



Meadow View Primary School

Behaviour Policy September 2016

Our Behaviour Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

Expectations of the school community

Curriculum

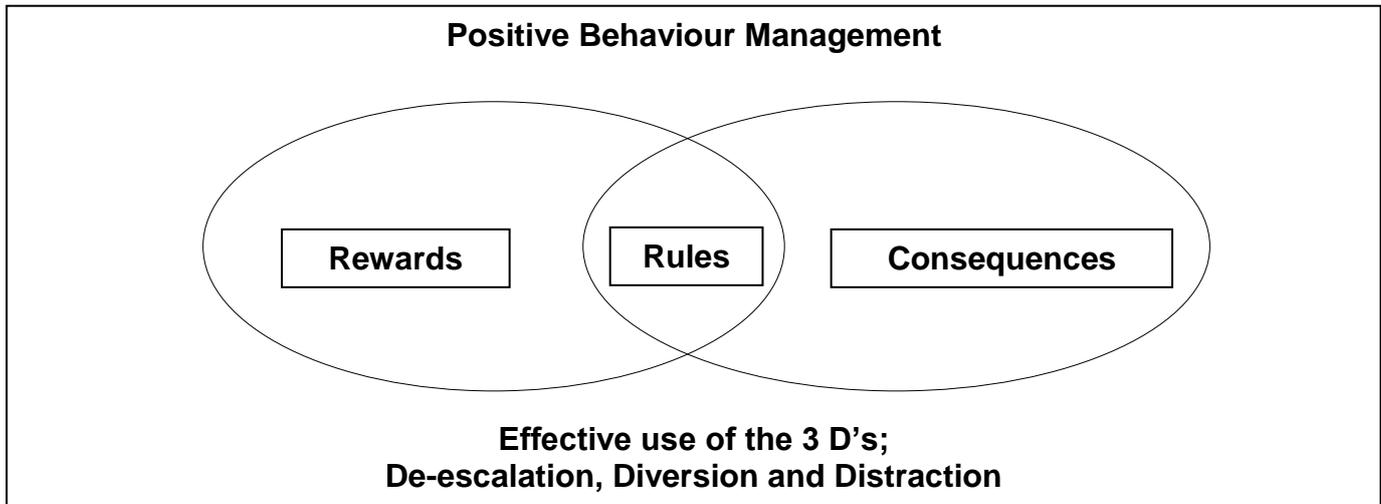
At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE, British Values and Citizenship, taught using a variety of methodologies (refer to PSHE and citizenship policy) addresses our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Staff and Governors, Pupils and Parents

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment e.g. PE bag, book bag, reading record, homework
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress.
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To attend all Parents Meetings To agree to and sign the Home School Agreement
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	To provide the school with an emergency contact number

We have structured our policy with clear **Rules, Rewards** and **Consequences** which are underpinned with a range of **Positive Behaviour Management** strategies used by all staff. At all points of the consequence ladder staff are encouraged to use a range of **de-escalation, diversion** and **distraction** techniques which are sometimes tailored to the needs of individual children.



School systems

The School Rules - Our 5 R's (These expectations cover all aspects of school life including lunchtimes)

- Respect
- Responsibility
- Resilience
- Resourcefulness
- Reflection

These rules are clearly displayed in each classroom on an image of a hand.



To ensure that the 5Rs are clearly understood and used consistently, staff around school model the 5Rs and identify and catch children demonstrating the behaviours. We use assembly to teach the different aspects and classes follow up this teaching in circle time in class.

The Pirate Ship

- Each classroom has a Pirate Ship with photos of the children. Children will be praised for 'always' being on the Pirate ship.
- Each class has designed their own pirate ship and voted on the winning design.
- The Pirate Ship will have clearly defined areas;

- The main body of the ship which represent where children are following the school rules.
- The mast which represents children who are trying particularly hard or demonstrating one of the Rs above and beyond our expectation.
- The plank which represents our consequence ladder.

Rewards

- Children are now more responsible and take charge of their own behaviour. Every class has been consulted about ideas for rewards and these have been used to develop a new reward system.
- As part of the changes we are making to our behaviour policy we have introduced Dojo points to use in class. Dojo points are awarded 1 point at a time and will be awarded to children who;
 - demonstrate an aspect or feature of the 5 Rs.
 - read 3 times per week
 - bring their homework
 - got their PE kit, book bag and reading record each week
- Dojo points will accumulate and when a child has reached, 25, 50, 75 and 100 Dojo points they will be sent to the Leadership room for a prize from the special box and be awarded the relevant certificate.
- Each child will be allocated to a school house (Diamond, Emerald, Ruby and Sapphire) and Dojo points will be collected each Friday and totalled. These will be shared on the school website. At the end of each half term, the house with the most Dojo points will be rewarded at the end of a school day with an hour's activity either in the school hall or on the school field for their house. The Inclusion Leader will inform staff of the winning house each half term and the staff linked to that house will organise the treat and school will ensure cover is available.
- At the beginning of each half term, there will be a House assembly in the KS1 coloured classes to determine the prize if won and to motivate the collection of Dojo points.
- At the end of each full term (Autumn, Spring and Summer) class teachers will indicate which children are 'Always' children. Always children are determined by the fact that they have never been on step 2 or more of the plank in the term. 'Always' children are awarded a blue wrist band to wear at all times. This band is their responsibility to keep by continuing to be 'Always' on the pirate ship.
- At the end of each academic year we have the annual Governors Awards to honour children for different categories determined by the school Governing Body. These include Academic Achievement, Progress, Sportspersonship, Sporting Excellence, The Arts, Friendship and Community contributions.

