

**The Meadows Montessori School  
Behaviour and Discipline Policy**

**Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We have a number of school rules, but the primary aim of the behaviour policy is not a system to enforce them. It is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn.

Our school expects every person of the school community to behave in a considerate way towards others. We aim to treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to become positive, responsible and independent members of our school community - and to enable them to grow in a safe and secure environment.

In accordance with Montessori philosophy emphasis is placed on fostering self discipline and good social relationships. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. This will be achieved by all staff providing good role models and by using positive strategies for handling inconsiderate behaviour.

**Rewards and Punishments**

We praise our children for good behaviour and for effort in various ways:

- Staff verbally praise the children
- Occasional stickers or stamps may be used if appropriate - to not only acknowledge good behaviour or work, but also to highlight outstanding effort or acts of kindness.
- At the end of each half term certificates will be handed out at a 'open parents' assembly - each child will receive one. These certificates could be a

range of different things - being polite, listening carefully, looking after a younger child etc.

We will also acknowledge the efforts and achievements of children, both in and outside school. For example, music or swimming certificates.

We have a 'WOW' board in the entrance hall which allows us to place children on a beanstalk - highlighting a WOW moment in the classroom. This is also a place parents can add their children to if they have had a WOW moment at home (i.e. a swimming certificate or gymnastic award.)

### **Dealing with inappropriate behaviour**

Our way of dealing with inappropriate behaviour is a step approach. It is important that children know what will happen if they choose to misbehave and that the consequences are applied consistently and fairly.

#### **Step 1 - Cool off time in class.**

A 5 minute 'cool off to rethink' in the classroom, but away from other children. They will either sit quietly for the 5 minutes or rejoin the lesson when they feel ready.

#### **Step 2 - The 'partner' system**

##### **White Card**

If a child is displaying behaviour that is likely to lead to classroom disruption, then they will be sent to the teachers 'partner'

(Please note: We have small classes so the teachers 'partner' is likely to be the other member of staff in the room.)

The child will be sent to the partner with a partner note. On the note will be the child's name, date, and how long the child should stay with the partner. (KS1 - 5 minutes, KS2 - 10 minutes). This time is to be used by the child to reflect on their actions. The partner note should be given to allow the child or teacher, or both, time to calm down and reflect on what has happened. The 'partner' should give the child as little attention as possible and the child can just sit on a chair quietly.

(Note: this is not a punishment - but a time to reflect) After the nominated time the 'partner' teacher will sign the card and send the child back. A working relationship should then be rebuilt, rather than continuing the incident. A smile, thank you, a welcome back can all help - essentially it means 'let's start again'.

It is not always necessary or appropriate to discuss 'white' notes with the parent at the end of the day. The class teacher may use their discretion.

### Blue Card

IF a child is displaying disruptive behaviour that is either verbally or physically aggressive to such a degree that you wish them to leave the room then they should be given a blue card. When a child is given a blue card then they need to give this to the partner teacher. They will then be asked to sit with the partner teacher for the designated period of time. The child should then return to the class teacher at which point the teacher can discuss the child's behaviour. The blue card is then stored in a box. If a blue card is given, then the teacher will discuss the behaviour with the child's parent at the end of the day.

### Red Card

You will need to give a child a red card if they refuse to sit with the partner teacher. The child will then need to be removed from the room. If they will not move themselves then it may be necessary for the class teacher to vacate the area taking the other children with them. If a red card is given, then teacher will discuss the behaviour with the child's parent at the end of the day.

### The Involvement of Parents

If the child uses the card system on a regular basis, e.g. white and blue cards being issued 2 or 3 times a week for a period of 2 or 3 weeks, then the parents will be invited into school to discuss their child's behaviour with the class teacher. A daily behaviour card may be introduced. This card will need to be signed and marked by the teacher each day. If after 1 week of using the behaviour card the child's behaviour has improved they will be taken off the card. If however there is no significant improvement in the child's behaviour, the parents will be invited back into school for further discussion.

### **Exclusion**

If a child needs to be temporarily excluded from The Meadows then the Head teacher will contact the parent. If the child is being excluded due to reasons of safety then they will be isolated until their parent arrives.

On contact with the parent, the Head Teacher will inform them of the decision for exclusion. Before the child can return back to school, an interview with the Head

Teacher, parent and child will need to take place. Agreements with regard to an individual behaviour management plan will be made and copies given to the parent.

Full fees will be required to be paid during the exclusion period.

In extreme circumstances permanent exclusion may be necessary, following government guidelines.

### Recording, Monitoring and Evaluating Behaviour

Incidents of disruptive behaviour are recorded using the cards as above. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / guardians and other interested parties when necessary.

The guidelines will be reviewed by all staff and will be reported on at staff meetings. This policy will be reviewed annually.

### School Rules

The class teachers discuss the school rules at the beginning of each term. In addition to these rules, there is a classroom code, which is agreed by the children and displayed on the wall of the classroom.

In this way, every child knows the standard of behaviour that we expect in our school. The class teacher may use circle time to discuss any anti - social behaviour in a non accusing way.

### Bullying

The school does not tolerate bullying of any kind. Please read this policy in conjunction with our Anti - Bullying Policy.

### Positive Handling

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children - to prevent injury to a child or if a child is in danger of hurting him/herself. Please read this policy in conjunction with our 'Positive Handling' Policy.

### The Role of the Class Teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children in terms of behaviour.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents him/herself in the normal manner as outline above. However, if misbehaviour continues, the class teacher may seek help and advice from the Head Teacher.
- The class teacher will liaise with external agencies as necessary.
- The class teacher reports to parents about the progress of each child in their class, as outlined in the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

### The role of the Head Teacher

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.

### The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, then a formal complaint can be made - following our Complaints policy.

Signed:

Date: