



Behaviour Principles Written Statement (Prelude to Promoting Positive Behaviour Policy)

This document is not policy or practice, rather it is a statement to set out Meadowbank Primary School's broad principles and values with regard to behaviour that is both expected and promoted within the school. It is intended to help all school staff to be aware of, and understand, the extent of their powers in respect of discipline and sanctions and how to use them.

Actual, practical applications of these principles are the responsibility of the Headteacher who will view each case in light of these principles and any relevant policies. The governing board is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour. This is why, at Meadowbank Primary School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

The Governing Board at Meadowbank Primary School strongly believe that secure relationships high standards of behaviour lie at the heart of a successful school that enables (a) all the pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school should feel respected and safe at all times and in all parts of the school. Meadowbank Primary is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of negative behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Meadowbank Primary School, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- Guidance on the use of reasonable force will be agreed upon by the Headteacher and Governing Board, and clearly set out within the school's Behaviour Management Policy.
- Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and are avoided.
- The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyberbullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
- Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.



- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing positive behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the Headteacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Meadowbank Primary School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.
- The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint. The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Meadowbank Primary School.

The governing board reviews this statement annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.



Promoting Positive Behaviour Policy

Appendix 1: Pupil reflection tool (for use in partner classrooms)

Appendix 2: Personal Passport

Appendix 3: Parent teacher meeting record sheet

Appendix 4: Parent Leaflet

Introduction

There can be a perception that behaviour policies are designed to modify negative behaviours however, at Meadowbank we understand that positive behaviour stems from the positive, caring and supportive ethos across school and the community's commitment to giving their best to their school. At Meadowbank children and adults are happy to be part of their Meadowbank community (family), are ambitious for their school and take responsibility for its happiness. Children know that they are always listened to and that they are heard. Therefore, at Meadowbank our policy is seen in action continually through positive, supportive relationships between children, children and adults and adults with adults.

Promoting positive behaviour is a continual process, which is integral to teaching and learning. It promotes whole school consistency by all staff primarily to celebrate citizenship and model positive approaches. School systems show children that there are always consequences for all actions and that positive actions result in a happy, at ease school. It explains a whole school approach involving all staff, pupils and parents wherever possible.

Please refer to school's:

- Anti-Bullying Policy
- Exclusions Policy
- Equal Opportunities Policy

Aims of the policy

- To show that managing behaviour is primarily modelling and recognising positive behaviours.
- To foster positive caring attitudes towards everyone where achievements of all types are acknowledged and valued.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about expected behaviour.
- To help pupil's staff and parents have a sense of direction and feeling of common purpose.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment at ease with itself where everyone feels happy, safe and secure.

The school has a number of expectations, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Basic assumptions

- Pupils need to feel safe and secure, both physically and emotionally.
- Pupils do not misbehave if they are engaged and understand the purpose of what they are doing
- Pupils tend to be engaged if:
 - The tasks are meaningful and they have been involved in the design of the learning activity.
 - The level of challenge is appropriate and accessible i.e. not too hard so the pupil feels over-whelmed or confused or not too easy so that the pupil becomes bored.



- The pupils have a clear sense of short term success criteria and long-term goals and receive regular, simple positive feedback leading to a growing sense of confidence.
- They have a high self-esteem through being valued and the development of a growing sense of competence.
- There is a recognition on the part of teachers that a pupil's level of motivation can vary from EXTRINSIC to INTRINSIC. Recognition for positive efforts (work and behaviour) can be more dependably achieved than for misbehaviour. The Teacher - Pupil contact rate is adequate.
- That experiences in school (which may not in themselves be unpleasant) can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults / authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Respect for all

At Meadowbank, we believe that we are a family and within this every person is equally important and that no one has the right to harass, insult or cause offence to any other person for any reason. We particularly reject the way that some people abuse others:

- Because of the colour of their skin
- Because of nationality or accent
- Because of religion
- Because of their looks or what they wear
- Because they are fat or thin, tall or small
- Because of disability
- Because they are male or female
- Because of their ability or lack of ability
- Because of their likes or dislikes
- Because they are popular or unpopular
- Because they are richer or poorer, older or younger

We are all individuals with differences, but we are all members of our Meadowbank family and can learn from each other.

Golden Rules

All of Meadowbank's children follow a number of Golden Rules as a simple illustration of behaviour expectations which are part of the 'Respecting All' foundation for our school ethos. These are:

Be gentle.
Be kind and helpful.
Be honest.
Work hard.
Look after property.
Listen to people.

