



## Meltham Moor Primary School Behaviour Policy

### Introduction

The purpose of this policy is to give a clear code of conduct for the use of all at Meltham Moor Primary School. It has been put together after discussion with staff, governors and children and reflects the values and principles that we consider to be important for our school.

### Values and Principles

We believe that our school values of resilience, confidence, compassion, aspiration and having a love of learning are the tools for learning and life. We believe that good behaviour must be carefully developed and supported and that high self-esteem promotes good behaviour, effective learning, resilience and positive relationships and occurs where all children are valued and included. The best results, in terms of promoting good behaviour arise from emphasising potential, recognising and rewarding success and giving praise for effort and achievement, ensuring all children feel valued and included rather than focusing on shortcomings and failure. The aim is that the children at Meltham Moor become intrinsically motivated to behave well.

Children will develop self-discipline and social skills at Meltham Moor through the example of adults who work with them, well planned and stimulating learning experiences, opportunities to participate in a wide range of enrichment activities and by receiving equal access to the curriculum. Pupils at Meltham Moor will receive clear instructions and will always be aware of what is expected of them. We feel that it is the responsibility of parents to share with the school in helping their children to behave appropriately. We expect that children behave well both in and outside of school and uphold the good reputation of the school.

### School Rules (Agreed by children, staff, parents and governors)

*As a school community we are:*

*\*Respectful – treating others with respect and decency, showing an awareness of their qualities*

*\*Reasonable – thoughtful and sensible, ready to listen to the opinion of others and to think and react in a responsible way*

*\* Responsible – to be responsible for our own actions, responsible for our own learning and to take care of things and other people*

Golden rule – To follow instructions

### Behaviour Management in Practice

In school we try to encourage positive behaviour in the following ways:-

- Forming positive relationships with pupils based on trust.
- Forming positive relationships with parents built on mutual trust.
- Staff modelling positive expectations of behaviour and conduct.
- Using assemblies, PSHE and circle time to outline expectations and approaches to problem solving.
- Sharing children's positive behaviour, attitudes to work and demonstration of our school values in our Special Mentions assemblies.
- Using children's work and behaviour as positive role models and sharing them in the classroom.
- Recognising effort in learning and behaviour.
- Classes may also develop their own reward systems eg. Stickers.
- Giving Headteacher's reward stickers for exemplary work, effort, behaviour.
- Keeping parents informed about good behaviour, particularly where this is an improvement. This may be a phone call, a discussion, or a praise pad or a post card sent home.
- Through using Class Dojo reward system. Dojos feed into class reward systems as agreed within each class (eg golden time, treat etc)

## Sanctions

The school employs a number of sanctions to reinforce the school rules, and to ensure a safe and a positive learning environment. We employ sanctions appropriately to each individual situation. **Whole class sanctions should not be used** and **neither should any elements of the curriculum be denied** unless it is unsafe for children to take part (guidance should be sought from the Headteacher or Inclusion Leader in this case).

### Sanctions – a graduated response

1. A reminder – detailing the required behaviour
2. A verbal warning
3. Removal from the lesson for a **short period of time** *Or (depending on the situation)*

Loss of playtime

4. Sent to the Headteacher or member of Senior Leadership Team. Behaviour incident form to be completed by the pupil (see appendix)

\* Teachers will begin a behaviour log for children whose behaviour is causing a concern. Eg they are regularly being sent to another class or lose their play time, or they are sent to the Headteacher.

At this point, the teacher will speak to parents to discuss.

\*Each class to display a visual prompt with the above sequence for teachers to refer to.

### Serious Consequences

A child can move straight to these consequences for serious behaviours, i.e. behaviour which significantly affects the happiness or safety of others (including the use of discriminatory or derogatory language), or is destructive to property.

- Headteacher's Warning – if a child is referred repeatedly to the Head (approximately 3 times in a half-term but this may vary according to the individual and issue), parents are contacted to discuss the growing seriousness of the difficulty.
- An internal suspension – A planned out of class suspension, usually in the headteacher's office, may be arranged if serious behaviour continues.
- Fixed term suspension - A decision to suspend a pupil for a fixed term or permanently exclude should be taken only:
  - In response to serious breaches of the school's behaviour policy;
  - If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. SEND needs will be taken into consideration. Exclusion guidance for CLA and EHCP pupils is as follows:

*Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.*

These might include:

- Physical assault against a pupil
- Physical assault against an adult (the age and Special Educational Needs status of each child will be taken into account)
- Persistent verbal abuse/threatening behaviour against a pupil or an adult
- Serious safeguarding concerns for other pupils
- Behaviour that endangers the health or safety of another individual.
- Vandalism in school.

