The Mead Infant and Nursery School

Behaviour Policy

Proud to Belong

This Policy was adopted by The Governing Body and is reviewed annually.

Reviewed by: A. Bedford Deputy Headteacher and Full Governing Body Spring 2019

Next Review: Spring 2020
POLICY FOR THE MANAGEMENT OF BEHAVIOUR AT THE MEAD INFANT AND NURSERY SCHOOL

This document is a statement of the shared aims, values and practices for the management of behaviour at the Mead Infant and Nursery School.

It is the school’s intention that all pupils should be enabled to develop self-respect, respect for others and for property, and to learn to take responsibility for their own actions.

The school is aware of the needs of children who may require specialist support for behaviour and works in close partnership with the Surrey LA Educational Psychology and Behaviour Support Service.

The school monitors the impact of the Behaviour Policy on all pupils, staff and parents.

AIMS

- That through providing a model of high expectations for behaviour, the school functions as an orderly, safe and supportive learning environment.
- That pupils develop high self-esteem, self-discipline and self-confidence.
- That pupils are courteous to one another, to staff and to visitors.
- That pupils relate well to each other, to adults, and show mutual support and respect.
- That pupils develop a caring attitude for the school environment, the buildings, equipment and personal effects.
- That the school has shared values and a clear set of rules (Our Good Choices) which are understood and respected.
- That the understanding and practice of considerate behaviour contributes to effective teaching and learning in the school.
- That pupils develop respect and proper regard for authority.

VALUES

The school expects:

- Consideration
- Co-operation
- Respect
- Effort
- Helpfulness
- Kindness
- Responsibility
- Neatness and tidiness
- Safety
- Honesty
- Self-discipline
- Punctuality
PRINCIPLES

It is the responsibility of all members of the school community to manage pupil behaviour. High standards of behaviour are expected from pupils of The Mead Infant and Nursery School at all times.

Effective management of pupil behaviour depends on:

- Provision of quality care and education.
- Provision of a stimulating learning environment.
- Children seeing that their efforts, ideas, positive contributions, and work are valued.
- Opportunities for children to work alone or in a group, unsupervised by an adult, to develop self discipline.
- Children seeing that they have a voice and that their opinions are valued.
- A model of good relationships between all members of the school community.
- A sense of team spirit and belonging.
- An atmosphere of respect for differences, whether by gender, religion, race and culture, abilities or disabilities.
- A clear code of conduct to enable consistency and fairness.
- A framework of incentives and sanctions which recognises, rewards and celebrates positive behaviour.

The Governing Body will ensure that the behaviour policy, designed to promote good behaviour and discipline, is followed at school. They will bring to the attention of the Headteacher any measures that they consider she/he should have regard to, and offer guidance as appropriate.

Children will be given the opportunity to share their views through discussions with their School Council Representatives and through ‘Pupil voice’ activities. Opportunities for pupils to discuss personal and social issues which may affect them will be addressed through PSHE lessons and circle-time activities which have been adapted to meet the needs of our children at The Mead.

‘Good Choices’

The school has adopted six ‘good choices’ (see appendix 1):

I am kind
I listen to everyone
I use good manners
I work hard
I look after our school
I am safe

Throughout the school the signal for stop, look and listen is a raised hand with the command “signal on”.

3
Learning Behaviours (see Appendix 7)

In addition to the six ‘Good Choices’ listed above the school has adopted a robust system for developing positive learning behaviours at The Mead. Based on the ‘Winnie the Pooh’ characters, children are taught to recognise when they are demonstrating one of the 5R learning behaviours. This enables staff to talk about the metacognition of learning – how we learn, what makes learning effective and how we can improve our attitudes to learning. The five learning behaviours are:

- Resilience - keep going and don’t give up (Tigger)
- Resourceful - devise your own resolutions using varied resources (Eeyore)
- Reasoning - explaining your thinking and asking questions (Pooh)
- Reflective - recognising success and seeking improvement (Wise Owl)
- Responsible - caring for others and acting responsibly (Kanga)

Pupils are constantly reminded of the desirable learning behaviours and are rewarded for displaying them in their work and play. Pupils are rewarded for their good work.

Teamwork in Key Stage 1

To help encourage teamwork and good learning behaviour in group work situations pupils receive a pebble in a pot in their classroom. At the end of the term the winning team receive a prize.

In The Playground or On The Field (see Appendix 8)

The school has introduced the ‘What Would Roo Do?’ programme to assist children to resolve their own minor conflicts at playtime. Banners are clearly displayed and staff are trained to ask ‘What would Roo do’ whenever a child seeks adult support at break times. The aim is that children will develop the resourcefulness, resilience and reflective behaviours which will enable them to make good choices when relating to their peers and to be less reliant on adult mediation. When faced with larger issues or conflicts children are trained to seek a resolution with adult support.

The school expects:

- All children to play sensibly, fairly and safely, showing care and consideration for others.
- All children to behave in such a way that no others are deliberately upset, frightened, hurt or intimidated (see also the policy for Anti-bullying).
• Children to play sensibly with climbing and other play equipment under the supervision of the adults in the playground.
• Children to stay in the playground at playtime unless otherwise instructed by the supervising adults (children should ask permission to return into school to go to the toilet).

At Wet Playtimes

The school expects:

• All children in Reception or Key Stage 1 to play in their classrooms under adult supervision.
• Everyone to understand the limitations of space and to move about carefully.
• Everyone to play sensibly with indoor games, and to cooperate with each other and to respect other children’s activities.
• An acceptable level of noise.
• All activities to be tidied away by the end of the playtime.

On School trips

The school expects:

• Good behaviour on transport and throughout the visit.
• Respect and co-operation towards adults involved in their supervision.

Incentives and Rewards

All children need self-esteem; to feel good about themselves, to receive recognition, attention and appreciation. It is important that they receive positive feedback on their academic and social strengths to enhance their own self-image and to raise the expectations of others. It is with this in mind that the following incentives and rewards framework has been devised. The school follows the Happy Sunshine and Sad Cloud procedures (see appendix 2 & 3 and 4 & 5).

Regular recognition by all members of staff:
- Words of praise both privately and publicly—adults should catch children being good and give immediate positive feedback, stating specifically what they liked about the child’s behaviour “I liked the way you helped to tidy up today without me asking you to do it. Well done!”
- ‘Well done stickers’ given by the Headteacher for good work, good / improved behaviour, thoughtfulness etc, related to the ‘Good Choices’.
- Parents informed of good behaviour, effort, achievement etc.
- Gold Award Certificates/ We are Proud of You Certificates awarded during whole school assembly for outstanding improvement or achievement related to the ‘Good Choices’. Children awarded Gold
Awards are photographed and their photo is displayed at the main entrance to the school.
- Certificates and stickers awarded in Achievement assemblies

To complement the Happy Sunshine and Sad Cloud procedures, children are entitled to Golden Time once a week. A minute of Golden time is taken away from individuals that have their name placed on the sad cloud.

**Sanctions**

It is the school’s view that the best way of getting rid of unacceptable behaviour is to teach other things we would prefer. It is sometimes possible to avoid difficult or unacceptable behaviour by having routine, agreed rules, giving warnings, telling children exactly what is expected of them, rewarding good behaviour etc.

If a child behaves inappropriately they will be taken to a list of ‘Good Choices’ and asked ‘Have you made good choices?’ ‘What do you think should happen now?’ They will be encouraged to reflect on their behaviour and to devise their own resolution i.e. saying sorry or clearing up the mess.

However, there are times when it will be necessary to impose sanctions to reinforce the notion that some forms of behaviour are totally unacceptable to the rest of the school community. Staff must make it very clear that it is not the child they do not like, but the behaviour.

**Sanctions used at The Mead**

- Controlling responses- brief eye contact, frown, quick verbal check, shakes of the head.
- Oral reminder- This should include encouraging the children to think about the effect of their behaviour and others and to think of or offer alternative strategies, followed by a further oral reminder.
- If an oral reminder is not sufficient to stop bad behaviour, the teacher should remove privileges, (e.g. miss playtime, time out to reflect).
- Contact with parents- there will be occasions when a pupil’s behaviour will need to be discussed with parents/carers.
- The Headteacher or a senior member of staff will be informed of persistent:
  - poor behaviour
  - aggressive behaviour
  - bullying
  - deliberate destruction of property or graffiti
  - use of bad language
  - racial abuse
  - lack of respect to adults

Any of these incidents will be recorded on to a ‘Behaviour pink form’ and handed to the Headteacher or senior member of staff.

Teachers will work with parents/carers to try to overcome the difficulties, and discuss ways of encouraging good behaviour. (See also the Policy for Anti-bullying).
Dealing with aggressive behaviour/serious verbal abuse

All staff have been trained in the strategy of ‘Positive Touch’ and know how to respond to violence whilst keeping themselves and others safe.

In the playground:

1. The incident will be stopped by the adult (s) present.
2. The child (ren) will be taken to a senior member of staff (with relevant witnesses if necessary).
3. The class teacher will be notified.
4. The senior staff member will question individuals and resolve the incident.

In the classroom:

1. The incident will be stopped by the class teacher.
2. If the teacher feels unable to deal with the incident alone, they will press the green button on their computer and assistance will be provided.
3. A senior staff member will be informed as soon as possible.
4. A senior staff member will question individuals and resolve the incident.

Children will be given the opportunity to discuss their aggressive/verbally abusive behaviour, and sanctions will be imposed as appropriate. They will be given the opportunity to apologise. Parents/carers may be informed in person or by telephone and/or in writing, of the unacceptable behaviour and of the sanctions. Parents/carers may be invited to school to speak to the Headteacher and/or the class teacher. *(See also Policy for Anti-bullying.)*

Register of Special Needs

Children who exhibit repeated behavioural difficulties may be placed on the Register of Special Needs. Parents/carers and staff will then work together to devise a plan to help the children overcome their difficulties.

Exclusions and suspensions

Pupils may be suspended/excluded following Surrey County Council guidelines and after discussion between Head teacher, relevant staff, Governors and parent/carers.
Appendix 1

Good Choices

I am kind
I listen to everyone

I use good manners
I work hard

Please Thank you

I look after our school
I am safe
## Appendix 2

### The Mead Behaviour System

| **Golden Star** | Children move their name on to the golden star and receive a special sticker at the end of the day. |
| **Happy Sunshine** | Children move their name on to the happy sunshine and receive a small sticker either at the time or at the end of the day. |

**All names returned to ‘starting point’ at the beginning of each day. Names are kept here until a child moves up or down.**

| **Uh-Oh Umbrella** | Staff/children move a child’s name on to the uh-oh umbrella and receive a warning for their behaviour, if this continues they will move to the sad cloud. If the child corrects their behaviour and continues to make good choices their name should be moved back to the ‘starting point’. |
| **Sad Cloud** | Staff/children move a child’s name on to the sad cloud as a consequence of their behaviour. When the child corrects their behaviour and makes good choices their name should be returned to the ‘starting point’. |

| **Thunder** (no visual for children) | Consequences for more serious incidents include:  
- Speaking to parents  
- Speaking to the head or deputy head  
- Different ‘playtime’ activities if appropriate (e.g. supported play with adults, social games or activities)  
- Working in another classroom |
### Appendix 3

## The Mead Behaviour System
- **Children’s version**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Star</td>
<td>I have been on the happy sunshine and carried on making good choices! My teachers gave me a special star sticker at home time. I am really proud of my behaviour.</td>
</tr>
<tr>
<td>Happy Sunshine</td>
<td>I have made good choices and moved my name to the happy sunshine! My teachers gave me a smiley face sticker. I am proud of myself.</td>
</tr>
<tr>
<td>Uh-Oh Umbrella</td>
<td>I haven’t been making good choices and my teacher has given me a warning. I am going to make good choices now to move my name up and try and get on the happy sunshine!</td>
</tr>
<tr>
<td>Sad Cloud</td>
<td>After a warning, I still didn’t make good choices and my name has been moved on to the sad cloud. I will think about my behaviour and the good choices I need to make now.</td>
</tr>
</tbody>
</table>

When my teachers are proud of me I might also get a gold award, achiever award or a sticker from the head teacher.

This is where my name is at the start of the day.
### Appendix 4

#### The Mead Behaviour System at Lunchtime

<table>
<thead>
<tr>
<th>Visual</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Happy Sunshine</strong></td>
<td>A child is given a ‘happy sunshine’ sticker. ‘I like the way you…..’ ‘Well done you made a good choice’. Show visual</td>
</tr>
<tr>
<td><strong>Uh-Oh Umbrella</strong></td>
<td>The umbrella visual is shown when a warning is given. The Good Choices visuals are shown to remind the child about the correct behaviour choices. ‘Did you make a good choice?’ ‘What choice should you have made?’</td>
</tr>
<tr>
<td><strong>Sad Cloud</strong></td>
<td>If a child has been given a warning and they continue to make a wrong choice they will be given time out in a designated area. This will be for a limited time and the LLA will talk to them about the correct good choice that should have been made. The visuals will be used.</td>
</tr>
<tr>
<td><strong>Thunder</strong> (no visual for children)</td>
<td>Consequences for more serious incidents: A member of SLT is involved. The matter may be discussed with parents. A ‘supported play’ may be offered.</td>
</tr>
</tbody>
</table>
### The Mead Behaviour System at Lunchtime
- **Children’s version**

<table>
<thead>
<tr>
<th>Happy Sunshine</th>
<th>Uh-Oh Umbrella</th>
<th>Sad Cloud</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sun" /></td>
<td><img src="image" alt="Umbrella" /></td>
<td><img src="image" alt="Cloud" /></td>
</tr>
<tr>
<td><em>I have made good choices and a Lunchtime Learning Assistant has given me a smiley face sticker and shown me the picture of the happy Sunshine. I am proud of myself.</em></td>
<td><em>I haven’t been making good choices and a lunchtime Learning assistant has given me a warning and shown me a picture of the Uh-Oh Umbrella. I am going to make good choices now and try and get a happy sunshine sticker!</em></td>
<td><em>After a warning, I still didn’t make good choices and I will have time out to think about my behaviour and the good choices I need to make now.</em></td>
</tr>
</tbody>
</table>

**There is any expectation that all children make good choices all of the time.**
Appendix 6

What Would Roo Do?

- Tell them to stop
- Calm down and reflect
- Ignore it
- Go to another game
- Talk about it
- Say sorry and take turns
- Share and take turns
- Stop

and listen
Appendix 7

At the Mead Infant School we are developing LEARNING BEHAVIOURS

### Motivation (EYFS)
Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.

### Responsible
Kanga is responsible because she cares for Baby Roo. Kanga always listens well so that she knows exactly what to do, to look after Baby Roo.

### Thinking (EYFS)
Eeyore always thinks carefully and uses a range of resources. He is a resourceful learner as he uses his imagination and is creative.

### Reflective
Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do, to become an even wiser owl.

### Reasoning
Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions.

### Playing and exploring Engagement (EYFS)
Piglet loves to explore and play. He tries to be brave and is always willing to have a go.

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… these behaviours are the bedrock of all our successes.