

3-6 Discipline and Behaviour Policy

This Policy applies to the entire setting including the EYFS.

Introduction

This policy is not an isolated standalone statement. It should be read and reflected upon in the context of the following school policies, all of which are intertwined in many of their elements, reflecting the strong commitment The Mead School has for the safety, welfare and protection of its pupils and staff.

Linked Policies

- 3.2 Safeguarding & Child Protection Policy
- 3.5 Anti-Bullying Policy
- 3.10 ESafety Policy
- 2.18 Educational Visits Policy
- 3.11 Children's Images Policy
- 3.3 Supervision Policy
- 3.8 Physical Intervention Policy
- 1.2 Every Child Matters Policy
- 3.4 Missing Child Policy

This policy examines systems used to address poor behaviour, and is followed by what we do as a school to identify and reward good behaviour.

School Ethos

One family, limitless opportunity, a global perspective.

Family

The Mead is a large family living under one roof. We all know and care deeply for one another, sharing in both triumph and challenge. Every Meadite matters equally and the mutual respect, politeness, empathy and kindness we share breeds collective pride and self-belief. This warmth means we all feel safe, happy and nurtured. We listen to each other and value each other's opinions. We are team players showing good sportsmanship and etiquette. Our open partnership with parents creates a community filled with positivity, optimism and support. We offer unfailingly warm hospitality to any visitor. It is an ideal learning environment and a friendly, fun and uniquely wonderful place to spend and guide childhood.

Opportunity

The security of The Mead family gives children the confidence to be engaged and ambitious. They discover that life is one limitless opportunity, full of potential success and adventure. From the youngest possible age, Meadites learn to self-reflect, set goals and work diligently towards them. They take pride in their work and commit to constant craftsmanship as they relentlessly embark on a journey of improvement without ceilings. Academic success is an

inevitable consequence of this growth mind-set but more fundamentally, the children acquire the skills and attributes needed to be lifelong learners and leaders. They are resilient risk takers, who relish challenge and are adaptable in the face of adversity. They also have the opportunity to find their passion and express themselves through our broad curriculum.

Perspective

A global perspective is a vital attribute in today's society. We aim to all grow a deep knowledge of the world and current affairs and to regularly venture outside the school gates, literally, virtually and philosophically. To be inspired to help sustain and marvel at the beauty of our planet. We should all be curious, creative and critical in our thinking, determined to investigate accuracy and challenge convention and stereotype. We teach the children to be digitally skilled and savvy; discerning and objective in the digital age. We're mindful to be moderate, to be tolerant and open minded and to develop a mature moral compass. We also aim to appreciate how fortunate we are and to always think charitably both at home and abroad. A healthy perspective ultimately leads to a happy life.

School Rules

Outside the classroom

- We will respect all property.
- We will stay safe and keep our hands and feet to ourselves.
- We will be kind, thoughtful and include others.

Between lessons

- We will walk, line up quietly and make way for others.
- We will wear smart, correct uniform.
- We will always show good manners.

During lessons

- We will listen to the teacher and our peers.
- We will not call out.
- We will choose to learn and not disturb others.

EYFS

We recognise that some of our behaviour models may be too complex for our EYFS children to fully comprehend. Nevertheless, the children in EYFS are exposed to positive role models throughout their days at school, joining the main school for Friday's Celebration Assembly. We underline the importance of tolerance, kindness and helping others from even before their first day with us, and this is continually underlined in their learning and play. The member of staff responsible for Behaviour in EYFS is the Head.

Punishment / Consequences

Children must know the school rules and expect to be reprimanded if they break them. Punishments should be appropriate for the misdemeanour and it is vital that it is explained to children why their misdemeanour is unacceptable. If someone abuses a privilege he or she could lose that privilege. If someone harms the community in some way the punishment may be to do something for the community to make up for the harm done.

Children are encouraged to behave well by being rewarded for particularly helpful or responsible behaviour with 'good works' and are deterred from behaving badly by the imposition of certain punishments and restrictions. 'Birds' are given for acts of kindness or good manners and are highly regarded. They are presented in assembly and hung on the tree in the dining room. A minus can only be issued by either of the Deputies or Head and only when reasonable action had been taken at teacher level or a one off incident which warrants escalation. A behaviour log is kept by Mr Agnew recording each minus and parents are immediately informed.

Normal instances of bad behaviour are dealt with by the member of staff involved. However, in more extreme cases a child may be referred to the Deputy Head or Head particularly when it is felt necessary to involve the parents. The name of the child will be recorded by the Deputy Head or Head in the behaviour log along with a description of the offence and the action taken as a result.

Very occasionally a child may be asked to leave the school if there are persistent behavioural problems which are proving detrimental to the development and education of other children.

Disciplinary Sanctions

Our mission statement is to give each child in our care the opportunity to experience success and to fulfil their potential in whatever area they explore.

CORPORAL PUNISHMENT OR THE THREAT OF CORPORAL PUNISHMENT IS PROHIBITED FOR ALL PUPILS AT THE MEAD SCHOOL.

We expect all children to develop sound work patterns whilst with us and to become active, lifelong learners, using all the opportunities available to them.

NO CHILD HAS THE RIGHT TO HINDER ANOTHER CHILD'S LEARNING.

When a child's behaviour is out of line, the following is an example of an approach, but teachers are encouraged to use professional discretion an initiative in developing their own classroom management. However, a series of measures should have been taken before an escalation to the sanctions hierarchy.

- If the child is disrupting the lesson a verbal warning is first issued.
- If the behaviour continues the child's name is written on the board.
- The next step will be a tick is added next to the child's name.

- If the same behaviour is then repeated the child will miss part of their break time.
- Afterwards the class teacher acts accordingly spending time talking to the child about expected behaviour within lessons.
- When a teacher's actions fails to prevent repetitive behavioural problems the following levels will be followed:

Sanctions Hierarchy

Level 1 – Incident is reported to Deputy Head Pastoral and it is recorded in the behaviour log – child loses part of break time if appropriate.

Level 2 – The second time the child's name appears in the behaviour log a minus is issued and the Deputy Head Pastoral contacts the parents. Loss of break time or golden time, whichever is deemed appropriate.

Level 3 – The third time a child's name appears in the behaviour log the parents are called in to school for a meeting with the Deputy Head Pastoral and the Head if appropriate. Loss of privileges are put in place – these will vary depending on the age of the child. The child may also be involved in a 'community service' project within school.

Level 4 – If the child's behaviour does not improve after level 3 they are placed on report. This will last a period of one or two weeks depending on the improvement of behaviour.

Level 5 - Should the behaviour continue beyond a two week report period parents will meet with the Deputy Head Pastoral and the Head. Parents may be given a formal warning and a three-day suspension could be issued at this point.

Level 6 – After the child returns from a three-day suspension further behaviour incidents will be closely monitored by both the Deputy Head Pastoral and Head. During this time, it will be down to the Head's discretion if further suspensions are issued or if a permanent exclusion is required.

After action at each level, it is vital that class teachers continue to use their own management techniques before escalating again. Positive reinforcement and an expectation of a positive result underpin every stage. Children will be given positive support after any disciplinary process so that they can integrate seamlessly back into classroom life.

Regard will always be paid to the circumstances of each incident and child. Where there are particular issues relating to a child with special educational needs / disabilities reasonable adjustments will be made where it is judged as necessary or relevant.

Liaison with parents and other agencies

Parents will be consulted throughout these processes as detailed above. In very rare circumstances other external agencies may be involved in the disciplinary process as and when the Head believes this to be appropriate.

Appeals

If parents are not satisfied with the conclusions reached by the School, they may request that the matter be referred to an Appeals Panel for consideration.

The Directors will appoint the Chairman of the Panel, who will be a person of good standing in the community but not associated with the school. The Panel will consist of at least three persons not directly involved in the matters detailed in the appeal, at least one of whom shall be independent of the management and running of the school. The Panel members other than the Chairman shall be appointed by the Chairman of the Panel in consultation with the Directors. The Chairman, on behalf of the Panel, will then acknowledge the appeal and schedule a hearing to take place as soon as practicable and normally within one week.

If the Panel deems it necessary, it may require that further particulars of the appeal or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than two days prior to the hearing.

The parents may be accompanied to the hearing. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the Panel will resolve the parents' query immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within two weeks of the Hearing.

The decision of the Panel will be final.

The Panel's findings and recommendations will be:

- provided to the parents and
- made available for inspection on the school premises by the Directors and Head.

Positive Reinforcement and Reward

Good behaviour is an expectation at The Mead School and is intrinsic to our philosophy and daily life. We strive to make good behaviour, politeness and courtesy the norm, rather than an expectation.

We liaise wherever possible in both positive feedback to parents, and in challenging bad behaviour and, if necessary involve outside agencies (such as Educational Psychologists). Having a parent involved in this process makes any outcome fully supported.

Good Works

These are the positive 'currency,' used by teaching and non-teaching staff to recognise kindness, politeness and respect. Although given for impressive academic work, they are also

given for improvements in personal and academic standards, effort or attitude. A Good Work is recognition that aims to engender a continuation of positive thought and attitude within the individual.

Personal and communal pride

Good Works are collected by children from Reception upwards, and weekly totals are submitted to the Year Six House Captains for their school house; Wellington, Chalybeate and Thackeray. The top good work earning pupil for each house earns the title 'Star of the week' and these children have their names called out, with their Good Works totals, every Friday by the current Year 6 House Captains for each House.

The Good Work points are also added to their house total, and this is displayed on the main Key Stage 2 notice board at the top of the main stairs.

This process gives value to the Good Works earned both individually and collectively, and demonstrates to the whole school community the value we place on behaviour and effort. Medals – bronze, silver, gold and platinum are awarded as a further incentive.

Junior and Infant cups are awarded by the Head during a Friday assembly. Teachers will nominate a child who has worked very hard or gone above and beyond the standard expected during the week. Cups are only awarded for exceptional work and may not be handed out if there are no nominations that week.

Children can also earn a 'star in the jar.' If they complete a great piece of work they can visit the Deputy Head Pastoral and their name goes on a star and is added to the star jar. On Friday assembly the Head will pick two names from the jar and they can select a prize. The jar is then emptied for the next week.

The Mead School Friendship Tree

The 'Friendship Tree' on display in the dining room highlights to all pupils how friendship, kindness and manners are valued. Mead School staff will present children who they see acting in a kind, thoughtful or considerate manner with a bird upon which they write the child's name. This is also a way of identifying thoughtfulness and manners which are celebrated in a very public way, and any child in The Mead School can be included in this initiative. Birds are presented during Friday Assemblies by the Head.

House Meetings

These are fortnightly endorsement and celebration of all good behaviours and personal successes by the children's peers. The children are split into their respective house groups. The house meetings provide the staff and children the opportunity to share positive news, value and recognise positive, kind, thoughtful, helpful actions and achievements. They will plan charity events throughout the year and also discuss/plan teams for inter-house competitions.

These meetings give both pupils and staff the opportunity to address any issues that may have arisen. The children feel an enormous sense of pride toward their House, and these meetings

provide a forum for instilling Mead School values in a less formal but more familiar setting than is offered in School Assembly.

Roles and Responsibilities

As pupils grow and develop through their Mead education, opportunities for responsibility open up in the form of roles and responsibilities. These are designed to give the children a sense of worth, responsibility and to encourage valuable, positive leadership skills among each individual that holds that role.

House Captains are chosen on rotation every term, and are asked to represent their houses on a range of activities, not least recording and declaring the Stars of the Week in front of a whole school assembly each Friday morning. The confidence to speak publicly in a School Assembly is not something the majority of pupils possess innately.

Through the motivational work of staff and the plethora of opportunities offered for individual development our Year 6 pupils become worthy and brilliant House and Sports captains. Drama and Music Leaders are chosen by the Head of these departments, whilst School Council Representatives, Librarians, Digital Leaders and Green Eco Reps are elected within each class.

If a member of staff would like support, they are welcome to seek either the Head or a member of the Senior Leadership Team for help, guidance and advice. This may require observation of another teacher, reinforcing positive discipline strategies or further training.

Parental Reinforcement

The importance of effective and transparent communication can never be underestimated. Staff will always inform the appropriate parents of their children's kindness or personal achievements either within or outside of the classroom.

Class Strategies

Positive reinforcement and praise are two strategies used by all teachers in the school. Staff are always made aware through whole school staff meetings and curriculum meetings for those pupils who may benefit from an 'extra' dose of positivity or care due to any number of circumstances.

The Mead teaching philosophy is very much a lead by example approach that focuses on an environment rich with intrinsic positivity rather than one which highlights failings ('who is sitting quietly', rather than 'everybody stop talking'). Above all, staff give a model for good behaviour by which the children can learn from and work toward.

STAFF: A Webster (Head), J Agnew (Deputy Head Pastoral), R Hall (Business Manager)

AMENDED: November 2017

NEXT REVIEW: November 2018