- The Golden Rules are reinforced through assemblies when behaviour expectations are reinforced and explained.
- The Golden Rules are taught through Circle Time and PSHE activities and are on display in each classroom.
- The class teacher regularly discusses the Golden Rules with each class. In addition to these, each class may also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that expected in our school.
- When children do not make the right choices they are given the opportunity to turn the choices around by discussing in a restorative way why their behaviour is inappropriate, helping the child to take responsibility for their own actions and understand how they can do things differently next time.
- If a teacher asks a child to stay in school at lunchtime or break for a restorative conversation or to complete learning tasks they must supervise the child. Restorative conversations will not take place whilst those involved are upset.



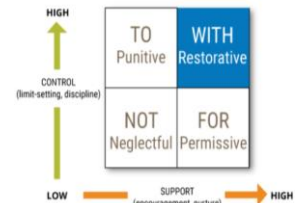
Recognitions, Rewards and Consequences

'Good behaviour is its own reward because it offers students self-respect, confidence, and the wonderful feeling of belonging to a classroom that needs and appreciates them. To deepen these feelings, support it, encourage it, and feed it by creating a classroom your students love coming to every day. It's the best reward you could ever give them'. (Michael Linsin)

Positive Approaches Utilised Across School (Recognitions and Consequences for Good Choices)

The significant majority of pupils do not need or look for recognition as a motivation for good behaviour, it happens through a developing understanding of right and wrong and the importance of building positive relationships alongside a desire to be caring and valuable members of their communities. Evidence of this is found in all aspects of daily school life in a commitment to learning, supporting and helping others, effort and determination and leadership of school. This is created through many formal and informal ways, including:

- Creating safety - physical / emotional
- Raising self – esteem by communicating a sense of importance
- Adults understanding and use of the Social Discipline Window – done with not for or to
- Ensuring pupils experience and have a strong sense of their own success
- Modelling desired behaviour and promoting mutual respect
- Listening to children and communicating that you have heard what they have said
- Giving children ownership of their school and learning e.g. the children lead their curriculum development and have opportunities to join a number of councils or take up leadership roles
- Ensuring that pupils experience success through their efforts which can be developed through the curriculum offer that they are provided with
- Regular empowering and emotional developmental curriculum activities such as:
 - SEAL (Social and Emotional Aspects of Learning) and citizenship lessons and assemblies.
 - British Values modelled and taught



Expectations are communicated through the relationships, ethos and culture that exists across school. Pupils feel recognised as individual and unique people with skills, interests and experiences to offer as well as to learn. There is an emphasis on encouragement and motivating pupils.

As a school we recognise children's valuable contribution which is made without expectation of reward and ensure that citizenship is recognised in a number of ways ranging from individual, private praise to more formal celebration events.

Ways in which positive behaviours are recognised are:

- Give attention for success, not failure e.g. "Catch them being good"
- Appropriate and meaningful work
- Respect for all individuals including their culture and background
- Clear and consistent use of recognitions and sanctions
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible
- Ensuring that 'feelings' are part of the overt and hidden curriculum.
- Each week we nominate two children from each class to be recognised for learning or citizenship. These children receive a certificate in the school reward assembly.

Other recognitions are:

Personal recognitions:

Non-verbal praise (wink, thumbs up), private praise, school responsibilities, stickers, house points, lunchtime VIPs, Monday assembly certificate, Star of the week display, visit to phase leader or senior leader, display of work for others to see, good news shared with parents, Dojos, celebration of out of school achievements.

Class recognitions:

Marbles in a jar, additional choices, class reward, class sharing of good work to other classes, Class Dojos, class certificates.



Golden Time

- As a reward for making the right choices and citizenship all the children from FS – Year 6 in school can earn 30 minutes Golden Time each week.
- Golden time Celebration will be held every Friday at 2:30 - 3:00 in FS2-Y6 and in FS1 11:40 on Wednesday for the beginning of the week and 2:50 on Friday for the end of the week children. During the week the children will fill in “Super Star Award” slips and post them in their Golden Time box when they are proud of someone in their class (based on the GOLDEN RULES). Golden time is followed by fifteen minutes safeguarded time promoting peer recognition of children’s achievements in line with our PSHE&C policy.
- At the end of Golden Time the class teacher will draw a slip from the box and this child will be presented with the class trophy. The trophy is taken home for the weekend and returned back to school on Monday.

