



Melcombe Primary School Positive Behaviour Policy

Reviewed by: Carol Campbell

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Signed *Carol Campbell*

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Date for Review: 27th November 2020

Building and Maintaining Positive Self-Esteem and Promoting Positive Behaviour at Melcombe Primary School.

“We consider the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole-school behaviour policy is an important step in that direction.”

The Elton Report, Discipline in Schools, 1989

The Intention of this Policy

The staff are fully aware that discipline is a key feature of school life about which there must be a clear, shared and consistent understanding between teaching and support staff, parents, children and governors. The school has a responsibility to manage behaviour so that all children have access to the National Curriculum.

The staff at Melcombe are committed to developing a policy that encourages a positive approach to behaviour management with a strong emphasis on the positive. We aim to encourage mutual respect and co-operation and develop self-discipline. Children should be familiar with the school rules and aware of their ability to exert self-control and understand reasons why certain behaviour is unacceptable.

Most importantly of all, we want to develop children's self-esteem and their belief in themselves as successful learners.

Purpose of this Policy

To provide the framework which enables effective learning to take place

To give a clear guide to children, parents and staff of what is expected of them
To foster and develop children's self-esteem
To foster and promote positive behaviour from all children
To ensure continuity and consistency in approach towards children by all staff
To provide new members of staff with clear guidelines and readily accessible procedures which they can act on
To inform parents and governors of our aims and objectives and to provide clear procedures for involving parents

School Statement

At Melcombe we believe that teachers have the right to teach and children have the right to learn. This means that staff have to be positive and fair but firm with children.

We aim to encourage mutual respect and co-operation and to develop a sense of responsibility and discipline in children both in work and at play.

We are committed to ensuring that children develop and maintain their self-esteem and self-belief, which is crucial if they are to achieve their optimum learning potential.

Building and Maintaining Positive Self-Esteem

Positive self-esteem and self-belief is at the very core of the school's Teaching & Learning Model. The child must believe that there is value in learning and that they are capable of learning and of achieving.

Self-esteem and self-belief are not inherited. They are learnt and reinforced through the children's everyday experiences. They are both capable of having a dramatic impact on a child's capacity for learning and on their overall performance in life.

Self-esteem can be built and developed and interventions can be made which prevent children from going down the road of limited beliefs and negative self-talk.

The school has embraced the BASICS Model as described in Alistair Smith's books on Accelerated Learning and this forms the foundation stones on our policy of promoting self-esteem and a positive attitude to learning.

We believe that if children want to learn and are in the right state for learning, they are less likely to exhibit unacceptable behaviour.

The BASICS Model

Belonging

We want all children to feel approved and respected by others within the school community. It is important that children feel a sense of attachment and belonging to the school and that they feel recognised and valued.

Aspiration

Children need to believe that learning has a purpose. They need to be motivated and they need to set challenging yet realistic and achievable goals. They need to have a clear vision of what their goal is and they need to know what the targets are to achieve that goal.

Safety

Children must come to school knowing that they are safe and secure. They need to know that they are in an environment that will not tolerate bullying in any form and that there is tolerance and respect for others. In order for children to be safe they need to know and buy in to the rules of the school. They need to understand their rights and responsibilities and know what is expected of them and what they can expect from others.

Identity

Children must have their individuality recognised and acknowledged. They need to be aware of their strengths, areas to develop, values and beliefs. They need to know that they are seen as an individual and are not being treated as one of many.

Challenge

Children need to be aware that they will not always find life easy and that there will be challenges which should be embraced. They must be taught to aim at the right height and not to give up.

Success

Children need to have their successes, no matter how small, recognised and affirmed. Celebrating success has a very high profile at Melcombe as it encourages the learner to continue to learn and gives them the "feel good factor". It is important that children hear that they can be successful every day. We want to promote an "I can" culture and replace "I can't" with "I can with help".

Emotional Intelligence

Children have two minds - one that "thinks" and one that "feels". One is rational (IQ) and one is emotional (EQ).

Rational intelligence cannot perform effectively without emotional intelligence and emotional intelligence benefits from the cool cognitive judgments of the rational mind. When both perform smoothly and effectively, both emotional intelligence and intellectual ability rise.