- Carrying an offensive weapon
- Serious or persistent theft.
- Serious or persistent bullying (as described in the anti-bullying policy).
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Persistent verbal or physical abuse relating to a child or adults' race, ethnicity, religion, sexual orientation or disability would be an excludable offence.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that suspension is an appropriate sanction.

At all times the school adheres to the advice and guidance on exclusions issued by Kirklees LA which incorporates 'Improving School behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units' (DfE Circular)

### **Team Teach**

The majority of staff have undertaken 'Team Teach' training and are able to carry out positive handling according to 'Team Teach' and Kirklees guidelines. De-escalation strategies are used when possible but positive guidance (see positive guidance policy) may be used if a child is about to hurt themselves, others or property.

### **Behaviour in the EYFS**

The school Behaviour Policy fully applies to EYFS. However, we acknowledge and take into account the fact that these children are at the beginning of their school life and may take time to adapt to school expectations regarding behaviour. The Foundation Stage is crucial to the success of the Behaviour Policy – it is here that routines and expectations will be established.

### **Bullying (including Cyber-Bullying)**

The school is highly aware that bullying can take place at any time; constant monitoring and awareness raising with the children is required. The school does not tolerate bullying of any kind. If we discover an act of bullying or intimidation has taken place we act immediately to stop further occurrences of such behaviour. The most important message we give to children and parents is that they must tell us if there is a problem or difficulty. See separate Anti Bullying Policy for further information.

### **Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Behaviour off school premises**

By attending our school, pupils are agreeing to represent the school in a positive manner. Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **Children with a recognised disability or other additional need relating to behaviour**

It is inevitable that we will have children in school who will need support and intervention beyond that outlined above: A behavioural difficulty is identified – this may be through the school procedures outlined above, by parents or by other agencies when children come into school. Support and guidance will be requested from the Inclusion Leader. The Headteacher and Key Stage Leader, if not already aware, informed.

- Behaviour logs will be kept and monitored by the class teacher.
- The Class Teacher, with the support of the Inclusion Leader, will write an Individual Behaviour Plan or Individual Provision Map
- Parents will be consulted about the plan and it will be reviewed each term.
- At all times we will endeavour to make reasonable adjustments in response to children's additional needs (meeting our duty under the Disability Discrimination Act 2005).

Where difficulties persist, the school will seek the support of external agencies such as the Psychological Service, Single Point Referral or the School Nurse Behaviour Pathway.

### **Social and Emotional Mental Health**

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

### **Behaviour at Lunchtimes**

Lunchtime is an important time in terms of behaviour – it is the longest part of the day when children are not directly supervised. Lunchtime Supervisors should expect the same level of respect as all other staff. The behaviour of all children is all lunchtime supervisors' responsibilities. Incidents should be dealt with in the first instance by the member of staff closest, witnessed or been reported (See Guidance for Lunchtime Supervisors' document for further detail)

## Lunchtime Sanctions – A Graduated Response

1. A reminder – Discuss with the child the behaviour causing concern
2. A verbal warning
3. Separate child from group (this may be from the Hall or from the Playground) at this point report to Senior Lunchtime Supervisor

Time out – The child is asked to stand at the side of the playground for 5 minutes, or next to a lunchtime supervisor, to reflect on their behaviour.

Send to the Headteacher or member of Senior Leadership Team

Repeated poor behaviour at lunchtime may lead to exclusion during this part of the day

Lunchtime Supervisors report to the Headteacher regarding behaviour at the end of each day and followed up where necessary. The Headteacher should also be informed of repeated poor behaviour at which point the child may be put on a lunchtime report. Lunchtime Supervisors have received training in organising playground activities. Detailed guidance for Lunchtime Supervisors has been produced by the school.

### Rewards

- Stickers/dojos for good manners and behaviour. Special mentions in the Friday achievement assembly.

### Rights and Responsibilities

#### **Children's Rights**

Children have a right to:-

- Receive a good education appropriate to their level of ability and to be given praise and feedback.
- A school environment that is pleasant, clean, stimulating and engaging.
- Feel safe, cared for and supported.
- Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice.
- Be listened to.
- Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.

#### **Children's Responsibilities**

Towards others:-

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

Towards work:-

- To be punctual at all times (within their control)
- To work to the best of their ability.
- To work calmly and quietly.
- To value their own work and that of others.
- To organise themselves and their resources so that they can work independently.

### Towards the school environment:-

- To talk quietly in all areas of the school building.
- To take care of equipment and keep the school and the grounds tidy.

### **Staff Rights**

Staff have a right to:-

- Be treated fairly and with respect by children and adults.
- Be able to deliver the curriculum in an appropriate environment eg comfortable, safe, disciplined and quiet.
- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

### **Staff Responsibilities**

All staff have a responsibility to:-

- Treat everybody fairly and with respect.
- Aid and influence children's play and behaviour in order to create a calm atmosphere.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good work.
- Communicate decisions and to explain them clearly to children, parents and other members of staff.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised
- Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials.
- Provide children with a good role model.
- Have high expectations of the behavior and learning of all children.
- Seek support from the teacher (if teaching assistant), deputy headteacher, headteacher or inclusion leader if the strategies outlined in this policy are not effective.
- Keep a log of any repeated breaches to the behaviour policy
- Work with colleagues and, where relevant outside agencies, putting suggested strategies into practice.

### **Headteacher's Responsibilities**

- Implement the school behaviour policy consistently throughout the school,
- Report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified – LA Guidance is adhered to at all times.

### **Parents' Rights**

Parents have a right to:-

- Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- Be informed regularly (at least termly) about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.

- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

### **Parents Responsibilities**

We ask parents to be responsible for:-

- Reading the school rules in the prospectus and fully supporting them.
- Support their child's learning, and to co-operate with the school, as set out in the home/school agreement.
- Getting children to school on time (8.55am) and to collect them on time (3.15pm Reception – Year 6) (11.55am nursery)
- Informing the school on the morning of absence or if their child is late.
- Ensuring their child has adequate sleep and breakfast.
- Being aware of school policies and to try to support all staff in their efforts to create a caring community.
- The behaviour of any other children they bring into school.
- Ensuring that their child travels to and from school safely
- Reading all letters/messages that are sent home. Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- Being aware of the convenient times to talk with staff after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

If the school has to use reasonable sanctions to address issues of poor behaviour with 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 make an appointment to speak with the Headteacher and at this point the problem is usually resolved.

### **Governors' Rights**

Governors have a right of:-

- Access to appropriate information from parents, staff and children

### **Governors' Responsibilities**

Governors have a responsibility to:-

- Deal with complaints.
- Monitor the school behaviour policy.
- Ensure the school is operating within the law and in accordance with the policies of the Local Authority

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**Behaviour Form**

Your name:	Date:
<p>This is a behaviour form. It has been given to you because you need to spend some time thinking about your behaviour and how your behaviour has affected other people. It is important that you think carefully before filling out each section.</p>	
<p>Why have you been given this form?</p>	
<p>What school rule/s did you break and school values didn't you show? See back of this sheet for a reminder.</p>	
<p>Is there a better choice you could have made? What is it?</p>	
<p>Who do you need to apologise to and what will you say? You need to explain why you are sorry and show that you have understood why you have upset them.</p>	
<p>Signed _____</p> <p>Pupil</p>	<p>Signed _____</p> <p>Staff member</p>

Please hand a copy of the completed form to Mrs Woodfield





### Our School Rules

*\*Respectful - treating others with respect and decency, showing an awareness of their qualities*

*\*Reasonable - thoughtful and sensible, ready to listen to the opinion of others and to think and react in a responsible way*

*\* Responsible - to be responsible for our own actions, responsible for our own learning and to take care of things and other people*

**Golden rule - To follow instructions**

### Our Values

*Aspiration* - encouraging everyone to be the best that they can be.

*Confidence* - being prepared to take risks, without fear of failure, and developing self-esteem from recognising achievements.

*Resilience* - being able to bounce back and try again.

*Compassion* - being friendly, caring, well-mannered and behaving appropriately, supporting, and respecting each other.

*A love of learning.*



### KS1 Thinking Sheet

**My name:** \_\_\_\_\_

1. What did I do?

2. Did I keep safe hands, safe feet and kind voice?



3. What was I feeling?

happy    upset    sad    angry    frightened    worried



4. How did I make the other person feel?

happy    upset    sad    angry    frightened    worried



5. What should I have done?

Kept safe hands



Kept safe feet



Used a kind voice



Used good listening



Please hand a copy of the completed form to Mrs Woodfield



Behaviour Report Form

This is a behaviour report chart. You have been given this form as you need to think more carefully about your behaviour and the choices you are making. Please show the form to Mrs Manuel, Mrs Marshall or Mrs Higham at the end of each morning and afternoon. Your parents will see a copy of the form at the end of each week.

	Arriving/Entry Task		9.00 – 10.30		Break	10.50 – 12.15		Lunch	1.15- 3.15			
	comment				comment				comment			
<b>Mon</b>												
<b>Tues</b>												
<b>Weds</b>												
<b>Thurs</b>												
<b>Fri</b>												

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The behaviour flow chart is displayed in all classrooms

