



**King's Meadow School**

## **BEHAVIOUR POLICY**

### Purpose

To promote the development of positive relationships between all members of our School Community.

Our community includes:

- the headteacher and teachers
- teaching assistants and break time supervisors
- children and their parents
- office staff
- caretakers and cleaners
- governors and friends

### **Rights, Rules and Responsibilities – at King's Meadow School**

We believe that everyone at King's Meadow has rights. It is our responsibility to respect the rights of others. These rights and responsibilities are made explicit and protected by fair rules.

These rights include:

- a safety right
- a learning right
- a treatment right
- a movement right
- a communication right
- a problem solving right.

Everyone has personal responsibility for their own behaviour. The ultimate aim is self-discipline.

The rules are:

- written in a positive way
- owned by teachers, supervisors and children
- fair
- certain

The Behaviour Policy encompasses and links with the following policies and appendixes:

- Guidelines for dealing with unacceptable behaviour
- Reflection Sheet and Record of Incident sheets
- Midday Supervision Guidelines
- Guidelines for Safe Playtimes
- Promoting Positive Behaviour
  
- Policy on Anti-Bullying

- Equality Policy

### **Rights and Responsibilities of Children**

<b>RIGHTS: I have a right to.....</b>	<b>RESPONSIBILITIES: I have a responsibility to ...</b>
Be safe and feel safe.	Help others to feel safe and secure in the classroom and playground.
Be treated with respect and fairness and as a social equal by other children and adults, regardless of religious, cultural, racial or sexual differences.	Treat others with respect and consideration at all times.
Communicate and be listened to.	Listen to others, value their contributions and respect their opinions.
Move around the school.	Move safely and calmly using the agreed guidelines.
Learn without interruption.	Allow others to learn without causing distractions.
Use and share equipment in the school environment.	Use equipment safely and to share with others. Respect and care for all belongings, resources and the school environment.

### **Rights and Responsibilities of all Staff and Adult Helpers**

<b>RIGHTS: I have the right to.....</b>	<b>RESPONSIBILITIES: I have a responsibility to....</b>
Work in a safe and supportive environment.	Promote a safe supportive environment for others.
Be treated with respect and courtesy by all in the school community.	Treat others with respect and consideration.
Teach without interruption.	Provide a quality curriculum programme which is accessible to all children.
Have my belongings, and the property of the school, respected.	Support other staff in school.
Have the opportunity for professional development.	Take, organise and plan my own professional development.
A positive relationship with the children and staff of our school.	Promote a positive relationship with all children and adults.

### **Rights and Responsibilities of Parents**

<b>RIGHTS: I have a right to.....</b>	<b>RESPONSIBILITIES: I have a responsibility to.....</b>
Know that my child is in a safe, supportive environment.	Support the school in promoting safe environment.
Be treated with respect and fairness by all children and adults.	Treat everybody in the school community with respect and consideration.
Be kept informed about my child's behaviour and social progress.	Read school letters and respond appropriately.
Be contacted over social behaviour	Respect the professional judgement of

issues when deemed necessary.	the teaching staff. Make appointments at appropriate times.
Ensure safety of my child at the end of each day.	Bring and collect my child from the classroom at the agreed times.
Have my child learn to their full potential.	Act as a partner with the school in both the social and learning process.

### **King's Meadow School's Golden Rules**

- I will respect and care for other people
- I will work hard and do my best with classwork and homework
- I will be helpful, friendly and polite
- I will talk quietly
- I will take care of the equipment and buildings
- I will walk whilst inside the building and take care outside

### **Classroom Rules**

At the start of each school year the classroom rules are negotiated by the teacher and the children, having due regard to general school rules, expectations and class organisation. Classroom rules are constantly reviewed throughout the school year. Copies of classroom rules are displayed in each classroom.

### **Going for Gold Reward Chart**

All classes will use the Going for Gold Reward Chart which can be linked to school and classroom rules and enable all members of staff to reward or sanction children across the school.

### **Promoting Positive Behaviour**

In our school, staff actively promote positive behaviour and good work through verbal encouragement and class based recognition of good work and behaviour. Use of the Going for Gold Reward Chart rewards positive behaviour across the school day and can be used consistently by all staff. (See *appendix 2*)

### **Bullying**

In our school we perceive bullying to be: a continuous pattern of behaviour by one person or a group, which is designed to hurt, injure, embarrass, upset or intimidate. (See *King's Meadow School 'Policy on Anti-bullying'*)

### **Parents and the Community**

The part parents play in their child's education is vital:

1. Our school believes that parents have to be part of an active partnership to nurture good behaviour.
2. We aim to ensure that the school provides a welcoming environment.
3. We welcome parents (with appropriate CRB documentation) who are able to come in during the school day to work with children.

4. Teachers endeavour to make themselves accessible with a clear line of communication.
5. Positive and constructive comments on work and behaviour are relayed to parents.
6. Parents are encouraged to participate in their child's learning both in school and at home.
7. A school handbook is available for all parents.
8. A Parents notice board is situated in the Reception area of the school – giving all up-to-date information.

### **Use of Outside Agencies**

Our school is part of a wider support network (ECM Agenda). School policy is to work collaboratively with relevant outside agencies on the principle of early intervention.

Outside agencies currently providing support include:

1. The Educational Psychology Service
2. Social Services
3. Special Needs Advisory Teams
4. Behaviour Outreach Support
5. The Home School Link worker.

### **Role of the Governors**

The Headteacher in line with the following D.f.E. requirements, is responsible for discipline

- determining, in accordance with any written statement of general principles provided for him by the governing body, measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupils is acceptable and otherwise regulating the conduct of the pupil; making such measures generally known within the school, and ensuring that they are implemented;
- ensuring the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere;

The Headteacher will regularly keep the Governing Body informed and discuss issues as and when they arise, especially with respect to particular pupils.

The Governing Body has access to confidential reports on children causing concern, and are involved in Exclusions where necessary.

### **Equal Opportunity**

We aim to ensure that all children are treated equally:

- Sex stereotyping will be avoided.
- Children from different ethnic / cultural backgrounds will not be disadvantaged because of language difficulties.
- Children with disabilities will have appropriate access and support.

See *King's Meadow School* 'Equality Scheme' which encompasses the following policies:

- Policy for Race Equality and Cultural Diversity
- Gender Equality Policy

- Disability Non-Discrimination Policy
- Policy for Special Educational Needs

## **Conclusion**

This policy has been produced through consultation with staff and children in the school. We aim for this document to be reflected in our current practice. It is written for Teachers, and Non-Teaching staff, Children, Parents and Governors of our school.

## **King's Meadow School Guidelines for dealing with unacceptable behaviour**

- Staff must always be fully aware of what has happened when dealing with an incident of unacceptable behaviour. Listening to the child is very important.
- Staff must talk to the children about their actions, why they are unacceptable and why the rules are important.
- Dealing with such behaviour needs to be done sensitively, sometimes discreetly, so that attention is not drawn to a child or situation.
- Children must be given the opportunity to reflect on the behaviour and take appropriate action to make amends. The subsequent behaviour should be praised.
- Some children need directing away from a difficult situation for a period of time and be positively encouraged to another activity, group of children or quiet zone.
- If chosen strategies are proving to be unsuccessful after a reasonable length of time, then the cause of the behaviour needs further investigation. Meetings need to be held with parents to discuss difficulties, which may include behaviour at home, circumstances at home, health questions, such as hearing problems and any other contributory factors. An agreed plan of action needs to be devised with parental support and would include informal and formal monitoring and reporting to parents.
- If there is not a visible improvement, class teachers need to seek advice from the SENCO and a more formal monitoring system would be identified e.g. SEN Action Record.

## **Break Times and Lunch Times**

We expect children to behave in a safe, sensible and courteous manner towards each other and towards break and lunchtime supervisors. Children's awareness of the school rules and the self guidance provided by **WITS** should be reinforced in whole school or yearly meetings and class discussions.

In our school we use our **WITS** to help us take control of a difficult situation:-

- W** - walk away
- I** - ignore the irritating behaviour
- T** - tell an adult
- S** - stay away

### **Positive Behaviour**

Positive behaviour can be rewarded by moving the child up the Going for Gold reward chart.

Examples of Positive behaviour

- Eating lunch without disruption
- Helping friends
- Making the correct choice when issues occur

### **Reward and Sanctions**

#### **Step 1 : Low level misdemeanours:**

- Not following school or class rules or the expectations for safe playtimes as discussed with staff and children at the start of each school year.

##### **Step 1 - Behaviour Management Strategies**

- Positive reinforcement of good behaviour
- Time out against the wall. It is suggested that time out should equate to one minute per year (age) ie: an 8 year old would spend up to 8 minutes 'Time Out'.

#### **Step 2 : More serious misdemeanours:**

- Not following instructions including repeated low level misdemeanours
- Being disrespectful to adults
- Verbal or physical aggression
- Damaging equipment/other's property
- Swearing
- Throwing things

##### **Step 2 - Behaviour Management Strategies**

- To sit in designated supervised area eg on the wall at the back of the studio, in the wings or the bench in the quad, class teacher to be informed and a reflection sheet to be completed. A copy of the reflection sheet to be kept by the teacher. Before completing the sheet it is important to discuss with the child the 'What did I do?' section.
- Any child completing a reflection sheet at break time or lunch time will automatically lose their next break and will sit in designated area.

### **Step 3: Very serious misdemeanours:**

- Refusing to do what an adult says
- Answering back or rudeness
- Swearing or using bad language
- Verbal or physical aggression
- Vandalism
- Persistent disruptive behaviour
- Racist, sexist or prejudiced remarks or attitudes
- Leaving the school building or premises without permission
- Stealing
- Bullying of any kind
- Stone throwing or other dangerous behaviour

These are where children are displaying *persistently unacceptable behaviour*. Incidents of this kind must be reported to the Head or Deputy, who will take the appropriate action required. Please do not refer directly to parents about *serious* misdemeanours without prior discussion with the Head, Deputy or SENCO. Parents will need to be involved. *nb. SENCO involvement may result in the pupil being placed on the SEN register with targets.*

*Children who display unacceptable behaviour should be aware that action will be taken and sanctions will be imposed.*

### **Step 3 - Behaviour Management Strategies**

A pupil will always complete the reflection sheet. A KMS Incident Form may also need to be completed depending on the severity of the behaviour displayed.

- The child is sent to the Head teacher (Deputy or SVMT Member if Head absent). The Head will decide on an appropriate sanction then monitor the situation following his conversation with the child concerned. Parents will be communicated with by the Head teacher to advise them that their child is displaying unacceptable behaviour, what the sanction is and will be advised if behaviour persists.
- Fun Time / Fix It Friday. The child will attend Fix It Friday if he/she has had 2 or more incident sheets that week. The child spends time with the Headteacher reflecting/discussing the way forward in terms of improving behaviour.
- If appropriate, a letter will be sent to the child's parents, giving a time of appointment to discuss their child's behaviour with the Head, SENCO if appropriate and the class teacher. At this stage a behaviour management support plan should be agreed. A support plan should be agreed with parents/guardians and be developed to help individual pupils better manage their behaviour.

## **In the Classroom and around School**

### **Reward and Sanctions**

#### **Step 1 : Low level misdemeanours:**

- Not following school or classroom expectations as laid out in school and class rules.

##### ***Step 1 - Behaviour Management Strategies***

In class, sanctions need to be comparatively mild, having made sure the rules are understood. They must always be used in the context of self-esteem for each adult and child.

- Moved down on Going for Gold Reward Chart. Movement below Red will result in the completion of a Reflection Sheet and loss of privileges.
- Positive reinforcement of good behaviour
- Divert the child e.g. give them a job or message to take
- Give limited choice to the children
- Positive scanning of the room
- Change the tone/volume of voice – assertive, authority
- Provide a positive classroom environment
- Talk with an individual or group
- Reminding children that someone is waiting for them to respond
- Ignore
- Eye contact

#### **Step 2 : More serious misdemeanours:**

- Refusing to work
- Damaging equipment/other's property
- Damaging own/others' work (including drawing in/on workbooks)
- Misuse of equipment e.g. scissors
- Misusing the toilets
- Swearing
- Taking things
- Throwing things
- Refusing to follow directions
- Constant disruption of working atmosphere
- Having no respect for own level of achievement

##### ***Step 2 - Behaviour Management Strategies:***

A pupil will always complete the reflection sheet for level 2 misdemeanours and carry out one of the following sanctions ...

- Putting the damage right/fix the problem
- Apologising and writing a note of apology
- Repeating unsatisfactory work



- One to one talk (with parents if necessary)
- Time out in class for up to 10 minutes (on a chair, no more than twice in one session)
- If time out has been used twice already, a pupil will have time out with another teacher, taking their work with them for the remainder of the session (no more than twice in one week before moving onto the next level of sanctions). Class teachers and receiving teachers should complete the 'record of class exclusion' sheet and attach it to the child's reflection sheet
- Loss of privilege
  - Loss of break in designated area. A discussion will take place between the child and Deputy or SENCO at lunchtime or end of day. The class teacher should contact parents and discuss the issues.

Reflection forms and record of class exclusion sheets to be kept by class teachers. It is vital that teachers keep the Deputy, SENCO and Head teacher informed of children causing concern through these means, and this should be a regular item on the SVMT agenda, more immediately if necessary. These communications allow effective monitoring in order to ensure that we are treating the same behaviour with similar strategies.

### **Step 3: Very serious misdemeanours:**

- Refusing to do what an adult says
- Answering back or rudeness
- Swearing or using bad language
- Verbal or physical aggression
- Name calling
- Vandalism
- Persistent disruptive behaviour
- Racist, sexist or prejudiced remarks or attitudes
- Leaving the school building or premises without permission
- Stealing
- Bullying of any kind
- Stone throwing or other dangerous behaviour

These are where children are displaying *persistently unacceptable behaviour* that is inhibiting either their own work, or the work of others. Incidents of this kind must be reported to the Head or Deputy, who will take the appropriate action required. Please do not refer directly to parents about *serious* misdemeanours without prior discussion with the Head, Deputy or SENCO. Parents will need to be involved.

*Children who display unacceptable behaviour should be aware that action will be taken and sanctions will be imposed.*

### **Step 3 - Behaviour Management Strategies**

A pupil will always complete the reflection sheet and staff will complete a record of class exclusion sheet for level 3 misdemeanours:

- The child is sent to the Head teacher. The Head will decide on an appropriate sanction then monitor the situation following his conversation with the child concerned. Parents will be communicated with by the Head teacher to advise them that their child is displaying unacceptable behaviour, what the sanction is and will be advised if behaviour persists.

- Fun Time / Fix It Friday. The child will attend Fix It Friday if he/she has had 2 or more incident sheets that week. The child spends time with the Headteacher reflecting/discussing the way forward in terms of improving behaviour.
- If appropriate, a letter will be sent to the child's parents, giving a time of appointment to discuss their child's behaviour with the Head, SENCO if appropriate and the class teacher. At this stage a behaviour management support plan should be agreed. A support plan should be agreed with parents/guardians and be developed to help individual pupils better manage their behaviour. The plan will have the following common elements:
  - Is school based
  - Have a nominated member of staff as overseer
  - Be automatic for pupils with several fixed term exclusions
  - Be automatic for pupils at risk of failure or disaffection
  - Will not be used to replace the IEP
  - Will have involved other agencies where appropriate
  - Should be time limited and identify short-term targets
  - Following the above measures the next step is a fixed term exclusion, this may be for lunchtimes or lesson times
  - Finally there may be a permanent exclusion or managed transfer
- *NB.SENCO involvement will result in the pupil being placed on the SEN register with targets if not already in place.*

## **Exclusion**

Before making a decision to exclude a pupil the following action will usually have taken place:

- The Head, SENCO, class teacher and any other adult concerned will have provided a clear identification with the pupil of the unacceptable / offending behaviour
- If necessary appropriate sanctions short of exclusion in an effort to discourage re occurrence of such behaviour will have been established
- A support plan has been established and implemented
- Notification to parents of concerns and the sanction implemented will have taken place
- Upon re-offence, discussion with the pupil regarding the sanction of exclusion and an interview with parents/guardians will have been set up to discuss the sanction of exclusion.

Exclusion will be used:

- When a child is using extreme, violent or aggressive behaviour, thereby endangering themselves and others, and /or refusing to respond to alternative strategies and sanctions previously imposed
- If allowing the pupil to remain in school would seriously harm the education, health, welfare or safety of the pupils or others in the school
- In the first instance it may be for 1 day. If the pupil incurs additional exclusions these will be for a longer duration at the discretion of the Head.
- To enable parents, child and school to work closely together to agree a plan leading to modification of the child's behaviour and a return to school
- As a permanent exclusion should the pupil not respond to the fixed term exclusion
- The Governing Body, Education Welfare Officer and LEA are informed of any exclusion and will be involved in discussion with parents, child and school in the devising of a plan.

Any decision to exclude will be taken after a full investigation into the incident has been completed. The total number of fixed period exclusions given in one school year must not exceed 45 school days. The parent/guardian of the pupil must be informed immediately when exclusion, fixed or permanent occurs, by telephone if appropriate. The following information must be conveyed:

- The period of exclusion
- The reason for exclusion
- That representation can be made to the governing body about the exclusion
- The way in which that representation can be made

The Head teacher must write to the parent within one school day of the decision to exclude with this information. The letter should include details for the continuing education of the pupil including the setting and marking of work. The right of the parent to see the pupils' school records is also conveyed to the relevant parties.

These Guidelines link with the following policies and appendixes:

- Behaviour Policy
- Reflection Sheet and Record of Incident sheets
- Midday Supervision Guidelines
- Guidelines for Safe Playtimes
- Promoting Positive Behaviour
- Equality Policy

Adopted by the Governors' Resources Committee ..... March 2011, Sept 2012, Mar 2015

Confirmed by the Full Governors ..... Sept 2012, Mar 2015

Readopted by Full Governors..... Nov 2016

Review date ..... From Sept 2017

L Daulton (Headteacher) ..... Date :

S Hill (Chairman of Governors)..... Date:



# King's Meadow School - Reflection Sheet

Name of Pupil: ..... Year: ..... Class: .....

Date: ..... Time: .....

What did I do?:

.....  
.....  
.....

Why did I do it?

.....  
.....  
.....

Who was affected and how did they feel?

.....  
.....  
.....

What will I do to show that I don't want this to happen again? (try to think of at least two things)

- 1.....  
.....
- 2.....  
.....
- 3.....  
.....

Action taken:   
---------------------------

Staff involved: .....

Signatures: .....

# King's Meadow School - BEHAVIOUR INCIDENT FORM

Name of Pupil: ..... Year: ..... Class: .....

Date: ..... Time: .....

## Nature of Incident:

Violent/aggressive behaviour  Inappropriate language  Disruptive behaviour   
Disrespectful behaviour  Damage  Bullying  Racial

Description of incident:

Action taken:

Staff involved: .....

Signatures: ..... Sheet sent home: Yes / No

KING'S MEADOW  
INCIDENT SHEET

CHILD'S NAME :

DATE:

ADULT PRESENT:

DETAILS OF INCIDENT:

SIGNED:

# Fix it Friday Reflection Sheet

**Name:**

**Date:**

**Description of incidents:**

**Why did this happen?**

**How can we stop this happening again?**

**Signed (staff).....**

**Signed (child).....**