



Meadow Vale Primary School

# **BEHAVIOUR POLICY**

**October 2018**

## **Aims**

At Meadow Vale Primary School children, staff and parents work together to foster a positive and effective learning environment, creating mutual respect within a calm, safe and happy school.

This is achieved through:

- agreed, consistent expectations for everyone: pupils, staff, parents and governors
- a commitment to improving outcomes for all pupils and eliminating any form of discrimination or harassment, as well as promoting equality of opportunity and the welfare of pupils and staff throughout our school
- developing good relationships and a sense of belonging for all stakeholders within the whole school community

## **Rules**

We have three rules at Meadow Vale Primary School: Ready, Respectful and Safe.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Everyone should be ready for learning. They should have the correct equipment to help them learn and be in class promptly.	Everyone is expected to be respectful to themselves, each other and the school.	Everyone is expected to behave in a way that is safe in all areas of the school.

## **Rewards**

To recognise positive behaviour, we use a range of strategies, including:

- verbal and written praise
- house points
- golden time
- weekly celebration award
- termly recognition awards
- consistent verbal praise

## **Sanctions**

If a child doesn't behave in a way that is consistent with our three rules (Ready, Respectful, Safe) sanctions will be used.

All staff will follow the agreed procedure when behaviour is inappropriate:

1. The behaviour will be acknowledged by a member of staff
2. The pupil will be reminded verbally of the school's rules and what constitutes appropriate behaviour
3. 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
4. If the behaviour persists, the pupil will lose personal time

5. Time Out may be used at appropriate times deemed by each member of staff
6. If the behaviour persists, the pupil will be sent to see the Headteacher

### **Responsibilities**

Everyone at our school has the responsibility to ensure that we achieve our aim.

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 pupils' self-esteem and develop their full potential
- recognise differences in pupils and to treat them fairly
- use rules and sanctions clearly and consistently and communicate them through Ready, Respectful and Safe
- be good role models
- 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 school policy

### **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, a formal letter will be sent to parents inviting them to a meeting to discuss their child's behaviour.

Where necessary, a programme of support, such as a Behaviour Action Plan (see Appendix i), will be put in place to support and encourage positive behaviour; this will be reviewed daily and weekly. If a child has to speak to the Headteacher about their behaviour, details will be placed in the Behaviour Log kept in the Headteacher's office.

### **Exclusion**

Pupils 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 Education Welfare Service, Safeguarding and Inclusion Team, Targeted Services 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