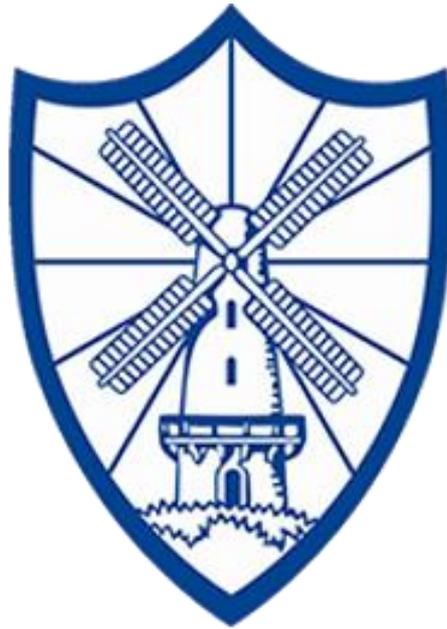




# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Behaviour Policy

|   |
|---|
| <b>This policy was reviewed by:</b> Hazel Parke and Jeanette Ring |
|   |
| <b>Date:</b> October 2017   |
|   |
| <b>Approved by Governors:</b> October 2017                        |
|   |
| <b>Next review:</b> October 2019                                  |

We believe that every member of the school community should feel valued and respected, and have the right to be treated fairly and well. The behaviour policy is therefore designed to help all members of the school to live and work together in a supportive way.

**Aims:**

- To promote an environment where everyone feels happy, safe and secure by encouraging mutual trust and respect for all.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster the enjoyment of learning and support children to become positive, responsible and increasingly independent members of the school community.
- To apply a consistent approach to behaviour throughout the school by involving staff, governors and parents.
- To reinforce good behaviour by dealing with unacceptable behaviour fairly, consistently and through establishing clear routines and procedures.

In order to achieve this everyone within the school has rights and responsibilities

**The Headteacher, Staff and Governors have the right to:**

- Feel safe.
- Be treated with respect by pupils, parents and colleagues.
- Work in a supportive and understanding environment.

**Staff have the responsibility to:**

- Promote and model the school values by showing respect and kindness to all members of the school community.
- Apply rules firmly, fairly and consistently: giving reasons for rules; using positive instructions and employing appropriate body language and tone in all interactions with pupils.
- Use positive reinforcement and de-escalation strategies to diffuse potential problems.
- Develop an understanding of pupil's individual needs in order to make appropriate provision to support them where necessary.
- Organise a well ordered, accessible and safe environment both inside and outside the classroom.
- Develop good relationships with parents by keeping them well informed and by providing a welcoming atmosphere which encourages parental involvement.
- Recognise and reward good behaviour for learning, effort, progress and achievement.
- Ensure that supply teachers are informed of the behaviour procedures and class charter

### **Governors have the responsibility to:**

- Support the partnership between home and school.
- Follow (in consultation with the Headteacher) the school's policy for dealing with exclusions.
- Review, monitor and evaluate the implementation of the behaviour policy.

### **The Headteacher has the responsibility to:**

- Ensure the health, safety and welfare of all children and adults within the school.
- Make all members of the school community aware of their rights and responsibilities.
- Support staff to ensure that the school's behaviour policy is implemented consistently.
- Report to Governors on the effectiveness of the policy.
- Apply appropriate sanctions including, in the case of serious misbehaviour, fixed term or permanent exclusions (in consultation with the governors).

### **Parents have the right to:**

- Know that their children are safe.
- Know that their children are treated fairly and with respect.
- Be able to raise concerns with staff and be told when their child is experiencing difficulties.

### **Parents have the responsibility to:**

- Promote the school values by encouraging children to show respect and consideration for others.
- Encourage independence and self-discipline.
- Ensure that their children attend school regularly, are punctual and arrive prepared for the day with appropriate clothing and equipment.
- Support the school in the implementation of the behaviour policy.
- Encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour.
- Inform the school of any concerns that may affect the behaviour of their child.
- Treat staff with consideration and respect.

