

# Behaviour and Welfare Policy

January 2016



# The Meadows

Primary School

The Meadows Primary School

Newcastle Road

Madeley Heath

Near Crewe

Cheshire

CW3 9JX

This Behaviour Policy is in conjunction with other school policies including:

- Anti-Bullying Policy
- Positive Handling and Restraint Policy
- Safety Online Policy
- Safeguarding Policy
- Home-School Agreement
- Radicalisation and Extremism Policy
- Medication Policy

Furthermore, it is written in accordance with DFE legal requirements:

- The Equality Act 2010
- School Behaviour and Attendance DFE 2015

### Aims

At The Meadows Primary School, one of our primary aims is to enable our children to be successful: personally, academically and as a British citizen.

We believe that positive behaviour allows a child to be successful - both in their learning and their personal development. In other words, a child's behaviour has a direct impact upon their attainment and progress, as well as that of other pupils within our school community.

As a result, we aim to create a learning environment where everyone feels valued - where each child has the opportunity to strive for success.

We remind the children that success isn't just about money. It is about feeling happy, being able to make good choices and ultimately feeling good about themselves.

We believe that successful people feel good about:

- How hard they have tried.
- Who they are.
- What they spend their time doing.
- The choices they have in their lives.

Furthermore that:

- We are not born successful.
- Everyone has setbacks and failures.
- The first step to success is choosing.

In order for pupils to be successful in their life and learning, we believe that children need to value the behaviours and attitudes below:

1. **Try new things**
2. **Work hard**
3. **Concentrate**
4. **Push themselves**
5. **Imagine**
6. **Improve**
7. **Understand others**
8. **Not give up**



These eight core attributes are known to our children as '**The Secrets of Success**'.

Within our school community, we actively encourage our children to be:

1. Confident, self-assured learners.
2. Respectful of the opinions of others.
3. Able to value their education and rarely miss a day at school.
4. Driven and motivated to learn.
5. Able to work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
6. Feeling safe at all times.
7. Able to keep themselves safe online.
8. Able to trust staff to deal with any of their issues and concerns.

9. Being able to explain accurately and confidently how to keep themselves healthy.
10. Caring and active citizens in school and in wider society.

### The Law

The Meadows Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils..." (Education and Inspections Act 2006, section 89). The school will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable. Schools are required to comply with the new equality duty "The Equality Act 2010". The public sector equality duty has three aims:

- To eliminate unlawful discriminations, harassment, victimisation and any other conduct prohibited by the law
- To advance equality of opportunity between people who share a protected characteristic and people who do not share it
- To foster good relations between people who share a protected characteristic and people who do not share it.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Rights and Responsibilities

At The Meadows, we firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Moreover, we believe that everyone within our school community has right and responsibility to ensure that our school is a safe place in which to learn, work and play.

We believe that:

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and supportive community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.
- All members of our school community (including children, staff, parents and governors) should act as a role model, promoting positive behaviour. Our school Motto is 'Learning by caring and sharing' something which we strive to be promoted by all members of our community.

### **Positive Behaviour**

In the world around them, children see many different examples of how people behave. As a school, we believe that we have a responsibility to help children understand that they have choices about how to behave and that there are consequences to the choices that we make - some that can even have an impact upon us in the future. We aim to help our pupils develop the strategies required for them to make appropriate choices.

One way in which we encourage children to make good choices is through the promotion of positive behaviour. Partially, this is since we recognise that good

behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

At The Meadows, we believe that children respond best to praise and encouragement. We try to find every opportunity to praise children when they are showing positive behaviour or are demonstrating one of the eight characteristics of a successful person such as to: work hard, push themselves, concentrate, try new things, imagine, understand others, improve and not give up (see above regarding 'The Secrets of Success').

Throughout the school we use an electronic system called 'Class Dojo', to promote these characteristics. Each child is provided with an avatar and is rewarded a 'dojo' when they demonstrate success. This may be given by a teacher as part of oral or written feedback. The children accrue dojos during the course of the term. This system is used to track behaviour - both positive and negative. It allows teachers and the governors to scrutinise pupils' behaviour, identify trends and to support any learners displaying negative behaviour characteristics.

## **Rewards**

Throughout the school, staff promote 'The Secrets of Success' at every opportunity, for example through:

- Positive verbal praise.
- The use of electronic rewards (Class Dojo).
- Rewarding individuals with stickers promoting 'The Secrets of Success.'
- School assemblies focusing on talking about or reinforcing 'The Secrets of Success'.
- One celebration assembly per week identify children in each class who have been 'successful' in the learning, demonstrating one of the eight secrets of success or producing WOW work. All names and example of work are displayed within school and on the school website. The classes are also ranked depending on who has highest average amount of dojos and which class has the highest attendance figure.
- Acts of kindness or outstanding behaviour are also identified by the head boy and head girl during celebration assemblies.

