

## **Aims**

At Meadow Vale Primary School, children, staff and parents work in partnership to foster a positive and effective learning community, creating mutual respect within a calm, safe and happy school for everyone.

This is achieved through:

- agreed, consistent expectations for everyone: children, parents, staff and governors
- a commitment to improving outcomes for all children through promoting equality of opportunity and the welfare of children and staff
- developing good relationships and a sense of belonging for all stakeholders within the whole school community

## **Agreement**

Our agreement for behaviour at Meadow Vale Primary School is that we are all ready, respectful and safe.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Everyone should be ready for every social and academic learning experience at school and demonstrate this through their attitude and behaviour.	Everyone is expected to be respectful to themselves, each other and our school community.	Everyone is expected to behave in a way that is safe in all areas of school life.

To celebrate academic achievement and/or positive behaviour, we use a range of strategies, including, but not limited to:

- verbal and written praise
- house points
- a class-based reward, determined by the teacher
- identifying children who are stars of the week in each class and providing a termly celebration

If a child doesn't behave in a way that is consistent with our school agreement (Ready, Respectful, Safe), sanctions may be deemed necessary.

The following strategies may be used by staff in accordance with our "Fair" approach (see appendix 1):

- The behaviour will be acknowledged by a member of staff
- The pupil will be reminded verbally of the school's agreement and what our expectations are around appropriate behaviour
- The pupil will be given the opportunity to make a good choice which will improve the behaviour and be told of the consequence for their actions should they choose to ignore it
- If the behaviour persists, the pupil will lose personal time in order for staff to talk to the child about their behaviour choices
- If the behaviour persists, the pupil may be directed to spend time with a Phase Leader or a member of the Leadership Team
- If concerns remain regarding a child's behaviour, parents/carers may be invited to a meeting to discuss creating a positive behaviour plan

## **Responsibilities**

Everyone at our school has the responsibility to ensure that we achieve our aim of a positive working and learning environment for all.

The children's responsibilities are to demonstrate how they are Ready, Respectful and Safe at all times.

The staff responsibilities are to:

- provide a challenging, stimulating and relevant curriculum and environment in order to raise children's self-esteem and develop their full potential
- recognise differences in children, in accordance with our "Fair" approach
- Utilise differing strategies, in line with Zones of Regulation (see Appendix 2), to equip children in being able to manage a variety of situations throughout the school day
- use behaviour strategies clearly and consistently and communicate them through our school agreement
- be proactive role models and always demonstrate the behaviours we expect
- form good relationships with the whole school community
- engage with a range of outside agencies, as appropriate

The parents' responsibilities are to:

- ensure their children are aware of appropriate behaviour in all situations
- show an interest in all that their child does in school, whilst encouraging independence and responsibility
- foster good relationships with the school
- endeavour to support the professional judgements and decisions made by staff regarding behaviour
- support the school in the implementation of our school policies

### **Repeated or persistent misbehaviour**

When there is repeated or persistent misbehaviour, the teacher in the first instance will make informal contact with parents. If, following discussion, the behaviour persists, contact will be made with parents inviting them to a meeting to discuss their child's behaviour.

Where necessary, a programme of support, such as a Behaviour Support Plan (see Appendix 3), will be put in place to support and encourage positive behaviour; this will be reviewed daily and weekly. If a member of the Leadership Team needs to become involved in managing a significant behaviour incident, details will be held in the behaviour log, kept in the leadership office.

### **Exclusion**

A child may be excluded for physical, extreme verbal, homophobic or racial abuse, sexual or drug related abuse, vandalism, theft or persistent disruptive behaviour; this may be as an internal exclusion as deemed appropriate and the decision is made by the Headteacher. In these cases, DfE and Bracknell Forest Borough Council guidelines will be followed.

**Resources**

Bracknell Forest's Behaviour Support Team, Education Welfare Service, Youth Offending Team, Safeguarding and Inclusion Team and SEND Team will be consulted as appropriate to support this policy.

This policy should be read in conjunction with the following school publications:

Equal Opportunities Policy

Anti-Bullying Policy

SEND Policy

Physical Restraint/Positive Handling Policy

E-safety Policy

Safeguarding Policy

**FAIR ISN'T**  
everybody getting the  
same thing.....

**FAIR IS**  
everybody getting  
what they need  
In order to be  
**SUCCESSFUL.**

### The **ZONES** of Regulation:

As part of our inclusive curriculum we use the 'Zones of Regulation' across the school, to provide children with strategies to ensure they learn effectively.

The aim of this curriculum is to support children with their emotional regulation. It teaches them about the best state of alertness for their bodies and their emotions so they are well equipped to deal with situations throughout the day, both at school and at home. The activities help them to identify a wide range of different emotions which are broadly grouped into the following zones:

- **The Green Zone:** This zone is used to describe a calm state of alertness. We may be happy, focused, content or ready when we are in the **green zone**. **This is the zone where optimal learning will happen.**
- **The Blue Zone:** This zone is used to describe low states of alertness and feeling down. This could be because we are sad, tired, ill or bored.
- **The Yellow Zone:** This zone describes a heightened state of alertness and elevated emotions whilst having control over these. We may be stressed, frustrated, excited, nervous, have the wiggles or be anxious.
- **The Red Zone:** This zone is used to describe extremely heightened states of alertness and intense emotions. This may be if we are elated as well as angry, devastated or terrified.

As well as building this vocabulary, the children learn to think about the physical effect our emotions have on our bodies, consider different triggers and the impact their emotions and actions can have on others. Most importantly we talk about strategies to help move us back into the **green zone** for optimal learning.

The children learn that although there are no 'bad' zones there is a time and place for them all and how to manage these emotions effectively.

We believe this approach will enable our children to develop an increased emotional awareness and self-regulation, as well as developing their problem-solving skills through the use of a shared language that is in line with our school values.

In school we remind the children it may help them to use strategies such as:



- breathing techniques
- simple yoga or exercises
- positive self-talk and mindfulness
- movement breaks
- having a drink of water or a snack

We further reinforce the zones by:

- talking about emotions and the linked colour zones
- exploring different strategies that the children feel will help them move to the **green zone**
- discussing how the characters are feeling and why, when reading books or watching television

# Appendix 3

KS1

 <b>Meadow Vale Primary School Behaviour Support Plan</b> 			
Name:	Date Started:	Class:	Plan Number:
	Date:		



What do I want school life to be like?	
What do I enjoy at school?	
What do I find challenging at school?	
What do the school want from me?	

<u>Targets</u>	<u>How will I achieve my target?</u>	<u>Have I achieved my target?</u>
<b>Parent/Carer Contribution:</b> <b>Signed:</b>		
<b>Pupil Contribution:</b> <b>Signed:</b>		

## Targets

- 1.
- 2.
- 3.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Register and Dinners</b>					
<b>English</b>					
<b>Phonics</b>					
<b>Morning Playtime</b>					
<b>Maths</b>					
<b>Lunch</b>					
<b>Register</b>					
<b>Afternoon 1</b>					
<b>Afternoon Play</b>					
<b>Afternoon 2</b>					
<b>Daily Assembly</b>					
<b>Teacher Signature and Comment</b>					
<b>Parent Signature and Comment</b>					

 <b>Meadow Vale Primary School</b> <b>Behaviour Support Plan</b> 			
Name:	Date Started:	Class:	Plan Number:
	Date:		

<b>What do I want school life to be like?</b>	
<b>What do I enjoy at school?</b>	
<b>What do I find challenging at school?</b>	
<b>What do the school want from me?</b>	

<u>Targets</u>	<u>How will I achieve my target?</u>	<u>Have I achieved my target?</u>
<b>Parent/Carer Contribution:</b> <b>Signed:</b>		
<b>Pupil Contribution:</b> <b>Signed:</b>		

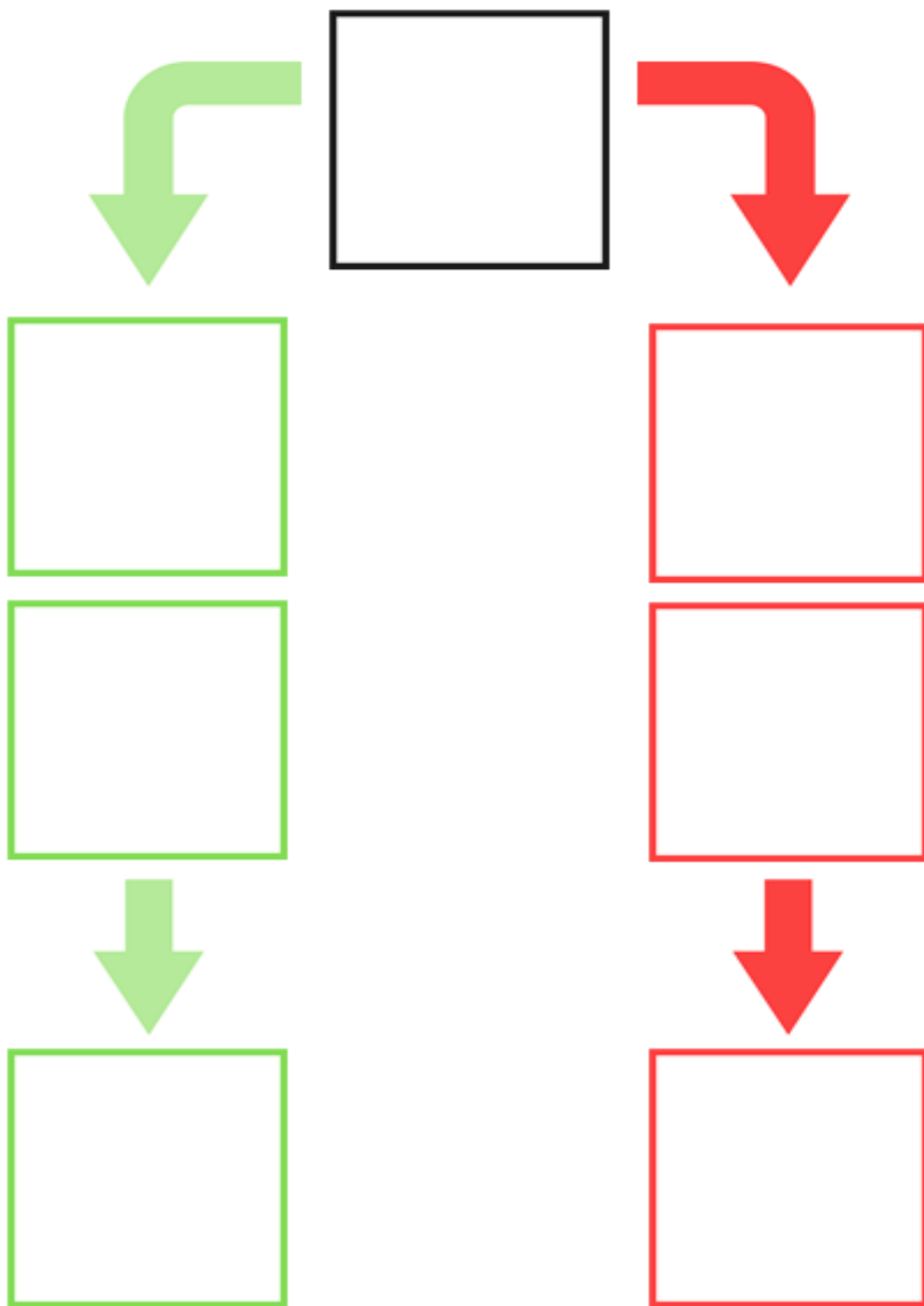


### Targets

- 1.
- 2.
- 3.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1					
Break					
Morning 2					
Lunch					
Afternoon					
Daily Assembly					
Teacher Signature and Comment					
Parent Signature and Comment					

My choice:



\*\*\*\*'s targets and sticker reward chart

1. I will
2. I will

	Register	Phonics	English	Break	Maths	Lunch	Register	PM 1	Play	PM 2	Assembly
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											