

# Meadowhead Community Infant School and Nursery



## Positive Behaviour Policy

## **Vision and Values at Meadowhead Community Infant School and Nursery**

Our School values of ambition, friendship, kindness, respect and teamwork are at the heart of our school creating a loving environment that promotes the care and nurture of the whole community. These values support our pupils and underpin our approach to behaviour management.

Our School vision is

### **One School – One Family**

### **Learning, Caring and Growing Together**

At Meadowhead Community Infant School and Nursery we aim to ensure

- Each child is respected as an individual
- High expectation so every child achieves their full potential
- All children develop a positive attitude towards education
- A nurturing environment providing 'moments of joy'
- Children embed our school values of ambition, friendship, kindness, respect and teamwork
- We work closely with our families

### **Statement of Intent**

Meadowhead Community Infant School and Nursery promotes an environment where all feel safe, valued, happy and secure where children can learn free from disruption. We believe it is vitally important to encourage all children and staff to behave in a caring and co-operative manner. We expect all member of our school to develop a clear sense of what is right and wrong, to care not only for themselves but also for others and the environment. We believe it is the duty of every adult to help create pupils who can self-regulate their emotions. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management. Children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turns leads to improve behaviour. As such children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively re-inforce these.

Consistency, clarity and social norms are the key to any good behaviour policy. Therefore we never fail to act when rules and routines are broken.

## **Aims of the positive behaviour policy**

- To improve the standards of behaviour, learning and life chances of children
- To establish and maintain a happy, calm, orderly and safe environment
- To create an atmosphere where achievement is respected and valued
- To have clear and high expectation of children's behaviour
- To establish excellent working relationships
- To work with families and children to establish and maintain good behaviour

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate this through our attitude and actions. High standards of behaviour and respect for other depends on the everyday examples we give to pupils. Good order does not just happen; it has to be worked for.

## **Expectation of all staff**

- To take collective responsibility for the behaviour of all children within the school community
- To provide a good role model for children particularly in the way we speak and behave towards each other and the children.
- To have high expectation of all pupils
- To uphold the 'Code of Conduct' at all times
- Treat all pupils fairly and with respect regardless of race, gender, religion or ability
- To actively promote good behaviour
- To deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils self-esteem and encourage children to be the best they can
- To contribute towards creating a safe, caring environment where all children can flourish
- To use the code of conduct,
- To use sanctions clearly and consistently
- To form positive relationships with parents so that all children can see that key adults in their lives share their best interests

## **Expectation of all parents and carer**

- To support the School Rules, Values and behaviour policy
- To share concerns about children's education, welfare and behaviour with the school
- To take an interest in the children's work and celebrate their achievements
- To encourage the development of appropriate social skills e.g. manners
- To attend parents evening and support school functions
- To inform school of the reasons for all absence on the first morning a child is absent
- To ensure that children arrive on time
- To dress pupils in the correct school uniform
- To attend pre-arranged appointments with staff
- To support their child in completing homework, including listening to them reading

## **Expectation of all children**

To follow our school values of Ambition, Friendship, Kindness, Respect and Teamwork at all times ensuring they

- Work hard and allow others to do the same
- Treat everyone with respect and show consideration for the needs of others
- Listen to instructions and do what they are asked to do the first time they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To be polite. We expect children to
  - Use 'please' 'thank you' and 'excuse me'
  - Hold doors open for adults

To help us maintain high standards of our behaviour we have agreed a set of whole school class rules. All pupils are expected to follow these rules and every adult is expected to uphold at all times.

## **School Rules**

- Be Safe
- Be Kind
- Be Ambitious

These rules, alongside our school values, are displayed dominantly in classrooms and around school.

## School Wide Rewards

At Meadowhead Community Infant School and Nursery, we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are vital aspects of our school's approach in promoting good behaviour.

Some of the rewards include

- Verbal praise – all staff tell pupils that their behaviour is very good and explain why
- DoJo Certificates given in celebration assembly
- School Values certificates given in celebration assembly

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points. Class dojo is an online system where system where students can receive dojo points.