### **Children have the right to:**

- Feel safe.
- Learn.
- Be treated with fairness, consideration and respect.
- Play.
- Learn in an ordered, safe environment.

### **Children have the responsibility to:**

- Follow the school and classroom charters.
- Tell staff or parents about any incidents that may affect the safety or well-being of anyone in the school community.

### **Academy Charter**

Children are made aware of their rights and responsibilities through our academy charter. It is shared with children at the start of each year and is displayed in every classroom. Staff use the charter to remind children of the school's expectations.

|                   |  |
|-------------------|--|
| Right to be safe. | Responsibility to behave in a safe way.  |
| Right to learn.   | Responsibility to do the best that we can and to let others learn.   |
| Right to respect. | Responsibility to listen, to speak politely and to be honest.<br>Responsibility to look after the school building and environment. |
| Right to play.    | Responsibility to play fairly, include others and treat equipment with respect.  |

### **Classroom Charters**

In addition to the Academy Charter, each class also has its own Classroom Charter. At the start of the school year, pupils collaborate with the class teacher in order to create a charter for their class. This is displayed on the wall of the classroom so that everyone in the class is clear about the expectations.

### **Rewards**

We encourage children to behave because it is the right thing to do and good for their development as responsible citizens, rather than creating a culture of, 'I will only do it if you reward me'. However, we recognise the value of recognising and rewarding appropriate behaviour and effort.

### **Academy Rewards**

- Verbal praise
- Written feedback
- House Points
- Good to be Green stickers to reward good behaviour
- Brilliant Blue prizes (For children who consistently demonstrate good behaviour for learning)
- Growth mind-set stickers to reward effort
- Classroom rewards negotiated by class teacher
- Notes home
- Achievement certificates (awarded weekly in assembly)
- Superstar time with Headteacher
- Effort rewarded by visit to senior leadership team
- Golden Time
- Privilege Club (Children who have no recorded behaviour incidents in the week are allowed to play on the Astro turf. Each Year group has a designated day)

In addition, teachers negotiate additional class rewards and sanctions with their class. These should not be expensive or difficult to maintain.

### **Sanctions**

Sanctions follow an agreed procedure (Appendix 1). A poster is displayed on every classroom wall highlighting the steps below:

### **Good to be Green**

| Low level behaviour management strategies (see Appendix 1) |   |
|--|---|
| Verbal warning   | Child is given clear verbal warning.  |
| Yellow card  | Child is given yellow card as a clear warning.  |
| Red Card   | Child is issued red card and is directed to time out table or time out in identified class (children with a behaviour plan may be directed to pupil support).<br>The child will be given a consequence (to be decided by teacher).<br>Teacher keeps record of red cards and shares with Pupil Support weekly. |
| Final stage 4W – child directed to Pupil Support           | Child is directed to Pupil Support.<br>The behaviour will be discussed  |

|                          |  |
|--------------------------|--|
|                          | <p>with a member of the Pupil Support Team and a 4W (reflection sheet) may be issued. Decision whether to issue a 4W will be made by Pupil Support Team.</p> <p>If a 4W is issued, parents will be informed by the class teacher or the Pupil Support Team.</p> <p>Pupil Support record 4Ws on SIMS and keep a copy of the 4W form. The form may be completed during the mid-morning break or at lunch time.</p>   |
| <p>Serious incidents</p> | <p>In the event of a serious incident (where the child presents a risk to themselves, another person or refuses to go to Pupil Support) the supervising adult will either call Magnolia Support Room or send a Blue Star. A member of the Pupil Support Team or Senior Leadership Team will attend to assess the situation and, where necessary, remove the child from the classroom. Rarely, it may be deemed necessary to remove the class to enable the situation to be dealt with. Following any serious incident a member of staff who witnessed the incident will complete a Serious Incident Form. The Senior Leadership Team will decide on any consequence.</p> |

**Behaviour Support**

Staff understand that at times of stress some children will have difficulty in managing their behaviour and may need time away from their peer group. The

Pupil Support Team provide a safe place for emotional support and an opportunity to calm down.

