

Meltham CE (C) School



Positive Behaviour Policy

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Policy Author:	Staff		
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1.0 Aims

Meltham CE Primary School is a Church of England Foundation school whose Positive Behaviour Policy has been developed to reflect and promote 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. 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 consequence.

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 Promote good behaviour by:

- Endeavouring to provide 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.
- Employing individualised behaviour and learning plans for children who may exhibit or who have been identified as having special educational needs or disabilities (SEND).
- Promoting a values rich curriculum that is both broad and balanced.
- Instilling classroom and playground rights, rules and responsibilities.
- Using effective classroom management and teaching techniques.
- Promoting a core school reward scheme.
- Promoting personalised reward schemes when appropriate.
- Monitoring children's behaviour.
- Involving parents and carers.

3.1 Rewarding Positive Behaviour and Learning

3.1.1 Classroom Based Reward

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

- Non-verbal praise
- Verbal praise
- Reward time
- Stickers
- Class Dojos (Electronic Stickers)
- Sending children to another teacher to celebrate success
- Sending children to a member of the Senior Leadership Team or the Headteacher to celebrate success
- Offering rewards that are in line with individual children's personal behaviour plans or SEND provision. Such plans will be drawn up in conjunction with parents and children and may be short or longer-term in nature. Children should understand the nature and purpose of these targets wherever possible.

3.1.2 Phase Based Reward

Meltham CE Primary recognises the importance of a consistent reward systems, and know that children of different ages and at different stages of development 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. Reward is linked to positive behaviours and linked to a class Rainbow system. In both Key Stage 1 and 2, teachers 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. These phases allow for refinement in order to continually motivate the children at an age appropriate level.

3.1.3 School Based Reward

Children who demonstrate expected behaviours and academic effort, relative to their stage of development, 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 Headteacher prior to the assembly wherever possible. Children are rewarded for a wide variety of achievements which may include success in demonstrating the school's core Christian values; demonstrating the Good System at play or at work; showing success, perseverance or effort in academic or artistic school work or for demonstrating effort and achievement recognised by the school's curriculum drivers of STANDOUT, SHOUTOUT or BREAKOUT.

At the end of each half-term, each class teacher awards a 'Shining Star' certificate to a child in the class. This award is to recognise children who may have made extra effort or made significant progress during that half-term. When possible, parents/carers will be invited to join the assembly where the certificate is awarded. At the end of each term, the staff select 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.

Meltham CE also strives to recognise and reward achievement from outside school through planned termly recognition in class. Teachers and children can share achievements from outside school with other members of their class such as participation in sporting events, clubs, other disciplines or artistic achievement.

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 their 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 Code of Conduct

Our Code of Conduct is called the 'Good System'. 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 every classroom:

- Good sitting.
- Good listening.
- Good lining-up.
- Good partner work.
- Good team work.
- Good playground behaviour.

All children are made aware of what constitutes good sitting, listening, lining and work and reference to these provides a common language of expectation which all children and adults understand and can use together.

3.2.3 Consequences

If rules or rights are broken, children will be given support to correct their behaviour. Staff will implement a system of up to three verbal reminders with time given in between for children to improve their behaviour. Staff will use positive language and support the child as much as possible to make a positive change. Should this not happen, a member of SLT will be called and the child will be removed from the classroom. A member of SLT will work with the child to rectify the behaviour and aim to return the child to class. Please see appendix 5.2 for an example dialogue.

SLT may be called immediately if the behavior is of extreme nature.

When applying consequences, Meltham CE Primary recognises that all children are different and that many factors must be considered when considering consequences for individuals or groups of children. Any consequence will be tailored to be meaningful and appropriate for the individual child, taking into account any emotional needs of the children or placement on the school's SEND register. We recognise that when issuing reminders or consequences, much like when setting work, appropriate adjustments may need to be made. Where children have individual behaviour plans, My Support Plans or Education and Healthcare Plans (EHCP), consequences may fall in line with these plans; this means that consequences will be appropriate for the needs or circumstances of the child.

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 Lunchtime Behaviour Awards. As in class, lunchtime staff will implement a system of up to three verbal reminders with time given in between for children to improve their behaviour. Staff will use positive language and support the child as much as possible to make a positive change. Should this not happen, a member of SLT or teaching staff will be called and the child will be removed from the playground. A member of SLT will work with the child to

rectify the behaviour and aim to return the child to the playground. Please see appendix 5.2 for an example dialogue.

3.4 Suspensions and Exclusion

Once the above consequences have been exhausted, or if an incident of high severity occurs, the Headteacher may resort to suspension or exclusion. There are two types of suspension and exclusion – Fixed term suspension and permanent exclusion:

- When using a fixed-term suspension, the Headteacher is allowed to suspend a pupil or pupils up to a total of 45 school days in any one school year.
- A permanent exclusion prevents a child returning to a setting and is the final sanction available to the school. Parents have the right to appeal this decision.

The decision to suspend a child is made by the headteacher or by the deputy headteacher in their absence in line with published guidance on suspensions and exclusions. The decision to permanently exclude a child would be made by the headteacher, or the deputy headteacher in their absence, and also in conjunction with the Chair of Governors. Decisions may require work to be undertaken by the Local Authority, especially if children are in receipt of an EHCP (Educational Health and Care Plan) and are on the school's SEND register (Special Educational Needs or Disabilities). In both cases parents have a right to state their case to a panel of governors.

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. Individual Behaviour Plans will be drawn up by the school in consultation with the child and the family. Some of these children may fall under the remit of the SEND policy (Special Education Needs & Disability Policy) if a child has identified or diagnosed SEND.

3.6 Monitoring

3.6.1 Monitoring Positive School Behaviours

Positive behaviours and rewards such as awards of celebrations certificates of Shining Star awards are kept by the class teacher and centrally by the school.

3.6.2 Monitoring Negative Classroom Behaviours

Significant or notable incidents of negative classroom behaviour are monitored by recording incidents which are inputted to CPOMs. This records the type of behaviour and the consequence given. The Senior Leadership Team monitor the logs and parents can be notified of emerging behaviour trends depending on individual circumstances.

3.6.3 Monitoring Negative Behaviours at Playtimes

Significant or notable incidents of negative playtime behaviour or in class are logged and inputted into CPoms. Parents may be notified of a child's behaviour depending on individual circumstances.

3.6.4 Sharing Information with Staff

Meltham CE Primary understands that behaviour can be affected and influenced by a wide range of factors from both inside and outside 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 weekly lunchtime whole-staff meetings. This ensures that we are able to anticipate any potential negative behaviours before they occur and support children who have been previously identified.

3.7 Positive Handling

Meltham CE Primary currently ensures that a sufficient number of staff have undertaken positive handling training and are able to carry out positive handling according to 'Team Teach' and Kirklees guidelines. This may be used if a child is perceived to be in danger of hurting themselves, hurting others, damaging property or is causing a significant disruption to learning. Any incident of positive handling is recorded in the school's bound and numbered book and where appropriate, incidents of positive handling will be reported to parents by SLT.

3.8 Restorative Practice

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 all our Christian values of friendship, forgiveness, compassion, hope thoughtfulness and friendliness. 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. Staff use this technique to 'repair' relationships when appropriate.

It is important to understand that as a Christian school, Meltham CE Primary will 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.

Please note that the restoration process will take place when all children involved are regulated, which could be later in the day or the following day.

3.9 Children with Special Educational Needs (SEND)

This policy applies equally to all children including those with SEND (Special Educational Needs and Disabilities). However, in accordance with the SEN Code of Practice, Meltham CE Primary recognises that when working to support or sanction children with SEND, reasonable adjustments must be made. These adjustments will be reasonable and appropriate and individual to the child’s needs. Examples of reasonable adjustments include alternate arrangements being made, further support plans being implemented and different, but proportionate, consequences being applied. This is not an exhaustive list.

4.0 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the [DfE’s latest guidance](#) (July 2023) on searching, screening and confiscation. Request appendix 5.2 if you require sight of this.

5.0 Appendices

5.1 Behaviour Log slips fed into CPOMS

5.1.1 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	Studio
Cooking Room	Woods	Field	Toilets	Off Site:		
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:						
<div style="border: 1px solid black; height: 40px;"></div>						

5.1.2 Lunchtime behaviour slip

RECORDING NEGATIVE BEHAVIOUR AT LUNCHTIME

Pupil Name: _____ Class: _____
 Reported by: _____ Date: _____

Incident type (tick):

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:

5.1.3. Example of a whole class behaviour log

Meltham CE Primary Classroom behaviour log			Class																								
Date	Name	Time (am / pm)	Incident type												Action Taken		Comments										
			Low level disruption	Persistent disruption	Physical	Refusal	Verbal	Threatening	Violation of rules	Challenging behaviour	Poor attitude	Damage	Interfering with others	Disobedience	Shouting out	Bullying		Verbal warning	Loss of privilege	Time out in class	Time out in another class	Time out with Head	Time out with AHT / DHT	Internal inclusion	Other		

5.1.4 Example of an individual behaviour log

Meltham CE Primary Individual Behaviour Log

Name:		Class:	
Date & time (am/pm)	Location	Incident type Behaviour observed	Action taken

Incident Type Key: LLD Low level disruption, PD Persistent disruption, PH Physical, R Refusal, V Verbal, THR Threatening, VOR Violation of rules, CHB Challenging behaviour, PA Poor attitude, D Damage, IWO Interfering with others, DIS Disobedience, SH Shouting Out, B Bullying behaviour.
 Please note that where the incident does not match these criteria, written detail is needed.