

# Crown Meadow First School and Nursery



## Behaviour Policy

**September 2021**

This policy is reviewed at least annually by the governing body and SLT and was

Last reviewed on Date: September 2021

Next Review Date: September 2022

Signature.....  ..... (Chair of Governors)

Print Name.....  ..... (Head Teacher)

## **Positive Behaviour Policy**

### **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Crown Meadow First School & Nursery. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The implementation of this policy is the responsibility of all staff, teaching and non-teaching and will be monitored by the Headteacher. The school's Positive Behaviour Policy will be reviewed by the Senior Leadership Team (SLT) every two years, or sooner if necessary.

Crown Meadow First School & Nursery also has policies for equal opportunities, positive handling, bullying and equality and these support the behaviour policy.

### **Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- To **foster the development** of social, moral, spiritual and cultural skills and to develop a clear understanding of the fundamental British Values in school.
- Outline our system of **rewards and sanctions**

### **Introduction**

Crown Meadow First School & Nursery promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and personal discipline.

Children are expected to be polite and show respect for other people and property. In class, children should join in lessons to the best of their ability by listening carefully, answering questions and taking part in the exciting, differentiated, challenging activities. Children themselves play an active part in developing and maintaining good behaviour through negotiation of class rules and the School Council modelling good behaviour and opportunities for pupil voice through:

- Junior Leadership Team (Head boy/ girl, Deputy Head boy/girl)
- School Council
- Eco Committee
- Sports Crew

At Crown Meadow First School & Nursery great emphasis is placed on positive reinforcement of behaviour through praise. We believe that self-esteem effects all thinking and behaviour and impacts upon learning and performance. We aim to provide positive everyday experiences so that our children are able to reach or exceed their full potential. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both written and verbal. Positive and constructive comments are written at the end of a child's work to recognise effort, improvement and achievement of targets set. House points are awarded as rewards for showing positive learning behaviours.

## **Teaching Positive Behaviour**

At Crown Meadow First School & Nursery we believe that positive behaviour in children stems from learning the core skills and abilities that feed into all of their learning. These include:

<i><b>Independence &amp; organisation</b></i>	<i><b>Self-image &amp; Self-esteem</b></i>	<i><b>Resilience</b></i>	<i><b>Motivation</b></i>
<i><b>Reflection &amp; self-control</b></i>	<i><b>Perseverance</b></i>	<i><b>Fairness</b></i>	<i><b>Co-operation with children and adults</b></i>
<i><b>Sociability</b></i>	<i><b>Empathy</b></i>	<i><b>Honesty</b></i>	<i><b>Integrity</b></i>

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They are taught throughout the school day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Teaching the skills and abilities through whole school and class assemblies

## **Specific School Rules and Routines**

At the beginning of each school year, each class will work together to establish ground rules, which allow the classroom to operate within a safe, happy and effective learning environment. Playground rules will be established in the same way so that the playground is safe, happy and fair place to be. All rules are based upon our guiding principles and the guiding rules below;

### **Our Guiding Rules**

- We keep our hands, feet and objects to ourselves
- We are kind, helpful and respectful of others
- We listen to, and follow instructions
- We tell the truth at all times
- We work hard to the best of our ability
- We look after property and that of other people
- We walk in the classroom and around the school

Class rules will be displayed in every classroom and around the school.

### **Staff Responsibilities**

- To follow all policies and ensure consistency of approach
- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model

- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the values taught through the school's behaviour policy.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. We inform parents as soon as possible if we feel it is appropriate and have concerns about their child's welfare or behaviour. This will often be in the first instance from a meeting with Class Teacher and could escalate to Phase Leaders and/or SENDCo or a member of the SLT (Headteacher/ Deputy Headteacher).

We ask parents:

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To support the school in implementing this policy
- To be aware of the school rules

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal behaviour or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

### **Positive Behaviour**

At Crown Meadow First School & Nursery we believe that children should be encouraged to demonstrate exemplary behaviour both in classrooms, around the school and on school visits. We use a number of positive consequences to encourage children to do so. As a school we take steps to positively reward good behaviour in ways that will raise pupils' self-esteem and confidence. We believe in encouraging children to do their personal best and recognise and reward this regardless of the child's performance in relation to his/her peers. Clear verbal and non-verbal praise are given immediately as feedback and these responses are used regularly.

### **Headteacher's Lunch – 'Always Child'**

Once every half term, two children will be chosen by their class teacher to attend a Headteacher's Lunch. These children are 'Always Children' who 'always' demonstrate school values, positive behaviours and positive attitudes towards their learning.

### **VIP Assembly**

#### **VIP = Very Impressive Pupils**

The school has weekly VIP assemblies where a child from each class is rewarded as recognition for them demonstrating how well they show the school values. Parents are invited to attend so the child will not necessarily know they are going to be VIP until they are awarded the title in assembly. VIP is not awarded on a systematic basis, but is awarded to recognise individual children who demonstrate the school's values.

### **House Points**

Each class will have a 'House points chart' linked to the houses and each house will have House Captains. House points are awarded by any member of staff who decide to reward an individual pupil for showing positive behaviours towards their learning.

In addition to the above we also have a number of other methods to reward children (this list is not exhaustive):

- Visiting the Phase Leader, or member of SLT for individual praise
- Non Verbal Rewards: Thumbs up, smile, nods etc.
- Verbal Praise
- Conversations with parents at the start/end of the day
- Showing learning to another teacher
- Displaying learning in class/corridors

We want to raise pupils' self-esteem and recognise achievements, we are aiming to promote and reward good behaviour i.e. walking into assembly quietly, being respectful to others and their property. In this way, the message given to children is that if they are sensible, co-operative, and learning to the best of their ability, then they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to time pressure of other commitments.

We believe that it is essential that children are able to receive positive encouragement and have a fair chance to enjoy the positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

### Zone Boards

Our behaviour management centres around the Zone Board system. This is a hierarchical coloured zone system which is displayed in a high profile area of the classroom and is accessible to all children:

### Moving between zones on the Zone Board:

Behaviour	Procedure	Reward
Gold Exceptional positive behaviours shown throughout the school day.	A member of staff will praise the child for demonstrating exceptional positive behaviours and state what they are. This is to model to other children the expectations they need to meet to be in the gold zone.	<ul style="list-style-type: none"> <li>• Golden certificate and golden sticker from a member of the SLT</li> <li>• A golden ticket to be entered half termly into a draw</li> </ul>
Silver Consistently positive behaviours shown.	A member of staff will praise the child for demonstrating consistently positive behaviours and state what they are. This is to model to other children the expectations they need to meet to move to the gold zone.	<ul style="list-style-type: none"> <li>• Silver certificate from the class teacher</li> <li>• Awarded 5 House Points</li> </ul> Gold Zone If a child then shows exceptional positive behaviours they will then move to the gold zone.
Green Expected positive behaviours.	If your child stays on Green- This is great news! A good day!	Children are recognised by their class teacher. We are incredibly proud of all children who stay on green throughout the lesson/ day!
Amber Displaying negative behaviour such as: Low level disruption, talking whilst an adult or peer is talking, telling lies, failure to access learning appropriately etc.) Repeating the above negative behaviours	Verbal warning given by a member of staff – this gives a child the opportunity to correct their own behaviour. Further second verbal warning with a reminder of expectations and amber zone consequences. Take action as needed to increase positive behaviours.	<ul style="list-style-type: none"> <li>• Use of stern voice from a staff member</li> <li>• Moving to another place within the classroom</li> <li>• Moving away from friends</li> <li>• Being given a different task to other children</li> <li>• 5 minutes' reflection time</li> </ul> <i>Children are given the opportunity to earn back position on the Zone Board during the same lesson / day</i>
Red	A verbal warning with a reminder of expectations and red zone consequences.	<ul style="list-style-type: none"> <li>• Children will lose 15 minutes of their lunchtime play, supervised by a</li> </ul>

