

Behaviour Policy

Meadow View Primary School



Approved by:	Head Teacher	Date: June 2018
Written:	June 2018	
Next review due by:	June 2020	

Meadow View Primary School

Behaviour Policy September 2018

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

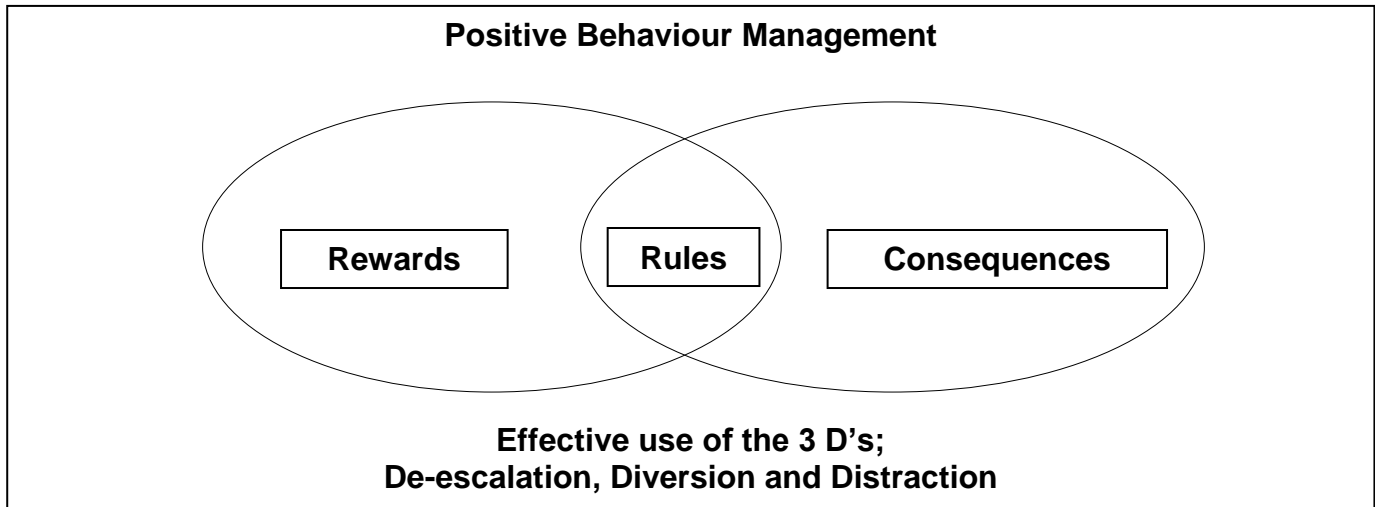
At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE, British Values and Citizenship are taught using a variety of methodologies (refer to PSHE and citizenship policy) addressing our ethos and expectations directly.

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 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 times 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 assemblies to teach the different aspects and classes follow up this teaching in circle time/PSHE lessons in class.

Rewards

- All children are expected to achieve their goals as a learner for each lesson.
- If a child achieves a 'Goal' this is recorded by the teacher in a tally chart.

- When children reach 25 goals they receive a certificate from their teacher.
- Certificates are given for every multiple of 25 goals achieved.
- At the end of each half term the number of goals are collated for each child and used with winners expectations for each level to record on the whole school Winners Podium Display.
- Children will work their way up the Winners Podium throughout the year.
- Privileges will be awarded to children who are on different levels of the Winners Podium.

Consequences

- Children will be given a warning if their behaviour does not follow the 5R's. This will be shown on the 'Refs Whistle'.
- If children's behaviour continues or their behaviour is regarded as a low level behaviour they will be given a yellow card.
- A yellow card will result in the child having a logical consequence or discussion with their class teacher in their own time (break of lunch time).
- If children's behaviour continues or their behaviour is regarded as a high level behaviour they will be given a red card.
- A red card will result in the child having a logical consequence, restorative discussion with their class teacher and/or behaviour modification task in their own time (break of lunch time).
- Concerns about high levels of behaviour or repeated incidents of inappropriate behaviour should be logged by staff on CPOMs.

The Refs Whistle, Yellow cards and red cards are metaphorical not literal cards or displayed on the wall. The use of the PIP and RIP strategy to be used – Praise in Pupil, Reprimand in Private.

Yellow Cards

Yellow cards will be given if a child's behaviour continues after the warning 'whistle' has been given or if a child's behaviour is of a low level.

Examples of Low level behaviours are:

- Talking unnecessarily or chatting during learning time
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other or staff
- Not bringing the right equipment
- Not getting on with work
- Fidgeting or fiddling with equipment
- Purposely making noise to gain attention
- Disturbing others learning
- Lack of respect for the school equipment or environment
-

*These are examples of low level behaviours. A yellow card will be given if these behaviours occur but not restricted to only behaviours on this list.

Red Cards

Red cards will be given if low level behaviours persist or if a child's behaviour is of a high level.

Examples of High level behaviours are:

- Walking out of class
- Arguing back to adults or questioning instructions
- Being in the wrong place during learning time
- Offensive language
- Swearing

- Threatening behaviour
- Acts of violence
- Name calling
- Racist or homophobic language
- Hand gestures
- Ignoring adults
- Saying 'no' to adults

*These are example of high level behaviours. A red card will be given if these behaviours occur but not restricted to only behaviours on this list.

Restorative Practice

Restorative practice strategies are used as a consequence to show children who have displayed inappropriate behaviour the effects their behaviour has on others. It allows others to have a structured opportunity to have a voice and encourage them to challenge inappropriate behaviour that is affecting them. It is an opportunity to reflect on the actions and words that have occurred and identify alternative actions or words that could have been used. Restorative practise acknowledges the behaviour that has impacted on school relationships and gives the opportunity for these relationships to begin to rebuild.

Positive Behaviour Management

Consistency and effective classroom management underpins our Behaviour Policy along with Quality First Teaching outlined in our Teaching and Learning 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. One of these fundamental to our policy is the 'PIP and RIP' strategy of Praise in Public, Reprimand in Private'. 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 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.

Activities and games are provided at lunch time to encourage structure to the free time and develop children's social communication. A peer support system is in place with our 'Meadow View Mates'. Children have been selected and trained to support others with positive behaviour and conflict resolution. Meadow View Mates are used as activity leaders and peer mentors if children do not have someone to play with or have fallen out with friends. For positive behaviour SMSAs can inform children that they have been awarded a 'Goal'. SMSAs need to be clear about which R the 'Goal' has been awarded for.

Early Years Foundation Stage

To support the younger children to learn the School Rules they will begin by following a set of simpler rules that have easier vocabulary but are linked to the basic meaning of the 5Rs. These will be:

- Be Kind
- Be Helpful

- Listen
- Try your best
- Try new things

These words will be used to help children to learn the behaviours that are needed to follow the 5Rs which will be introduced throughout F2.

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 and the developmental stages the younger children are at the consequences of inappropriate behaviour are different.

- The children will be given a verbal warning about inappropriate behaviour initially.
- If behaviour persists they will be at the 'Refs whistle' stage and will be asked to leave the area they were playing in and play somewhere else.
- If their behaviour continues or they display yellow card behaviours they will be at the 'yellow card' stage and will be given time out.
- If their behaviour continues or they display red card behaviours they will be at the 'red card' stage and will be given time in, which means they must stay with an adult.

All of the Yellow and Red card behaviours listed are applicable for the Foundation Stage but consideration will be given for the individual's age and stage of development.

To support the development and understanding of actions and consequences the Foundation Stage will use a visual display of a football pitch with each child's photo on. These photos will be moved to the relevant places to show their positive behaviour (goals) or negative behaviour (ref's whistle, yellow or red cards).

The strongest method of supporting younger children to understand the cause and effect of their actions is to emphasise the positive behaviours and celebrate these often. Children will be able to travel along the pitch to score 'goals' like the whole school system. They will celebrate scoring goals in class and with parents. The top scorers will become the 'Player(s) of the Day' and this will be celebrated with parents at the end of the school day.

The key person in Foundation Stage 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 the yellow or red card system, extreme behaviour or serious incidents may require a member of the Senior Leadership Team being notified.

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. Discussions with parents will take place to encourage children to achieve more goals and reduce the number of yellow or red cards.

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 – June 2018



**RESPECT RESPONSIBILITY
RESILIENCE REFLECTION
Resourcefulness Resilience**

**RESOURCEFULNESS
Respect Responsibility
Reflection**

<p>RESPECT Honesty and trust Interdependence Collaboration Empathy & Listening Imitation Kindness</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 Care about things around them</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 Try new things</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 Try your best</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) Listen to others</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>

