



Positive Behaviour Policy

Aims:

We believe:

- All children should achieve their full potential
- Everyone has rights and responsibilities; everyone should be respected and valued.
- School should be a happy, safe, stimulating and inspirational place, where self-esteem is nurtured, successes are celebrated and people are not scared to make mistakes.
- Learning opportunities should be rich, broad, balanced and varied, providing support and challenge for everyone.
- Strong relationships with Parents/Carers and the local community will help us achieve this.

This policy only works if it is applied consistently by all staff who agree and understand the ethos behind it.

Our Behaviour Policy should:

- Be supported and followed by the whole school community – parents, teachers, additional adults and governors – based on a sense of community and shared values.
- Foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment, to ensure that all children have access to the curriculum and can learn effectively in a calm and orderly environment.
- Reinforce good behaviour by providing a range of rewards for children of all ages and abilities, rather than simply sanction misbehaviour.
- Make clear the distinction between minor and serious incidents and deal with them appropriately to age and situation
- Support children to resolve problems in a caring and sympathetic manner, as they occur, in the expectation of achieving an improvement in behaviour.
- Identify children who need additional behavioural support. This may include provision maps or behaviour targets.
- Be used alongside the PSHE curriculum to teach moral values, attitudes and citizenship.

The Melbury Rules

We will follow the Melbury Rules at all times:

We will always try to:

- Do as we are asked the first time
- Be kind and friendly
- Look after our school
- Do our very best
- Listen and work sensibly

These rules apply for Y1-Y6 in all parts of the school site for all adults and children. In the early years, our Rainbow and Sunshine promise is used as it is more appropriate to the age group of the children. The foundation stage has a separate age-appropriate behaviour system in place which follows the same principles.



We will not tolerate:

- Bullying, whether verbal, physical, cyber or emotional
- Discrimination, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or offensive language
- Disobedience or refusal to co-operate
- Consistently disrupting the learning of others

Repeated or serious incidents could lead to exclusion, including directly swearing at a member of staff on purpose.

Principles and Values:

Children learn best when they know where they stand, when they feel safe and when they feel valued as members of the community.

Our systems of positive behaviour management and our school rules reflect our belief that everyone can make choices about their behaviour and that everyone can learn different ways of behaving. We believe that children need praise and encouragement to succeed and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place. We reward behaviour which supports our belief that everyone is entitled to care, courtesy and consideration. We teach children about rights and responsibilities.

Rewards

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and rewards.

We want our children to invest in this behaviour policy and through it to learn how to invest in their future both financially and educationally.

If children in Year 1-6 follow the school rules, they receive a **MELBURY MERIT** at the end of the day. There is the chance to earn rewards leading to a half-yearly prize.

20 Melbury merits – certificate and text to parents

40 Melbury merits – certificate, pencil and text to parents

65 Melbury merits - Foodie Friday, certificate and text to parents

80 Melbury merits – Dip in the prize box, certificate and text to parents

90 Melbury merits - £5 voucher, certificate and text to parents

The reward system runs for half a year. Then it begins again. Children therefore have the ability to be able to earn £10 over the school year if they invest in good behaviour and attitudes. If they haven't achieved it for the first half of the year, they have the chance to try again in the second half.



Once the next target date has been met, the ability to earn previous targets stops. For example, once the date for 40 merits comes round, all previous targets end so no one would get a certificate for 20 merits etc. Children only have one chance at earning 90 merits as once that day has passed, we start all over again.

Staff need to record Melbury merits on the server. Children will keep a record themselves on a chart at the back of the reading diary.

Achievement of merits will be celebrated on a Friday assembly. Parents are invited.

Extra special work or outstanding behaviour can also earn a **CHANCE** card. The reason for the chance card needs to be put on the back where possible. They are not just given out for "sitting up straight". Children can earn chance cards for effort in their work. All the chance cards go forward into a weekly prize draw in Achiever's Assembly where chance cards are drawn out of the box. At the end of each half term all the chance cards go into a half term draw for a larger prize. Two cards from each class are drawn out for this prize draw.

There are also extra rewards to work for as a whole class. Each class will discuss together what that reward may be.

Children will be recognised at the weekly achievers' assembly for a particular achievement with a certificate, which is sent home. Parents are invited to this assembly.

At the end of each half term, two children in each class receive a Gold Star Achievers award. This is for consistent achievement and behaviour over the half term. Parents are invited to this assembly.

Children who demonstrate an outstanding moment of behaviour or effort may earn the right to 'shoot to gold' for the day. These children will elevate from green to the gold in recognition of their exceptional achievement.

Extra Support:

There are a small number of children in school who are not managed under the behaviour policy. These children have an individual education plan. Within school, support measures are in place for these children. These may include:

- Support from the Learning Mentor in class or 1:1/small groups out of class.
- Support at break times
- 1:1 support in class
- Small group support in and out of the classroom
- Individual target cards/rewards
- Support from specific Teaching Assistants for named children with specific behavioural difficulties:
- Withdrawal from the yard and support within school and outside in another part of school
- Forest schools

If behaviour continues to be extreme then school will involve outside agency support with parent's permission from BST or CEPS.



We will challenge all individuals who, by making poor behaviour choices, inhibit the well-being and learning of themselves and others. We believe that everyone is accountable for the consequences of their choices. We also realise that everyone makes mistakes and that these should be learning opportunities to improve for the future. Consequences and expectations should be appropriate to the child's age and understanding. We believe that every day is a fresh start but if a child chooses to misbehave and break the school rules, consequences will follow, becoming progressively more serious. These should **never be punitive** but rather a time for reflection in order to change behaviour in the future. Loss of PE or swimming should not be used as a sanction unless it is a health and safety issue. They should also be age appropriate.

Sanctions:

We run a traffic light system. Children all start the day on green.

- A clear verbal warning is given pointing out which rule has been broken and the child is reminded of what is expected
- The child is given a warning - name moves to amber. There are two chances to earn this back but on the third time you cannot go back to green and you lose a merit.
- The child is sent to their paired class for a specified amount of time out
- The child moves to red
- The child goes into the Playtime Book and loses some or all of their playtime.
- For serious incidents, the child is sent to the Head Teacher or Deputy Head Teacher. A serious incident sheet (red form) needs to be filled in. Parents or carers may be informed.
- For serious cases of misbehaviour, the child may be given an internal exclusion or a fixed term exclusion from school. Permanent exclusion may ultimately be the only option for the most serious behaviour incidents. In certain circumstances children may be kept in or excluded at lunchtimes.

Depending upon the severity of the incident it may be more appropriate for the child to go straight to missing their playtime. This is at the discretion of the class teacher dealing with the situation.

If a child ends up on red more than three times in a week the teacher will need to discuss this with the SENCO to see if any support strategies etc are needed to help them.

All inappropriate behaviour in school is recorded:

- Loss of playtime is recorded in the 'Playtime Book' on the server and this information is collated and analysed half termly.
- Loss of lunchtime is recorded in the 'Lunchtime Book' and this information is collated and analysed half termly.

Serious Incidents:

A form must be filled in and handed to the Head Teacher. If a child is handled then the back of the form must be filled in too. Wherever possible the incident needs to be unpicked by the staff involved to look at the triggers and to see what could have been done differently in retrospect.

Internal Exclusions:

Internal exclusions will be organised for children whose behaviour is causing constant and consistent disruption to the learning of other pupils in their class and where their behaviour has

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deteriorated to the point that they are no longer responding to their teacher. In this case they will be removed from their class and will spend the day with a TA completing work set by the class teacher. During the day they will have no contact with any of the other pupils in school. This should be used as a final solution and be an SLT decision as it is resource heavy and detracts from support other pupils would receive.

Fixed Term suspensions:

The head teacher issues fixed term suspensions when there has been an extreme case of misbehaviour and after a full investigation of all the evidence. LA policy is followed.

Trips:

It is expected that all children will follow the Behaviour Policy including times when they are out of school on a trip either as part of the curriculum or a sporting event. Risk Assessments will be carried out if the behaviour of individual children poses a Health and Safety risk to themselves, others or staff on a trip.

Bullying:

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy). Bullying incidents are recorded in a separate log.

Hate Log:

We also record name calling incidents which have a derogatory connotation such as homophobic or misogynistic. Racist incidents are dealt with separately. We will always talk to children about this behaviour and educate them to understand we must be tolerant of differences.

De-escalation and Positive Handling:

In all cases of serious misbehaviour staff will use communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property, or behaviour compromising the safety or significant disruption to the learning of others, then staff may resort to positive handling. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFES circular 10/98, relating to Section 550A of the Education Act 1996: The use of force to control or restrain pupils.

Trained staff only should intervene physically to restrain children in certain situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.
- Where a pupil is behaving in a way that is significantly disrupting the learning of others.

Where needed, a handling policy is written and discussed with parents/carers. Individual education plans may be reviewed. Outside agencies may become involved with the agreement of parents e.g., Educational Psychology, paediatrician, behaviour support service, EWO or social services.

Leaving School without permission:



Staff should never run or chase after a child who leaves the premises without permission, as this is likely to exacerbate the situation. The head teacher and/or the school office should be informed as soon as possible. Any available member of staff will then search the premises for the child. If he/she is found the staff member should try to talk to the child into coming back into school and escort the child to a quiet place or calming room to discuss the incident. If this fails or the child leaves the premises the parents should be informed immediately.

When the child returns to school, a parent should accompany them to meet the head teacher. The dangerous and serious nature of this behaviour must be emphasised to the child and parents. Each incident will be treated individually however in some cases leaving the school site could be grounds for a fixed term exclusion.

Confiscation:

Children will be asked to give to their teachers any property brought to school which:

- Poses a threat to others
- Poses a threat to the good order of learning
- Is against the school rules
- Poses a health and safety threat
- Is counter to the ethos of the school
- Any items which are illegal for them to have in their possession
- Mobile phones should be handed to the office and locked away for safe keeping.

Confiscated items are recorded and stored in the school office for security reasons until the end of the day. Items will not always be returned directly to children, instead parents may be asked to come to the school office to sign for and collect the property. If it is suspected that a child has brought a weapon into school the head teacher has the legal power to search for the weapon for the health and safety of the rest of the pupils within the school. If it is suspected that a child has illegal drugs or stolen property in their possession the head teacher will notify the police.

Lunchtime Supervision:

At lunchtime supervision is by midday supervisors. The school rules apply at lunchtime and are consistently referred to by all lunchtime staff. Any incidents of misbehaviour are dealt with by the Midday Supervisors. This may be dealt with by children having up to 10 minutes time out. More serious incidents are dealt with by SLT and may involve missing some lunch play the next day. Missed lunchtimes are recorded in the 'Lunchtime Book' kept in the office.

Parents:

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of incidents of misbehaviour.

We will let you know by text when your child is doing well and has achieved a number of Melbury merits. We may also contact parents by telephone, letter or home visit to discuss a child's attitude, behaviour or work.

Parents can help by recognising that an effective School Behaviour Policy requires close cooperation between parents, teachers and children.

Parents should discuss the school rules with their child, emphasising their support for the rules.

Parents can show their support through regular attendance at Parents' Evenings, parent



meetings and special assemblies to which parents are invited and by developing contact with their child's class teacher. School expects all adults to act in a responsible and appropriate way while on the school site.

Equal Opportunities:

Staff will show sensitivity to aspects of racial difference, gender, disability, safeguarding and ability at all times in using this policy.

Monitoring and Review:

The effectiveness of this policy is reviewed on a regular basis and reports are made regularly to the Governing Body.

This policy is reviewed annually

See also:

- Home-school agreement
- Serious incident form
- Handling policy for individual children
- Anti-bullying policy
- EYFS policy