'live their Values,' not only within our inclusive school, where diversity is celebrated, but also as members of the local, national and international community.

At Maulden Lower School, we challenge our children to strive for academic, creative, sporting and personal accomplishment within a broad and balanced curriculum.

We foster open and honest communication with parents, carers and specialists and actively seek to engage all members of our school community in a positive, supportive manner.

Through this statement we will ensure:-

- Maulden children will be happy, kind, successful with a thirst for life and learning.
- They will be motivated by their school experience to achieve their personal potential in readiness for the next chapter of their lives.
- We develop the whole child through our twelve core Values, which underpin all that we do.
- We provide a richly inspiring curriculum, suitable for all.
- Our children have the opportunity to connect with nature by making use of our beautiful rural location.
- We seek to develop deep relationships with our local community, placing the school at the heart of village life, so that children experience the real world within a safe and secure environment.

Maulden Lower Values

We promote achievement by:

- Holding the highest expectations for all and striving for every child to make the very best possible progress.

We develop confident and independent learners by:

- Providing opportunities for learning which excites passion and curiosity
- Embracing challenge and not giving up
- Trying out best without fear of failure
- Speaking knowledgeably about our strengths and areas of development.

We value supportive and positive relationships by:

- Bringing out the best in each other
- Showing pride in one another's achievements
- Creating strong partnerships between home, school and the wider community.

We appreciate others by:

- Valuing and respecting the rights of others
- Making sure everybody feels listened to
- Promoting good manners and a caring attitude.



Maulden Lower
School

Home-School
Agreement

Child's Name

Child's Class

As a school we will

- teach your child to develop a positive attitude to one another, regardless of gender, race, sexuality, culture, belief, values, age and need.
- respect the rights of all children and encourage them to develop positive relationships and respect for others.
- provide a safe, secure and stimulating learning environment.
- provide a broad, balanced and exciting curriculum tailored to the needs of each pupil.
- provide interesting and exciting clubs, trips and other activities.
- keep you regularly informed of your child's progress.
- let you know of any concerns that we have.
- be an open and welcoming school to any ideas and contributions from the wider school community.
- promote good attendance and punctuality.

Signed
(School)

As a pupil I will

- adopt and live the schools Values.
- respect everyone's culture, race, feelings, beliefs and values.
- be honest and will respect the rights of other children and adults.
- show manners, behave well and follow the school rules.
- always try my best to take responsibility for my own learning, including my homework.
- respect my right to an education by working hard and trying my best.
- attend school regularly and on time.
- bring to school everything I need for the day and in the correct uniform.
- tell a member of staff if I am worried about anything.
- ask for help if I need it.
- take good care of my classroom, the building, equipment and school grounds.

Signed
(Pupil)

As a parent/carer I will








- respect the rights of other adults and children.
- support and work with the school to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- make sure that my child attends school regularly, arriving and leaving on time and will notify the school in the event of any absence.
- regularly read with my child, practice their spellings and times tables and encourage them to do their homework.
- take an interest in my child's learning and attend and make positive contributions towards meetings with my child's teacher and other staff, aiming to be positive and productive.
- let the school know, in a calm, supportive manner, of any problems which may affect my child.
- read all information sent home as this gives me important details of relevant policies, meetings, events, activities and open days.
- support the school in the teaching of safe and secure internet use at home.

Signed
(Parent)

APPENDIX 3.

Rewarding Good Behaviour – helping our children to make the right CHOICE

The following is an exemplar list and may not be used in all year groups. Teachers can use other types of appropriate awards to reinforce and commend good behaviour.

| | |
|---|---|
| Verbal Praise |  |
| Star sticker charts which link to certificates in Friday Celebration Assembly 10 stars – star award, 25 – Bronze, 35 – Silver, 50 – Gold, 75 – Platinum, 100 – diamond |  |
| Values tokens leading to a class reward day |  |
| Star of the Week certificates in Friday Celebration Assembly (2 children per class per week) |  |
| Values Certificates in Monday Assembly (2 children per class per week) |  |
| Table Points |  |
| Fantastic Finish–usually on a Friday afternoon |  |

APPENDIX 4.

De-escalation Strategies – giving our children a fair CHANCE

This is an exemplar list and every case will be considered individually. Other strategies may also be used.

| | |
|--|---|
| Verbal advice and support | Use Values language, remain positive and brief |
| Using a calm, respectful voice when dealing with an incident | Adopt a non- threatening stance and speak in a calm manner |
| Giving space | This may involve moving to another table or quieter area of the classroom or playground. This should be done calmly without judgement. |
| Reassurance | Let the child know you believe they can make the right choice and move on |
| Praise/Reminders of success | This may include tactical ignoring of low-level poor behaviour and praising/drawing attention to small examples of current positive behaviour and previous examples of positive behaviour choices |
| Choices | Remind the children of CCC Approach |
| Humour | Used judiciously, to break the ice and strengthen relationships |
| Opportunity to talk | To avoid frustration, children need to get their point of view across. If this cannot be done at the time, let the child know there will be a chance to do so later |
| Removing audience | Consider moving another child or children out of the area |
| Time-out break or movement break | Opportunity to use sensory equipment in order to calm down or just a short break from the work |
| Distraction | Engage the child in an alternative task or conversation |
| Set limits and reward achievement | Break a task down into smaller chunks and put small rewards in place when each step is met |
| Visual reminders | Using a sand timer or personalized positive behaviour chart to show that there is an end point and help children achieve a goal |

Lunchtimes

The most effective way to manage lunchtime behaviour is to use positive reinforcement.

Behaviour may include – ignoring instructions, pushing, not playing in the right area, not being sensible with play equipment.

More serious behaviour may include – fighting, spitting, throwing stones or anything else that is immediately dangerous.

- Go to the child or ensure they come to you. Then calmly speak to the child – What Values have you forgotten? Have you made a good choice here?
- Allow children a chance to give their side (if this really can't be done easily at the time, assure them they will have chance to speak later)
- Discuss what happened, how the child/children feel and who else have been affected.
- Discuss what the child/children need to do now so harm can be repaired
- Children then put solution effect – this may include saying sorry and the other child accepting the apology and/or a child being removed from the play activities standing with a member of staff for a period of lunchtime.

Children may need some quiet time standing with a member of staff or away from peers in order to reflect.

Any lunchtime issues are communicated to the class teacher and further consequences may be applied.

APPENDIX 5

Consequence Ladder

| Level 1 | Level 2 | Level 3 |
|---|---|---|
| Negative behaviour that can be effectively managed within the classroom/dinner hall/playground by a member of staff. | Negative behaviour that cannot be effectively managed within the classroom/dinner hall/playground or persistent Level 1 behaviour. Notify and inform senior staff and parents. | Negative behaviour which results in formal and regular involvement of the Senior Leadership Team and parents with possible outside agencies or persistent Level 1 and 2 behaviour. |
| Behaviour | Behaviour | Behaviour |
| <ul style="list-style-type: none"> • Distracting others repeatedly • Shouting out/chatting/not listening after reminders • Lack of concentration or poor effort • Throwing items • Rough play/play fighting • Name calling or unkind words | <ul style="list-style-type: none"> • Refusal to co-operate with staff/non-compliant • Deliberate damage of property • Intentional hurting of others • Use of inappropriate language – swearing | <ul style="list-style-type: none"> • Bullying • Racism, homophobia or religious discrimination • Serious, wilful violence towards another person • Theft of valuable or personal items • Attempting to leave the school premises • Behaviour that seriously endangers others or themselves |
| Consequences | Consequences | Consequences |
| <p>After the child has been given a chance to improve their behaviour and de-escalation strategies (Appendix 4) have been put in place, these consequences may be used.</p> <ul style="list-style-type: none"> • The child given a reminder to make the right behaviour choices • Having to redo a piece of work or action (e.g. walking sensibly) either immediately or later • Loss of playtime or part of playtime at the adult's discretion • Missing part of Fantastic Finish to reflect • Loss of other privileges will be considered <p>An opportunity for restorative action will always be sought, along with time for reflection.</p> | <ul style="list-style-type: none"> • Class teacher to record incident in Yellow Behaviour Book kept in classrooms and parents informed • May removed from lesson and sent to senior member of staff for reflection. <p>IF THE ABOVE PROCESS HAS BEEN REPEATED THREE TIMES, MOVE TO:</p> <ul style="list-style-type: none"> • A face to face parent meeting with class teacher and follow-up meeting also arranged • Continue to monitor child's behaviour and record in Behaviour Management Log as appropriate. • Loss of other privileges will be considered | <ul style="list-style-type: none"> • Risk assessment and a behaviour management plan/positive handling plan may need to be written • PSP written addressing social, emotional and mental health needs with regard to behaviour • Consultation with outside agencies and parents • Possible reduced timetable • Possible suspension of all playtimes/lunchtimes for a period of at least two days • Exclusions from extra-curricular activities/events eg school discos and parties • Children will be in lessons but may sit apart from their peers • Suspension may also be considered and in the most serious cases exclusion may apply. <p>In consultation with parents, the Headteacher, SENDCo and CBC SEND Support Team may attempt a managed move to an alternative provision.</p> |

Suspension

Should your child receive a 'suspension' you will receive a letter detailing the reason for the suspension as well as details telling you what to do if you disagree with the decision.

If your child is suspended for 5 days or less and you disagree with the decision, you can in the first instance have your views heard by the Governing Board, however at this stage they are unable to overturn the Head Teachers decision.

If your child is suspended for more than 5 days, or a suspension means that your child will miss an exam or national curriculum test, you can appeal to the Governors to overturn the decision.

Permanent Exclusion

The Head Teacher may decide to exclude a pupil permanently

- in response to a serious breach or persistent breaches of the school's behaviour policy
- allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school

You will be invited to a review meeting with the school's governors within 15 school days of being permanently excluded.

If the governors don't overturn the exclusion, you can ask for an independent review by your local council. The governors must tell you how to do this.

If your child is still excluded you can ask the Local Government Ombudsman to look at whether your case was handled properly. They cannot overturn the exclusion.

Conclusion

In keeping with our school aims, we strive to maintain a positive partnership with our pupils, parents, governors and outside agencies to ensure a well ordered and happy school community.