



The Meadow Community Primary School and Pre-School

Behaviour Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	A clear behaviour policy, consistently and fairly applied, underpins effective education. This policy aims to clarify and explain procedures to promote and reward positive behaviour at the Meadow Community Primary School and the sanctions that relate to unacceptable behaviour. It aims to support all staff throughout the school in managing behaviour. This policy aims to comply with the ethos of the Disability Discrimination Act, and therefore reasonable adjustment to the policy and procedures, contained in this document, may be made for children whose behaviour is affected by their particular disability.
<u>Objectives</u>	<p>The children of the Meadow Community Primary School are encouraged to learn in both a caring and supportive environment and through the attention and support of the staff they are taught to appreciate and develop their own needs as well as those of others. The purpose of this policy is to give a clear code of conduct for all to use at The Meadow Community Primary School and after discussion with both the staff, parents, governors and children it reflects the values and principles that we consider to be very important to the school as a whole.</p> <p>'Route to Resilience' is promoted throughout the school where the children work on displaying as many of the different positive characteristics as they can to help them be the best versions of themselves that they can be. Route to Resilience is an evidence-based and practical approach to supporting schools and families in their work developing the emotional wellbeing and resilience of children and young people.</p> <p>We believe that social and emotional well-being of our children is a crucial part of helping them to cope with the pressures they face as they grow up. All the staff are committed to supporting children's happiness and developing character traits that will help them be successful both at school and in life. Our values and growth mindset ethos run throughout our curriculum and we are building on this further this year through the Route to Resilience project. All staff and children are learning about the power of vocabulary and choosing our words carefully to help the children 'exercise these character muscles'. Some of the words we are using are:</p> <ul style="list-style-type: none">PerseveranceFocusBraveryListeningCuriosityKindnessGood humourCooperationReasoningSelf-esteemSelf-manageFriendship



	<p>Resilience Honesty Optimism Gratitude Respect</p> <p>We continue to look at important Life skills/character muscles and recognise transferable skills in our children. The language of Route To resilience is used daily in lessons and by all staff in school. We aim to build confidence and resilience so children can achieve their full potential and be the best they can be, able to cope with whatever the future holds for them</p> <p>We aim to provide a safe, secure and happy atmosphere for all people who enter into the school and this includes children, staff, parents, governors, local community and visitors. School rules are visible in every classroom and each year pupils will create a set of class rules with their teacher. In the event of a pupil showing inappropriate and unacceptable behaviour that is of a serious or continuous nature then the school will seek to involve the parents and if deemed necessary outside agencies, at the earliest opportunity and together will discuss the matter and work out a way forward.</p> <p>We expect a good standard of behaviour from all of the children including:-</p> <ul style="list-style-type: none"> • Consideration • Tolerance • Taking turns • Care of property • Politeness and • Honesty <p>But the main propriety that all of these are based on is '<u>respect</u>', including themselves, each other and the school.</p> <p>Good behaviour underpins the effective running of the school through the relationships between children, staff, parents, governors and the wider community. Pupils are expected to be polite and well-behaved. They are positively encouraged to respect themselves and others as well as their own and other people's property; treat others as they wish to be treated themselves and to take pride in and care for their own environment. Children are expected to take responsibility for their own actions and this in turn is supported by their right to be given a fair and consistent approach to discipline.</p> <p>Discipline is best centred on a positive approach, giving praise where it is due and rewarding hard work and good behaviour. If children do not behave in an appropriate manner and abide with the school rules, appropriate sanctions will then be applied.</p>
<u>Curriculum content</u>	High expectations of behaviour are expected in all aspects of the school curriculum.
<u>Assessment, Recording and Reporting</u>	<p>The children have a variety of responsibilities that they are encouraged to do. These include being responsible for their own actions and to take the subsequent consequences.</p> <ul style="list-style-type: none"> • To deliver the registers to the teachers in the mornings and after lunch • To help the teachers (if requested) for afternoon activities and collecting house points etc. • To be members of the School Council. • To be eco monitors.

All responsibilities undertaken by the children are increased as they become older and progress through the school.

We reward hard work, positive behaviour and good citizenship by:

Public praise -

- Sending a child with their work to another teacher or the Head teacher
- Giving praise in front of the class or group of pupils
- Positive verbal comments are given to the child
- Send copies of work home
- 'Special Mention' certificates are given out in a whole school assembly
- The younger children give each other a 'clap' whenever praise is given
- Pupil of the Term
- House points
- Gold or silver stickers being given by the Heads of School
- The giving of quality awards

Rewards are given in the form of 'House points', These encourage the children to work together and support each other to attain rewards for their house as well as themselves as individuals. Children aim to collect 100 house points, shown on a 100 square or in the form of a tally chart, that will then earn them an individual reward and then there is a collective reward for the house with the most points at the end of each term. The jars with the points (counters) in are displayed in reception. These are given for anything positive that the child does including academic achievements, effort and behaviour.

Examples of good work will be shared in the monthly newsletter as well as being displayed on the school web site and on Twitter.

Sanctions

If a pupil does not behave in an acceptable manner then steps will be taken to deal with this in an appropriate manner. Examples of unacceptable behaviour are as follows: bad language, verbal abuse, shouting, bad manners, aggressive behaviour, bullying, disrespectful behaviour and racism. (Action taken in the event of bullying can be found in the separate 'Anti-bullying' and 'Racism' policies.)

- Misbehaviour outside of school if witnessed by a member of staff or is reported to the school is also something that the school takes very seriously. This includes misbehaviour when a pupil is:
 - Taking part in any school-organised or school-related activity
 - Travelling to and from school
 - Wearing the school uniform
 - Online behaviour
 - Behaviour that could adversely affect the reputation of the school
- A firm reprimand from a pupil's own teacher is expected to be sufficient to correct most behaviour. However, if this fails to be sufficient the following procedures may be adopted:
 - Time will be taken from the child's break or lunchtime depending on the age of the child.
 - A child can be moved to another place in the class to help diffuse any situations
 - A child can have time out where he/she is sent to another class for a 'cooling off period'. This is often encouraged as a choice to give them the chance to take responsibility for their own actions.

	<ul style="list-style-type: none"> • Minor incidents of misbehaviour will be dealt with by the class teacher or another teacher with a verbal reprimand • In more severe cases of misbehaviour a child will be sent to the Heads of School or member of the leadership team and then parents will be contacted to discuss their child's behaviour if it is felt it is warranted this may then lead to a fixed term internal or external exclusion. • A 'Behaviour Cloud', which is visual and has three areas that the children's names can be moved to for a limited amount of time, if there are any issues with their conduct, is used within foundation stage and key stage 1. Key stage 2 children are expected to respond to a more personalised and verbal approach that has appropriate and immediate consequences, e.g. a missed break or lunch time to finish work. • Pupils may be put 'on report' which is a daily system where the children report to the Head teacher or member of the leadership team for a given period of time. • Pupils may be asked to empty their bags, pockets or lockers if staff has reason to believe pupils have unsuitable items in their possession. This will be completed in the presence of a member of the leadership team. • The legal provision on school discipline enables members of staff with the power to use reasonable force to prevent pupils injuring themselves or others or damaging property. <p>We initially implement the following procedure-</p> <ul style="list-style-type: none"> • Restorative judgement-children to think for themselves about the consequence of their behaviour. • Scripted questions/behaviour cloud • Spoken to by the class teacher • Spoken to by the key stage leader • Spoken to by a head of school <p><u>Use of Reasonable Force</u></p> <p>All staff have a duty (and a legal right under the Education and Inspections Act 2006) to intervene and use reasonable force in any aggressive or physical behaviour in order to keep pupils and adults safe from harm or distress. Reasonable force is only used in order to 'control or restrain' a pupil and will only be used as a last resort. If used to control extreme behaviour it should be recorded in a specific book. Positive Handling will be used to negotiate with the child to create a safe and positive conclusion whenever possible.</p> <p>All use of reasonable force is governed by the DfE's guidance document 'Use of Reasonable Force' document July 2013. Some children exhibit patterns of behaviour which at times can be aggressive. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.</p>
<p><u>Professional Development</u></p>	<p>Addressing unacceptable behaviour includes teaching staff working very closely with lunchtime supervisors and support staff to ensure consistency of approach in managing behaviour. In the event of serious misbehaviour and resulting in a short time exclusion being used then the Support of the governing body is always sought and Local Authority guidelines followed. Teachers encourage a positive classroom ethos and environment through class rules and promoting a calm and effective teaching area. The children are constantly reminded about expectations of behaviour and the need to comply with the rules of the school.</p>
<p><u>Monitoring and Evaluation</u></p>	<p>If a pupil does not behave in an acceptable manner then steps will be taken to deal with this in an appropriate manner. Examples of unacceptable behaviour include-</p> <ul style="list-style-type: none"> • Unpleasant language • Verbal abuse

	<ul style="list-style-type: none"> • Shouting • Poor manners • Aggressive behaviour • Bullying • Disrespectful behaviour • Any racist comments • Inappropriate online behaviour <p>Action taken in the event of bullying can be found in the separate 'Anti-bullying' and 'Racism' policies.</p> <p>Behaviour logs are kept as a record of any unacceptable behaviour.</p>
<u>Health and Safety</u> (including e-safety and safeguarding, if applicable)	<p>We are aware that problems with behaviour can arise at any time, but in particular at lunchtime, playtime and arriving at and leaving school. As a result of this, we provide the appropriate supervision at break times, with 1-1 staff if necessary, and talk regularly with dining supervisors about the children's behaviour.</p> <p>Teachers annually review with the children, a series of rules regarding expectations of behaviour in and around school. These are then prominently displayed in the classrooms.</p>
<u>Resources and displays</u>	<p>Classrooms have various displays as a reminder to the children of high expectations of behaviour. These include prompts of how to line up, look after equipment, sitting at tables, sharing and being proud when we help one another etc. All displays have positive comments to reinforce expectations.</p>
<u>Partnership with parents/carers</u>	<p>Good behaviour is expected from the children and it is desired that the parents will fully support the school in encouraging their child to behave in an appropriate manner.</p> <p>A partnership in the form of a 'Home School Contract' is agreed and signed and this is essential if the children are to clearly understand the rules of acceptable behaviour and good social integration.</p> <p>If for any reason a child does have any problems the school will share this with parents and they will be expected to be included in helping their child to progress and behave in an acceptable manner.</p>
<u>Partnership with other agencies</u>	<p>Pupils have the opportunity to speak to the school counsellor if it is felt that it would be of benefit. Parents are asked permission for this and liaison between the two is ongoing. The smooth transition between year groups is aided by a number of meetings between the relevant staff to discuss pastoral information and any behavioural issues. Transition between The Meadow and the relevant secondary school consists of two days for all of the year 6 pupils but for any pupils with more complex needs, alternative arrangements are made and extra induction days are organised. Meetings occur between the staff at both schools and background information shared and discussed.</p>
<u>Other</u>	