



MEADOWDALE ACADEMY
POSITIVE BEHAVIOUR POLICY

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Introduction

This document is a statement of the principles, responsibilities and procedures. DFE guidelines have been taken into account in the formulation of this policy. It relates to the SEN policy, Anti bullying policy, SMCS policy (PSHE), Child Protection policy, Inclusion policy, Teaching, Learning and Assessment policy and Equal Opportunities policy. They should be read in conjunction to establish the general school ethos.



The Principles

1. The staff and Governing Body of this school believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. They seek to create a caring and learning environment in the school by:
 - promoting good behaviour and discipline;
 - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - ensuring fairness of treatment for all;
 - encouraging consistency of response to both positive and negative behaviour;
 - promoting early intervention;
 - providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - encouraging a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures.

Roles and responsibilities

2. The Governing Body, in consultation with the head teacher, staff and parents have established the policy for the promotion of good behaviour and keep it under review. It ensures that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors support the school in maintaining high standards of behaviour.
3. The head teacher is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher and senior management team.
4. Staffs, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility with the support of the head teacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, head teacher and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability

or sexuality. They also ensure that the concerns of students are listened to and appropriately addressed.

6. Parents and carers take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

8. The procedures arising from this policy are laid out in the policies mentioned in the introduction and the Rewards and Sanctions document, all found in the Staff Handbook which has been issued to all staff and governors. Parents may obtain copies of the policies free of charge. The procedures were developed by the head teacher in consultation with the staff. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. All incidents are logged.

Rewards

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions are clearly defined in the procedures and their use is characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

12. The full range of rewards and sanctions are laid out in the 'Rewards and Sanctions' document

Training

13. The Head teacher and Governing Body ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other school policies

14. In order for the behaviour policy to be effective, a clear relationship with other school policies as mentioned in the introduction has been established.

Involvement of outside agencies

15. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

16. The head, in consultation with the staff, undertakes systematic monitoring and conducts regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head keeps the Governing Body informed.
17. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the head teacher, staff and parents.
18. The outcome of the review will be communicated to all those involved, as appropriate.



REWARDS AND SANCTIONS DOCUMENT

Introduction

This document pulls together all the rewards, sanctions and expectations that are integral to the successful implementation of all other policies and in particular informs the 'Behaviour Management Policy'. Rewards and sanctions are essential for fulfilling the primary aim of Meadowdale Middle School which is:-

The provision of a safe environment where all students, regardless of their starting point, experience a rigorous, supportive, caring and enjoyable learning ethos which enables them to fulfil their potential and thereby develop into balanced members of the local and wider community so that they feel they can make a positive contribution to society.

Rewards

Rewards are central to the promotion of good behaviour. They have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. The rewards listed below should be used extensively but with perspective.

- **Verbal praise** in class – ongoing.
- **Positive comments** on students work in their books for e.g. effort/presentation as well as achievement.
- **Positive notes** in planners for parents as well as students.
- **Phone calls** home can be very effective.
- **Top Student and Top Citizen Awards**
- **Rewards days**
- **100% Attendance** certificates issued every half term.
- **Celebration Golden Assemblies** at the end of every half term

School360 Positive Behaviour Reward System

School360 is an online Virtual Learning Environment in which all pupils and teaching staff have access to across the school. One aspect of School360 allows pupils to create an 'Avatar' (an online version of themselves). Avatars can be personalised in whichever way pupils see fit. In order to personalise their Avatar, pupils must gain points to be able to buy the items they would like.

Individual Pupil Points

Every lesson in KS2 **2** points are available to be earned for positive behaviour (A total of 10 per day/50 per week).

In KS3, with smaller class sizes, **3** points can be earned for positive behaviour.

Every pupil will start each lesson with their points. If a pupil is not behaving appropriately and they have had:

- To be verbally warned
- Behaviour recorded in their planner

They **do not** receive their points.

Issuing Points

Teaching staff are to reward points at the end of each lesson either:

- On their interactive whiteboard, allowing pupils to tap on their Avatar
- On their iPad as they dismiss pupils from the classroom
- At the end of the day, having made children aware they have/have not got their points

Pupils can then use their points to buy different items they wish to personalise their Avatar.

Points will also be used to announce 'Top Class' and 'Top Pupil' each week in assembly or in a radio broadcast to the whole school.

School360 points are used alongside our Top Student and Top Citizen reward systems.

Year groups, form teachers and classroom teachers will continue to develop and trial their own forms of reward. We need to share good practice to extend our repertoire.

Sanctions:

CPOMS (Child Protection Online Management System)

CPOMS is a secure, online software application used for monitoring child protection and to safeguard all pupils. Incidents of behaviour and more severe behaviours inside and outside of school are also monitored, tracked and actioned. All staff are required to record incidents onto CPOMS, which allows the school to build a picture of pupils and track child protection, safeguarding and behavior issues that need addressing.

When an incident occurs a member of staff will fill in an incident report onto the online system and link all pupils and staff involved. Staff must tick the section that is most relevant to their incident and then 'alert' members of staff required for further actions.

Monitoring System

- **All incidents (apart from Child Protection issues) will be sent to all staff**
- **All safeguarding and child protection concerns should alert the Safeguarding Officers only**
- **All E-Safety concerns should alert the ICT Coordinator**
- **When external agencies are involved, they will also be informed of incidents**

Each action taken by staff members and consequence given to pupils are then linked to the incident.

All CPOMS are monitored regularly by the Safeguarding Officers, Form Tutors, Heads of Year and the Senior Leadership Team who use the system to:

- **Speak to individual pupils**
- **Decide on the appropriate sanctions**
- **Use this as evidence when contacting parents**
- **Analyse the number of concerns across the school**
- **Provide a focus for staff Behaviour Management training.**
- **Form part of the monitoring and review process**
- **Provide evidence when involving outside agency support or when moving towards exclusion**

Behaviour Monitoring Cards

Phase 1: White Stage 1 Form tutor monitoring card.

To be issued by form tutor as required to monitor and encourage positive behaviour choices.

Graded 1 – 4 (1 = Excellent, 2 = Good, 3 = Acceptable (some room for improvement), 4 = Unacceptable).

Details of all 3s and 4s should be recorded in the pupil's planner by subject teacher.

Rewards – If all 25 lessons are graded 1 / 2 , the form tutor may remove the card and pupil should be rewarded with an early lunch pass.

Sanctions – If there are unacceptable lessons (grade 4) or a high proportion of grade 3 lessons, the pupil should be continued to be monitored at form tutor level for at least another week.

If a Gade 4 is given, the class teacher will record the reason why in the pupils' planner and will give the pupil a consequence. The pupil will also be in Class First the following week for the lesson that they have been given a 4 in.

After 2 weeks on a Stage 1 card, the situation should be discussed with Head of Year.

At the end of the day form teachers should review the card with the pupil and sign the card.

A photocopy of the card should go home at the end of the week and should be signed by a parent and returned to school. Form tutors to file cards.

If the card is effective in aiding key pupils to make better behaviour choices, it can be used as a longer term monitoring tool.

Phase 2: Blue Stage 2 HoY monitoring card.

To be issued by HoY as a result of Phase 1 monitoring. Grades as per Stage 1.

Rewards as Phase 1.

Sanctions

If there are unacceptable lessons (grade 4) or a high proportion of grade 3 lessons, the pupil should be continued to be monitored at HOY level for at least another week. **Lunch time**

Detentions will be given by the Head of Year.

If a Gade 4 is given, the class teacher will record the reason why in the pupils' planner and will give the pupil a consequence. The pupil will also be in Class First the following week for the lesson that they have been given a 4 in.

After 2 weeks on a Stage 2 card, the situation should be discussed with Head of Key Stage.

At the end of the day HoY should review the card with the pupil and sign it. HoY will file cards.

A photocopy of the card should go home at the end of the week and should be signed by a parent and returned to school.

Phase 3: Green Stage 3 Head of Key Stage monitoring card.

To be issued by Head of Key Stage as a result of Phase 2 monitoring. Grades as per Stage 1 and 2.

Rewards as Phase 1.

Sanctions

If there are unacceptable lessons (grade 4) or a high proportion of grade 3 lessons, the pupil should be continued to be monitored at Head of Key Stage level for at least another week.

After school detentions, either on a Tuesday or Thursday will be given by the Head of Key Stage and parents/carer will be notified to ensure permission is given by parent/carer.

If a Grade 4 is given, the class teacher will record the reason why in the pupils' planner and will give the pupil a consequence. The pupil will also be in Class First the following week for the lesson that they have been given a 4 in.

After 2 weeks on a Stage 2 card, the situation should be discussed with Deputy Head.

At the end of every day, Head of Key Stage will review the card with the pupil and sign it. Head of Key Stage will file cards.

A photocopy of the card should go home at the end of the week and should be signed by a parent and returned to school.

Phase 4: Yellow Stage 4 Deputy Head monitoring card.

To be issued by Deputy Head as a result of Phase 2 monitoring. Grades as per Stage 1 and 2. Deputy Head to invite parents/carers of child for a meeting to discuss the pupil's behaviour.

Rewards as Phase 1.

Sanctions

If there are unacceptable lessons (grade 4) or a high proportion of grade 3 lessons, the pupil should be continued to be monitored at level for at least another week. After school detentions, either on a Tuesday or Thursday, will be given by the Head of Key Stage.

If a Grade 4 is given, the class teacher will record the reason why in the pupils' planner and will give the pupil a consequence. The pupil will also be in Class First the following week for the lesson that they have been given a 4 in.

After 2 weeks on a Stage 2 card, the situation should be discussed with Deputy Head.

At the end of every day, Head of Key Stage will review the card with the pupil and sign it. Head of Key Stage will file cards.

A photocopy of the card should go home at the end of the week and should be signed by a parent and returned to school.

Behaviour Rewards and Consequences

In every classroom, we have designed our rewards cards and consequences for poor behaviour cards that are displayed to ensure that all staff and pupils are aware of the systems that we have in place and that they are followed fairly and consistently.

External Exclusion

This is used for serious incidents or persistent failure to respond to all other sanctions. Head teacher will decide on type of exclusion based on the evidence (LEA procedures will be followed)

- **Work is organised for exclusions of 3+ days.**
- **Time Out referral for exclusions of 5+ days**
- **Re integration interview organised by head and deputy**
- **A 2 week on report period follows all exclusions.**

Internal Exclusion- Class First

To avoid external exclusion some students may be referred to the SLT, or sent to **Class First** (a classroom with a teacher who records when the pupil has arrived from their lesson and this is monitored by SLT to ensure that the subject teacher has recorded in the pupil's planner and given the pupil a consequence for their poor behaviour) an internal exclusion, where the student will be kept out of circulation and complete the set written tasks. This is again used for serious incidents or persistent failure to respond to other sanctions. The usual exclusion sanctions apply including a letter home.

Any pupil who is sent to Class First on more than one occasion in a week will receive a detention.

Phone calls to parents

These can be done by any member of staff but HOY/HOF will intervene in difficult situations. It may be helpful to complete a parental interview form as evidence. All calls to parents will be logged in the office.

APPENDIX 1

SECTION 89

Determination by head teacher of Behaviour policy

(1) The head teacher of a relevant school must determine measures to be taken with a view to—

(a) promoting, among pupils, self-discipline and proper regard for authority,

(b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,

(c) securing that the standard of behaviour of pupils is acceptable,

(d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and

(e) otherwise regulating the conduct of pupils.

(2) The head teacher must in determining such measures—

(a) act in accordance with the current statement made by the governing body under section 88(2)(a), and

(b) have regard to any notification or guidance given to him under section 88(2)(b).

(3) The standard of behaviour which is to be regarded as acceptable must be determined by the head teacher, so far as it is not determined by the governing body.

(4) The measures which the head teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a

view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6) The measures determined by the head teacher under subsection (1) must be publicised by him in the form of a written document as follows—

(a) he must make the measures generally known within the school and to parents of registered pupils at the school, and

(b) he must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