Emotion can be defined as "An intense mental state that arises subjectively rather than through conscious effort and is often accompanied by physiological changes"

The words "emotion" and "motivation" are closely related, as in order to be strongly motivated, we need to feel strongly. We are moved to do things and we are moved by events.

Emotional Intelligence is the capacity to acquire and apply information of an emotional nature, to feel and to respond emotionally.

Emotional competencies are skills and attributes, which include:

Self-awareness
Empathy
Impulse control
Listening
Decision making

Anger management

The level of development of these skills and attributes determines the strength of our Emotional Intelligence and the degree of our emotional competence.

Developing Children's Emotional Intelligence

Children's emotional intelligence is developed through PSHE, which is given a very high priority in our curriculum. We follow Values Education, which is centred around children studying a new value, each half term. Within our Values education, there is a strong Rights Respecting ethos, which is linked to each value.

PSHE Curriculum

Values education is linked to the UNICEF Rights of a Child.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1- Year 6	Year 1- Year 6	Year 1- Year 6	Year 1- Year 6	Year 1- Year 6	Year 1- Year 6
BASICS Belonging	Children's Rights	British Values	British Values	Peace and calmness.	Living, Learning and Growing
BASICS Aspiration	Children's Rights	British Values	British Values	Courage.	Living, Learning and Growing
BASICS Safety	Children's Rights	British Values	British Values	Friendship	Living, Learning and Growing
BASICS Identity	Children's Rights	British Values	British Values	Honesty	Living, Learning and Growing
BASICS Challenge	Children's Rights	British Values	British Values	Love	Living, Learning and Growing
BASICS Success	Children's Rights	British Values	British Values	Respect	Hopes and Dreams

Goal Setting at Melcombe

A Goal	The vision of the learner Their destination
Targets	Significant landmarks on the journey Targets are the steps taken to achieve the goal
Tasks	The things you have to do to meet each target set

Setting the Goal

At Melcombe children in Year 2 upwards identify a personal goal at the beginning of the school year.

Melcombe Ten Commandments

This is a list of rules agreed across the school. They have strong links to the Articles in UNICEF Rights of the Child.

- 1) Talk in a polite and respectful way to all members of the school community.
- 2) Listen carefully to each other and adults and show respect for each other's views, beliefs and ideas.
- 3) Solve arguments by talking the problem through. Do not use bad language or violence.
- 4) Take care of the school environment by looking after the displays around the school and respecting other children's work. Keep our school tidy by not dropping litter anywhere.
- 5) Move around the school in a calm and sensible manner remembering to keep to the left on the staircases and taking care not to push other children.
- 6) Leave the building at playtimes and lunchtimes unless supervised by an adult.
- 7) Play sensibly in the playground and be friendly to one another so that everyone enjoys himself or herself.
- 8) Be polite and well mannered in the dining hall. This means coming into the hall in an orderly way and sitting quietly to eat your food.
- 9) Line up quickly when the whistle goes and your class is called.
- 10) Keep the toilets clean for all to use. Remember they are not a place to play in.

These are to be displayed in the front of every classroom.

Rights and Responsibilities

Each class sets their own set of rights and responsibilities, in the form of a class charter, with their teacher at the beginning of the year.

These are agreed by the children, displayed in class and should be referred to continually to reinforce with pupils what we expect of them and to acknowledge and praise when they are being kept.

The teacher agrees their own teacher's rights and responsibilities with the class. These are also displayed in class.

Unacceptable Behaviour

Teachers have our School Behaviour Checklist to refer to. All staff are expected to follow these guidelines to ensure there is consistency in our practices.

Link Classes

Every class is allocated a Link Class by the SLT to which they can send pupils who are excluded for a set time.

An adult must remove pupils to their Link Class. If there is no adult support in the classroom at that time, an adult should be sent for.

All pupils removed from class should have work to do in their Link Class.

Under no circumstances should children take other children to a link class.

Before a child returns to class the teacher must talk to the child and reinforce their expectations and the conditions for returning to class. This can, if needed, be done in the presence of a senior member of staff.

Link Class Allocation

LINKED CLASSES	
	Reception
	Year 1 classes – Year 2 (on the same floor)
	Year 3 classes (on the same floor)
	Year 2 - Year 3 class (on the same floor)
	Year 4, 5 and 6 classes (on the same floor)

Time Out

All classes must have a "Time Out" Area apart from other children that is to be used as a place where a child goes to reflect on their behaviour. It should not be used for any other purpose.

