

Promoting Positive Behaviour Policy

Meadowdale Primary School



Date: November 2020
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Teacher responsible: Liz Martin

Aim of Policy

This policy has been written to ensure that pupils, parents and staff are clear about our expectations and procedures. We believe every child has a right to learn, free from distraction, and this document outlines the system we use to ensure that we all work together to provide all pupils with a quality education.

We are also determined that all children at Meadowdale should expect to receive continuing recognition for fulfilling our expectations of behaviour standards.

Curriculum

We recognise that the quality and range of the curriculum is a significant determinant of pupils' behaviour.

The curriculum will be delivered using a wide variety of teaching methods and styles appropriate to individual children and classes. There is a taught structured programme of Personal, Social and Health Education (PSHE) which helps children to develop their understanding of their own and other people's behaviour and its impact on the school and wider community. This is an inclusive approach where children tackle a concept at the same time across the school at an age appropriate level. We also use another resource called SEAL which supports this work.

By providing an interesting and exciting place to learn we encourage children to respond positively and to actively engage with learning. When this happens, staff will consistently highlight and praise this appropriate behaviour.

Ethos and Atmosphere

We believe that Meadowdale Primary School is a friendly place which celebrates a caring ethos, where everyone is treated with respect and people's positive contributions are valued. All visitors and newcomers are made welcome to the school.

We understand that the atmosphere of the school is a key ingredient to establishing good behaviour. All adults act as positive role models and have high expectations of behaviour standards and we will always encourage and support everyone to follow our school code of conduct. The Headteacher will lead the school to monitor and review this policy (as per our monitoring and evaluation plan for policies) and in consultation with all adults working at the school.

All adults at Meadowdale Primary School recognise that some children may need support in attaining expected behaviours and will work with children on specific plans or programmes which will allow them to integrate effectively into school.

School Rules

- Ready
- Responsible
- Respectful

From these rules class teachers will develop a set of classroom expectations and reward the pupils for consistent adherence to them.

Positive reinforcement – a key ingredient for managing behaviour

Positive reinforcement is a proven and highly successful behaviour management system which ensures that the pupils who consistently do the right thing get the recognition they deserve. This is mostly achieved through adults praising children for doing what is expected of them. This encourages the child to continue to behave well and contributes to a positive attitude to learning and increasing levels of self-esteem. Moreover, the praising of a child will encourage other pupils to behave appropriately in order to receive praise themselves.

Research shows that the model outlined above is the best way to promote good behaviour and improve children's learning in schools and we, at Meadowdale, are committed to its implementation. An analysis¹ in 2014 by Richard S. Lysakowskia & Herbert J. Walbera of the data from 39 recent studies confirmed the benefits of positive reinforcement and found the effects to remain constant across the different ages of a school pupil.

Positive reinforcement is a complex system and some of its elements can seem, at first glance, to be counter intuitive, but it's effectiveness for improving the behaviour and attitude of all pupils is unrivalled. Its consistent and continuous use also ensures a reduction in low level disruption within a classroom.

Going for gold chart

¹ Classroom Reinforcement and Learning: A Quantitative Synthesis. 06 Dec 2014

Every classroom at Meadowdale has a going for gold chart. Each year group and each teacher will use theirs in different ways, according to age and class agreement, but the overall aim will be the same. The children will try to get themselves on to the next stage of the chart and ultimately aim for gold.

The use of chart encourages all pupils to behave appropriately and has the advantage of allowing the teacher to praise groups (or the whole class), by moving the relevant pupils up the chart together. This also encourages the children to work together to ensure everyone is doing what is expected.

If an individual persistently behaves in a manner which is disrupting others and the class teacher feels positive reinforcement of other pupils can't be applied successfully then the teacher will follow the procedure outlined for a yellow unwanted behaviour incident.

More serious or persistent incidents of unwanted behaviour occur in all schools and how we deal with them at Meadowdale is detailed in the remainder of the policy document.

Rewarding pupils

In consultation with adults and pupils our systems for rewarding pupils is based in current research and thinking².

Wherever possible we will give verbal recognition and appreciation to pupils for demonstrating desirable character traits, learning behaviours, effort, progress and behaviour that is above and beyond what is expected. This will help develop meaningful personal relationships between adults and pupils.

We believe that working closely in partnership with parents is integral to maintaining positive behaviour. To this end we will share successes with parents through the use of positive notes home, emails, phone calls, face-to-face communication or postcards.

Where classes are working together to achieve an agreed reward through the use of the Going for Gold chart these will take the form of experiences or privileges rather than tangible prizes.

Excellence in work will be celebrated and recognised through feedback and school displays.

The expectation is that rewarding children in these ways will encourage intrinsic motivation which will influence positive behaviour.

We recognise that some pupils may require different systems and adults will work closely with the SENDCO to create individual behaviour plans specific to a pupil's needs.

Incidents of unwanted behaviour

² What every teacher needs to know about psychology, David Didau and Nick Rose 2016.
When the adult changes everything changes, Paul Dix 2017.

Incidents of unwanted behaviour which are deemed serious enough to be recorded will be categorised using the following system.

Red

- physical violence
- peer on peer abuse with an element of prejudice
- repeated and targeted peer on peer abuse
- serious insolence or defiance
- an incident which endangers the perpetrator or others
- sexual violence or harassment

Orange

- insolence or defiance
- minor incident of violence
- inappropriate incident which is more than low level disruption but not serious enough to be considered a red offence

Yellow

A yellow incident is actually a series of incidents of the following

- persistent low level unwanted behaviour during lesson time which causes disruption and / or
- minor and persistent infringements of the rules outside lesson time e.g. play fighting

It would be an impossible task to try to list all of the incidents that might occur and others, not on the above list, might arise. At these times, a member of the leadership team will make a decision as to which colour to apply to the incident.

Only people with overall responsibility for a group of pupils during any session should assign an incident with a particular colour. Where there is any doubt about any issue, a member of the leadership team should make a decision.

Allegations of bullying

All allegations of bullying will be taken seriously and investigated thoroughly. If there is an allegation of bullying then this will be indicated on the unwanted behaviour form and referred to a member of the senior leadership team who will coordinate the school approach to bullying as outlined in the Anti-bullying policy.

Consequences of unwanted behaviour

As can be seen from the specific consequences below, we are very keen to work in partnership with parents to improve their child's behaviour, as this leads to faster and more sustained improvements.

Red

The child will be taken immediately to a member of the senior leadership team and will spend at least the remainder of the session (and possibly the rest of the day) with them. If a member of staff isn't available to accompany the pupil, a senior leader should be contacted and asked to collect the child. The pupil may also miss their next lunchtime and spend it with the leader on duty. The child's class teacher will speak to the child's parents to discuss both the possibility of further sanctions and whether there is a need for a Home / School Behaviour Plan. Parents may also be required to attend a further meeting with the Head teacher.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed, copied and filed. The incident will be recorded on our database.

Orange

The child will miss break time or part of their lunchtime, in their classroom with a member of staff, when they will be required to help construct a plan to improve their behaviour.

The class teacher of the pupil will speak to the pupil's parents within 3 days of the incident. Part of this conversation could include the agreement of a Home / School Behaviour Plan.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed, copied and filed. The incident will be recorded on our database.

Yellow

When a teacher decides to speak to a parent about persistent disruption or rule breaking, a record of the child's behaviour should be kept for a week prior to the meeting. Appendix C is a grid which can be used for this.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed, copied and filed. The incidents will be recorded on our database.

A list of supportive strategies to help develop positive behaviour of children who are struggling is attached as an appendix.

Lunchtimes and breaktimes (and house points)

Please note that the House system is currently under review and due to re-launched in the near future.

At lunchtime, breaktime or any other time when children aren't in a lesson, house points will be used to reward appropriate behaviour or a positive attitude.

At the end of each week, House Captains will count up all the house points that have been awarded in that week and announce the result in our weekly awards assembly. At the end of each half term a cup will be awarded to the house with the most house points.

The Big Den

At Meadowdale, we strive to help pupils who struggle to integrate in the playground, for whatever reason. We have a Big Den, where play is a little more structured and members of the teaching and lunchtime staff are available to talk through ideas and solutions to problems.

Unwanted behaviour at lunchtime

If an incident of unwanted behaviour occurs at lunch time, which is serious enough to record, the pupil will be taken to the member of the leadership team on duty who will ensure the class teacher is aware of what has happened and has all the information they need to be able to proceed with the relevant procedure (see above).

Unwanted behaviour at break time

If a red incident occurs at break time, a member of staff on duty will take the child to a member of the senior leadership team.

If an orange incident occurs at break time, the child's classteacher will receive all the information they need to proceed, from a member of staff on duty, by the end of lunchtime on the same day.

Exclusion

If a pupil exhibits persistent breaches of the school behaviour policy, the school may decide to implement an Individual Behaviour Plan. If this is not successful, the Headteacher may initiate exclusion proceedings. Only the Headteacher had the authority to do this.

