



**MEADOWSIDE PRIMARY SCHOOL**

**Behaviour Policy**

**EQUALITY DUTY**

At Meadowside 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.

Chair of Governors:	Daryl Ede-Collis
Chair of Committee:	Janet Goodliffe
Committee responsible:	Curriculum
Governor Responsible:	Head teacher Mrs Garnham
Staff Responsible:	Head teacher Mrs Garnham
Date reviewed:	July 2018
Next Review:	July 2019

## **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. 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.

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.

### **Lunchtime Top Table**

Children who consistently display the school values during lunchtime are selected to sit at a ‘top table’ on a Friday lunchtime.

### **Headteacher’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.

### **Appendix B – 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		<ul style="list-style-type: none"> <li>Children receive positive praise and access all of rewards available in school</li> </ul>	
Level 1 Low level	Stage 1	<ul style="list-style-type: none"> <li>Individual reminders to display the desired behaviour.</li> <li>Name moved on the rainbow / class chart.</li> </ul>	'That's 1'
	Stage 2	<ul style="list-style-type: none"> <li>Second individual reminder.</li> <li>Name moved on the rainbow / class chart.</li> </ul>	'That's 2'
	Stage 3	<ul style="list-style-type: none"> <li>Child has 5 minutes time out within the learning environment or in partner class.</li> <li>Name moved on the rainbow / class chart.</li> <li>Minutes missed from break if required to catch up on work.</li> </ul>	'That's 3'
Level 2 Consistent/ significant disruption		<ul style="list-style-type: none"> <li>If two stage 3s are received within a week.</li> <li>Phone call home or face to face meeting held with parents at the end of the day.</li> <li>Record kept in class behaviour book which is monitored termly by SLT.</li> </ul>	
Level 3 Extreme	Green report	<ul style="list-style-type: none"> <li>If a third stage 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. This is completed daily by the class teacher and by SLT weekly.</li> <li>If behaviour improves, return to The Zone.</li> </ul>	
	Orange report	<ul style="list-style-type: none"> <li>If insufficient improvement is seen, an orange report card is set up which is seen by SLT daily.</li> <li>If behaviour improves, return to green card for a further week.</li> </ul>	
	Red report	<ul style="list-style-type: none"> <li>If insufficient improvement is seen, a red report card is set up which is seen by the Head teacher daily.</li> <li>If behaviour improves, return to orange card for a further week.</li> </ul>	
Level 4		<ul style="list-style-type: none"> <li>Follow exclusion policy.</li> </ul>	

## **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 will support the class teacher and year group team to deliver suggestions and strategies.

## **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

## **Level 4 Behaviours**

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

## **Appendix C - 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.

### **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.