

Meadow Lane Infants School Policy



Behaviour Policy

Last reviewed	September 2016
Review Cycle	1 Year

School Ethos

The Meadow Lane School Motto is 'Reach for the Sky and Be a Star!'

Mission Statement

At Meadow Lane we provide a stimulating, fun, caring and secure environment in which the lives of the children are enriched to enable them to achieve their physical, emotional, academic and social potential. Ultimately, we aim to foster a joy for learning and for life and enable the children to make a positive contribution to society.

1. INTRODUCTION

Our behaviour policy is based on a positive approach of praise, encouragement, reinforcements and incentives.

We hope to teach children two important concepts:-

- i) Certain behaviours are acceptable and should be praised and encouraged.
- ii) Other behaviours are unacceptable, should not be repeated and will incur a sanction.

We will emphasise that when handling unacceptable behaviour that it is the behaviour not the child which is unacceptable. We will ensure that rewards and sanctions are applied consistently throughout the school. We modify our approach according to an individual pupil's needs or the stage of development/age of the children. All adults are made aware of any specific provision or strategies in use.

In school we teach the children about behaviour in lots of ways. We have an updated PSHE policy and curriculum and we have continued to use the Playground Peacemaker Scheme. We have also started to run the R Time programme throughout school. This focuses on working with others and the values of respect and tolerance. Assemblies will often focus on making good choices about behaviour and how to resolve any conflict or issues that may arise.

2. SCHOOL RULES

a) At Meadow Lane we have a few rules appropriate for the classroom and playground. We use the 'Golden Rules' and these are displayed around school. We also have a school rules song. We have high expectations for behaviour and develop the children's own responsibility for their behaviour, efforts and achievements. We hope they will be sensitive to the feelings of others and use these qualities to become positive, caring adults of the future. This relates and links to the PSHE policy and curriculum in school.

Pupils are encouraged to walk around school at all times and to be polite and respectful to others around school.

b) Classroom Rules – These are negotiated on an individual class basis between the Class Teacher and Pupils as appropriate.

3. ACCEPTABLE BEHAVIOUR

The following are examples of acceptable behaviour at Meadow Lane:

CLASSROOM

- Consideration of others
- Turn taking and sharing equipment
- Being on task
- Sitting and listening
- Working to the best of their ability

- Following instructions
- Showing appropriate levels of care and affection
- Celebrating their own achievements and that of others

PLAYGROUND

- Playing co-operatively
- Encouraging others to take part
- Caring for the environment
- Litter awareness/keeping our playground clean and tidy
- Caring for the lost, lonely, hurt

Lining up in the playground

- Stop when the bell rings (teacher on duty to send 2 minute warning to staff)
- Walk to the line
- Line up sensibly – no pushing
- Sing in the line or wait quietly
- Staff ensure that they are out to collect their classes promptly

COMMUNITY

- Walking quietly on visits
- Displaying manners and being respectful
- Being friendly and polite to people at visits or visitors into school

ASSEMBLY

- Line up quietly and sensibly in the corridor
- Come into assembly in silence
- Sit quietly, look at the front with hands in own lap (Teachers to ensure that children have enough space to sit comfortably)
- No talking unless requested
- Hands up to answer a question
- Leave the hall silently

GENERAL

- Acting sensibly when walking around school (e.g. no running in corridors)
- Being friendly and well mannered to visitors
- Showing respect and consideration for others, e.g., waiting for adults to pass - 'after you'
- Behave in a way that warrants trust e.g.: toilets, library, corridors
- Playground Pals are trained to be good role models and to reinforce the school rules and ethos.

Such behaviour will be rewarded in the following ways:

Examples used by individual teachers in class

- Smile
- Stickers
- Smiley faces

- Stamps in book
- Choose a story
- 'Star' for a day/week
- Line up first and last line up first
- Praise from other children
- Send to show another member of staff
- Class 'applause' or 'thumbs up/pat on back'
- Choosing time
- Choosing partners
- Monitors for tasks
- Awarding Space points for good behaviour around school
- Certificates
- Sticker Charts
- Caring & sharing toys and star
- Name in the pot
- Individual compliment sheets

Examples used as part of a Whole School Approach

- Celebration Book
- Celebration staff meeting
- Personalised certificates for whole or achievement
- Lunchtime awards
- Head Teacher awards and stickers
- Top table at lunchtime/stickers or tokens

We are always sensitive to children who may find praise or compliments difficult to deal with and we take proactive measures to enable them to appreciate this.

4. UNACCEPTABLE BEHAVIOUR

The following are examples of unacceptable behaviour at Meadow Lane:

CLASSROOM /GENERAL

- Disturbing other children and teacher when at work
- Interfering physically (poking etc)
- Talking back
- Not sharing and taking turns
- Not sitting appropriately
- Not conforming to classroom rules
- Hurting animals/living things
- Bullying – including homophobic and racist taunts
- Interrupting
- Lack of respect/defiance
- Not following instructions

Dealing with unacceptable behaviour in the classroom

- Spots/tiles are used for the children to sit on the carpet if necessary
- Traffic light system: when name is moved down to red section child has some thinking time
- Child apologises to Class and Teacher
- If child has another move to red, then sent to another class – Classes can partner each other with exceptions for certain children if appropriate.
- Miss some playtime if appropriate to talk to teacher, have thinking time, finish work.

PLAYGROUND

- Reckless play
- Hurting others
- Vandalism
- Teasing
- Swearing
- Name calling
- Hurting animals/living creatures
- Throwing stones
- Going behind the hedges/bins/over the 'magic lines'
- Bullying – including racist and homophobic taunts
- Spoiling other children's games
- Littering
- Continuing to play after the bell has gone

Dealing with unacceptable behaviour on the playground

i) Unacceptable behaviour

- Adult talks to child
- Child walks around with adult
- Thinking time on bench
- Talk with child about behaviour
- Inappropriate language and severe incidents to be dealt with in context
- Playground fall-out stoppers used between two children to solve disputes. All disputes are sorted out before the next playtime.
- Team of playground friends to mediate minor disputes.
- Peace tree is used as a place to talk
- Playground friend stop used to help lonely children

ii) Persistent unacceptable behaviour

- Misses part of next playtime
- Head Teacher /Senior leader to be involved if behaviour continues

iii) Severe incidents

- Child sent in to Head Teacher/Senior leader
- Record incident

- Class Teacher/HT to talk to parents
- Formal discussion with Head Teacher

Dealing with unacceptable behaviour in assembly

- Move the child to sit with another class
- Sit the child at the front of the hall
- Stand the child up for a period of time
- See the class teacher at the end of assembly
- Follow the assembly code

ANY CONTINUED UNACCEPTABLE BEHAVIOUR IN ANY AREA OF SCHOOL WILL BE REFERRED TO THE EXECUTIVE HEAD TEACHER/HEAD OF FS AND KS1 AND DISCUSSED WITH PARENTS.

5. KEEPING A LOG OF BEHAVIOUR

It is vital that clear logs are kept to track any behaviour issues/concerns. Each teacher has a log book or diary and the following information is kept in these:

- Discussions with parents about a child/issues
- Any safeguarding concerns – marks, discussions (unless a disclosure is made or it is a child around which there are already concerns. If so Child Protection procedures are followed)
- Persistent offenders
- Major incidents that have been dealt with by staff in class, around school or on the playground
- Children who go on ‘red’ on the traffic lights are also logged on the front page of the diary/book.
- A child with any significant behaviour issues have a separate log which is shared regularly with HT and use for meetings with parents.

BEHAVIOUR LOGS ARE COLLECTED IN BY THE HT ON A TERMLY BASIS AND THE INFORMATION IS COLLATED. ANY CONCERNS ARE RAISED WITH THE CLASS TEACHER

6. CONFISCATION OF PUPILS’ PROPERTY

Property which is confiscated from a pupil must be returned at the end of the school day in order to comply with the Article 1 of the Human Rights Act 1998.

We discourage children from bringing things in from home unless they are related to work in class.

7. PHYSICAL INTERVENTION BETWEEN STAFF AND PUPILS

There may be circumstances where physical intervention is necessary in order to ensure that pupils do not inflict injury to themselves or others, or cause serious damage to property. The staff shall therefore ensure that:-

- a) Where physical intervention with pupils becomes necessary, the code of practice ‘Guidance on Physical Intervention between Staff and Pupils’ shall be followed.
- b) Details of any physical intervention shall be entered into a confidential file maintained by the School. The parents of the child concerned shall be informed.
- c) MAPA training has been attended by key members of staff and is updated regularly.
- d) De-escalation and behaviour training has also been attended by TAs and MDSAs and is also updated regularly.

8. SPECIAL EDUCATIONAL NEEDS

Children with particular emotional behaviour problems may need an individual behaviour programme devised to meet their needs. These programmes would be devised in full consultation of parents and may involve outside support services.

9. EXCLUSIONS

Exclusions would only be considered if all other avenues have been tried including full individual behaviour programmes. The Governing Body have adopted Nottinghamshire Authority’s guidelines on exclusions.

The ultimate aim of our behaviour policy is to underpin the school ethos with a policy which ‘sells’ good behaviour.

11. PARENTAL INVOLVEMENT

The school strives to build a positive and lasting partnership with parents from the initial visit, through the induction process and as the child progresses through school.

The Behaviour Policy acknowledges the vital part parents play in instilling positive values and attitudes at home and supporting the school's efforts to maintain high standards of behaviour.

The Policy and information about a child's behaviour is shared with parents in a number of ways:

- The Policy is summarised in the prospectus. It is available on the website
- The *Home School Agreement* outlines the school’s approach to managing behaviour and parents are invited to sign the agreement with the children at parent’s evenings.
- An information sheet is part of the pack for new parents to the school.
- Informal discussions between staff and parents may include reference to behavioural issues.
- Meetings with parents are arranged, if required, with the class teacher or the Head Teacher, and may be requested by parents at any stage.
- Behaviour is reported on at Parents' Evenings and on Annual School Report.

The ultimate aim of our behaviour policy is to underpin the school ethos with a policy which ‘sells’ good behaviour. It is supported by the curriculum in many ways through our assemblies, PSHE, R Time and Playground Peacemaker lessons.

This policy also relates to the school policies on:

- Anti Bullying
- Child Protection/Safeguarding
- Equality – including, race and racial incidents, gender, disability
- Inclusion
- PSHE and Citizenship
- Health and Safety
- SMSCD

Reviewed October 2016

Date for review: Yearly

Signed: Head teacher

..... Chair of P&P committee