In the first instance, a fixed term exclusion may be used. Ultimately, a permanent exclusion can be given.

At all times, the Department for Education statutory guidance of 2017 will be followed, as specified In *Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion*.

Reasonable Force

Very rarely, it might be necessary to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. This will always be carried out in line with the following Department for Education document:

Use of reasonable force: Advice for headteachers, staff and governing bodies. July 2013

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The circumstances in which physical intervention might be necessary are varied, but the most likely examples include:

- Separating pupils who are fighting
- Removing a pupil from a classroom who refuses to leave a room after an instruction to do so
- To prevent a pupil hurting themselves or others
- To prevent a pupil from damaging property

We have a legal duty to make reasonable adjustments for pupils with SEND and we will detail likely scenarios where physical intervention is likely to be necessary in the learning plan documentation for these children.

Promoting Positive Behaviour Policy

Appendix A

Strategies for improving behaviour

The employment of positive reinforcement brings benefits to both pupils and staff and helps to build positive relationships between these two groups. In addition, the self-esteem of the children is given a consistent and regular boost, in the form of praise, and the pupils who are prone to disrupt others quickly learn that doing the right thing is the only way to receive the interaction and attention they crave.

This system will help to improve the behaviour and attitude of all pupils, including those who are recognised as having a disability or mental health issues which may affect how the individual behaves. For these children, however, further strategies are often required to ensure they are able to fully develop a positive attitude to learning. Teachers may therefore wish, preferably in partnership with parents, to employ one or more of the following strategies:

- home/school book
- individual reward charts
- home/school contract
- daily visit to a member of the leadership team
- jigsaw reward picture
- regular contact with parents

These strategies are not in any kind of order and the list is not exhaustive.

Appendix B

Unwanted behaviour incident report form

See overleaf

A copy of the form (with no page numbers) can also be found on the server in the Behaviour folder.

Meadowdale Primary School
UNWANTED BEHAVIOUR INCIDENT REPORT FORM



Name and class of child:	Date:
Names of other people involved:	
Where incident(s) took place:	Time:
Name of person filling in this form:	Class teacher:
<p>Please ask any witnesses or children involved to provide a summary of what happened and then record their words accurately. Use restorative conversation questions – What happened? What were you thinking/feeling at the time?/How did the incident make the other people involved feel?/How can you put it right?/What will you do differently next time?</p>	

<input type="checkbox"/> yellow – persistent classroom disruption <input type="checkbox"/> yellow – persistent minor rule breaking outside classroom <input type="checkbox"/> yellow - other	<input type="checkbox"/> orange – insolence <input type="checkbox"/> orange – defiance <input type="checkbox"/> orange – minor violence <input type="checkbox"/> orange – other <input type="checkbox"/> orange – abuse	<input type="checkbox"/> red - serious insolence <input type="checkbox"/> red - serious defiance <input type="checkbox"/> red - physical violence <input type="checkbox"/> red - abuse with an element of prejudice <input type="checkbox"/> red - repeated and/or targeted abuse <input type="checkbox"/> red - sexual violence or harassment <input type="checkbox"/> red - other
Is there an allegation of bullying behaviour? YES/NO		
<p>Procedure to follow for colour coded unwanted behaviour</p> <p>Red The child will be taken immediately to a member of the senior leadership team and will spend at least the remainder of the session (and possibly the rest of the day) with them. If a member of staff isn't available to accompany the pupil, a senior leader should be contacted and asked to collect the child. The pupil may also miss their next lunchtime and spend it with the leader on duty. The child's class teacher will speak to the child's parents to discuss both the possibility of further sanctions and whether there is a need for a Home / School Behaviour Plan. Parents may also be required to attend a further meeting with the Head teacher.</p> <p>Orange The child will miss break time or part of their lunchtime, in their classroom with a member of staff, when they will be required to help construct a plan to improve their behaviour. The class teacher of the pupil will speak to the pupil's parents within 3 days of the incident. Part of this conversation could include the agreement of a Home / School Behaviour Plan.</p> <p>Yellow When a teacher decides to speak to a parent about persistent disruption or rule breaking, a record of the child's behaviour should be kept for a week prior to the meeting. Appendix C of the behaviour policy is a grid which can be used for this. A summary of incidents should be written on to the front of this form before the discussion with parents. Part of the meeting should be spent devising a Home / School Behaviour Plan.</p>		
Further action, including summary of any plan to improve behaviour.		
Signed by teacher:	Date:	How were parents informed?

	Reg / GR	1	Break	2	Lunch	3	4
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