1 Dojo may be given for

- STAR Sitting
  - Sit up straight
  - Track the speaker
  - Ask and answer questions
  - Respect others
- Ambition
- Friendship
- Kindness
- Respect
- Teamwork
- Homework

2 Dojos can be given for

- 'Above and Beyond'

When rewarding the dojo the member of staff should re-inforce the good behaviour e.g. "You are showing start sitting by sitting up straight" or "You have shown our school value of kindness by helping your friend find their jumper"

All teachers have access to their own class online dojo point system but any member of staff can award dojos and inform their class teacher so they can be added to the system.

Once awarded a dojo, it should never be deducted.

Children we receive a 100 Dojos every term will take part in a whole school experience.

The class with the most dojos each week receive an extra playtime the following week.

## **Individual Rewards**

In addition to the whole school rewards, some children will need personalised learning rewards set up in which to promote and encourage good standards of behaviour. These might include marbles in a jar etc. where for every 5 marbles the child receives 1 dojo or a individualised behaviour chart. These individual approaches are encouraged as they are a way to help children take responsibility for their behaviour day-to-day. However, they must not replace the whole school behaviour dojo system.

## **School Wide Sanctions**

In the event of children not following to our school rules, the following sanctions will be applied using adult discrepancy based on the seriousness of the behaviour. This means that there will be times when some stages are missed due to the seriousness of the incident.

Stage 1 – Non verbal warning – e.g. showing and pointing on lanyard of appropriate behaviour e.g. good sitting

Stage 2 – Verbal warning – e.g. saying “show me good sitting, thank you” Giving the child time to rectify their behaviour

Stage 3 –Verbal warning plus you will miss playtime if you carry on not following the school rules e.g. “Show me good sitting because they next time you will miss you playtime” again giving time for the child to rectify their behaviour.

Stage 4 – Explain to the child they have not shown our school value and will lose a short time of playtime

Stage 5 – Child to be sent to a named class for time out to reflect.

Stage 6 – Child referred to Pupil Well-Being co-ordinator, SENDCo, Deputy Headteacher or Headteacher.

Stage 7 – Parents and/or carers invited into school to discuss child’s behaviour

Stage 8 – In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, exclusion from activities, playtime and/or lunchtime exclusion, fixed and permanent exclusion. This will be discussed with the class teacher at an SLT meeting.

Staff should also be actively looking out to ‘catch the child’ showing the positive behaviour you have requested e.g. “Well done for showing good sitting. I knew you could do it – well done”

Staff should use their judgement as to when to use our behaviour script and getting children to complete the restorative practice sheet.

#### Missed Playtime:

- The child will be supervised by an adult within school instead of playing outside
- They child not be allowed to carry out jobs or partake in enjoyable activities.
- A register must be kept
- Parents will be informed when their child has 'missed playtime' on more than 5 occasions in a half-term.

#### Fixed Term Exclusion

- Pupil will be excluded from school for a specific period which may range from one day to fifteen days.
- Only the Headteacher and Deputy Headteacher has the power to exclude
- Parents will be consulted and a plan for behaviour improvement agreed.

#### Permanent Exclusion

- The pupil will be permanently excluded from school. This mean that the child will no longer be a pupil at Meadowhead Community Infant School and Nursery and will need to find another school.

#### Notes for Application of Sanctions

- Teachers have to record any significant incidents on CPOMs.
- Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and in private
- Teachers should communicated any behaviour concerns with SLT
- Teachers are encouraged to keep children in themselves where possible to complete work if necessary.
- No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour.

Children will be introduced and reintroduced to these systems during whole school assembly and personal reminders where adults seem appropriate.

### **Restorative Thinking**

There will be some situations where the child needs to reflect upon their poor behaviour. Children will be asked with support to complete the 'Restorative Record Sheet' and answer some if not all of the following questions

- What happened?
- How were you feeling?
- Who has been affected?
- How can we make this right?
- What have we learned from this?

These questions are neutral and non-judgemental. They allow the child to tell what has happened so they more likely to accept responsibility and change behaviour.

## **Playtime Supervision**

Adults on duty are responsible for the overall behaviour at playtimes. All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children.

Adults need to ensure accidents are treated promptly and an accident form is completed. They should also ensure they have a first-aid bag with them to deal with minor injuries. They also ensure behaviour is dealt with appropriately. Children who argue, or are overly competitive, will be asked to leave the game and take some time out. If necessary children can be asked to stay in a certain spot on the playground or asked to stay with an adult.

The teacher outside is responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time.

At lunchtime teachers will collect their class at 12:55 promptly from the playground.

## **Lunchtime behaviour**

Lunchtime supervisors are able to award stickers for good behaviour in the dining hall and the yard. Any pupil who returns from dinner with a sticker will be awarded a dojo point by the class teacher.

Lunchtime supervisors are also required to inform teachers of any major incidents that may have occurred at lunchtime.

At lunchtime staff should ensure children have been to the toilet on their way in or out of school.

## **Visits, School Journeys, School Transport and Beyond the School Gate**

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site and on occasions beyond the school gate. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this Policy will apply in all situations when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at Meadowhead Infant School
- Or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public (online or offline) or
  - could adversely affect the reputation of the school

In such circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

## **Child-On-Child Abuse**

Following any report of child-on-child abuse that has happened either offline or online, we will follow the procedures outlined in our safeguarding policy. The DSL will consider each incident on a case-by-case basis, seeking support from external agencies when required.

At Meadowhead Community Infant School and Nursery we advocate high standards of behaviour amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We do not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with this policy.

## **Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. Reasonable force is used consistently, proportionally and reasonably by staff taking into account children with SEND and the bespoke needs of vulnerable children.

All staff have the power to physically intervene to control or restrain a pupil, if in their professional judgement this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder. When reasonable force has been used it will be recorded on CPOMs.

## **Screening and Searching Pupils**

Although we are an infant school with very young pupils, the governors recognise that 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 and protects them from liability for damage to, or loss of, any confiscated items.

*The governors have agreed that any item confiscated will be returned to the child's parent.*

2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen

items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

*The governors have agreed that whilst such items have never been confiscated before where staff are suspicious that a pupil have any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children’s Social Care, School Nurse, Police etc.).*

## **Allegations of abuse against staff and other adults working in school**

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO) The LADO may then refer the matter to children’s social care services.

The Headteacher will consider whether to take any disciplinary action against the pupils who made the allegation.

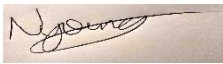

## **Staff Induction**

All staff will receive behaviour management CPD during INSET at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year and support staff will be encouraged to attend these and be paid for their time.

Teachers will receive a copy of ‘When the Adult Change; Everything Changed’ by Paul Dix and ‘Teaching Walkthrus’ by Tom Sherrington.

## **Monitoring**

Senior Leaders monitor behaviour daily. A behaviour learning walk by the Headteacher and/or the Deputy Headteacher will take place every half term and feedback will be provided to all staff. Governors will also be presented with an updated regarding behaviour and attitudes every term in the Headteacher’s Report.

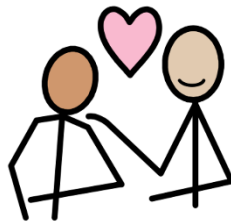
Adopted/Ratified:	September 2025
Review Frequency:	1 Year
Review Date	Autumn term 2026
Signed (Chair of Governors)	
Signed (Headteacher)	





# Our School Rules

Be Kind

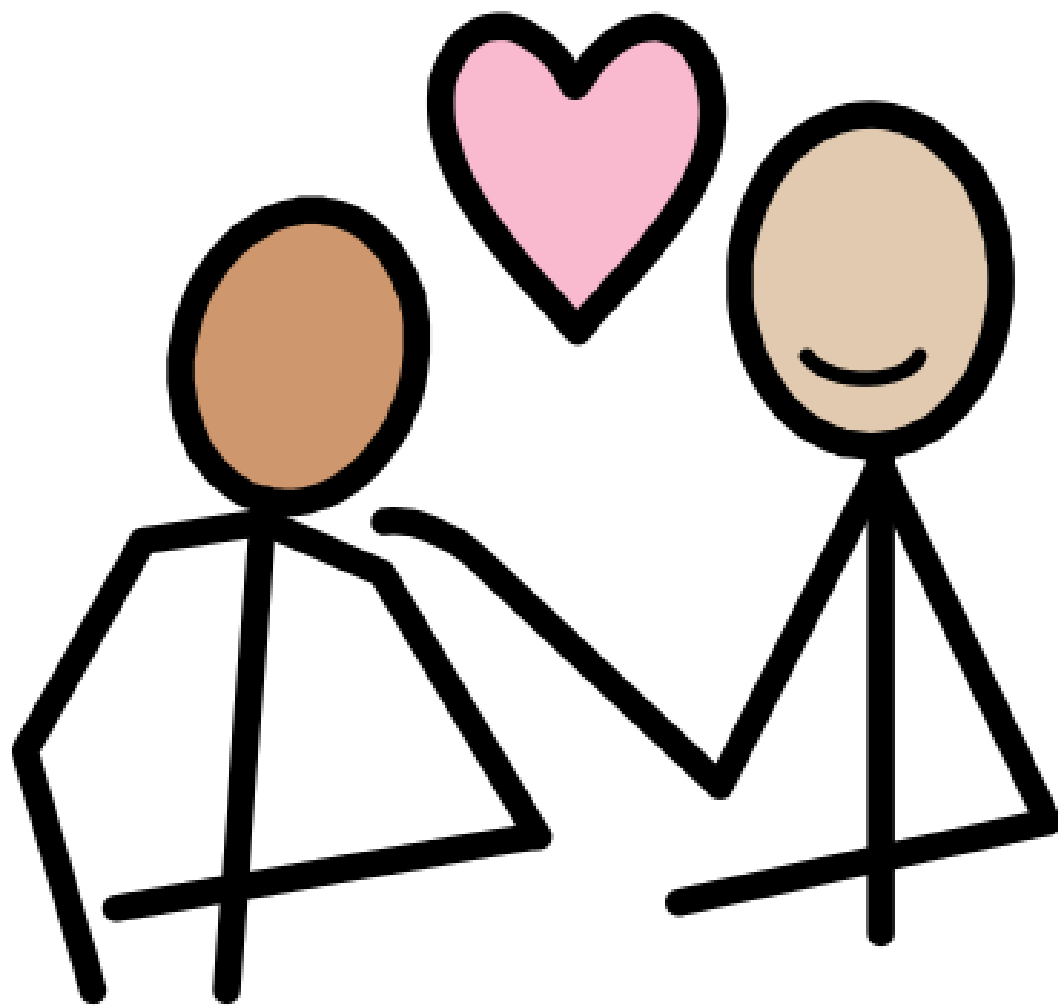


Be Safe



Be Ambitious





Be Kind



Be Safe

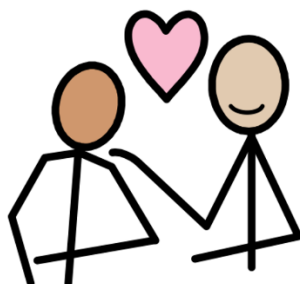


Be Ambitious



# Be Kind

- Kind hands and feet
- Kind words
- Respect for property
- Celebrate differences and achievements





# Be Safe

- Wonderful Walking
- Legendary Lining Up
- Follow instructions straight away
- Stay in class
- Speak to an adult when you don't feel safe
- Use resources appropriately
- Play safely





# Be Ambitious

- Star Sitting
  - Sit up straight
  - Track the speaker
  - Ask and answer questions
  - Respect Others
- Growth Mind-set
  - Show perseverance and resilience
  - Challenge yourself
  - Learn from mistakes
- At school on time in uniform



## Behaviour Script

All staff receive training to use the following behaviour script.

- I noticed you are \_\_\_\_\_ (having trouble getting started/singing in the classroom/wandering around the classroom/talking)
- It was the rule about \_\_\_\_\_ (being kind/safe/ambitious) that you broke
- You have chosen to \_\_\_\_\_ (move to the back / stay behind at playtime)
- Do you remember when you \_\_\_\_\_ (worked brilliantly yesterday / showed wonderful walking). That is what I need to see now.
- Thank you for listening.

Give the child take up time.

# Restorative Record Sheet



What happened?

Symbol

First type text



How were you feeling?

Symbol

First type text



Who has been affected?

Symbol

First type text



How can we make this right?

Symbol

First type text



What have we learned from this?

Symbol

First type text