<p>Repeating / not improving the above negative behaviours</p> <p>Persistent poor behaviour choices</p>	<p>Take action as needed to increase positive behaviours.</p> <p><i>Children are given the opportunity to earn back position on the Zone Board during the same lesson / day</i></p>	<p>member of SLT. This will be during the following day (or on a Monday) if after lunchtime.</p> <ul style="list-style-type: none"> <li>• Opportunities to discuss the behaviour</li> <li>• Child to be sent to a member of the SLT</li> <li>• Individual reward chart to be introduced by the Class Teacher to promote good behaviour, if deemed appropriate</li> <li>• Individual behaviour plan may be introduced (after discussion with parents)</li> <li>• Class teacher will communicate with parents about behaviour displayed</li> </ul>
<p>There may be times where a child receives an instant move to the red zone (Instant red)</p> <p>When a child displays behaviours such as:</p> <ul style="list-style-type: none"> <li>• Continual disruption to others or their own learning, having moved through Steps 1-4</li> <li>• Physical Aggression towards another child or adult</li> <li>• Verbal abuse to another child or adult</li> <li>• Swearing</li> <li>• Assault on a child, or adult</li> <li>• Deliberate damage to property</li> <li>• Non-compliance/defiance -refusing to do as the adult says</li> </ul>	<p>Incident to be recorded on an Incident Form.</p> <p>Parents to be informed on the same day via a phone call from a member of the SLT.</p>	<ul style="list-style-type: none"> <li>• Child to be sent to a member of the SLT to have a one on one conversation about their behaviour choices</li> <li>• Break or lunchtime internal or external exclusion</li> <li>• Removal from classroom activities</li> <li>• Parents called to a meeting</li> <li>• Fixed Term or Permanent Exclusion as appropriate</li> </ul>

- The children all have their name on either a card or a photo is used. They start the day with their cards or photos in the green zone. Whatever happens during the day the children always have a 'new day, new start' and their cards or photos are returned to green.
- Inappropriate behaviours result in a move down the Zone Board. The children moving their names or photos down the Zone Board and a move down can happen whichever zone the children are in. If a child moves down into the amber zone they receive an appropriate consequence for their behaviour. If a child, then continues to display inappropriate behaviour then they move down into the red zone and receive an appropriate consequence for their behaviour.
- The children will have the opportunity to correct their behaviour throughout the day. If a child is still in the red zone at the end of the day, that will usually indicate they have demonstrated persistent negative behaviour.

### **Managing Inappropriate Behaviours**

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours. If a child does make the wrong choice then there is a clear system in place to support the child to make better choices in the future.

From time to time it is inevitable that some children will display inappropriate behaviour. Persistent threatening or abusive behaviour towards another pupil is deemed to be bullying and there is a separate school policy for this. There will be no whole class punishments at Crown Meadow.

## **Reflection**

If a child moves to red on the zone board then they will spend their time with a member of the SLT in 'reflection'. During this time there will be a dialogue between the pupil and staff to identify reasons behind their behaviour. If a child is in red on more than three occasions then a letter will be sent home and parents will be offered the opportunity to come into school to discuss ways to move forward.

## **Playtime and Lunchtime Playground Behaviour**

Playtime Staff and Lunchtime Supervisors are responsible for maintaining and following the school behaviour policy during lunchtimes, including both the positive and negative consequences. However, the Zone Board system will not be used during this time. Any negative behaviours will be recorded by a member of staff and then reported to the child's class teacher. However, if a child displays a negative behaviour which is categorised as 'red' or red (instant) on the zone board then the child will be sent to a member of SLT who will follow outlined consequences for these zones.

## **Nurture provision**

There are times when every child may indicate signs that they need an extra level of support and this may be through visible changes in behaviour, identified by a member of staff or by the child's parent. In addition to the role that all staff play in keeping the children safe, we have a team of pastoral staff whose role it is to provide additional support for individual children, or groups of children. The time allocated to this is on an individual child's needs basis. The effectiveness of the support is monitored and shared with parents and associated members of staff. We have a room called "The Nest", a calm and comfortable environment, where children have access independently at lunchtimes (via a Nest Pass) or at other times of day with adult permission. All children are supervised whilst in "The Nest". The Nest is equipped with equipment and materials and with staff who are equipped with the skills and the expertise necessary to support each child's needs and to adapt the provision as appropriate.

All school staff are trained in TEAM Teach "de-escalation of behaviours" techniques and have the appropriate training in order for them to, as a last resort, use reasonable force to keep a child or children, safe (see Appendix 3).

## **Fixed Term and Permanent Exclusions (See Appendix 1)**

- Only the Headteacher has the power and responsibility to exclude a child from the school. The Headteacher may exclude a child for one or more fixed periods.
- See Additional Worcestershire County Council (WCC) Exclusions Policy.

## **Children with Additional Needs or those at risk of Exclusion**

Children with additional needs (such as SEND – see policy) will have a personalised behaviour plan introduced and monitored half-termly by the SEND Coordinator. Where a child is at risk of exclusion, or has been excluded, the WCC exclusion guidance will be followed and a Pastoral Support Plan (PSP) will be drawn up and led by a Senior Leader in partnership with parents/carers.

## **\*IBP's (Individual Behaviour Plans)**

At times, there may be a need for a child to have an IBP. IBP's have specific targets that children, who find managing their behaviour difficult, work towards with the support of the SLT, class teacher and support staff in their classroom. Lunchtime staff will also be made aware of any children with IBP's so that they can offer the child the support necessary at lunchtimes. School will work with parents if an IBP is felt necessary. Where children require support to manage their own behaviour, the IBP will include additional interventions and these

will be offered by the Pastoral Team. The Headteacher will consistently be informed of the impact of these through Pupil Outcomes Meetings and a record will be kept for a child's individual file.

### **Nursery**

At Crown Meadow we understand that our zone board system may not be age appropriate for children in our nursery. A warning system will still operate in the nursery where children will be told that their behaviour is unacceptable and then be given opportunity to correct their behaviour. If poor/ inappropriate behaviour continues then children may miss free time, have time out, be spoken to by The Early Years Leader and SLT if negative behaviour is persistent or similar to that of an instant red. Physical behaviour such as kicking, punching and biting will not be tolerated in any circumstance. Consequences will be dealt with depending upon the age and understanding of individual children.

### **Role of Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

### **Involving Parents**

In keeping with the aims and ethos of our school, we encourage parents to take an active part in the life of our school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour.

### **Monitoring and Recording Incidents**

Most inappropriate behaviour in school is minor and is dealt with quickly and effectively by the adult in place without need to record it. However, these are the procedures to be used when recording is felt to be necessary:

- We have an online system which is used to record behaviour that disrupts learning. The Pastoral Team will then intervene and work with children, during additional 'nurture' sessions.
- Class teachers will also record significant positive behaviours within this system.

The Headteacher keeps records of any child who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this school policy is administered fairly and consistently.



A verbal warning by the Headteacher concerning future conduct.



Withdrawal from the classroom (duration to be decided by the Headteacher).



A discussion with parents informing them of their child's unacceptable behaviour.



A meeting with parents, at which a warning is given about further sanctions.



A case conference with parents and support agencies.

(PSP) Pastoral Support Plan will be written and implemented if the child is at risk of being excluded.



If the problem is severe or reoccurring, the Headteacher will exclude the child concerned for a fixed term period (not exceeding 5 days at any one time).



A period of time when recommendations from the case conference are put into action.



Failure to comply with any of the above could result in permanent exclusion to which the parents have the right to appeal to the Governing Body.



The Headteacher will make the decision to exclude only:

- a) in response to serious incidence of the school's behaviour policy and
- b) if allowing the pupil to remain in school would seriously harm the education or the welfare of others in school

N.B. This is not a hierarchical process. Each incident would be dealt with on an individual basis dependent on the severity and nature of the incident and the children involved. Violence towards another child or member of staff is considered a very serious incident and will be dealt with accordingly.

## Appendix 2

## Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher (under the direction of the Headteacher) to decide if and when to return a confiscated item.

*DfE – Behaviour and Discipline in Schools advice for Headteachers and School Staff (January 2016)*

### **Appendix 3**

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

*DfE – Behaviour and Discipline in Schools advice for Headteachers and School Staff (January 2016)*