- Acknowledging all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in cups, certificates and other awards gained outside school.
- One assembly per half term recognising those children who have accumulated the most amount of dojos per class.

### **Team Points**

Team points are used to encourage team work or a sense of collective identity, sportsmanship and a sense of healthy competition.

Each half term all children throughout the school will be organised in their teams in order to compete in interschool competitions. These competitions will allow children to demonstrate their learning in PE over the past half term. Furthermore, they will provide all children with the opportunity to compete in a sporting event and to fully understand the importance of working as a team.

### **Unacceptable Behaviour and Sanctions**

At The Meadows, we believe that positive reinforcement is the key to successful, confident and motivated learners. However, we also recognise that no-one is perfect and that at times we sometimes make wrong choices. As a result, there are consequences.

When a child is displaying a negative behaviour within school, we remind children of the importance of making the right choice. They are given a warning to improve their behaviour. However, they are warned that if they continue to make the wrong choice then there will be a consequence.

If a child then continues to make the wrong choice, displaying unacceptable behaviour, then there are specific consequences.

### **Low Level Disruption**

The following low level behaviours are unacceptable:

- Shouting out
- Interrupting
- Talking when not directed to
- Lack of effort
- Running in the corridor

- Lack of concentration
- Loitering in the corridor or cloakroom (lack of punctuality)
- Not sharing
- Lack of empathy
- Unkindness
- Refusal to participate with no valid reason
- Incomplete or insufficient work (where appropriate)
- Invading personal space in order to intimidate
- Name calling

The consequences of displaying such behaviours are:

- The loss of dojo points from their individual total
- Personal reflection time
- A note is placed on 'Class Dojo' regarding their behaviour

At The Meadows, we believe that personal reflection time is a crucial part of children learning from their mistakes. They are provided with a reflection template which allows them to identify where they went wrong (in other words, made the wrong choice), how they should have behaved and the impact that their behaviour has had upon themselves and others around them.

All reflection sheets are kept as evidence, in conjunction with 'Class Dojo' records, and will be analysed half termly. Actions may then be put in place to support children who are frequently displaying unacceptable behaviours.

### **High Level Disruption**

Unfortunately we are aware that some children make wrong choices that are of a much more serious nature. In this case a warning may not be given, depending on the severity of the behaviour displayed by the child.

We believe that the following high level behaviours are never acceptable:

- Constantly and purposefully disrupting the learning of others
- Being rude or disrespectful
- Leaving the classroom without permission
- All bullying behaviours including physical, emotional and online
- Any physical or verbal intimidation

- Inappropriate use of language which is offensive based upon the protected characteristics below:
  1. Age
  2. Disability
  3. Gender reassignment
  4. Marriage and civil partnership
  5. Pregnancy and maternity
  6. Race
  7. Religion and belief
  8. Sexual orientation
- Threatened violence
- All forms of lying
- Inappropriate physical contact
- Repeated incidence of invading personal space in order to intimidate
- Mimicking others

The consequences of displaying such behaviour are:

- Negative dojos
- Personal reflection time
- A letter of apology (where appropriate), photocopied and placed on file
- A note is placed on 'Class Dojo', as well as in the head teacher's log, regarding their behaviour
- Dialogue with the child's parents

For serious or repeated incidences, it may be necessary to:

- Removal of a child from the classroom into a separate learning environment
- Removal of a child from an after school club
- The completion of a risk assessment to ascertain where it is safe to allow a child from participating in an activity or attending a school trip. Where it is deemed unsafe, a child will not be allowed to attend such activities.
- Referral to the Head teacher or a member of the Senior Leadership Team
- The creation of an Individual Behavioural Plan (IBP)
- Fixed-term or permanent exclusions

## **Exclusions**

Although we do not wish to exclude any child from school, we recognise that at times this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Head teacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, either they will inform the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head of School may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Head teacher.

The Head teacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the Head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Drug and Alcohol Related Incidents**

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child requires medication during the school day which has been prescribed by a doctor, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping and will be locked away in the medicine fridge. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. As stated in the school's medication policy, only prescribed medication can be administered.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and a referral will be made to First Response.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including making a referral to First Response.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police will be informed and a referral will be made to First Response.

### **Multi Agencies and External Advice**

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour, including the use of Class Dojo'
- Increased communication between home and school
- Individual Behaviour Plans ( IBPs)
- Support from the SENCO (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Referral to outside agencies such as Educational Psychologist, LA, Behaviour Support, SLT

## The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force. This provides advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

### **Action as a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

### **Monitoring and review**

We are aware of the need to monitor and update the school's behaviour policy on a regular basis, so that we can take account of changes in statutory guidance and law. We will therefore review this policy in two years, or earlier if necessary.

<b>Headteacher:</b>	<i>M Proctor</i>	<b>Date:</b>	5/2/16
<b>Chair of Governing Body:</b>	<i>Ann Spilsbury</i>	<b>Date:</b>	5/2/16

**Policy adopted: February 2016**

**Review date: February 2018**

Appendix  
**KS2 Reflection Sheet - High  
Level**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



What happened?

How were you feeling when it happened?



Why did it happen?



What could have been done instead?



What did you do?



What might the result have been?

 What was the result?

If I continue to act like this, what might be the consequences in the future?

**Which of our 8 Secrets of Success will help you next time? Circle your answer.**



Concentrate

Don't Give Up

Work Hard

Understand Others



Improve

Push Yourself

Try New Things

Imagine

# KS2 Reflection Sheet - Low Level

## How will it/they help?

What happened?

If I continue to act like this, what might be the consequences in the future?

**Which of our 8 Secrets of Success will help you next time? Circle your answer.**



Concentrate



Improve

Don't Give Up



Push Yourself

Work Hard



Try New Things

Understand Others



Imagine

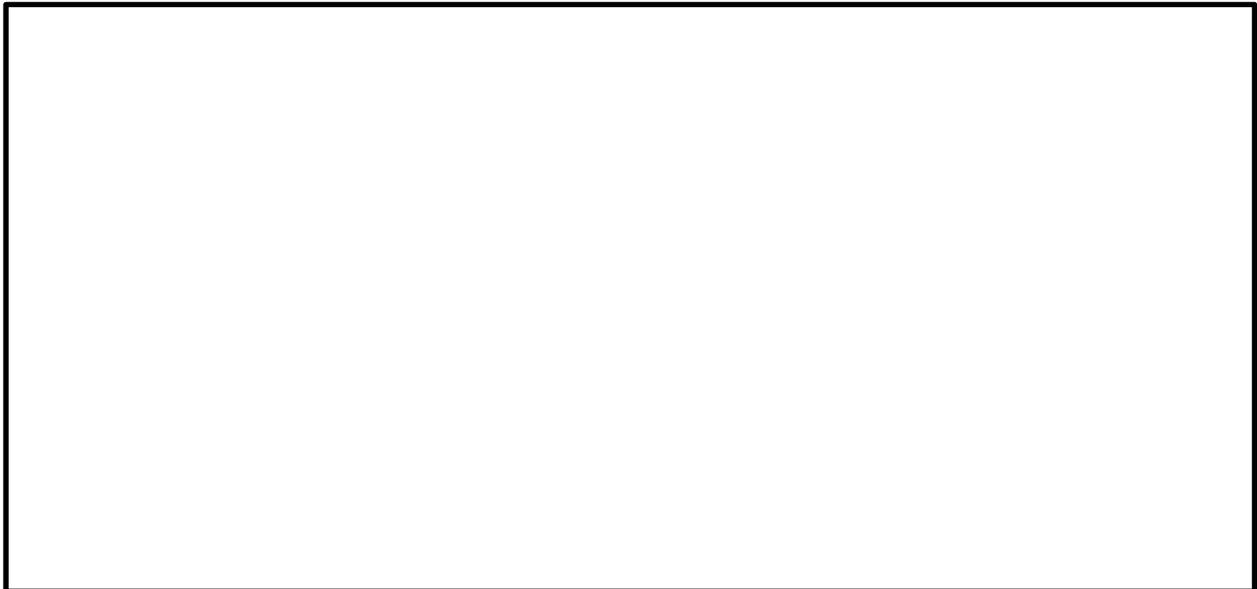
**How will it/they help?**

# Rec and Y1 Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What should you have done?  
Draw a picture.**



**Which of our 8 Secrets of Success will help you next time? Circle your answer.**



Concentrate

Don't Give Up

Work Hard

Understand Others



Improve

Push Yourself

Try New Things

Imagine

# Y2 Reflection Sheet - Low Level

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What happened?

Which of our 8 Secrets of Success will help you next time? Circle your answer.



Concentrate

Don't Give Up

Work Hard

Understand Others



Improve

Push Yourself

Try New Things

Imagine

# Y2 Reflection Sheet - High Level

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What happened?

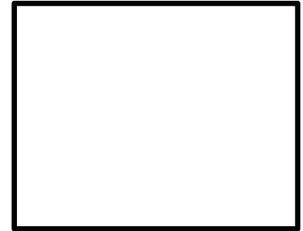
## How did you feel?

Other



# What happened because of your actions? Circle your answer.

Other



# Which of our 8 Secrets of Success will help you next time? Circle your answer.



Concentrate



Don't Give Up



Work Hard



Understand Others



Improve



Push Yourself



Try New Things



Imagine