



Growing at Meadowside Primary School

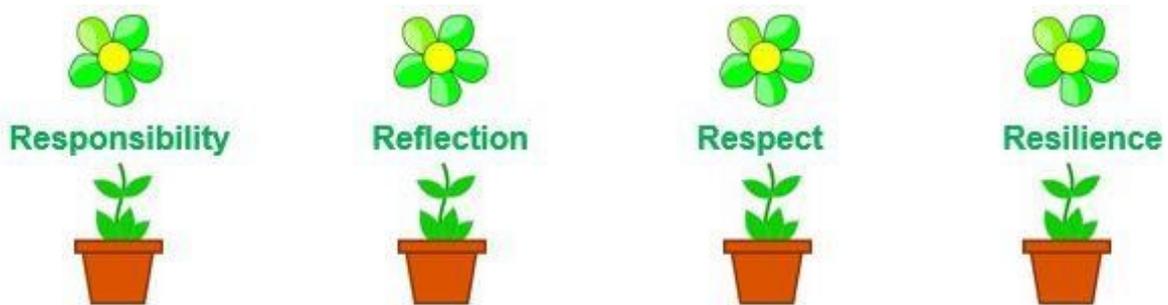
Behaviour Policy

Our Vision

Meadowside is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



Chair of Governors:	Angela Pratt	Signed:
Chair of Committee:	Full Governing Body	
Committee Responsible:	Full Governing Body	
Staff Responsible:	Josie Garnham	
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1.1	05.2020	SLT	Added appendix 1 in light of CV 19 re-opening	Appendix added

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At Meadowside Primary School we take professional responsibility seriously, this applies to:

- reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- a clear commitment to treat all information acquired through employment, both formally and informally, in strict confidence.
- to be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.

EQUALITY DUTY

At Meadowside Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

Behaviour Policy

Principles

At Meadowside Primary School we hold an unconditional positive regard for children and have high expectations for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. The school fully supports the emotional health and mental wellbeing of all pupils and this will always be at the core of our policy. Our aim is that pupils develop into young people who are sensitive to the needs of others, able to keep themselves safe through the decisions they make and who show acceptance and consideration for other people and property.

Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

All adults in school should be good role models to children and be enablers of positive behaviour. Through a consistency in expectations and implementation of the policy, children will assume responsibility for their own actions and be able to self-regulate their behaviours.

Home-School Agreement

At the beginning of each academic year, parents and children are expected to sign the Home-School agreement. This ensures that we can work in partnership to maintain the highest standards of behaviour and work. The child undertakes to keep to the school's values and exhibit these through their behaviour whilst the parent(s) agree to support the school's behaviour policy.

Our school values

These are fundamental school expectations and are encompassed in all aspects of school life including out in the local community, through rewards, assemblies, the dining hall, the playground and the classroom.

Respect

- 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 can share ideas and information.
- I look after the environment and resources.
- I learn from the way other people do things.

Responsibility

- I take responsibility for my own learning and behaviour.
- I keep myself safe and healthy.
- I am kind and take care of others.
- I know who to ask for help if I need it.
- I complete tasks to the best of my ability.

Resilience

- I like a challenge.
- I am not afraid of finding things hard.
- I make accurate descriptions / observations.
- I minimise negative distractions.
- I stick at things despite difficulties.

Reflection

- 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 transfer learning from one area to another.
- I can anticipate problems and ask enquiry questions.
- I am curious and notice things.

Expectations of Behaviour

At Meadowside, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have

Movement around school

- Children should move quietly and sensibly around school.
- Talk with quiet voices.

Assembly

- Children should enter and leave assembly quietly.
- Children listen with respect to the person leading assembly
- Classes remain seated until asked to stand by an adult

Playtimes and Lunchtimes

- First whistle/Bell: Children stop, move off equipment.
- Second whistle/Bell: Children stand still silently.
- A year group at a time called to return into school.
- **All** staff to be placed strategically to ensure children are entering the building quietly and safely.
- Unless children have a coloured peg, they will not be allowed in the building.

Toileting

- Children are encouraged to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure children are safe and learning is least interrupted.

Lunch and Breaktime supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes.
- If children are given permission to stay in during lunchtime or break times, they must be directly supervised by staff at all times.

Praise and Rewards

At Meadowside, all staff reward positive behaviour and value the efforts and achievements children make. The following strategies are used to praise and reward children.

☐ Smiles, praise and encouraging words

- **A focus on positive behaviour** – spotting those children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for showing you are ready to learn” etc.
- **Proximity praise** – praising other children who are behaving in the desired way.
- **A positive message sent home** - a sticker on the child’s jumper or a postcard sent with the child

Achievement Assembly (every Friday)

Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Pupil of the Week

Every week, a child is chosen from each class by their teacher to receive the Pupil of the Week award in achievement assembly on Friday.

Values Cup

Every week, a child from each Key Stage is chosen to receive the cup and a certificate in recognition of how they have upheld the school values of Respect, Responsibility, Resilience and Reflection.

House Points

House Points are awarded for areas where children go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being an reflective or resilient learner
- Showing respect or responsibility
- Good effort with homework
- Positive Behaviour around school

Children collect these points on an individual basis to achieve bronze, silver and gold certificates and collectively to work towards a house reward which is organised each term (3 times a year) for the team with the most points.

Head Teacher's Afternoon Tea

Each half term one child per class is selected by class teachers to be invited to attend an afternoon tea party. Invitations are sent out by post.

Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason. We divide unacceptable behaviour into three broad bands:

Level 1: Low level disruption (Within this level, children are returned to 'The Zone' at the beginning of each new teaching session.)
 Level 2: Consistent or significant disruption

Level 3: Extreme

Behaviour		What happens?	Our teacher will say
The Zone		☐ Children receive positive praise and access all of rewards available in school	
Level 1 Low level	Stage 1	<ul style="list-style-type: none"> • Individual reminders to display the desired behaviour. • Name moved on the rainbow / class chart. 	'That's 1'
	Stage 2	<ul style="list-style-type: none"> • Second individual reminder. • Name moved on the rainbow / class chart. 	'That's 2'
	Stage 3	<ul style="list-style-type: none"> • Child has 5 minutes time out within the learning environment or in partner class. • Name moved on the rainbow / class chart. • Minutes missed from break if required to catch up on work. 	'That's 3'
Level 2 Consistent/ significant disruption		<ul style="list-style-type: none"> • If two 3s are received within a week. • Phone call home or face to face meeting held with parents at the end of the day. • Record kept in class behaviour book which is monitored termly by SLT. 	

Level 3 Extreme	Green report	<ul style="list-style-type: none"> • If a third 3 is received, parents and child are invited to a meeting where a green report card is set up for the period of one week. A behaviour support plan is also discussed and put in place to enable improvements to be made. This is completed daily by the class teacher and by SLT weekly. • If behaviour improves, return to The Zone. 	
	Orange report	<ul style="list-style-type: none"> • If insufficient improvement is seen, an orange report card is set up which is seen by SLT daily. The behaviour support plan is discussed and modified to enable improvements to be made. Where needed support from outside agencies may also be sought. • If behaviour improves, return to green card for a further week. 	
	Red report	<ul style="list-style-type: none"> • If insufficient improvement is seen, a red report card is set up which is seen by the Head teacher daily. A behaviour risk assessment is completed and support from outside agencies is sought. • If behaviour improves, return to orange card for a further week. 	
Level 4		<input type="checkbox"/> Follow exclusion policy.	

Level 2 Behaviours

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the SENDCo or a member of the Inclusion Team will support the class teacher and year group team to deliver suggestions and strategies.

Reflection Room:

- Receiving 2 x Level 3's in a 24hr period
- Receiving an automatic 3 (e.g. swearing, physically hurting someone or intentional damage to property)

The class teacher will record the incidents on My Concern and inform the parent that the pupil has spent time in the Reflection Room.

If the behaviours continue the next stage in the Behaviour Policy will be initiated.

Level 3 Behaviours

Occasionally, behaviour may escalate straight to Level 3. At this stage, the Headteacher or member of SLT will be involved in managing this. An internal inclusion may also be used in some cases.

Examples of Level 3 behaviours are as follows:

- Bullying
- Persistent disruptive behaviour
- Damage to property
- Physical assault against an adult or pupil

- Verbal/racist abuse against an adult or pupil

Automatic Level 3 Behaviours

Again, these unacceptable choices will result in a staged response:

Stage 1-Unsafe or careless behaviour leading to accidental injury to others or damage to property – Assistant Head Teacher manages the incident. The Deputy Head Teacher and Head Teacher are informed.

Stage 2- Unsafe or careless behaviour (including being in the building unsupervised), inappropriate use of equipment likely to intentionally cause injury to others, intentional damage to school property – Deputy Head Teacher manages the incident; the Head Teacher is informed.

Stage 3- Intimidating or threatening behaviour, bullying, physical aggression to others, verbal aggression, play fighting, refusing, non-compliance, rudeness to staff, bad language, racist or derogatory comments – Head Teacher manages the incident.

Level 4 Behaviours

In extreme cases, children will be excluded. The Head Teacher has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy.

Fixed Term and Permanent Exclusions

EXCLUSION

Where serious or repeated incidents have occurred then parents will be contacted to discuss their child's behaviour and ways to move forwards. Where deemed necessary and appropriate the Head Teacher may exclude the pupil from school for a fixed period. This may be for such things as severe disruption to the learning of others, offensive or sexualised language and behaviour, violence or damage to property or against adults and pupils.

We recognise that particular environmental factors are often an influence in negative behaviours being exhibited by children that could warrant a fixed-term exclusion. In such instances, every effort to support a child who may be vulnerable to the risk of fixed-term or permanent exclusion is made through implementing a Pastoral Support Plan. This will detail the specific arrangements put in place to support that child.

The support of external agencies such as Education Entitlement Service, Children and Families Support, Social Health and Care and Bereavement Counsellors may also be pursued where appropriate.

In extreme circumstances or where the child's behaviour presented a significant risk to the safety, well-being or learning of themselves, other children or staff a permanent exclusion would be a last resort. Exclusions are managed through the Exclusion Policy.

Parental Involvement

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school. Parents can always discuss a problem with their pupil's teacher, the appropriate member of SLT and the Headteacher. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for an adequate discussion. In an emergency, parents will be contacted immediately. Early parental involvement is essential if there is a problem of any sort.

We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts, they may not know a situation exists;
- It is important to keep a sense of perspective and responses to behaviour are proportionate;
- Under no circumstances must parents take action against another pupil or parent, either physically or verbally.

The behaviour policy will be shared on admission to the school and is on the school website.

Appendix - Useful Resources

Green Focus Card

Green Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **the week** by a member of the Leadership team.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										

Orange Focus Card

Orange Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **every day** by a member of the Leadership team.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										

Red Focus Card

Red Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **the day** by the Head teacher.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										



Meadowside Playground Rules

- Show respect when using equipment. (Tyre park, Jay's World, Activity area).
- No play fighting or rough games. We don't want you to get hurt.
- No hanging or climbing on trees.
- Wait for your Year group's turn to play football. If it is not your turn, do not interfere in the game.
- Ask an adult before entering the school for any reason. We need to know where you are.

If you cannot follow these rules, your name will go



in the book





Growing at Meadowside Primary School

Individual Behaviour Plan

Pupil name:

Class/Year Group:

Behaviour targets:

Methods and resources to meet targets:

Success criteria:

Rewards:

Sanctions:

Actions:

Review

Target	Achieved/partially/not achieved and comments	Actions

Signatures		
	Date	Signature
Class Teacher		
SENDco		
Parent		

Appendix 1

Behaviour policy – Returning to school, 1st June 2020 (COVID-19)

Expectations of Parents/Carers

- Only 1 Parent/Carer to bring child(ren) to school
- Pre-school children, and children not in year groups returning to stay with Parent/Carer at all times
- Ensure social distance from other adults whilst waiting for gates to open – as per government guidance (please do not arrive too early to avoid congregation)
- Collect your child as soon as possible if called regarding illness/symptoms
- Stick to allocated drop off/pick up times and locations – if allotted time missed, please call the school office to arrange for a member of staff to meet you at the school gate
- Parents/Carers to collect child if not adhering to rules in place to maintain the safety of other children and adults in school (reminders given prior to this)

Expectations of children

- Normal behaviour rules and rewards apply
 - Children will still need to ask staff and receive permission to leave the classroom or enter school from the playground but pegs will not be used
 - Children receiving a 3 will take 5 minute time out in an outside area supervised by an adult
- Children to enter and leave the building separately and patiently using external classroom doors
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day
- Children should stay at a social distance as much as possible, including when lining up (adults in school to remind children when necessary)
- Children to sit in their allocated space within the classroom and use only the resources provided for them
- Children to remain with their 'bubble' both within school and on the playground
- Children should not play games that include touching others (e.g. tag, stuck in the mud)
- Allocated toilets will be accessed by 1 child at a time, adults will accompany where necessary to ensure hygiene standards are maintained
- Children to follow any signs and special routes in place (e.g. one-way system)
- Children to bring a filled water bottle into school and use only their own
- Children to avoid touching their mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice
- Any deliberate coughing/spitting on another pupil will result in being sent home
- Children who can't adhere to distancing rules will be reminded and parents informed to support with reinforcement
- Children who cannot adhere to rules in place to maintain the safety of all will be sent home