

Menston Primary School



Behaviour Policy **(STATUTORY)**

Menston Primary School
St Peter's Way
Menston
West Yorkshire
LS29 6NY
Tel: 01943 873180
E-mail: office@menstonprimary.co.uk
Web site: www.menstonprimary.co.uk

Headteacher
Mrs Marie Wilson

Approved by the Governing Body School Improvement and Curriculum Standards
Committee November 2021

Next review date: November 2022

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, staff and parents regarding expectations in behaviour
- promote a positive environment and self-esteem through recognising positive behaviour more often than negative
- recognise the children who behave well all of the time
- support children who find self-regulation more difficult

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.

A positive learning environment

Adults welcome children into school and into the classrooms. 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.

All adults in school have responsibility for dealing with unwanted behaviour at the point that it happens. Children are made aware that they have made the wrong choice and that there will be a consequence. Wherever possible this consequence is immediate.

Classrooms and the wider school are well organised so that 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 display unwanted behaviour.

All staff understand pupils' special needs and differentiate accordingly. Children who find it hard to self-regulate are given appropriate and timely support, sometimes with the involvement of SEMH professionals.

Teachers plan which children sit together and the layout of the classroom. They have the freedom to rearrange seating plans as needed to ensure good learning behaviour from all. Praise is given to the behaviours we 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

All staff are vigilant and observe the children carefully. Staff do not stand and chat in the playground – they watch children at play, model positive interactions and quickly intervene where they observe inappropriate behaviour.

Adults position themselves to ensure that all parts of the playground can be seen.

Adults deal with all children's concerns sensitively at the point that the concern is raised.

As the children move up through school, we help them to develop skills to resolve relational conflict with greater independence.

We facilitate play at lunchtimes which actively fosters cooperation, inclusion and the making of new friends.

We teach children the difference between relational conflict and bullying. Any incidences of bullying are dealt with in line with our Anti-bullying policy.

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 tasks have planned outcomes that are appropriate to the children's needs.

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

Children are taught about positive relationships as part of our PSHE curriculum.

Moving around school

All adults 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.

All staff have the same expectation whether children are moving around as a class, or individually.

All staff pick up on and address any behaviour that is not up to the expected 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 allegations, 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.

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.

Rewarding positive behaviour

Good behaviour/ work is celebrated and recorded in a range of ways. These include verbal praise, the Wall of Recognition, stickers, table points, House points and messages home. Weekly assemblies celebrate excellent behaviour.

Children who have shown exceptional behaviour/ learning are invited to our weekly 'Hot Chocolate Club'.

Dealing with unwanted behaviour

For low-level unwanted behaviour:

1. A quiet reminder linked to RRS is given. This should be enough to bring the behaviour back on track.
2. If a second reminder is needed, the child will be reminded that they are making the **wrong choice** and if it continues there will be a **consequence**.
3. If the behaviour continues the child will be told that they have made the wrong choice and now there will be a **consequence**.

The consequence will be some time out away from the classroom if the behaviour is disrupting others or some time in class at break time so that the child can reflect upon the wrong choice that they made. If this unwanted behaviour is at break time, the consequence will be to walk around with a member of staff for five minutes to reflect upon the wrong choice that they made and to notice and learn about appropriate behaviour.

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

For more serious unwanted behaviour (which might include racist, sexist or homophobic name calling, physical violence, bullying (including online bullying) or refusing to follow adult instructions), children will be told straight away that they have made the wrong choice and there will be a consequence. The consequence will always include time out away from other children and will always include the completion of a 'Reflect, Rethink, Resolve' sheet. These incidents will always be logged on CPOMS and parents will always be informed.

We use CPOMS to log unwanted behaviour incidents and we involve parents where children repeatedly make the wrong behaviour choices or where a serious incident has taken place. Effective home-school partnerships are outlined in Appendix 2.

This behaviour policy applies to all situations where children are in the care of school staff, including at off-site and extra-curricular events and on residential visits.

Appendix 1:

Reflect, Rethink, Resolve

This will help you think about what happened.

Name		Date	
-------------	--	-------------	--

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

Who else has been affected by what happened?

.....

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 [on our school website](#).

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 or ankle boots suitable for climbing and outdoor activities

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 or long boots. Comfortable, plain black trainer-style shoes can be worn, as long as these do not contain any decoration. Trainer-style shoes must be smart enough to be classed as school uniform please.