

Melton Primary School

# Behaviour Policy

Agreed by the governing body on: 6<sup>th</sup> December 2018

Chair's signature:

Review date: Autumn Term 2021

## **Behaviour Statement**

We have high expectations of behaviour at Melton Primary School. We expect everyone to behave in an appropriate manner at school and to care for and maintain the learning environment. We expect a positive attitude towards other people and that everyone in school treats each other with respect. We aim to develop self-discipline, self-esteem and a strong feeling of pride throughout the school.

## **Aims**

- To create an environment which encourages and reinforces positive behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both acceptable and unacceptable behaviour.
- To promote self-esteem, self-discipline/regulation and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by staff, children and parents/carers.
- To encourage the partnership of home and school in the implementation of this policy.

## **Rainbow Rules**

**We work hard.**

**We are gentle.**

**We are kind and helpful.**

**We listen.**

**We are honest.**

**We look after property.**

**We have good manners.**

These Rainbow Rules will be on display in all classrooms and around school as a constant reminder to pupils, but to encourage appropriate behaviour we all need to:

- Know the rules.
- Discuss the rules in the classroom and in assemblies.
- Teach appropriate behaviour
- Look for opportunities to acknowledge rule-following behaviour and give praise - individual, class and whole school.
- Ensure presentation of good role models.

Encourage pupils to consider the consequences of their actions and to develop independent thinking and self-regulation.

At the beginning of the school year it has been agreed that all class teachers spend time discussing school rules with children. Each teacher will also discuss and negotiate a class ethos statement specifically designed to promote the learning environment in that class. The ethos statements should be reviewed termly. These statements will then be displayed in the classroom and it is important that they maintain a high profile throughout the year.

## **Standards of behaviour**

Melton Primary School has a central role in the children's social, emotional and mental health development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to behavioural goals and targets.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Value school.

At Melton Primary School we have four core values which make up The Melton Way.

- Courage
- Perseverance
- Responsibility
- Reflection

## **The Curriculum and Learning**

At Melton, we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the isolation and disaffection which can lie at the root of poor behaviour. Lessons should have clear objectives, understood by the children. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources

and classroom displays all have a bearing on the way children behave. Furniture should be arranged to provide an environment conducive to on-task behaviour and learning. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **Rewards**

At Melton Primary School we follow the Rainbow system of rewards and sanctions.

Good standards of work and behaviour will be rewarded in the following ways:

1. **Praise:** Individual - class —whole school – verbal – written.
2. **Stickers:** Given for good behaviour/work and displayed in class. These would lead to gaining specific certificates. A certain number of stickers will earn the child a Bronze Certificate, then a Silver and finally a Gold.
3. **Recognition in celebration assembly** on Monday morning in which all teachers submit a Learner of the Week from the previous week.
4. **Celebration assembly:** Pupils may bring awards or achievements accomplished outside of school to Celebration assemblies to show in front of the school.
5. **Family points:** These are awarded each time a child receives a reward sticker. The points are totalled up at the end of every term and a reward is given to the team with the most points.
6. **End of half term reward:** All children who have stayed off the Consequence Cloud will be invited to a reward event at the end of each half term.

All children start each session with their name on the class rainbow.

All children who remain off the Consequence Cloud all week will receive a sticker .

Bronze assembly certificates are handed to pupils for achieving 20 stickers.

Silver assembly certificates are handed to pupils for achieving 40 stickers.

Gold assembly certificates are handed to pupils for achieving 60 stickers.

Our emphasis is on rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that the correct choices are made and positive behaviour is valued. Rewards are earned by the maintenance of good standards of behaviour.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register unacceptable behaviour. Wherever possible, a situation will be resolved using a 'restorative justice' approach.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid a further sanction.

- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.
- The choices offered should be appropriate to encourage the child to make the right choice in future.

Sanctions range from expressions of disapproval, through withdrawal of privileges, referral to the Headteacher or Assistant Headteacher, letters to parents and, in the last resort, exclusion (following the SCC guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, use of Individual Target Plans and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or other outside agency support may be necessary. This possibility should be discussed with the Class Teacher, SENCo, Family Support Worker, Assistant Headteacher or Headteacher.

We are confident that our policy will enable us to cultivate positive behaviour. However, there will be occasions when this will break down and it is important that we all know what happens if children behave inappropriately. In addition, parents will be informed at an early stage of persistent unacceptable behaviour.

It is also important that the children are made aware of the stages in this process and of the seriousness of the final stages in this process.

All adults should ensure that cases of inappropriate behaviour in or out of class are brought to the attention of the class teacher as the first point of contact in the sanctions procedure.

Pupils who display unacceptable behaviour can expect:

A verbal warning for the following behaviours:

Continuous shouting out

Disturbing learning

Upsetting others

Low-level disruption of learning

Low-level aggression towards others (eg; grabbing things)

Unsafe or rough play

Misusing property/ throwing or damaging property

Being disrespectful to an adult or child

Dropping litter

If any of these behaviours continue after a warning, the child's name will be moved to the Reflection Raindrop.

If any of the behaviours continue when on the Reflection Raindrop, the child's name will be moved to the Consequence Cloud.

The following behaviours will result in a child's name being moved instantly to the Consequence Cloud:

Swearing  
Aggressive physical contact  
High-level disruption (eg; throwing furniture)  
Verbal abuse  
Fighting  
Spitting  
Theft

For any of the above behaviours, the child should also be referred to the Headteacher or Assistant Headteacher

**Positive Handling** (also refer to the Care and Control Policy)

In some cases, a child's behaviour may escalate and staff may be required to use positive handling strategies to ensure the safety of a child or others. This will be used if all other strategies have been tried. The main reasons that a child may require positive handling will be if they are:

- Committing an offence
- Injuring themselves or others, or causing damage to property
- Compromising the good order or discipline of the school

**Communication and parental involvement**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated the Headteacher or Assistant Headteacher so that strategies can be discussed and agreed before more formal steps are required.

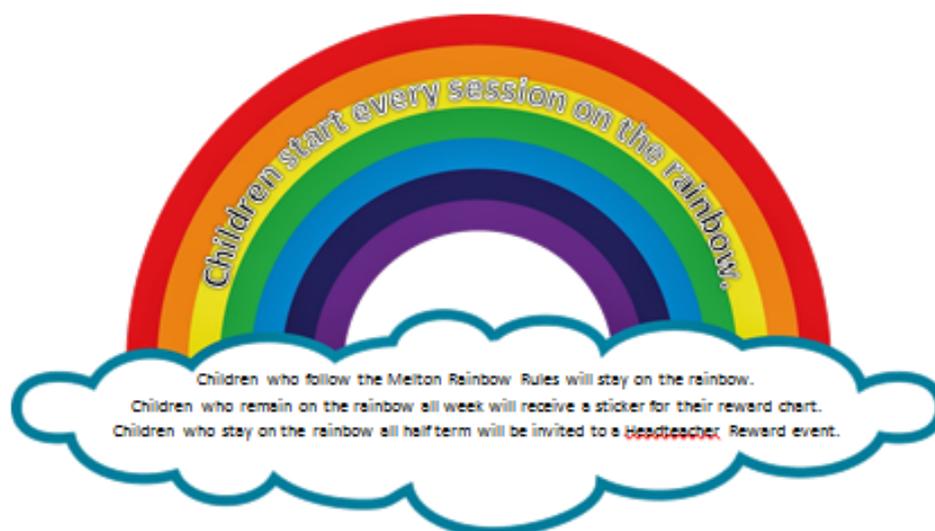
A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents regularly. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents (Parental Contracts).

## Outside Agency Support

Where interventions do not result in a desired behaviour change over a period of time, special individual or group programmes may be initiated to encourage and develop good social behaviour. Parents will be involved in the setting up of such programmes. In an effort to encourage appropriate behaviour, parents and children may be referred or be encouraged to receive help from specialist agencies.

## This policy has links to the following policies:

Safeguarding & Child Protection Policy  
 Health & Safety Policy  
 Care & Control Policy



The procedures for dealing with children who do not follow the Melton Rainbow Rules will be:

