

Meltham CE (C) School



Positive Behaviour Policy

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Policy Author:	Staff		
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1.0 Aims

Meltham CE School is a Church of England Foundation school whose Positive Behaviour policy has been developed to reflect the school's core Christian values. At Meltham CE Primary we believe the school has a central role to play in children's social and moral development, just as it does in their academic development. The Christian ethos of the school as a whole is an integral part of establishing and maintaining high standards of behaviour.

In our school we aim to create a safe and secure environment for all children; we encourage honesty, fairness and good manners. We maintain high expectations of the children's behaviour for learning and prioritise the reward of good behaviour over a punitive approach. However, we are aware that sometimes poor behaviour will need to be addressed, and the aim of this policy is to outline our systems for both reward and punishment.

2.0 Roles and Responsibilities

All members of the school community are expected to take equal responsibility both for the implementation of this policy and for their personal and professional actions. Furthermore, they are required to show care and concern for people, the school and its contents at all times.

3.0 Policy

We believe that good behaviour can be promoted by:

- promoting a core school reward scheme
- promoting personalised reward schemes when appropriate
- promoting a values rich curriculum that is both broad and balanced
- providing clear and consistent expectations of behaviour across the whole school
- understanding that children behave and learn in a variety of different ways and that all children are not the same
- negotiating classroom and playground rights, rules and responsibilities
- using effective classroom management and teaching techniques
- involving parents
- monitoring children's behaviour

3.1 Rewarding Positive Behaviour and Learning

3.1.1 Classroom Based Reward

Teachers use a wide range of strategies for the instant reward of good behaviour and learning in class each day. These may include:

- Non-verbal praise
- Verbal praise
- Reward time
- Chance tickets
- Stickers
- Class Dojos
- Marbles in a jar
- Sending children to another teacher to celebrate success
- Sending children to a member of the senior leadership team or the head teacher to celebrate success

3.1.2 Phase Based Reward

Meltham CE Primary recognises the importance of a consistent reward systems, but knows that children of different ages are motivated in different ways. In the EYFS, staff use a delayed gratification approach which encourages children to collect rewards as a team for a whole class reward negotiated with the children. In Key Stage 1, children collect chance tickets throughout the week which allow them a chance to be drawn from the 'chance box' at the end of the week. In Key Stage 2, classes use an electronic system to collect 'Class Dojos' both individually and as a class. Children are encouraged to reach milestones throughout the term which entitle them to a reward that has been established by the class teacher in consultation with the children. All three phase systems allow for refinement in order to continually motivate the children; both the Key Stage 1 and 2 phase systems allow for a termly whole class reward.

3.1.3 School Based Reward

Children who demonstrate good behaviour or academic effort are rewarded in our Celebrations assembly on a Friday afternoon. Children receive a certificate to take home and are invited to show their work to the head teacher prior to the assembly. Meltham CE recognises the importance of its core Christian values, and therefore celebrates good manners at lunchtime through nominations for the 'Captain's Table' where nominated children dine alongside friends and a member of staff. In addition, it rewards positive values through a Roll of Honour - both form part of the Celebrations assembly.

At the end of each half-term, each class teacher awards a 'Shining Star' certificate to one child. This award is to recognise children that have made extra effort or have made significant progress during that half-term. Parents are invited to join the assembly where the certificate is awarded. At the end of each term, the staff select just two children from across the school to receive a Christian Values award and medal. This prestigious award takes place during the Shining Stars assembly that concludes each half-term.

In addition, 'Always' cards are awarded to children in the Summer Term who continually demonstrate exceptional effort with their work and behaviour. The names of these children are read out in the Friday assembly.

3.2 Class Behaviour Agreement

Each class teacher develops a behaviour agreement with their class at the beginning of each school year. The plan is revisited and reviewed with the children throughout the year and includes the following aspects:

3.2.1 Rights

All pupils and staff are aware of the rights in school. These are non-negotiable and common throughout the school:

- Everybody has a right to be safe.
- Children have a right to learn and teachers to teach.
- Everybody should be treated with respect and dignity.
- Property should be respected.

The rights are displayed in a prominent position using the standard format in each classroom and referred to regularly.

3.2.2 Responsibilities

These are generated by discussion with the children at an appropriate level and may include for example, co-operation, caring, helping and arriving on time.

3.2.3 Code of Conduct

Our code of conduct is called the 'Good System'. Devised with the children, the consistent use of language and expectation across school help protect the children's and staff's rights and encourage positive behaviour. They are few, simple and displayed in the every classroom:

- Good sitting
- Good listening
- Good lining-Up
- Good partner work
- Good team work

All children are aware of what constitutes good sitting, listening, lining and work.

3.2.4 Consequences

If rules or rights are broken, consequences result. Staff start with consequences at the top of the list and work down the list if inappropriate behaviour persists.

Low Intervention	Non-verbal reminders Verbal reminders Time out of place Time out in another appropriate classroom Time out in Deputy/Assistant Head's classroom Refer to Headteacher
High Intervention	Contact with parents

Each classroom has an identified 'time-out' table where children can reflect or calm in order to become ready to rejoin learning. The time-out class and teacher is carefully selected and is responsive to the needs of the child. Time-out is typically for approximately 5 minutes in class, or approximately 10 minutes if out of class. However, the school recognises that some children may need prolonged periods out of class before they are once more ready to learn.

3.3 Playground Behaviour

Good behaviour is promoted at play and lunchtimes through the provision of quality playground equipment which is regularly replenished. Lunchtime Supervisors reward good behaviour by nominating children for the Captain's Table for showing good manners and by awarding stickers for positive behaviour. These stickers are incorporated into the phase reward systems, translating into Dojos or Chances. Like in class, inappropriate behaviour in the playground at playtime or lunchtime will also result in an escalating series of consequences:

Low Intervention	Non-verbal reminder Verbal reminders Time out in playground Time out in school Refer to the Senior Leadership Team Refer to the Headteacher
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High Intervention Contact with parents

A specific time-out space is designated in the playground and in the event of a wet playtime, children taking time out will come into the hall to ensure adequate supervision.

3.4 Exclusion

Once the above consequences have been exhausted, or if an incident of high severity occurs, the head teacher may resort to exclusion. There are two types of exclusion:

- Fixed-term: head teacher is allowed to exclude a pupil or pupils up to a total of 45 school days in any one school year.
- Permanent: this is the final sanction available to the school.

In both cases parents have a right to state their case to the School Discipline Committee.

3.5 Individual Behaviour Plans

If behaviour does not improve over time, despite the best use of positive behaviour techniques and consequences, the child may need an individual behaviour plan. These children will fall into the remit of the Special Education Needs Policy.

3.6 Monitoring

3.6.1 Monitoring positive school behaviours

Positive classroom behaviour is monitored by recording children who have achieved Always Cards, Shining Stars awards and Christian Values awards on Integris G2, the school's information system.

3.6.2 Monitoring negative classroom behaviours

Negative classroom behaviour is monitored by recording any incidents on an orange slip or a classroom behaviour log. Both record the type of behaviour and the consequence given. Each week the details are added to the Behaviour Module of Integris G2 which keeps an ongoing record. The deputy and senior leadership team monitor the logs and parents may or may not be notified depending on individual circumstances.

3.6.3 Monitoring negative behaviours at playtimes

All incidents of negative behaviour or time-out at both break and lunch times are logged and inputted into the behaviour module of Integris G2s which is monitored by the senior leadership team. Parents may or may not be notified of a child's behaviour depending on individual circumstances.

3.6.4 Sharing information with staff

Meltham CE understands that behaviour can be affected and influenced by a wide range of factors

from both in and out of school. We always seek to promote positive behaviour first through expectation and reward, but ensure negative behaviour and any relevant information is shared with staff at Tuesday lunchtime whole-staff meetings. This ensures that we are able to anticipate any potential negative behaviours before they occur

3.7 Positive handling

Some staff have undertaken the 'Team Teach' training and are able to carry out positive handling according to 'Team Teach' and Kirklees guidelines. This may be used if a child is in danger of hurting themselves, hurting others or damaging property. There are guidelines for staff dealing with confrontation in Appendix 4.5.

3.8 Restorative Practice

School aims to have two members of staff trained in Restorative Practice at all times. Restorative Practice is a "fair" process and its aim is to manage conflict and tension by promoting understanding, encouraging discussion, utilising an empathetic approach and building and rebuilding relationships. It links closely with our Christian values of friendship, forgiveness and compassion.

Restorative Practice offers a high level of support to encourage children to freely express emotions; it encourages acceptance of responsibility and sets clear boundaries which enable children to move on with the knowledge that they have been listened to and that "Justice" has been done. Trained staff use this technique to 'repair' relationships when appropriate.

It is important to understand that as a Christian school, Meltham CE Primary always seek to repair disagreement and fallouts between children. At a primary age, children are still learning to manage their emotions and friendships successfully and understanding, restoration and forgiveness is promoted alongside any consequences that children become subject to.

4.0 Appendices

4.1 Behaviour Log slips fed into Integris G2

4.1.1 in class behaviour slip (printed on orange paper)

RECORDING NEGATIVE BEHAVIOUR					
Pupil Name: _____			Class: _____		
Reported by: _____			Date: _____		
Incident type (tick):					
<input type="checkbox"/> Low Level Disruption	Verbal	Poor Attitude	Disobedience		
Physical	Threatening	Damage	Shouting out		
Refusal	Violation of Rules	Interfering with others	Bullying		
Persistent Disruption	Challenging Behaviour	Other:			
When (tick):					
Before School	AM Lesson	AM Break	PM Lesson	PM Break	After School
Where (tick):					
Classroom	Hall	Corridor	FS P/G	KS1 P/G	KS2 P/G
Cooking Room	Woods	Field	Toilets	Off Site:	Studio
Action taken (tick):					
Verbal warning	Time out in class	Time out other class	Time out Headteacher		
Loss of privilege	Internal exclusion	School exclusion	Other:		
Comments:					

4.1.2 lunchtime behaviour slip

RECORDING NEGATIVE BEHAVIOUR AT LUNCHTIME					
Pupil Name: _____			Class: _____		
Reported by: _____			Date: _____		
Incident type (tick):					
<input type="checkbox"/> Low Level Disruption	Verbal	Poor Attitude	Disobedience		
Physical against Pupil	Threatening	Damage	Shouting out		
Refusal	Violation of Rules	Interfering with Others	Bullying		
Persistent Disruption	Challenging Behaviour	Other:			
When (tick):			Where (tick):		
Eating Lunch	Lunch Play	Hall	FS/KS1 P/G	KS2 P/G	Other
Action taken (tick):					
Verbal Warning Loss of Privilege Other					
Comments for physical incidents only:					

4.2 Letter to Parents - Time Out of class

If children have had time out of class for a single serious incident, or been asked to leave class on a number of occasions, the Senior Leadership Team may choose to contact parents if it is in the best interest of the child. The format may be a letter, an email or a verbal conversation and the format may look like this:

Dear Parent

I am writing to inform you that despite encouragement to make the correct decisions, _____ has needed time out of class this week as a result of their behaviour. As a school, it is very important to work closely with parents to ensure children's behaviour is both positive and constructive. I know you will be concerned about this and I would be very grateful if you would speak to _____ in order to reinforce the message that this is unacceptable behaviour and that they need to make efforts in school to ensure it does not happen again.

Each incident has been logged on the school's behaviour management system and if you need to discuss this matter, please do not hesitate to contact me at school.

Yours sincerely

Headteacher

4.3 Dealing with Confrontation

When dealing with confrontational behaviour:

1. Use positive corrective language
 - "remember the class rule.."
 - "we have a class ruleuse it."
 - "I would really like to see you doing good listening"
 - "can you remember when we all agreed to that we all have a right to learn in our class?"
2. Use descriptive language
 - "there are several people talking"
 - "Some people can't work at the moment"
 - "I can see that you are very upset at the moment"
3. It is important to
 - remain calm
 - be brief and focus on the behaviour
 - allow cool off time
 - follow up and follow through

4. When you follow up
 - tune in to what happened
 - focus on the behaviour
 - allow a right of reply
 - separate amicably
 - practice restorative measures if possible