Managing and Changing Negative Behaviours (Consequences for Poor Choices)

School recognises that children mature and develop social skills in many different ways and speeds. Most children gain an understanding of the skills needed to be successful and happy within a community easily however all children make mistakes as they learn and a minority of children, for a range of reasons; need support and guidance in navigating the complexities of social relationships. This support is provided in many ways beginning with a graduated response of consequences for poor choices.

Graduated Response Of Consequences For Poor Choices

- **Informal guidance** – informal warning to change behaviour
- **Step 1** - 1st warning, a private reminder of rule not following (in FS child is directed to another task)
- **Step 2** - FS – move from sun onto cloud, KS1 & KS2 move from green to amber on class traffic light. This can be reversed during the same day through good choices.
- **Step 3** - FS – move onto grey cloud, KS1 & KS2 move to red light on class traffic light. The days Golden Time is not earned and child is referred to partner class (recorded on SIMS). This cannot be stepped back to amber or green.
- **Two referrals to partner class in a week** - Class teacher meeting with parent and child. Reviewed with parent weekly or more regularly if appropriate (recorded on parent meeting log).
- **Continued repetition of poor choices following 2 sessions in partner class** – Refer to Phase Leader, Meeting with parents to establish behaviour diary if appropriate (recorded on parent meeting log), half day internal exclusion, lunchtime exclusion where appropriate.
- **Continued negative behaviours following internal exclusion** – Senior Leader meeting with parents to create a collaborative plan for improvement (recorded on parent meeting log).

Referrals to partner classrooms

- A referral to a partner classroom is not a punishment – it is a behaviour strategy –to enable the child to calm down in order to return to class – where possible they should be escorted to a paired class with work to do (it is not the responsibility of the receiving adult to organise work for them to do).
- Adults receiving children who have been referred to their class should talk to them as little as possible, unless it is deemed appropriate. They should not be reprimanded by the receiving adult as this is being disciplined twice for the same poor choice. Children will be provided with a ‘Thinking sheet’ in KS2, to complete which gives them the opportunity to reflect on their choices and how they may have acted differently. In the Foundation Stage and Key Stage One children should be asked to draw or write about what went wrong. After completing this they should then complete the classwork that they have been sent with.

Severe incidents

- **Deliberate physical or verbal aggression, discriminatory language** – Referral to Phase Leader and meeting with parents, recorded in behaviour Log. ½ or 1 day internal exclusion takes place. LA information (leaflet) giving advice to parents/carers of pupil exclusion is shared.
- **Reoccurrence of deliberate physical or verbal aggression, discriminatory language** – Headteacher meeting with



parents and fixed term exclusion (1-2 days). Behaviour plan begun (personal passport). Returning planning meeting held with parents.

- **Further harmful behaviours** – fixed term exclusion (2+ days). Returning planning meeting held with parents and member of school’s inclusion team, considering impact on plan to date and review.

Children with specific behavioural needs

The school recognises its legal duty under the Equality Act 2010 to prevent children from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school’s special educational needs co-ordinator will work with teacher to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Whilst school recognises its duty of care towards the needs of the child it also recognises its duty of care towards all children across school and the adults supporting children’s learning.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Communication With Parents

Parents should not be informed of behaviour issues outside of the school building or talk to them in their cars. Teachers should always invite them into the classroom to talk to them. When meeting with parents a Parent/School Meeting Record sheet (at end of this policy) may be used to record details of the conversation and outcomes prior to completing the SIMS log, which will be stored in the Headteacher’s office following the meeting.

Phone calls to parents will always be made in private rooms to ensure family confidentiality.

Lunchtime Systems

Example of Positive Behaviour choices	Rewards	Example of Poor Behaviour choices	Sanctions
Polite, caring, helpful	Verbal praise	Disruption, not following instructions	Middy Assistant to have a private/personal conversation
Polite, caring, helpful, eating nicely and all dinner	Report to Deputy Play Leader Stickers	Verbal aggression	Report to the Deputy Play Leader Time out on bench
Consistent helpfulness	Inform Class Teacher/Teaching Assistant within phase Awarded Dojo’s	Continued poor behaviour following logged incident Unprovoked physical violence and aggression	Report to the Senior Middy Assistant Senior Middy Assistant/ Deputy Play Leader report to a phase TA who will inform the class teacher and it will feed into class sanction system and will be logged (traffic lights/cloud)
Managing own behaviour, showing independence.	Awarded Dojo’s	Three recorded incidents in a fortnight	Parent appointment with class teacher and warning of lunchtime internal exclusion
Outstanding lunchtime behaviour	Lunchtime Award Children presented with a VIP certificate and prize	Deliberate and unprovoked physical aggression following teacher meeting with parent	Lunchtime internal exclusion Letter from Headteacher regarding internal exclusion

Any incidents will be monitored by the AHT and DHT. Serious incidents will also be reported to the Headteacher.



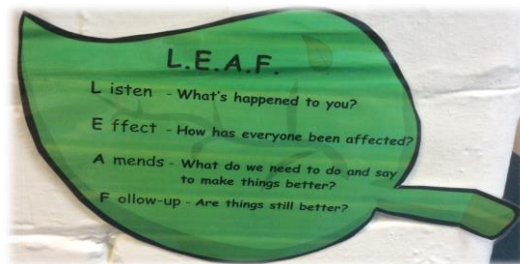
Restorative Approaches (How children can solve their own difficulties)

Meadowbank is a restorative school and we support children to take responsibility for sorting out their own conflicts. This means that adults teach and model strategies for doing this, and for supporting children to carry them out and feel comfortable and happy with the resolution. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to anger.

LEAF

At Meadowbank we use a L.E.A.F. as a visual representation of our approach to solving disagreements which is a four step approach. The children resolve difficulties with the support of a Buddy or school adult who acts as a mediator who ensure that the turns are taken, that children stick to the steps, that they listen to each other and maintain eye-contact.

- L – Listen – Each child says what other(s) have done to upset them. The others listen with no interruptions and are encouraged to maintain eye contact
- E – Effects – Each child is able to share how they feel about it
- A – Amends – All involved agree on how to make amends and resolve the disagreement
- F – Follow up – the mediator arranges a follow up meeting to review.



Rules of the LEAF

- No-one is allowed to interrupt or argue
The group continue taking turns to talk until everyone has finished.
- The adult is there as mediator, not as part of the discussion.
- If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Bullying Behaviour

(Refer to Anti-bullying policy)

School does not tolerate bullying behaviour of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (physical – hitting, kicking, or verbal – name calling, public ridicule, teasing, belongings taken or defaced) or indirect (for example, being ignored, not spoken to, stared at).

In school we use STOP (Several Times On Purpose) to help children define whether an action is bullying. However all actions which make a child uncomfortable are not ignored. We encourage children to state; 'Stop it, I don't like it' as a clear indication that an action is unacceptable.

Homophobic or Racist behaviour

(Refer to school's Equal Opportunities policy)

Incidents of anti-social behaviour or homophobic name calling are considered to be very serious and will always be acted upon quickly. Parents of the victim and perpetrator are contacted and incidents are recorded on SIMS and reported to the academy governing board. Following this, where appropriate, the class teacher discusses these with the whole class during circle time.

Care and Control (Team Teach)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in our school do not hit, push or slap children.



Staff only intervene physically to restrain children or to prevent them hurting themselves or others or if school property is being damaged. Incidents of Team Teach are always used as a last resort and applied using the minimum amount of force, for the minimum amount of time possible and used in a way that maintains the safety and dignity of all concerned. Team Teach is never used as a form of punishment, is recorded and reported to parents.

The actions that we take are in line with government guidelines on the restraint of children. (Most of our staffs have received TEAM TEACH/Care and Control training which focuses on de-escalation of children in crisis – January 2015, retraining will take place in January 2019.)

Internal exclusion

School's exclusion policy clearly outlines the response approach to supporting children in managing their behaviour and this included the use of internal exclusions where a child is asked to work away from their peers for a period of time, between ½ and 2 days as decided by the Headteacher. Parents will always be informed of any internal exclusion. During internal exclusion children will continue to complete their school learning tasks but in a space away from their cohort peers and during this time they will not be allowed to participate in break time or lunch time activities.

Fixed-term and permanent exclusions

(refer to Exclusions Policy)

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the headteacher has the power to exclude a child from school. The headteacher 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 headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes 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 headteacher informs the Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing board 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 in which the child was excluded, consider any representation by parents and the school, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child excluded for longer than five days should be reinstated, the headteacher must comply with this ruling.

Drug, alcohol-related and incidents involving weapons

It is the policy of this school that no child should bring any drug (including cigarettes), alcohol or any object which can be deemed to be a weapon, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and complete medicine forms in school for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker who will sign to confirm witnesses the medication has been taken. Over the counter items such as cough lozenges are not allowed in school.

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items



- Cigarettes, tobacco, cigarette papers
- Fireworks
- Pornographic images

The school will take very seriously misuse of any substances such as glue, other solvents, alcohol, or objects which can be used as weapons. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school will be given a fixed-term exclusion and social services will be informed. If the offence is repeated, the child will be permanently excluded, and the police will be informed.

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 social services will be informed. 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 headteacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other children for money, the child will be permanently excluded from the school. The police and social services will also be informed.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded on SIMS. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Searching pupils & confiscating items

The headteacher or a member of staff authorised by the headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils

Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police.

The role of the class teacher and teaching assistants in supporting positive behaviour in class and around school

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

All adults in our school have high expectations of the children with regard to behaviour in class and around school, and they strive to ensure that all children work to the best of their ability. It is the responsibility of adults to ensure that the school rules are modelled and expected in school.

When concerns arise regarding a child's behaviour the class teacher liaises initially with their phase leader and school SENCO who will involve external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Behaviour Support Service.



The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

The school collaborates actively with parents as partners in teaching their children, so that children receive consistent messages about how to behave at home and at school. We explain the school expectations in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to give a child a consequence, we expect parents to support the actions of the school. If parents have any concerns, they should initially contact the class teacher and then the phase leader or headteacher if needed. If the concern remains, they may contact the Governing Board's Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The role of the children

- To work to the best of their abilities, and allow other to do the same.
- To treat others with respect.
- To follow the instructions of the school staff and allow them to teach.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Monitoring and review

School staff teams and academy governing board reviews this policy annually. The governors may, however, review the policy



earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy History			
Date	Document version	Document Revision History	Document Author / Reviewer
15.3.2015	1.0	Policy review	J Appleton
16.11.2016	1.1	Detailed review in staff meeting, circulated to Senior Team, wider staff and Board of Governors	J Appleton
27.10.17	1.2	Policy review and consultation with staff- no change	J Appleton
17.10.18	1.3	Policy review and consultation with staff- no significant changes, just wording/format updated. Beh written statement combined	J Appleton



Appendix 1

Date _____



**Behaviour Reflection tool
Time To Think
(KS1)**

Name: _____

Class: _____

1. Why am I having a time out?

[Empty rectangular box for writing the answer to question 1.]

2. What can I do to make it better?

[Empty rectangular box for writing the answer to question 2.]

Return this sheet to your class teacher.



Date

Time

Lesson

Behaviour Reflection tool
Time To Think
(KS2)

Name: _____

Class: _____

3. Which Golden rule did I break?

4. Who did I upset?

5. What learning am I missing?

6. How could I have done things differently?

7. What do I need to do to make things better?

Return this sheet to your class teacher.



Appendix 2

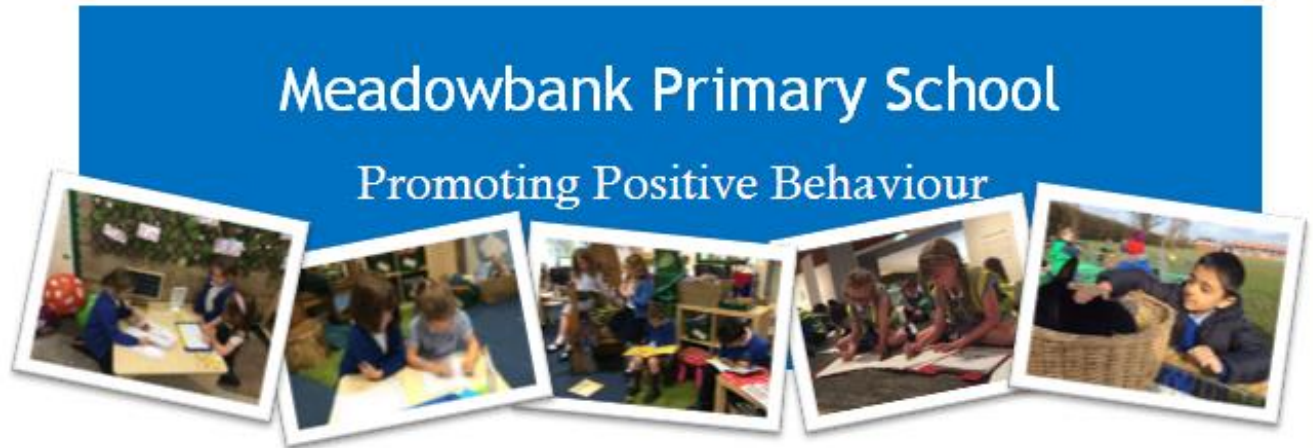
<p>Things _____ likes to do.</p>	<p>Things _____ is really good at.</p>
<p>It helps _____ when...</p>	<p>This is ...</p> <p>Personal Passport – (My Plan)</p> <p>Things to avoid or things that may upset _____ .</p>