Consequences

Using the consequence ladder, situated in every classroom, unacceptable behaviour is divided into 5 bands:

Preplank: Redirection and reminder of expectation

1. Warning
2. Time to Reflect
3. Loss of Lunch Time (10 Mins)
4. Loss of Privilege (e.g. break time or special job) and
Speak to parents (at end of day in person or phone call home)
5. Meeting with parents



Loss of Lunch Time can be in class with the teacher to completed work if appropriate or collectively with a member of the Senior Leadership Team. Should a member of SLT not be available, a member of staff from that Key Stage will lead the Loss of Lunchtime.

Should a child get to number 5 on more than one occasion in a week, a meeting should be set up by the teacher with parents and a member of the Senior Leadership Team.

Concerns about high levels of behaviour or repeated incidents of inappropriate behaviour should be logged by staff on CPOMs.

Positive Behaviour Management

Consistency and effective classroom management underpins our Behaviour Policy. We have established clear Rules, Rewards and Consequences. As a school we promote the Jason Bangbala's 42 Behaviour Management tips for effective classroom management as strategies to ensure we are promoting positive behaviours. We are also a Team Teach trained school. Team Teach is an approach to behaviour management which focuses on 95% positive strategy with the use of de-escalation and distraction techniques. In extreme circumstance (5%) Team Teach positive handling may be used to remove a child to a safer environment or to avoid risk of injury to themselves, another child or an adult. Should Team Teach positive handling strategies need to be deployed for a child in crisis, this is recorded in the school Bound and Numbered Book. Staff are encouraged to use the 3 D's des-escalation, distraction and diversion at all points of the consequence ladder to avoid getting to extreme circumstances.

Behaviour at Lunch Time

Behaviour at lunch time is recorded and monitored by the School Meal Supervisor Assistants. Children who are finding it difficult to behave appropriately at lunch times and have had repeated incidents in a term will be put on report and will be checked on a daily basis by a member of the Senior Leadership Team.

We have a daily lunchtime club for children who are finding difficulty for any reason being outside and they are targeted to attend the club for a period of time deemed appropriate. The club has members of staff present and led by the Inclusion Leader.

For positive behaviour SMSAs can inform children that they have been awarded a Dojo point. SMSAs need to be clear about which R the Dojo point has been awarded for.

Early Years Foundation Stage

The Early Years Foundation Stage shares the principles, ethos, expectations rules and rewards of the school. However, due to the organisation of the day in the Early Years Foundation Stage the consequences of inappropriate behaviour are different. There are 5 bands of consequences:

1. Redirection
2. First warning
3. Time Out
4. Talk with Foundation Leader or another FS member of staff
5. Talk with Parents

There is a consequence ladder situated in each of the indoor classrooms in the unit. The children know which consequence ladder their photograph is situated on. The key person takes responsibility for monitoring the behaviour of their key children and will inform the foundation stage leader should there be concerns over a child's regular display of inappropriate behaviour. Although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

Serious incidents

Although most incidents will be dealt with by progressing through the stages of the consequence ladder, extreme behaviour or serious incidents may require more than one jump up the consequence ladder and depends entirely on the situation. We have a clear definition of Zero Tolerance and this is displayed around school and in classrooms.

Zero Tolerance!

We will not accept:

- Walking out of class
- Arguing back to adults
- Being in the wrong place during learning time
- Offensive language
- Swearing
- Threatening behaviour
- Acts of violence
- Name calling
- Hand gestures
- Ignoring adults
- Saying 'no' to adults

Should an incident of this nature occur, a member of the Senior Leadership Team may be called upon to talk to the child. We will try to avoid using exclusion at all possible, but should the behaviour be of an extreme nature or should the behaviour be a repeated incident, the Head Teacher will base a decision on exclusion, using a range of evidence on a case by case, child by child basis.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers.

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors, LEA representatives, school community nurse and local Healthy School Standards representative. This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus. It will be reviewed on an annual basis.

Date written – January 2013

Revised September 2013 + April 2015 + January 2016 + September 2016.

**RESPECT RESPONSIBILITY
RESILIENCE REFLECTION
Resourcefulness Resilience**



**RESOURCEFULNESS
Respect Responsibility
Reflection**

<p>RESPECT Honesty and trust Interdependence Collaboration Empathy & Listening Imitation</p>	<p>I work well with others and treat everybody respectfully I am polite and helpful to everyone I know when to learn alone and when with others; I share ideas and information I look after the environment and resources I can put myself in other people's shoes I learn from the way other people do things</p>
<p>RESPONSIBILITY Taking care of yourself and others Accountability Decision making Being Dependable</p>	<p>I can take responsibility for my own learning and behaviour I can keep myself safe and healthy I can be kind and take care of others I know who to ask for help if I need it I can complete tasks to the best of my ability I can be flexible and adaptable and cope well with change</p>
<p>RESOURCEFULNESS Questioning Making links Imagining Reasoning Using resources</p>	<p>I am curious about learning I like to get to the bottom of things I like to see how things fit together I can be logical and systematic when working I make use of a range of learning resources I enjoy using my imagination</p>
<p>RESILIENCE Absorption Managing distractions Noticing / Observing Perseverance</p>	<p>I like a challenge I am not afraid of findings things hard I get 'lost' in learning I make accurate descriptions / observations I minimise negative distractions I stick at things despite difficulties</p>
<p>REFLECTION Planning Reflecting Evaluating Meta-Learning (Thinking about how I learn)</p>	<p>I like to organise my work; I can sort out what needs to be done I know what I have done well and what I need to do to improve I can transfer learning form one area to another I can anticipate problems and ask enquiry questions I can talk about how I learn I am curious and notice things</p>