For more information and a list of requirements in the Time Out Area please see the Classroom Organisation Policy.

No class should ever receive more than one child for "time out". If they do, the children should either be swapped over or the Head Teacher, Deputy Head Teacher or Learning Mentor should be sent for to take charge of the "extra" child.

Staff should make regular checks in their Time Out Area for any graffiti, damage, etc and report these to the SLT.

When a child needs time out of class

The child must be given a reasonable chance to reflect on their behaviour in their own class time out area. If a child is not able to continue to focus, the child must be taken by an adult to their link class with work and a brief explanation about why the child has been removed and for how long. It

is important that the receiving teacher makes no judgment publicly upon the child, as this can prolong negative feelings.

Teachers in the link class should not accept a child into their Time Out Area without a brief explanation and an approximate time that the child will be collected by an adult. Work must be sent with the child.

If a child is sent out of class to Time Out for any reason, they must be brought by the class teacher to Lunchtime Reflection, run by members of the Senior Leadership Team, either that day if the exclusion is in the morning, or the next available lunch time if it takes place in the afternoon. The parents or carers of the child will be texted, so that the process is clearly understood by all.

Incident Sheet

Teachers must use the Incident Sheet to record when a child is removed from their class. Staff need only record serious or persistent exclusions on an Incident Sheet. Brief, accurate records are vital when meeting with parents or outside agencies.

Lunchtime Reflection

Eligibility:

Lunchtime Reflection is run by the SLT.

Only "serious" incidents should be sent to Lunchtime Reflection, so that it maintains its intended impact.

Reflection is for those pupils who have been involved in the following:

- If a child has been excluded for any period of time to another class;
- Serious incidents in the playground;
- Serious incidents in assembly;
- Serious incidents when moving around the school;
- Other serious incidents identified by a member of the SLT.

Reflection is also for those pupils who would benefit from a few minutes' time out from the playground; to sit in a quiet and peaceful place with an adult.

A member of staff must log incidents of behaviour onto the Incident Sheet. The child's response must be included on the sheet.

The adult accompanying a child to Reflection must do so in a calm manner.

If no Incident Sheet is brought down with the child, the adult and the SLT member on Reflection Duty should complete an Incident Sheet, including how long the child is to be in Reflection. The Reflection Folder is to be taken to the Office at the end of Reflection Duty.

Exclusion

If a child is excluded from class for a lesson, or for a day (after discussion involving teacher, parent/carer and a member of the SLT) the child will need to be off the playground at break and in Reflection for their next lunchtime.

If a child has been excluded from school for a fixed period, the child's parents will have received a phone call to collect their child. The Headteacher will meet the parent. A letter of exclusion for a

fixed period will be given and the parent will be required to attend a re-integration meeting with their child and the Headteacher.

Low Level issues in the Classroom

Children who are involved in low-level issues such as not completing enough work during the lesson, should have the issue dealt with by the Class Teacher, who should take the child to the lunchtime club, for this purpose.

If any matter is repeatedly a cause for concern, the Class Teacher must contact the parents of that child in order to resolve the matter quickly.

If a child gets into trouble in class and is given a detention by the Class Teacher, the Class Teacher, in a separate place, must then supervise this.

Low Level issues at Playtime and Lunchtime

Low-level issues that occur at playtime should initially be dealt with by requesting the child to stand against the wall to cool down. After the child has cooled down, he or she must be reminded to respect the other children's right to play, to feel safe, or another applicable right.

If after a cooling off period, the child remains upset, the child should be taken by a calm adult into Lunchtime Reflection. Once in the Pavilion, a timescale for reflection must be agreed between the adult and a member of the SLT.

Lunchtime Reflection

Reflection takes place in the Pavilion during the KS2 lunch hours - 1230 to 1315.

Children in Early Years or KS1 who need to be in Lunchtime Reflection are to be supervised by their teacher until 1230.

A member of the SLT is on duty in the Pavilion from 1230.

Pupils who are involved in an incident at playtime, which cannot be easily sorted out by the members of staff on playground duty, should be brought into the Pavilion for an SLT member to attend to.

Staff on duty at lunchtime must first attempt to deal with minor issues by placing pupils against the wall, so that they can calm down, in preference to sending the pupils straight to Lunchtime Reflection.

When a child is brought in, a very brief, calm message needs to be sent to the Senior Leader on duty, explaining what the issue is, and the amount of time that the child is to reflect in the Parents Room.

All incidents are logged on an Incident Sheet and on SIMS and parents may be contacted.

Reflection Duty Timetable

Monday	Wayne Leeming/Carol Campbell
Tuesday	Amira Hegazey

Wednesday	Julie Frost
Thursday	Natasha Myrtil
Friday	Carol Campbell

Detention After School

After-school detention is only used in exceptional circumstances.

After-school Detention is located in the Head Teacher's Office, takes place once a week and is manned by a member of the SLT.

Children are given After-school detention if they are frequently in Lunchtime Reflection and only after consultation with the Head Teacher.

Parents are to be informed at least the day before the detention and children must be given appropriate work to complete during detention.

Notifying Parents

A teacher who is having difficulties with a pupil's behaviour for learning, must initially speak to the parents, in order to politely make clear their expectations from the start.

Parents / carers of children who are sent to Lunchtime Reflection may be notified by SMS immediately after lunch.

Target Sheets and Report Books

Children who are identified as needing support with their behaviour may be given a Target Sheet or Report Book.

When a child is identified as needing one of these, the Deputy Head Teacher will contact the parents / carers and set up a meeting.

No child may be put on to a Target Sheet or Report Book without the parent's knowledge.

At the meeting the child is to be given personal targets that will enable them to improve their behaviour. This contract must be agreed and signed by the child, the parents and by the school.

Meeting Parents to set targets

At the meeting with the class teacher, member of the SLT, child and parent, the following is agreed:

The start date and end dates of the contract
A date for the contract to be reviewed
The number of targets
The actual targets

How many smiley faces will be required each day for the targets to be considered achieved
How many days they need to achieve their targets
The reward the child will receive if they achieve their targets

Target Sheets

Every time the child is successful with their targets the child should draw a smiley face for that session.

If the child is not successful that session a straight face or unhappy face should be drawn. The reason should be written briefly in that box.

The target sheet must be shared and signed by parents at the end of the week.

At the beginning of each week the Learning Mentor will ensure all children have their Target Sheets. At the end of the week the Learning Mentor will meet briefly with each child to discuss their progress.

Report Books

At the end of each day the teacher should write a brief comment on how well the child did that day. In agreement, the Head Teacher may add a comment.

The Report Book should be taken home and signed by the parent and returned to school the next day.

The teacher should check that the parent has signed it.

If the book is not returned or it has not been signed, the child should be sent to the Head Teacher.

If a child is on either a Target Sheet or a Report Book, it is vital that this is kept up to date, as it sends a positive message to the child - they will understand that we are actively supporting them to make the right choices every day and their parents are also on board.

Bullying

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's wellbeing, behaviour, academic and social development right through into adulthood.

At Melcombe Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. All pupils should feel able to tell and when bullying behaviour is brought to our attention, prompt and effective action will be taken. We are a 'telling' school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

What Is Bullying?

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)

Bullying generally takes one of four forms:

- Indirect
- Physical
- Verbal
- Cyber

Being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books) pushing, kicking, hitting, punching, slapping or any form of violence name-calling, teasing, threats, sarcasm.

All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging Mobile threats by text messaging & calls.

Misuse of associated technology, i.e. camera and video facilities.

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Implementation

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the head teacher
- The head teacher will interview all concerned and will record the incident
- The class teacher will be kept informed and if it persists will advise the appropriate member of SLT

Class Teachers

- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, police will be consulted

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Prevention

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Writing and implementing a set of school rules
- Signing a behaviour contract
- Using Art, Drama or Music to reinforce awareness
- Reading stories about friendship and bullying or having them read to a class or assembly
- Having regular values discussions about friendships and bullying and why children must speak out against bullying
- Setting up and sustaining a student support network, involving peer mediators

Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

We are a Rights Respecting school and believe that every child has the right to an Education and the right to enjoy their time in school. They are able to seek help from peers and staff members if they feel that they are being bullied.

Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.