The Pupil Support Team keeps a record of behaviour incidents. These are then discussed at fortnightly Pupil Support Team meetings and patterns of behaviour are identified and discussed. If a child is identified as needing support with their behaviour, they are assigned a Key Worker. An individual plan is devised which details strategies which will be used in order to support the child. Parents are invited to a Pastoral Support Meeting (PSP) where the support plan is discussed. This plan is then regularly reviewed with both staff and parents.

In addition, it may be necessary to seek support from the specialist teaching service, or other professional bodies through LIFT (Local Inclusion Forum Team).

### **Behaviour Outside of School**

Members of staff may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from the school wearing school uniform or is in some other way identifiable as a pupil of Meopham Community Academy.

Or for misbehaviour, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, or member of the public.
- Could adversely affect the reputation of the school.

### **Bullying**

The safety of the children is paramount. Meopham Community Academy does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. The adult dealing with the situation must refer the incident to the Pupil Support Team. The incident will be recorded and appropriate action taken (see Anti-Bullying Policy).

### **Using Reasonable Force or Making Other Physical Contact**

Occasionally if a child presents a risk to their own or other children's safety, reasonable force may be used to restrain them. Reasonable force will only be considered after other de-escalation strategies have been tried (link to Handling Policy).

## **Screening and Searching Students**

Very occasionally it may be necessary to search through a child's possessions, this may be as a result of an allegation of theft or regarding banned or dangerous items being brought into school. The child will have the reason for the search fully explained to them and it will be carried out by two adults away from other children. Any banned items found as a result of such a search will be handed to parents or the police if the law has been broken. Items may be confiscated if not allowed by school rules. Parents do not have to be informed before a search.

## **Internal and External Exclusions**

If despite support being given, a child continues to display behaviour which does not comply with the Academy Charter it may be necessary for the child to be internally or externally excluded (see Exclusions Policy).

Where possible, the exclusion will reflect the incident e.g lunchtime behaviour incidents should be given lunchtime exclusions. Sanctions are scaled, starting with internal half day to single or multiple day internal exclusions.

If following these sanctions there are further episodes of misbehaviour, or for more serious misbehaviour, external exclusions may be considered.

## **Monitoring**

The Headteacher and the Senior Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour in the following ways:

- The class teacher records classroom incidents through the 4W system.
- A record is also kept of any incidents that occur at break or lunchtimes in a behaviour log.
- The Pupil Support Team have fortnightly meetings where patterns of behaviour are discussed and plans made to support individual children or groups.
- Behaviour logs are sent to the Headteacher and Deputy Headteacher each week.

## **Appendix 1**

### **Key Behaviour Management Guidelines for Staff**

Incidents of poor behaviour disrupt teaching so it is very important that every effort is made to promote good behaviour for learning. However, using sanctions too frequently, inappropriately or too early may actually cause the behaviour to escalate.

**Behaviour Management Strategies**

Keep instructions simple and clear. Allow time for the child to process the information. Be aware that non-compliance may indicate poor understanding of verbal instructions.

- Recognise and reward good behaviour. If a child needs to be re-directed look for the opportunity to praise as soon as possible when they make a better choice. Start with small steps - lots of praise for small changes.
- Be clear and precise about what behaviour you are trying to encourage (the clearer the better). Whenever a child is rewarded, make it clear what they have done right to reinforce good learning behaviour for both the child and the rest of the class.
- Give the child time to calm down before discussing inappropriate behaviour.
- Listen to all sides of the story before making assumptions or issuing consequences. If children know they will be listened to, then they are likely to be less defiant and rude when they get angry.
- Always try to deal with children at their level and in a calm voice. Be aware of body language - aim to keep this neutral.
- Be aware of your own feelings. If you feel angry or threatened call for support.
- Read and follow guidance within Individual Behaviour Plans so that the strategies can be used to help children who need more support to regulate their behaviour.