Appendix 3	
Parent / School meeting Record	
Pupil Name:	Present
Date and time:	Time meeting ended:
Class:	Purpose of meeting
Discussion	Action taken by school
Follow up with parents	Outcome
Dates: Review, meeting, phone call	Date resolved



Appendix 4: Parent Leaflet



Lifelong Learners, Leaders of Change, Lasting Legacy

Celebrating Positive Behaviours

Visitors to school always comment on how proud our children are of their school and the positive behaviours that they see. This is because across school the significant majority of behaviours are highly positive and expected by all without anticipation of reward due to an embedded understanding of the Meadowbank Way of behaviour and how our family cares for each other. Positive citizenship and good choices are recognised a many ways such as rewards, responsibilities, leadership and class celebration.

A Restorative School

Restorative approaches within school enable children to build, maintain and repair positive relationships. We believe that when negative incidents occurs, the best way to put them right is to learn from our mistakes and work together to find a positive solution. The practice looks at the positive relationship between the individuals and how to repair them giving each person an equal opportunity to have their unique perspective and personal response heard and needs met. Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others giving them the opportunity to put things right.

In school we use a LEAF system to restoratively investigate and resolve relationship breakdowns by enabling children to develop the skills which they need to resolve problems for themselves as the process focuses on reflection and truth telling rather than appointing blame and understanding the feelings of those involved. Children are able to receive the advice and support they may need to prevent further negative incidents.

Respect for all

At Meadowbank everyone is valued and our differences are celebrated. We reject discrimination because of skin colour, nationality or accent, sexuality, religion, looks or clothing, body shape, gender or transgender, disability, perceived ability, home life or interests. We recognise that we are individuals, but all members of our Meadowbank family who can grow and learn from each other.

Children understand their role in making Meadowbank safe and happy and are proud of their school.



LEAFs can be found all around school. Children are familiar with the process and feel enabled to problem solve using it.





Further detail on promoting positive behaviours & anti-bullying approaches can be viewed on our website.



Supporting behaviour choices

All children are encouraged to use the sentence 'stop it please, I don't like it' as a signal to change a behaviour.

A graduated approach to responding to poor choices is understood by all children using the symbols of a sunshine and cloud in the foundation stage and a traffic light across key stage one and two. All children have a fresh start each day and good choices are modelled by adults. Children who move to the cloud or red light gain a behaviour point and miss part of their weekly Golden Time/break or have time out. If a child is unable to regulate their behaviour choices school will meet with parents to plan support to help them and ensure that school's expectations are met.

Our Golden Rules

Respect for all is represented in six Golden Rules:

1. Be gentle.
2. Be kind and helpful.
3. Be honest.
4. Work hard.
5. Look after property.
6. Listen to each other.



Respect for all

At Meadowbank everyone is valued and our differences are celebrated. We reject discrimination because of skin colour, nationality or accent, sexuality, religion, looks or clothing, body shape, gender or transgender, disability, perceived ability, home life or interests. We recognise that we are individuals, but all members of our Meadowbank family who can grow and learn from each other.

Recognising Positive Behaviours

'Good behaviour is its own reward because it offers students self-respect, confidence, and the wonderful feeling of belonging to a classroom that needs and appreciates them. To deepen these feelings, support it, encourage it, and feed it by creating a classroom your students love coming to every day. It's the best reward you could ever give them'. (Michael Linsin)

Most pupils do not need or look for recognition as a motivation for good behaviour, it happens through a developing understanding of right and wrong and the importance of building positive relationships alongside a desire to be caring and valuable members of their communities. However, it is important that these achievements are recognised and celebrated and we do so in a wide range of ways from private praise extending to individual and class rewards and awards.

Preventing Bullying Behaviour

We view bullying behaviour as the domination of a child on another child which happens on a regular basis. Incidents of bullying behaviour are responded to promptly and positive behaviours are threaded through our curriculum. Children use STOP - Several Times On Purpose as an indicator that they need support and understand their role in preventing bullying by sharing worries, acting restoratively being buddies or joining a children's council.