MEADOW VALE PRIMARY SCHOOL

Behaviour Policy

Reviewed date	July 2023
Next review	July 2024
Ratified by	Full Governing Board

In partnership with the whole school community and through an engaging curriculum, we aspire to nurture and empower every child to flourish.

We will encourage, inspire, motivate and support them to achieve their potential so they become confident, considerate, resilient and active members of society.

Aims

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

This is achieved through:

- agreed, consistent expectations (with appropriate induction and training related to behaviour management) that is modelled by everyone: children, parents, staff and governors in all we say and everything we do
- a commitment to improving outcomes for all children through promoting equality of opportunity and the welfare of children and staff
- developing strong and mutually respectful relationships and a sense of belonging for all stakeholders within the whole school community
- developing staff's understanding of a nurturing approach (and the language we will all use to support this) to ensure a positive approach to the communication around children's behaviour
- governors regularly monitoring the standards of behaviour at our school

School rules

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

Ready	Respectful	Safe
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 and demonstrate this through the language we use and the behaviour we show.	Everyone is expected to behave in a way that is safe in all areas of school life.

To celebrate success at Meadow Vale, we use a range of strategies, including, but not limited to:
- verbal and written praise
- stickers
- positive behaviour points that are shared with parents as part of a reward system
- identifying children who are stars of the week in each class and providing a termly celebration for them

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 will be used by staff in accordance with our "Fair" approach (see Appendix 1):

- The behaviour will be acknowledged by a member of staff through a consistent script (Appendix 2)
- The pupil will be reminded verbally of the school's rules and what the 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 may lose personal time in order for an appropriate member of staff to talk to the child about their behaviour choices
- If the behaviour persists, the pupil may be directed to spend personal 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 together

Responsibilities and expectations

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 be proactive in managing children's behaviour through:

- Connecting with children before correcting aspects of their behaviour
- Providing a challenging, stimulating and relevant curriculum and environment in order to raise a child's self-esteem and develop their full potential
- Recognising differences in children, in accordance with our "Fair" approach
- Utilising differing strategies, in line with Zones of Regulation (see Appendix 3) to equip children in being able to manage a variety of situations throughout the school day
- Using behaviour strategies clearly and consistently and communicate them through our school rules
- Being role models and always demonstrate the behaviours we expect (see Appendix 4)
- Forming good relationships with the whole school community
- Engaging with a range of outside agencies, as appropriate
- Enabling a positive learning environment by addressing low level behaviour consistently and promptly

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
- support the professional judgements and decisions made by staff regarding behaviour through 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 5), 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. Contact will be made with appropriate support agencies, if this is deemed appropriate.

Removal from the classroom during the school day

A child may be removed for a limited amount of time from the classroom for serious disciplinary reasons. A child may be asked to work in another classroom or office space around the school (usually with a member of the Leadership Team). Removal will only be used in the following circumstances:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; or
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; or
- To allow the pupil to regain calm in a safe space.

In all instances, removal from the classroom will be recorded by the member of staff imposing the sanction and filed in the behaviour log held in the leadership office (see Appendix 6).

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. Please refer to the separate Suspensions and Permanent Exclusions Policy.

Behaviour outside of school premises

The school will consider sanctions for behaviour outside of school in the following circumstances. When:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- A child is identifiable as a member of the school
- There could be repercussions for the orderly running of the school
- There is a threat to another pupil
- Behaviour could adversely affect the reputation of the school

Monitoring pupil behaviour

The governing board has responsibility for monitoring pupil behaviour through termly leadership reports from the headteacher.

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
Behaviour Principles
Staff Code of Conduct
Suspension and Permanent Exclusion Policy

Appendix 1- "Fair" poster

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

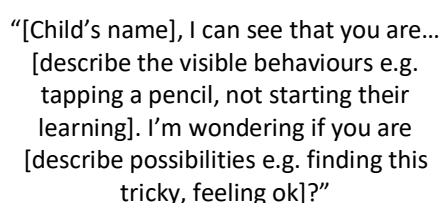FAIR IS everybody getting what they need IN order to be SUCCESSFUL.

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Appendix 2- Managing and Modifying Poor Behaviour Choices

Children are responsible for their behaviour. Adults will address behaviour (without delegating to someone else, where possible) and will use the steps below for dealing with poor behaviour choices. There may be a recording system in classrooms to reflect the steps below, but any recording of where a child on this system must be kept private.

Step 1: Check In/Reminder

This is part of Quality First Teaching and should be repeated whenever staff observe a concern.

This step should not be confrontational (body language and facial expressions should be open/neutral/positive). This step may help identify if a child has difficulty accessing a lesson or is feeling anxious or upset.

> "[Child's name], I can see that you are… [describe the visible behaviours e.g. tapping a pencil, not starting their learning]. I'm wondering if you are [describe possibilities e.g. finding this tricky, feeling ok]?"

Adults listen to what the child says and respond, check in after a few minutes and then at intervals. Adults continue to be observant.

Step 2: Warning

For some children, being given a warning publicly is shaming and they may become defensive or withdrawn, but to others it can have status. A warning should never be displayed publicly.

The child receiving a warning should be told on a 1:1 basis and are given a reason. E.g. "I need to give you a warning because when you are shouting out, it is really hard for children to hear".

Adults can use strategies to support the child in de-escalating e.g. moving them away from a situation.

Step 3: Sanction/Consequence

If poor behaviour persists then a sanction will be put in place. While sanctions follow a graduated response, adults in school must use clear judgement about when a behaviour warrants going straight to stage 3 e.g. if a child has been physically aggressive.

In general, consequences work better when they are:

- **Quick**: The consequence comes as soon after the behaviour as possible and lasts for as little time as possible in its delivery
- **Incremental**: Catching behaviour early and allocating smaller consequences lets children learn from mistakes at manageable costs
- **Consistent**: They should be predictable. Consistency will also help children to understand where the limits are so they can self-monitor
- **As private as possible**: Privacy supports maintenance of positive relationships. This can also help diffuse incidents quickly
- **Free of emotion**: Anger only focuses attention on the person giving the consequence versus the behaviour causing it

1. Check in

This step should not be confrontational. The aim is to identify whether a child has difficulty accessing the lesson or is feeling anxious/upset in anyway. Adults listen and respond. Sometimes check-ins are enough.

2. Warning

Warnings are given on a 1:1 basis with a reason given. Adults support the child to de-escalate.

3. Sanction

"The severity of the sanction is less important than the certainty of the sanction."

When giving a sanction, adults identify the behaviour, use a 'bounce back' statement and get back on track as quickly as possible. These incidents should be recorded.

4. Restore

Not every incident will need a restorative conversation, but when trust is broken they must be used.

- What happened?
- Who was affected
- How can we put it right?

1. Check in

"(Name) I can see you are…I'm wondering if you are feeling…"

3. Sanction

"(Name) you are…We need…We'll discuss this matter after the lesson. Make the last ten minutes a success."

2. Warning

"(Name) I need to give you a warning because when you are…it…"

4. Restore

- What happened
- Who was affected
- How can we put it right?

5. Instant Sanctions

Some behaviour will result in an instant sanction e.g.

- swearing
- aggressive physical contact
- high level disruption (throwing furniture)
- Verbal abuse
- Leaving school grounds
- Theft

"[Child's name], you're calling out. We need one voice in class. We'll discuss this after the lesson. Make the last ten minutes a success. "

Appendix 3 – One-page classroom display
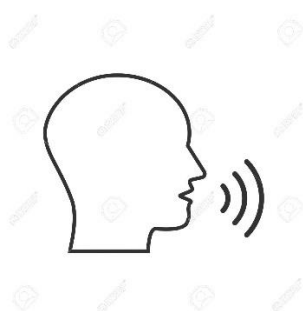
School Rules

Ready   Respectful   Safe

Phrases Adults Use

"Thank you"
"Great choice!"
"I like the way you…"
"You need to…"
Do you remember when you….that's the (name) we need to see"

Encouraging Good Choices

Adult Behaviour	Building Relationships	Recognition
Calm	Meet and greet	First attention for best conduct
Clear	Praise the positive first	Phone call/note home
Consistent	Get to know interests	Special mention
	Get to know families	Reward points

Sanctions

Check In	Warning	Sanction	Repair
Open and positive body language Identify the difficulty Listen and respond	One to one Explanation Reminder of expectations	Cause + desired behaviour + bounce back *"[Child's name], you're calling out. We need one voice in class. We'll discuss this after the lesson. Make the last ten minutes a success. "*	What happened? What were you thinking Who was affected? How can we put it right?

The ZONES of Regulation

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

- **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, devasted or terrified.

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 5- expectation of adults

All adults have a duty of care to maintain good order and to safeguard children's health and safety. It is the adults who determine the environment in which good relationships can flourish. At the centre is mutual respect between adult and children.

We expect every adult to:

1. **Meet and greet** positively and in a personal way at the start of the day and after break time and lunch time
2. **Refer** to the school rules
3. **Model** positive behaviours, language, body language and build relationships
4. **Respond** to poor behaviour calmly
5. **Follow up** every time, retain ownership and engage in reflective dialogue with children
6. **Never ignore** or walk past children making poor behaviour choices

Leaders

Leaders are not expected to deal with behaviour incidents in isolation. They are to stand alongside colleagues to support, guide, model and show a consistent approach to the children.

We expect every leader to:

- Take time to welcome children and families at the start of the day
- Be a visible presence around school, particularly during unstructured times such as lunch
- Regularly share good practice
- Support staff in managing more complex or entrenched behaviours
- Use behaviour data to reflect and review current practice

Appendix 6- behaviour support plan

Meadow Vale Primary School Positive Behaviour Support Plan		
Name:	Date Started: Date:	Class:

What do I need to improve?	
What will my behaviour look like when I am successful?	

Targets	How will I achieve my target?	Have I achieved my target?
Parent signature:		
Pupil signature:		
Staff signature:		

	Monday	Tuesday	Wednesday	Thursday	Friday
					12
Teacher Signature and Comment					
Parent Signature and Comment					

Appendix 7- Removal Incident Report Form

Name of child	
Class	
Behaviour leading up to removal	
Support provided prior to removal	
Time and location child removed to	
Time of reintegration	

Signed:

Dated: