

## **BEHAVIOUR MANAGEMENT & DISCIPLINE POLICY (School)**

Date: May 2021

### **Our Approach to Behaviour**

All our work in this area is underpinned by our School Mission Statement and our Christian values of love, respect, kindness, compassion, faith and forgiveness.

Everyone within the school, children and adults, agree on standards of acceptable behaviour, recognise when standards are not met, and expect short falls to be dealt with in a fair and consistent manner.

A common expectation, attitude and code of conduct is required in relation to behaviour and discipline. Our overarching school rules are:

**Be Safe! Be Ready! Be Respectful!**

Meadowpark School's policy works to support and respect the individual, helping children to learn and understand how they can put right any behaviour that falls short of the school's expectations. Praise and encouragement of positive behaviour by all staff fosters a respectful community. Staff have high expectations of children's behaviour, work and relationships with others so that poor behaviour, work and relationships are challenged in a consistent, clear and fair way.

The age and needs (such as SEND) of individual children are taken into account in applying this policy. Teachers and other staff are available to support children whose behaviour has fallen short of the standard expected at Meadowpark School. The class teacher will facilitate this support in the first instance.

The aim of this policy is to encourage good behaviour and respect for others. Very often, time spent talking to a member of staff can help a child to modify their future behaviour.

Meadowpark School does not tolerate the use of corporal punishment under any circumstances.

### **The Role of the Children**

Children should help each other and contribute fully to the life of Meadowpark School by:

- agreeing to follow the rules including those related to rewards and consequences
- working hard and not preventing others from doing their work, or the teacher from teaching
- wearing their school uniform correctly and with pride
- not participating in any kind of behaviour that is dangerous to themselves or others

### **The Role of the Parent**

Parents should support their children in all that they do at school by:

- encouraging them to be independent and self-disciplined
- ensuring that they understand and follow the Rules and Behaviour Management Policy

### **The Role of the Staff**

It is the role of staff at all levels to help and encourage children's understanding of socially acceptable and appropriate behaviour. They need to take into consideration the particular needs of children, for example those with SEND and be prepared to talk through and engage with issues of behaviour directly with the child concerned before considering the use of consequences.

All members of staff play an important role in communicating with children Meadowpark School's expectations in all aspects of behaviour and approach to academic work.

They also provide a 'listening ear' for children and work to help navigate them through school life so that they can fulfil their potential.

To encourage this, all staff must:

- Have high expectations
- Model exemplary behaviour
- Treat all children and adults with respect
- Build child confidence and self-esteem through positive enforcement
- Avoid using critical or sarcastic language
- Recognise children's achievements and keep parents informed
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

### **The Strategies Used to Promote Positive Behaviour**

- Class rules are created by each class and their new teacher at the beginning of each academic year (and in between where applicable). Generally these focus on the 3 school rules, Be Safe, Be Ready, Be Respectful. These ensure that all pupils are aware of the standards that are expected within the class.
- Individual class reward systems are applied by the class teacher (as applicable).
- Rules and consequences are consistently used within each class and are clearly displayed for all adults to refer to. It must be clear that once the rules are established with the pupils that there are consequences if the rules are not adhered to and the rewards for good behaviour clearly established too.
- All staff aim to be a good role model in all of their behaviour to pupils and staff alike.
- The behaviour and NOT the child is identified and reasons are given as to why the behaviour is unacceptable/dangerous.
- Staff meet and greet the children appropriately in order to welcome them in a positive way and are approachable in order to develop good working relationships.
- Staff observe the pupils when they are being good and They make the praise clear; this ensures that all pupils know what they need to do in order to receive praise. PRAISE IS USED GENEROUSLY AND SPECIFICALLY.
- Teachers use good role models within the class to guide the inappropriate behaviours.
- Golden assemblies are used to celebrate achievements and successes including

adherence to the school and class rules.

- Postcards sent to the home address - specifically for rewarding outstanding behaviour.
- Staff aim to spot and predict possible situations and so diffuse them before they can begin or escalate.
- Tactical ignoring is used for low level behaviours and a nearby pupil is praised for their appropriate behaviour.
- Take-up time is given so that the pupil can conform without the adult's attention on him/her. (Having made a request or given an instruction the adult turns away and allows the pupil time to comply).
- All children are treated fairly and equally and any variations in the policy that have been agreed for specific individuals can be communicated to their peers if helpful.

### **The use of the Pastoral Care System to effect Change in Behaviour**

At Meadowpark School we use a range of strategies:

- Use circle time /PSHE activities to improve the quality of relationships within the classroom. "Circle" time helps pupils to discover more about themselves, their strengths, feelings, preferences as well as discovering more about others.
- Use circle time/PSHE to ensure that "isolated" pupils are able to join in the group as the teacher/TA acknowledges common feelings or thoughts. The group can begin to acquire the ability to look at things from another person's point of view and recognise that other people have different perspectives.
- Use circle time/PSHE to improve interpersonal skills, conflict resolution and problem solving abilities.
- Use small group social skills and self-esteem programmes to develop confidence and social interaction skills.
- Use an Anger Management Programme to support those with difficulties in managing their anger both verbally and physically at home and at school.
- Have a Buddy System, where School Prefects help to support the younger pupils on the playground during break times.
- Have all TAs on the playground at morning break to play with the pupils and initiate games (old and new) to develop social interaction, friendship skills and to model good social behaviour.
- When appropriate use a one-to-one box for one-to-one pastoral support when requested by the child.
- Encourage individuals who have identified behaviour management issues to recognise their own 'triggers' and take 'time out' from the situation. A behaviour management plan will be in place for these children and shared with all staff.

### **The System for Monitoring Behaviour In Class**

#### **Pre-Prep**

On a daily basis a system of red and green traffic lights will be used to visually let a child know that behaviour is acceptable/not acceptable. A red traffic light indicates unacceptable behaviour. If behaviour improves the red traffic light is withdrawn. If behaviour does not improve and the red light remains at the end of a lesson then the pupil will spend part of the

next lesson in an alternative learning environment. If unacceptable behaviour occurs during the last lesson of the day then the consequence can be carried over to the next day. A note will be included in the pupils home liaison book when a pupil has been asked to work elsewhere on more than two occasions in a week.

Better than expected behaviour is indicated with a green traffic light. Pupils who have a green traffic light at the end of a lesson earn house points. Reward postcards can also be sent to the home address.

Please refer to Appendix 1 for the hierarchy of behaviour and consequences.

### **Prep**

For older children, instead of the traffic light system, the children's names are on the board. If a child demonstrates unacceptable behaviour, a verbal warning is given. If there is further unacceptable behaviour, then a tally is put next to their name which acts as a warning. If similar conduct continues then the child will miss 5 minutes of the next break time. Parents will be notified if this occurs on more than two occasions in one week

Better than expected behaviour is indicated with a tick. Pupils who have a tick at the end of the lesson earn house points. Reward postcards can also be sent to the home address.

Please refer to Appendix 1 for the hierarchy of behaviour and consequences.

### **Whole School**

Repeated incidents of low-level unacceptable behaviour will result in an agreed strategy for the way forward involving parent and class teacher.

If there is no improvement in behaviour then the Head Teacher will be involved.

For children who display either physical or verbally aggressive behaviour towards others the incident will be recorded on an incident form and parents will be informed; the incident will be discussed and consequences agreed by all parties.

It should also be noted that behaviour off site during school trips, sports matches or any other school related activity will be subject to school discipline strategies. Teachers and all non-teaching staff also have the right to confiscate inappropriate items.

### **The System for Monitoring Behaviour Outside:**

There will always be two members of staff on duty. Meadowpark School recognises that younger and older children play differently and for that reason Prep and Pre-Prep children will be separated during morning break. At lunch times Prep and Pre-Prep children will eat on separate sittings unless there is a need to accommodate school activities or trips.

Please refer to Appendix 2 for the hierarchy of behaviour and consequences.

All of these stages and strategies are there to support the pupil and to give them the best possible opportunities to succeed in managing their behaviour and learning and therefore, ensuring a happy time for all pupils and staff in our school.

Sometimes a daily Report Card which is signed by the class teacher and the parents every day, is an effective means of changing behaviour patterns.

### **Behaviour Intervention and Recording Systems for Named Pupils**

There are a number of stages (or actions) that we take and follow in order to support pupils with additional needs that may affect behaviour. These include:

1. The pupil's needs are identified by the class teacher and the SENDCo / Head Teacher and a meeting will be arranged with parents.
2. The class teacher discusses the concerns with the child (if appropriate), parents and SENDCo. Targets are agreed by both school and home and a review date set. This will be recorded on the child's additional needs form.
3. Teacher discretion will allow a more flexible approach to the application of the behaviour steps; whilst ensuring the principles of the policy are maintained.
4. If there is no further improvement the school will seek support from outside agencies following our safeguarding policy (with parental/carer permission).
5. Further records and observations will be made to support where necessary.

## **Exclusion Procedure**

Repeated negative or disruptive behaviour will result in the Meadowpark Exclusion Procedure being followed.

Where a child demonstrates repeated negative or disruptive behaviour a "behaviour management" programme will be implemented, if reasonably possible.

Parents will meet with the school to agree the behaviour management programme; specific targets will be set and a review date agreed. If the behaviour management programme leads to a modification in the child's behaviour no further action will be taken.

Only the headteacher can decide to exclude a pupil. In all cases, the decision to exclude must be lawful, rational, reasonable, fair, and proportionate.

There are two different types of exclusions: fixed-term and permanent.

### **Fixed-term Exclusions**

Fixed-term exclusions are temporary. A pupil can be excluded for 1 or more fixed terms, up to a maximum of 45 days in total per school year.

Fixed-term exclusions can also be for just a part of the school day, such as a lunchtime exclusion. Each lunchtime exclusion counts as half a day when determining the total number of days excluded per term and/or school year.

The headteacher can issue a further fixed-period or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens where further evidence has come to light.

### **Permanent Exclusions**

A permanent exclusion should always be a last resort and should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

### **Reasons an Exclusion May be Unlawful**

It is unlawful to exclude a child for non-disciplinary reasons. Examples of unlawful reasons include:

- The actions of the pupil's parents

- The pupil having additional needs or a disability that the school feels unable to meet
- Poor academic ability or attainment
- The pupil failing to meet specific conditions before they're reinstated, such as failing to attend a reintegration meeting

### **'Informal' or 'Unofficial' Exclusions**

The DfE provides the example of sending a pupil home to 'cool off'. Even if the parents agree, any event in which a pupil is sent home is an exclusion and all formal exclusion procedures must be followed, including recording the exclusion

### **Additional Policies to Support Behaviour Management**

This policy is supported by and should be read in conjunction with the school's policies on

6b. Behaviour Management Physical Intervention Policy May 2021

6c. Behaviour Management Exclusion Policy May2021

3. Anti-Bullying Policy

### **Approval and Review**

The policy was approved by the Headteacher on 12th May 2021.

The renewal date is annually or earlier if there is a change in legislation.

## Appendix 1

### Meadowpark School Behaviour Consequences Classroom Consequences

Stage 1 Unacceptable Behaviour	Staff Response
<ul style="list-style-type: none"> <li>• Interrupting the teacher</li> <li>• Not being ready to learn</li> <li>• Not following instructions</li> <li>• Disrupting learning (Silly or loud)</li> <li>• Not putting hands up to speak</li> <li>• Lack of pride in presentation of work</li> </ul>	<p>Step 1 - Verbal Warning</p> <p>Step 2 - Red traffic light/tally against name</p> <p>Step 3 - Miss 5 minutes of play time or time out in another classroom</p> <p>Step 4 - If reaching Step 3 three times or more in a week, parents informed. Inform Headteacher.</p>
Stage 2 Unacceptable Behaviour	Staff Response
<ul style="list-style-type: none"> <li>• Persistent Stage 1 behaviours</li> <li>• Answering back or being rude to the teacher</li> <li>• Physically assaulting another</li> <li>• Verbally assaulting another</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Persistent dishonesty</li> <li>• “Bullying” behaviour (Victimisation, hurting others with words, actions, ridicule, body language or isolation)</li> <li>• Refusal to work or follow instructions</li> </ul>	<p>Step 5 - Teacher’s at their discretion can exclude pupils from taking part in a sporting activity/school trip where the child will be representing the school - parents will be informed if any/either of the above has been necessary.</p> <p>Step 6 - Behaviour form will be completed, ‘pupil voice’ noted. Incident discussed with Headteacher and parents.</p>
Stage 3 Unacceptable Behaviour	Staff Response
<ul style="list-style-type: none"> <li>• Deliberate / serious physical violence</li> </ul>	<p>Immediate removal from area - seek teacher assistance (Refer to Physical intervention policy)</p> <p>Immediate notification to headteacher</p> <p>Immediate notification to parents</p> <p>Incident report raised</p> <p>Exclusion procedures followed.</p>

**Appendix 2**  
**Meadowpark School Behaviour Consequences**  
**Playground Consequences**

Stage 1 Unacceptable Behaviour	Staff Response
<p><u>Minor playtime incidents e.g.</u></p> <ul style="list-style-type: none"> <li>• Not following instructions and playground rules. (e.g. running in prohibited area, etc.)</li> <li>• Not sharing</li> <li>• Playing in prohibited area</li> <li>• Going into school without permission</li> <li>• Playing around in the toilets</li> <li>• Misuse of playground equipment</li> </ul>	<p>Step 1 - Verbal Warning</p> <p>Step 2 - Time out (2 mins for pre-prep and 5 mins for prep)</p> <p>Step 3 - Recorded in the behaviour book and class teacher informed</p> <p>Step 4 - If a name is in the behaviour book three times or more, then parents are contacted. Headteacher informed.</p>
Stage 2 Unacceptable Behaviour	Staff Response
<ul style="list-style-type: none"> <li>• Persistence of Stage 1 behaviours</li> <li>• Physical play including play fighting</li> <li>• Rudeness towards adults (Answering back)</li> <li>• Making fun of or laughing at others</li> <li>• Name calling</li> <li>• Threatening behaviour e.g. body language, pulling faces, shouting, pushing, etc.</li> <li>• Vandalism</li> <li>• Inappropriate language</li> <li>• Refusal to answer when spoken to (deliberately ignoring adults)</li> <li>• Not being truthful</li> <li>• Physically assaulting another</li> </ul>	<p>Step 2 &amp; 3 - Immediate time out and name in the behaviour book</p> <p>Repeated incidents (2 or more on one day) results in missing all of next playtime</p> <p>Step 4 - If a name is in the behaviour book three times or more, then parents are contacted. Headteacher informed.</p> <p>Step 5 - Teacher's at their discretion can exclude pupils from taking part in a sporting activity/school trip where the child will be representing the school - parents will be informed if any/either of the above has been necessary.</p> <p>Step 6 - Behaviour form will be completed, 'pupil voice' noted. Incident discussed with Headteacher and parents.</p>
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