



The Meadows
Primary School

Behaviour for Learning Policy

Signed (Chair):	Name: Mrs S Robbins	Date: 13 April 2018
Signed (Headteacher):	Name: Mrs J Mounter	Date: 13 April 2018
Ratified: 13 April 2018		Next Review: 12 April 2019

Behaviour for Learning at The Meadows

Our school will strive to provide all children with a safe, caring and inclusive environment where all of the school community feels respected and valued. A school environment must enable children to learn and teachers to teach.

The school's Behaviour for Learning policy underpins this ethos and ensures that there is a clear understanding that behaviour has an impact on learning for all children and that responsibility must be taken for their actions. Physical, emotional or verbal abuse will therefore not be tolerated.

The school's system of rewards and sanctions will acknowledge the efforts of children to behave and learn well, encourage improvement in behaviour when learning is at risk and will challenge the perceptions of those pupils and parents who give low priority to behaviour.

Where behaviour is linked to a special education need this policy should be read alongside the SEND policy.

To improve behaviour we will:

- Establish a positive school community where learning is valued.
- Celebrate hard work, determination and positive attitudes.
- Promote self-esteem and positive relationships.
- Help pupils to make appropriate choices with regards to their behaviour.
- Work closely with parents/carers

In order to promote positive behaviour we will:

- Model positive behaviour towards all children and staff.
- Give positive praise and rewards in line with this policy.
- Celebrate positive behaviour and learning weekly as a whole school.
- Have weekly Golden Time.

Daily rewards:

- The language of all staff will be focused on seeing the positives in pupil behaviour so that all pupils hear words of praise every day.
- Positive behaviour will be rewarded through the use of house points which will be collected every week and celebrated in assembly. The winning house will receive the house trophy.
- Teachers will give praise both verbally and through their written comments.
- A daily sticker will be given to one child in each class who has made it onto The Meadows rainbow.
- Any pupils sent to the Headteacher for praise will receive a sticker and note to go home.

Weekly rewards:

- Each week one child from each class will receive The Meadows Promise certificate for either learning or demonstrating behaviours referred to in The Meadows Promise:

I will focus on my learning.

I will be kind and helpful.

I will be caring and show respect.

I will look after everyone and everything.

I will get along with and be positive with others.

Certificates will be presented in a weekly assembly and parents will be formally invited.

Wrong choice sanctions:

Every class will have a display which sets out The Meadows Promise. All children begin the day on The Meadows butterfly. Should they make the wrong choice they will move down the steps with the following consequences:

Step 1: Warning

Step 2: Final warning

It is possible to move back onto The Meadows butterfly from these two steps if the pupil's behaviour improves.

Step 3: Miss five minutes of Golden Time.

Step 4: Time out of class into the classroom of a senior leader.

Step 5: Sent to the Headteacher or senior member of staff in charge.

Golden time will take place each week after the celebration assembly for 25 minutes. Pupils missing golden time will remain in the hall with a senior member of staff. Records will be kept in order to monitor who is missing golden time and the reasons for this. Children who miss golden time three times will have their parents informed.

Senior leaders will report back each week during senior leadership meetings if they have had any pupils sent to them as they have reached stage 4. Records will be kept to identify patterns in behaviour and parents will be informed if their children's behaviour is disrupting their own and others learning.

Severe/Extreme Behaviour:**Definition:**

The following inappropriate behaviour can be classed as severe and would therefore warrant sanctions of a severe nature:

- Racial abuse
- Extreme verbal abuse directed at another
- Physical violence
- Removing themselves from site
- Repeated verbal or physical abuse (bullying)
- Persistent significant disruption to the learning of others
- Defiance
- Deliberately bringing into school items which could endanger others.

Sanctions for Extreme/Severe behaviour:

Incidents of the above behaviour must be dealt with immediately by a senior member of staff. A factual log of information of the incident will be kept by the Headteacher on the schools information management system (SIMS) and an investigation/discussion with the pupils will take place.

A serious breach of this Behaviour of Learning Policy demonstrating the behaviour listed above may require the child to be moved straight to stage 4 of the Behaviour Exclusion Policy and may be subject to a fixed term exclusion.

or

Parents are informed and invited in to discuss the incident with the Head teacher and the child moving on to the behaviour causing concern register at stages 1 to 3 as appropriate.

Use of Safer Handling Techniques:

All school staff have the power to use safer handling techniques to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom (Section 93, Education and Inspections Act 2006). Force will only be used as a last result.

Only staff that are appropriately trained in the use of safer handling techniques will use reasonable force.

School can use safer handling techniques to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing that pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Behaviour causing concern:

When a child’s behaviour is causing concern as it is impacting negatively on their own learning or that of others and they are not responding to the whole school rewards and sanction plan they will be subject to the following procedure. A serious single breach of this policy may result in a child moving straight to stage 4 or 5.

<p>Stage 1</p>	<p>Behaviour causing concern:</p> <ul style="list-style-type: none"> • Behaviour is monitored. • Parents and child informed in writing • Review after 6 weeks; decision made to remove child or escalate to Stage 2. Parents informed in writing of outcome. •
<p>Stage 2</p>	<ul style="list-style-type: none"> • Senco becomes involved • IBP (individual behaviour plan) written and shared with child and parents including a positive reward system. • SAF where needed • Family support worker involved where needed • Review after six weeks. Decision made to remove child or escalate to Stage 3. Parents informed in writing of outcome. •
<p>Stage 3</p>	<ul style="list-style-type: none"> • SAF started including a Team Around the Child (TAC) meeting. Other agencies such as behaviour support are involved. • Child placed on the SEN register • A referral to an educational psychologist may be made. • Statutory assessment for an EHCP may be made. • Regular reviews
<p>Stage 4</p>	<ul style="list-style-type: none"> • Serious or continues breaches of Behaviour Policy will result in fix term exclusions. Parents informed in writing • Reintegration meeting/behaviour contract signed. • Stage 3 support continued. • Parents informed in writing that further breaches of the school Behaviour Policy may result in permanent exclusion. • Alternative provision/managed move may be considered before permanent exclusion.
<p>Stage 5</p>	<ul style="list-style-type: none"> • Permanent Exclusion • Parents have the right to appeal.

A single serious breach of the Behaviour Policy can accelerate a child to stage 4 or 5.

Exclusions

The Meadows will use exclusions as a form of punishment for serious or continuous breaches of our behaviour for learning plan. They will only be used as a final option.

Exclusions will only be used on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. Fixed term exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Should any exclusion occur the Headteacher must also, without delay, provide parents with the following information in writing:

1. The reasons for the exclusion;
2. The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
3. Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
4. How any representations should be made; and
5. Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
6. That for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Written notification of the information above can be provided by: delivering it directly to the parents; leaving it at their last known address; or by posting it to this address.

A decision to exclude a pupil permanently will only be taken:

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