**'Good to Be Green' Behaviour System**

|  |  |
|--|--|
| <p><b><u>Low Level Management Strategies</u></b></p> |  |
| <p>Non-verbal</p>                                    | <p>'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips and picture cue cards.</p>   |
| <p>Tactical or planned ignoring</p>                  | <p>The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and it will be discussed with the child at an appropriate time.</p> |
| <p>Proximity praise</p>                              | <p>Praise child/children doing the right thing. Be specific about what they are doing right.</p>   |

|  |  |
|--|--|
| <p><b><u>Verbal Reminder</u></b><br/>This could include one or more of following:<br/>Description of reality</p> <p>Question</p> <p>Repeat instruction</p> | <p>A simple statement of fact. Simply describe the inappropriate behaviour, 'Penny you are talking', 'Ken you have not begun work yet.' This is a calm statement of what is happening and may be enough to remind the child to do the right thing.</p> <p>Asking a prompt question, 'What should you be doing? This acts as a reminder and alerts the children to the fact that you have noticed and the child will often then the behaviour.</p> <p>Acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down so that I can see you are ready to listen'.</p> |
| <p><b><u>Verbal Warning</u></b></p>  | <p>Make it clear that the verbal warning point has been reached. Clearly state the required behaviour, 'Jane, this is your verbal warning - you need to turn around and listen - thank you.' The use of thank you rather than please is a subtle way of showing you expect compliance rather than asking for it.</p> <p>Notice when a child complies/ shows effort and use praise to reinforce appropriate behaviour, 'Well done Jane I can see you have made a start - great opening sentence.'</p>   |
| <p><b><u>Yellow Card</u></b></p>   | <p>Teacher issues yellow card and makes it clear what behaviour is expected and explains why the card has been issued.</p>   |
| <p><b><u>Red Card</u></b></p>  | <p>Child is given time-out for reflection, 'Billy you are stopping your partner from getting his work done. You now have a red card. Move to ... for time out. Thank you.'</p> <p>Time out may be on another table or in a parallel class. Children with Individual Behaviour Plans may come to Magnolia Room for support. It will be for a limited time, usually 5-10 minutes. If a child is given a red card there will be a consequence (e.g loss of golden time/ playtime).</p>  |
| <p><b><u>Exit Procedure</u></b></p>  | <p>When none of the other strategies a teacher has used have been effective, or for serious misbehaviour which affects the safety or well- being of anyone in the school, it may be necessary for the child to be exited from the classroom.</p>   |

|  |  |
|--|--|
|  | <p>This is the 4W stage. Pupils may be sent to Magnolia Room which is staffed by the Pupil Support Team. If the child is non-compliant, the Pupil Support Team should be called. The child will be given time to calm down before the reason for the exit is discussed.</p> <p>The child will complete a 4W reflection sheet (see Appendix 2) supported by the Pupil Support Team. Parents will be informed by the class teacher or a member of the Pupil Support Team. An appropriate consequence will be given. (e.g. a missed playtime).</p> <p>Any work that is missed will need to be completed at playtime or lunchtime.</p> |
|--|--|

In order to promote safe, responsible behaviour on the playground at playtime and lunchtime children are expected to follow the Academy Playground Charter.

|   |
|---|
| <p>Playground Charter</p> <ul style="list-style-type: none"> <li>• Respect and show consideration to all adults and children</li> <li>• Always ask an adult if you need to leave the playground/ field/ astro-turf</li> <li>• Place any litter in the bin</li> <li>• Take care of the playground equipment</li> <li>• Play safely</li> <li>• When the whistle is blown, stand still without talking</li> <li>• When your class is called, walk quietly to line up</li> <li>• Walk into school quietly without overtaking</li> </ul> |
|---|

## Appendix 2

# Meopham Community Academy – 4W

---



Name:

Class:

Time/Date:

What happened?

What has this caused?

What responsibility have you not met?

What can you do to sort this out?

My side of the story

Action:

Discussed with:

Parent informed by: