



Meltham Moor Primary School

Positive Behaviour Policy

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1.0 Together Learning Trust Statement of Intent

At Together Learning Trust (TLT) we are driven by a shared commitment to providing magical learning experiences for all our students and a belief that all of them can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture which promotes impeccable behaviour, positive professional relationships and the personal development of staff and students.

The Bennett Report 'Creating a Culture: how school leaders can optimise behaviour', makes a clear link between good behaviour and achievement:

"The way students behave in school is strongly correlated with their eventual outcomes. When student behaviour improves throughout a school the impact is:

- Students achieve more academically and socially
- Time is reclaimed for better learning more often
- Staff satisfaction improves, retention is higher, recruitment is less problematic

Together Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. Our schools embody these expectations to embed a culture where students attend school on time, every day, are actively engaged in their learning, fully immersed in a rich array of extra-curricular opportunities, are independent and are resilient to challenge and change, a culture which is shared and supported by our parents, carers and community. Each school creates the climate that allows learning to flourish, ensures students feel safe and that they are recognised for positive behaviours which consistently uphold the values of the school and trust.

2.0 Core Purpose and Principles

This policy and associated systems consistently aim to ensure:

- A safe, calm, orderly and positive environment in the school.
- Each day is a fresh start and begins with a warm welcome.
- Opportunities for students to realise their potential and excel.
- Students are routinely praised and achievements celebrated.
- An engaging curriculum delivered expertly by our Teachers in an environment conducive to learning.
- Systems are kept simple with clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels.
- Staff model the behaviours expected of students.
- A culture which does not accept discriminatory or prejudicial language or behaviour, bullying or abuse of any kind
- Alignment with current, up to date Government legislation.

This approach is underpinned by the following TLT core principals:

- **Supporting Staff** – A commitment to value, train and first and foremost support all staff. Setting the highest expectations for their performance and developing and challenging them to be the best - all day, every day.
- **Students Front and Centre** – Involve students in everything. Provide them with the opportunities and environment to *grow, excel* and *learn*.
- **Notice Everything** – A shared commitment to uphold the trust's high standards and expectations by "noticing everything", knowing our people and schools well and striving for the very best each day.
- **Recognition Focused** – Achievements of all students are routinely recognised and celebrated, forging a culture whereby we are all proud of our exceptional performance.
- **Creating Centres of Excellence and Opportunity** – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities so all our students have the chance to shine.
- **Positive Relationships** – Empowering staff to be confident in enabling timely and effective resolutions which are then communicated effectively, promoting a culture of care, respect and support.

- **Certainty vs Severity** – We believe in certainty of consequence rather than necessarily severity of consequence and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

3.0 More at Meltham Moor

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..

4.0 Roles and Responsibilities

TLT recognises that every pupil and member of staff is responsible for modelling outstanding behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

4.1 The Trust Board

The Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of pupils.

4.2 Local Governing Committees

The Local Governing Committee annually approves, monitors and scrutinises the individual school policy and practice. They systematically review key performance indicators and take responsibility for the continuous improvement of:

- pupil welfare, well-being and behaviour
- staff welfare and well-being
- safeguarding
- parental engagement and feedback

The Local Governing Committee will also act as panel members for behaviour and appeals committees and fulfil their statutory responsibilities regarding exclusions.

4.3 Headteacher

The Headteacher is responsible for ensuring the school aligns to the Trust's mission and values, follows policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of praise, recognition, and consequence.

4.4 SENDCO

The SENDCO will support the development and implementation of the behaviour policy, with due regard to pupils with SEND or SEMH needs in line with the schools SEND policy. They will also play a key role in supporting staff in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

4.5 All Staff

All Staff are aware of the strategies available to them, and due to the support provided by colleagues they will confidently challenge/reprimand pupils and ameliorate poor behaviour by applying appropriate consequences in a timely manner. All staff are responsible for modelling outstanding professional conduct and for maintaining a calm, safe environment. All Staff will be aware of relevant policies and procedures and apply these routinely and consistently, demonstrating a genuine care and respect for pupils.

4.6 Parents / Carers

Parents and Carers will promote and encourage excellent behaviour from their child(ren). They will be aware of school rules and expectations, which will be made explicit in school policy and associated home-school agreements and will support staff in ensuring their children meet the school's behaviour expectations. We ask parents and carers to work with us in a positive and productive manner thus ensuring any issues can be dealt with in a timely and appropriate way. We also remind parents, carers, and other visitors that verbal abuse, threats and acts of violence towards or against members of our school community will not be tolerated.

5.0 Recognising and Celebrating Success

At Meltham Moor we are recognition focussed and understand the importance of acknowledging and celebrating outstanding behaviours and achievements. By "noticing everything" and celebrating these positives, we aim to promote self-confidence and encourage pupils to go beyond what they thought was possible.

It is our belief that praise is the simplest and most effective way of recognising success and staff will proactively seek opportunities to praise our pupils. For praise to be most effective, staff will consider the following:

- making praise specific and linking it to a particular action or achievement
- offering praise sincerely, using the appropriate language and tone
- personalising praise through use of the pupil's name
- using praise consistently, in lessons as part of our teaching and across our school community as part of our common approach
- deciding on whether public or discreet praise is best by knowing our pupils well and judging each circumstance on merit.
- the use of different types of praise including, verbal, non-verbal (e.g., thumbs up) and written.

In addition to praise, staff are also able to encourage, recognise and reward examples of positive behaviour and achievement through a range of additional means, this includes but is not limited to:

- 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 e.g. 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 (e.g. golden time, treat etc)

6.0 Behaviour Expectations

To ensure a calm, orderly and purposeful environment permeates the school, it is important our behaviour expectations are clear and explicitly communicated to all pupils. This includes but is not limited to when pupils start at the school (induction), following school holidays and when pupils return from a suspension (reinduction).

6.1 Basic Expectations

- Attend school each day on time (see attendance and punctuality policy)
- School uniform worn correctly, in full and with pride.
- Be ‘Ready to Learn’ at the start of each day.
- Be considerate and respectful to others in both our words and actions. Be polite, courteous and kind to everyone in the school.
- Follow requests and instructions from staff at the first time of asking. These expectations extend to their journey to and from the school.
- Bullying, discrimination and abuse of any nature will not be tolerated.
- Be respectful to the school environment, especially with regards to dropping litter.
- Adhere to the rules regarding mobile phones and other mobile devices.

6.2 Expectations in classrooms and learning spaces.

- Sit / stand where you are asked by the teacher.
- Be respectful and considerate to other people, school property and equipment.
- Respect every persons right to work and learn without disruption or distraction
- Work hard.
- Show determination to persevere with hard work, try our best, demonstrating a “can do” attitude.

6.3 Expectations on corridors and around school

- Be respectful and considerate of others.
- Keep moving and avoid unnecessarily stopping or gathering.
- Walk around quietly and sensibly, no running or shouting. Wonderful Walking

6.4 Expectations 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).

6.5 Expectations beyond the school gate

At Meltham Moor we recognise our position at the heart of the community and want to ensure all members of our school contribute positively to the local area. As such we reserve the right to discipline pupils for behaviour incidents outside core school hours if:

- They are taking part in a school organised or school related activity.
- They are travelling to or from school.
- They are wearing school uniform or are in some other way identifiable as a pupil of the school.
- They are engaging in behaviour which could be considered child on child abuse (see section 11), including online bullying and misuse of social media

In addition, we will deal with pupils' misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat or causes harm to another pupil or member of the public, or
- could adversely affect the reputation of the school.

6.6 Expectations of Parents/Carers and Visitors

Meltham Moor actively promotes positive relationships with parents/carers and members of the local community. We believe that pupils benefit when the relationship between home and school is a positive one and we welcome open and honest dialogue. However, such dialogue must always be done respectfully, all members of our school community deserve the right to work and learn in a safe and orderly environment. As such, abuse, threatening behaviour or violence against any member of our school will not be tolerated and will be followed up appropriately, including informing the police where appropriate. Persistent abusive, threatening or violent behaviour may also result in a person being removed from the premises and banned from entering the school site.

7.0 Behaviour Management Strategies

Whilst we make every effort to ensure positive behaviour is maintained at all times, we recognise that on some occasions, where behaviour falls short of our expectations, we may need to implement more robust strategies to minimise the detrimental effect on others and ensure pupils are dealt with fairly and consistently.

The school employs a number of strategies 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).

7.1 Sanctions – a graduated response

1. A reminder – detailing the required behaviour
2. A verbal warning
3. Consequence- such as removal from the lesson for a **short period of time** or loss of part or all of playtime.
4. Sent to the Headteacher or member of Senior Leadership Team.

The above is an agreed graduated response which should be used in consultation with the more detailed sequence of actions for specific incidents and behaviours (see appendix)

* When children receive a consequence they will be required to complete a reflection form (see appendix) and this will always be communicated to parents.

* Teachers will begin a behaviour report (see appendix) for children whose behaviour is causing a concern. E.g. they are regularly being sent to another class, losing their play time, or sent to a member of the SLT. This may also be used after a single significant incident if deemed appropriate. At this point, the teacher will ask to speak to parents to discuss in more detail Children should be placed on a behaviour report for a minimum of one week, which should be checked at the end of the morning and afternoon by a member of SLT. Improvements in behaviour will be reviewed at the end of the one

week period. A copy of the behaviour report should be communicated to parents, daily, ideally in person or via ClassDojo.

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

7.2 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/ SLT Warning – if a child is referred repeatedly to the Head or SLT (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.

7.3 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) or use 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)
4. 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

Senior lunchtime Supervisor should report to the Headteacher or SLT 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.

The above is an agreed graduated response which should be used in consultation with the more detailed agreed sequence of actions for given incidents and behaviours (see appendix)

7.4 Behaviour in 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.

7.5 Positive Handling

The majority of staff have undertaken Positive Handling 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.

8.0 Exclusion

At Meltham Moor, the decision to exclude both for a fixed term (Suspension) and permanently will always be made in line with Government guidance. Any decision to exclude a pupil from school will be:

- lawful
- rational
- reasonable
- fair
- proportionate

The decision to exclude a pupil from school will be done so only on disciplinary grounds. It is unlawful to exclude for non-disciplinary reasons, such as the action of a parent or academic achievement. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure as required. In deciding whether to exclude, the school will consider contributing factors, for example, bereavement, mental health, and special educational needs. In accordance with DfE guidance, where a pupil is at risk of exclusion the school will explore early intervention strategies to assess and address any possible underlying need.

8.1 Suspension (fixed term exclusion)

A Suspension is an exclusion from school for a fixed period of time. A pupil may be issued with a suspension for one or more fixed periods, up to a maximum of 45 days per academic year. A suspension does not have to be for a continuous period. A suspension will usually run for a maximum of 5 days, during which time work will be provided by the school for the pupil to complete at home. Should a suspension be issued for more than 5 consecutive days, a suitable, full time alternative educational provision must be put in place from day 6 onwards by arrangement with the pupil's family. A suspension will be issued to address persistent poor behaviour which has not otherwise been rectified by our behaviour management strategies or in response to a serious incident where other strategies are not deemed sufficient. The pupil, their family and the appropriate local authority will be notified of all suspensions. The Local Governing Committee will also be made aware of all Suspensions through our reporting procedures. Following a suspension, the pupil and their parent/carer will be invited to attend a readmittance meeting where school expectations will be revisited and discussions can be had regarding next steps, additional support and further interventions.

8.2 Permanent Exclusion

Permanent Exclusion is the consequence of last resort. The decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

In the event of a permanent exclusion, the pupil, their family, the local authority, the local Governing Body and the CEO / Exec Director of Together Learning Trust will all be notified. The local authority within which the pupil resides will arrange suitable, full-time education from day 6 following a permanent exclusion.

For full details regarding exclusions, including examples of incidents where exclusion would be appropriate, our exclusion process and the right of appeal, please see our Exclusion Policy.

It is also important to note that due to data protection and confidentiality legislation, we are unable to discuss with Parents / Carers any follow up action taken regarding children which are not their own.

9.0 Data Collection

At Meltham Moor we use CPOMS to record instances of negative behaviour for each pupil. The recording of such points is not in itself a reward or consequence. The system is in place to ensure the appropriate and consistent

application consequences and to ensure that the school has an accurate picture of the impact of this policy and associated strategies in promoting positive behaviour.

10.0 Additional Needs

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.

10.1 Social, Emotional and Mental Health (SEMH)

To help reduce the likelihood of behavioural issues related to SEMH, the school will aim 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 will aim 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

10.2 Special Educational Needs

At Meltham Moor we are highly inclusive, behaviour will always be considered in relation to a pupil’s SEND and we take steps to ensure that our most vulnerable pupils are supported in order to meet our high expectations and access a broad and ambitious curriculum in full. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correcting and modifying their behaviour if it falls below the expected standard through reasonable adjustments. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Ultimately, however, we have high expectations of all our pupils and we ensure that they all experience a fair system.

11.0 Bullying and Child on Child Abuse

11.1 Bullying

Meltham Moor takes a strong and consistent approach to bullying of all forms. Further details of this are listed below in the ‘child-on-child abuse’ section. We also have an anti-bullying policy which outlines the approach the school will take to safeguard its pupils from exposure to bullying, and also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the school’s anti-bullying policy.

11.2 Child on Child Abuse

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, discriminatory language, physical or sexual abuse. More details are provided in the school’s Child

Protection and Safeguarding policy. Meltham Moor takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that Meltham Moor will not tolerate instances of child-on-child abuse and will not pass it off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it. Where an incident of this nature is observed or suspected, senior leaders and the school’s Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child on child abuse will be recorded on CPOMs to ensure that key staff are aware, and the associated actions are clearly documented and retained by the school.

12.0 Uniform

We believe that every student represents our school, and behaving well and looking smart, both in and on the way to school, are of the utmost importance. We are fiercely proud of our reputation in the local community, and the Meltham Moor uniform is an essential part of upholding our standards. Full details of our uniform expectations can be found in our Uniform Policy.

13.0 Staff Induction, Development and Support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g., SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

14.0 Authority Available to Schools

The following powers are available to Headteachers and their staff where appropriate to ensure an outstanding behaviour culture is maintained:

- The use of reasonable force and other physical contact in order to maintain and restore order.
- The right to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items.
- The right to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school / Trust and its staff.
- The right to confiscate any property that is not allowed in school or if its use contravenes school rules.
- The right to discipline students outside of school hours if it is a school-related matter, or the student’s actions undermine the safety of anyone from our community or the good reputation of the school / Trust.
- The right to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day.

Meltham Moor works actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol etc) to improve the standard of behaviour across the local authority.

15.0 Prohibited Items

The following items are prohibited at Meltham Moor (this is not an exhaustive list):

- stolen items
- chewing gum
- laser pens

- any article that is likely to be used to commit an offence, cause personal injury or damage property.
- fizzy drinks, energy drinks and unhealthy snacks

In the case of anything illegal, the items will be handed to the police. The Headteacher can authorise a search without consent for illegal items or those which may cause offence or harm). However, this will always be a last resort where staff encounter non-compliance and the health, safety and wellbeing of the school community is put at risk.

16.0 Scope and Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour
- Attendance
- SEND
- Wellbeing
- Anti-Drugs
- Child Protection and Safeguarding
- Positive Handling
- Suspension and Exclusion
- Equality / Equal Opportunities
- Professional Conduct
- Complaints
- CCTV
- Character Education
- Homework

17.0 Policy Monitoring and Review

This policy will be reviewed routinely by the Senior Leadership Team. The next scheduled review date for this policy is August 2024.

Any changes made to this policy will be communicated to all members of staff, pupils, families, and our Governing Body.

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 e.g. 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



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>	
Signed _____ Pupil	Signed _____ Staff member

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.

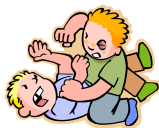


Early Years Thinking Sheet

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. You will need to show this form to Mrs Woodfield, Mrs Marshall, Mrs Manuel 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 day.

_____ **target sheet**

Date:

Targets:

1	I will stay in my seat and not wander in class
2	I will follow instructions and complete my work
3	I will use appropriate language and kind behaviour towards others

Scoring:

- 1: target missed
- 2: target achieved
- 3: target beaten

	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunch time	Lesson 4	Lesson 5	School comment
Target 1								
Target 2								
Target 3								

Our School Rules

As a school community we are:

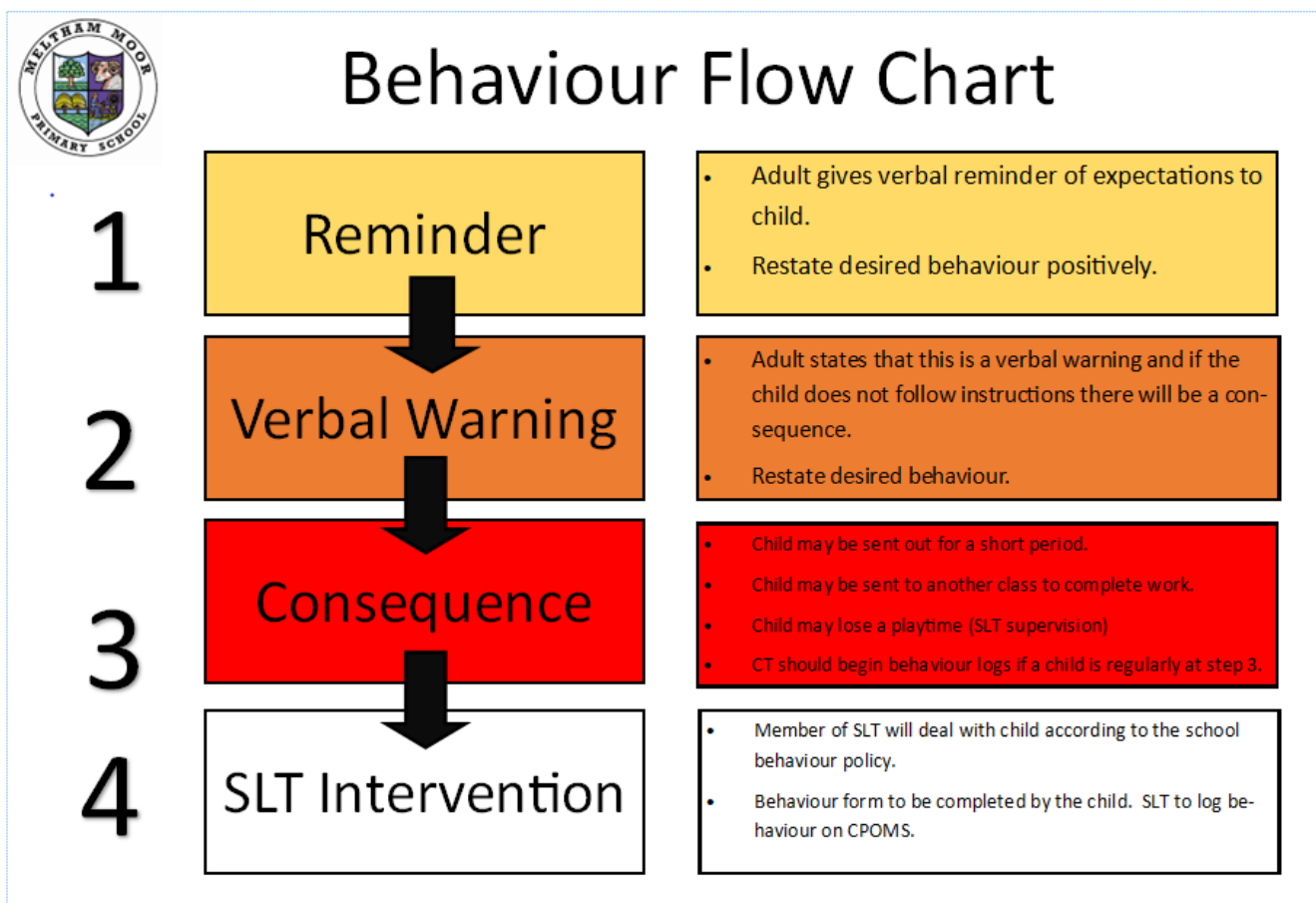
*Respectful - treating others with respect and decency, showing an awareness of their qualities.

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* 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

The behaviour flow chart is displayed in all classrooms



Appendix 6

A graduated response to specific behaviours

Inappropriate language (inc directed swearing/ sexual/threatening)

1. Reminder
2. Warning
3. Consequence- reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed if reflection sheet completed.
4. SLT involved if repeated or serious

Step 1 and 2 may be bypassed

Record on cpoms

If this occurs at playtime/lunchtime then the staff on duty must bring the child to a member of the SLT or if they are unavailable they may require the child to have time out. This must be reported to either the SLT or class teacher after.

Refusal to work/follow instructions/disrupting lessons

1. Reminder
2. Warning
3. Consequence- timer used to keep track of **lost learning time** which must be made up at playtime. Reflection sheet to be completed at playtime. Parents must be informed.
4. SLT involved if repeated or significant.
5. Suspension, internal or external, may be considered if persistent/repeated.

Step 1 and 2 may be bypassed.

Record on cpoms

If this occurs at playtime/lunchtime the staff on duty may bring the child to a member of the SLT or if they are unavailable they may require the child to have time out. This must be reported to either the SLT or class teacher after.

Physical harm to peers

1. Removal from situation if appropriate *
 2. Child to do reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed.
Sincere apology must be made when appropriate
 3. SLT involved if repeated or significant.
 4. Suspension, internal or external, may be considered.
- Record on cpoms

** If during class time then removal to another classroom or shared space with support.*

If during playtime/lunchtime the staff on duty should bring the child to a member of the SLT if they are unavailable they may require the child to have time out until a member of SLT is available. Lunchtime staff should call for support from SLT if required.

Disrespect towards staff

1. Reminder

2. Warning
3. Consequence- removal from situation if appropriate *and child to do reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed.
Sincere apology must be made when appropriate
- 4.SLT involved if repeated or significant.
Record on cpoms

**If during class time then removal to another classroom or shared space with support.*

If this occurs at playtime/lunchtime the staff on duty may bring the child to a member of the SLT or if they are unavailable they may require the child to have time out. This must be reported to either the SLT or class teacher after

Physical harm to staff

1. Removal from situation immediately and incident to handled by a member of the SLT.
2. Child to do reflection sheet at earliest opportunity (if this is during lesson time then **lost learning time** must be made up at playtime) Parents must be informed.
Sincere apology must be made when appropriate
- 3.SLT involved if repeated or significant.
4. Suspension, internal or external, may be considered.
Record on cpoms

** If during class time then removal to another classroom or shared space with support.*

If during playtime/lunchtime the staff on duty should bring the child to a member of the SLT or call for SLT support.

General routines and expectations to support positive behaviour

Movement around school

Children are expected to walk calmly around school using 'wonderful walking'

When observed not to be doing this, staff should ask the child to move back to where they were and start again. Children should be actively encouraged to be polite and courteous towards all members of the school community, including their peers, through explicit modelling and reminders of using 'Meltham Moor Manners'. For example, doors should be held open when appropriate and staff and children should greet one another politely, expecting a reply when spoken to.

Ready to Learn (Start of Lessons)

It is vital that no learning time is lost at the start of lessons therefore the following routine is expected:

Do we need to agree a routine for this?

Lunch and break time routines

- 1st whistle: Children put equipment away and line up in the playground
- 2nd whistle: Children must be silent and ready to learn
- Staff will wait and insist on this and remind children of 'readiness to learn'

Assembly

- Children are expected to enter and leave assembly in a calm, quiet and orderly fashion
- Children are expected to sit down sensibly and will be asked to repeat this if this does not happen
- Teachers line children up/get ready in plenty of time to ensure this.
- Children should have nothing in hands – except for very occasional SEN children
- Children are expected to listen/not talk.
- Children not behaving appropriately will be asked to move to the side and stand up. In this incidence they will be expected to complete a reflection sheet during the next playtime or the next possible occasion.
- Staff to set an example and not talk to one another unless essential or intervening with behaviour.

Tidying up/looking after school property and equipment

- All children have a responsibility for equipment and for keep a tidy and orderly classroom and school.
- At the end of lessons/the day, all children are expected to be involved in this.
- Any child not handling or caring for equipment properly may be asked to complete a reflection sheet.
- Parents may be asked to reimburse school for the intentional damage to school property

Standards of Uniform

High standards of uniform should be upheld and the following process used to support this:

1. Reminder to child
2. Dojo home to parent/carer (if the standard in uniform is not improved the day after the reminder is given)
3. Phone call to parent from phase leader (along with a discussion as to any support needed with uniform)