

Menston Primary School



Positive Behaviour Policy

(Statutory)

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At Menston Primary School, we aim to:

- ensure consistency and fairness for all children
- promote responsibility for one's actions and self-discipline
- promote respect for other people and their property
- promote social and collective responsibility
- provide a secure orderly and caring learning environment
- ensure understanding among the children regarding expectations in behaviour
- promote a positive environment and self-esteem through recognising positive behaviour more often than negative
- To recognise the children who behave well all of the time

Our goal is to have a behaviour policy that gives clear guidance on how we celebrate good behaviour and that prevents poor behaviour before it begins. There are consequences for unacceptable behaviour, but we believe that if we have positive relationships with children, a positive learning environment, a high quality curriculum and set high expectations then there will be few behavioural incidents. This policy sets out approaches that will maintain good or better behaviour. This policy is underpinned by three key principles: **Be Ready, Be Respectful, Be Safe (RRS)**. These principles are clearly communicated to all members of the school community.

Clear Expectations – School uniform.

RRS makes expectations simpler and easier to follow. Where there is less clarity, children will feel less sure that they are doing the right thing. We aim to make understanding and following simple rules easy and rewarding for all children. School uniform is one area where guidance can help everybody to be clear about school expectations. The school's guidance on this can be found in Appendix 3.

Please note uniform expectations have been relaxed during the pandemic so that warmer clothes and PE kits are more manageable.

A positive learning environment

Note that during the pandemic entry to school has been changed with a one way system managed by adults who greet children at the gates.

All adults welcome children when they come in to the classroom and there is an orderly start to each lesson.

A range of systems are in place to encourage and recognise good behaviour.

Consistent approaches are used by all adults to address unwanted behaviour.

If an adult says that something will happen then they mean it.

If an adult says that something good will happen then they mean it.

The classroom is well organised so that all children can get along and it is easy for everyone to find the things they need.

We have clear routines for transitions and stopping the class.

All children have a job/responsibility within the classroom at some point in the year.

Positive relationships with children

The adults in the classroom know each individual well.

There is a plan for children who are likely to misbehave.

All staff understand pupils' special needs and differentiate accordingly.

Teachers plan which children sit together and the layout of the classroom.

Praise is given to the behaviours they want to see more of; including recognition of exemplary behaviour.

Praise is given to the children who are doing the right thing; minimal attention is given to those who are not.

All staff consistently follow the behaviour policy.

In the playground

Please note that playtimes are in 'bubbles' during the pandemic. This requires higher levels of supervision from school staff and results in them having shorter breaks.

All staff are vigilant and observe the children carefully.

The adults ensure that all parts of the playground can be seen.

The adults deal with all children's concerns. As the children move up through school, we help them to develop skills to resolve conflict with greater independence. We also facilitate play at lunchtimes which actively fosters cooperation, inclusion and the making of new friends.

A high quality curriculum

Staff ensure that all resources are prepared in advance and that lessons are well planned.

Learning is engaging and enjoyable.

All learning has an outcome that is appropriate to the children's needs.

Teachers plan for some unstructured time so that the children can follow their own lines of enquiry and interests.

Staff ensure that the learning environment reflects the learning in the classroom and celebrates good work.

Moving around school

We ensure that the children move around school in a calm and orderly manner. We expect children to show 'walking hands' in order to do so.

Staff have the same expectation whether children are moving around as a class, or individually, and we pick up on any behaviour that is not up to standard.

Teachers ensure that the children line up calmly in the playground before coming back in to school.

Working with parents

We give feedback to parents about their child's behaviour through termly reports, face to face conversations and electronic communication.

We welcome open dialogue with parents. We appreciate parents allowing the school time to thoroughly investigate any serious incidents, having regard for confidentiality by not sharing concerns, information or opinions on social media platforms or publicly in other ways before the school has completed its own investigation.

Recording behaviour

Good behaviour/ work is recorded in classrooms using the Wall of Recognition and House Points.

Weekly assemblies celebrate exceptional behaviour.

Behaviour which falls below our expectations is recorded and brought to the attention of relevant staff and may be recorded on our electronic reporting system – CPOMS.

In some cases, a child will complete a 'Reflect, Rethink, Resolve' sheet during break time.

Celebration

We feedback to children what is good about their work, attitude or behaviour.

Names are added to the Wall of Recognition in classrooms.

We share or display work that shows excellent effort or high quality.

As a class, we collect House Points. House Points for the whole school are totalled and displayed each week. The winning team wears an item of their house colour to school at the end of the half term.

We choose children for celebration assemblies who have gone 'above and beyond' in terms of their work, attitude or behaviour.

We also invite children from each class to 'Hot Chocolate Friday' with the headteacher and other teachers in the staffroom.

Sanctions

A 1,2,3 warning system is used consistently across school. If a child reaches stage 3, then they spend time out of break to reflect and resolve. This may include time to complete the Reflect, Rethink, Resolve form and/ or time spent walking with a member of staff on duty.

On rare occasions, some behaviours are so disruptive that a child may benefit from being withdrawn from the situation. The purpose of this is to allow the child cooling off time and also to allow the class to be able to maintain focus on their learning. Teachers follow this sequence if separating the child from their class/ situation:

Move 1	Not productive, distracting others. Warning given, but behaviour continues.	Move to another part of the class. This is done quietly, calmly and privately with the child.
Move 2	Behaviour continues after Move 1. Not productive, distracting others.	Move to a partner class within the phase. This is done quietly, calmly and privately with the child and the partner teacher.

Communication with parents

If a child has been moved to a partner class or if they have behaved in such a way that it has necessitated them completing a Reflect, Rethink, Resolve sheet, their parents will be informed. Effective home-school partnerships are outlined in Appendix 2.

Appendix 1:

Reflect, Rethink, Resolve

This will help you think about what happened.

Name		Date	
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So...what happened? Who else was there/involved? When? Where?

Who else has been affected by what happened?

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What were you thinking/feeling at the time?

How are you feeling now about what happened?

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

How do you think they feel now about what happened?

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

How can I turn this into an opportunity for learning?

STAFF COMMENT: (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When? Who?

(Please inform any relevant people. If unsure - seek guidance. Please scan and upload this form onto CPOMS)

Appendix 2:

Shared responsibilities and effective home-school partnerships

In order for this policy to be fully effective, parents and school must work together within a framework of trust and openness. The school expects parents to support this policy by celebrating positive behaviour and by working in partnership to address any unwanted behaviour. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected.

Effective partnerships:

	Teachers/ staff will:	Parents/ families will:
1	Show a positive attitude towards every child, regardless of their previous history.	Show a positive attitude to all staff and children, regardless of any previous history.
2	Believe that they, as the child's teacher, can make a difference to the positive behaviour of all children.	Believe that they, as parent, can make a difference to the positive behaviour of their child.
3	Build positive relationships with each child by 'catching them being good', so that children do not want to let them down.	Build constructive relationships with school staff by focusing on the positives and trusting them.
4	Communicate with parents to celebrate success.	Celebrate reports of positive behaviour within the family home.
5	Communicate calmly with parents when dealing with and reporting incidents.	Communicate calmly with school staff when dealing with incidents. Support the school by talking to their child at home about undesirable behaviour.
6	Investigate any serious incidents in a timely manner with regard to confidentiality, only involving other pupils, staff and families where necessary.	Allow the school time to thoroughly investigate any serious incidents, having regard for confidentiality by not sharing concerns, information or opinions on social media platforms or publicly in other ways.
7	Communicate with families with reasonable frequency, arranging meetings in addition to planned Parents' Evenings where this will be beneficial to the child.	Communicate with class teacher with reasonable frequency, arranging meetings in addition to planned Parents' Evenings where this will be beneficial to the child.

Appendix 3

An excellent standard of uniform supports excellent standards of behaviour.

We have given consideration to comfort and practicality of the uniform and so ask that all children wear uniform as listed below.

All uniform must be clearly named with your child's first and last name - preferably with iron-on or sewn-in name tags. You should check the legibility of your name labels regularly to ensure these are useful. The school deals with lost property on a daily basis and needs families to help reduce the time wasted on trying to find the owners of clothing which is not clearly named.

School Uniform:

- School sweatshirt with logo
- Dark grey/ black trousers, shorts, skirt or pinafore
- White cotton short-sleeved polo shirt
- Blue & white checked dress
- Plain dark or white socks or plain dark tights
- Plain black shoes

A pair of Wellington Boots are part of the school uniform for Foundation children and are kept in school. School will provide wellingtons for the rest of the school.

Hair – Hair must be neat and tidy at all times. Hair accessories should be plain, practical and either neutral or in the school colours. No novelty or fashion items.

Jewellery – Watches and one pair of small stud earrings may be worn. Earrings must be removed by the child for PE and swimming. No other jewellery may be worn.

Make up and Cosmetics – Children are not allowed to wear make up to school. Nails should be of a suitable length for school and not decorated.

Please would parents of younger children provide clothes that the child can easily dress / undress themselves in and shoes without laces (unless the child can tie them themselves).

All clothing **must be fully named**, as we have over 400 children in school, all with similar attire.

Footwear

For the safety of children and to prevent the risk of injury, shoes with a heel, platform soles and flip flops are not allowed due to the danger of tripping whilst running on the playgrounds or on the track. For the same reason we would prefer children not to wear open-toed sandals, but if this is not possible we ask that they wear socks.

Children should not wear shoes that are decorative (e.g. diamantes) have flashing lights, coloured strips or logos, backless sandals, heavy boots, trainers or 'leisure' shoes.

In very cold or wet weather some children prefer to wear boots on their way to school. These children do need to have an appropriate pair of black school shoes with them to change into when they arrive. Trainers are not acceptable school shoes.

This policy was approved by governors in July 2019 and will be reviewed annually. It is shared with all staff and volunteers as part of their induction and with all staff and volunteers as updates are made.