



Positive Behaviour Policy 2024

HIGH ASPIRATIONS. BRIGHT FUTURES



Meadowhead
— JUNIOR SCHOOL —
MJS



Vision

Our school values of Ambition, Friendship, Kindness, Teamwork and Respect underpin every aspect of life at Meadowhead Junior School (MJS). These values are reinforced regularly via assemblies, classwork, displays and interactions between staff and children daily. We also work hard to share these values with the wider community and use a variety of means with which to encourage them to be embodied in our pupils beyond the school gates.

Our vision of all children achieving highly, regardless of their background is embodied in our school motto, **'High Aspirations; Bright Futures'** and is integral to our ambitions for our pupils going forward in life. We believe that good behaviour is key to achieving this vision.

We believe that every child is capable of good behaviour and aspire for all children to achieve this. Raising children's self-esteem is key to supporting good behaviour and at Meadowhead Junior School, we use positive language, specific praise and a variety of reward systems to do so. As a school we ask all stakeholders to strive to be a Meadowhead Hero and always, **Be Safe, Be Ready, Be Respectful and Be Yourself.**





Intent

For every member of the school community to feel valued and respected by promoting an environment where all feel happy, safe and secure. We are a caring community, whose values are built on mutual trust and respect. Within our school, we believe that good behaviour is the key to a good education. We work to create a culture in school where everyone feels valued, secure and motivated to learn. (See Teaching and Learning Policy)

We firmly believe that every member of our school community has a responsibility to teach pupils socially appropriate behaviour. We encourage parents and carers to work with us to support pupils' good behaviour so that home and school are consistent in what they expect of each pupil. The school Behaviour Policy is therefore designed to support the way in which the members of the school and its community can work together in a supportive way promoting our children to **Be Safe, Be Ready, Be Respectful** and **Be Yourself**.





What our children say...

Oliver, Year 3, “I think **being yourself** means that if somebody is behaving badly, you stay true to yourself and don’t copy them”

Robin, Year 6. “**Being respectful** means listening to someone when they are speaking and not interrupting them”

Hrithwick, Year 6, “I think that **being ready** means that you are ready to move onto your next class or move to high school”

Laura, Year 3, “**Being ready** means listening to the teacher and being ready to learn”

Nevaeh, Year 5, “**Being safe** means that if you need to go somewhere, you tell your teacher or parents where you are going”

Amelia, Year 3, “**You are safe** if you keep your hands and feet to yourself”





Principles

Every pupil should understand they have the right to feel safe, valued and respected and learn free from the disruption of others.

- Staff and visitors should set an excellent example to pupils at all times.
- All pupils, staff and visitors should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- The Positive Behaviour Policy should be understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Good behaviour, self-discipline and respect should be recognised and acknowledged.
- Rewards, sanctions and reasonable force should be used consistently by staff in line with the Positive Behaviour Policy
- Families should be involved in behaviour incidents to foster good relations and consistent approaches between home and school.
- The school should seek advice and support from outside agencies where concerns arise over a child's continuous disruptive behaviour.
- Suspensions and exclusions will be used in line with the processes set out in the school's exclusions policy.
- The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or fears that one may take place e.g. cyber-bullying, criminal harassment.
- The school will fulfil its legal duties under the Education Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- Where screening and searching is required this will be carried out in line with DfE guidance.

Terms and Definitions

Physical Assault

Includes fighting or encouraging others to fight. Violence and aggressive behaviour towards other pupils/staff (wounding; hitting; kicking; punching). Deliberate scratching or biting. Possession of, or use of an object, such as a knife, that could be used intentionally to harm someone else

Verbal Abuse and Threats

Includes threatened violence. Homophobic abuse and harassment. Any language or behaviour, which is meant to embarrass, harass, or upset other people (verbal intimidation). Unkind remarks and derogatory comments e.g. use of the word 'gay'. Behaviour that causes offence. Establishing gangs for the purpose of intimidating others

Racist Abuse

Includes taunting and harassment. Bullying. Graffiti. Racist or derogatory statements. Swearing that can be attributed to racist characteristics. Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.

Sexual Misconduct

Includes abuse, assault, harassment, lewd behaviour and 'upskirting'. Bullying. Graffiti

Bullying

Persistent verbal abuse. Includes persistent isolation
Persistent intimidation. All forms of persistent physical, cyber, homophobic, sexist and racist abuse. Creating or spreading malicious 'gossip' about other children (and families or adults who work or volunteer in school) including the use of social media.

Child-on-Child

Sexual violence and sexual harassment. 'Upskirting'. Initiation/hazing type violence. All forms of bullying. Sexting. Physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc). Verbal abuse



Expectations

Staff at Meadowhead Community Junior School will:

- Treat each other with respect all the time.
- Use positive language.
- Use a restorative approach when dealing with incidents (find the whole picture).
- Reward good behaviour via the Dojo app and half term Behaviour Treats.
- Apply Behaviour Reflection Sheets and sanctions for unacceptable behaviour.
- Promote children to 'Be Ready', 'Be Safe', 'Be Respectful' and for them to 'Be Yourself'
- Treat all pupils fairly and apply behaviour expectations in a consistent way.
- Refrain from unnecessary physical handling of pupils (See Positive Handling Policy)
- Always consider pupils' safety.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour.
- Ensure that all pupils, staff and parents are aware of the school behaviour management system of 'Go for Gold'



Meadowhead Hero Rules

Be Safe

Remember to always follow the rules and keep yourself and your friends safe.

Be Ready

Come to school prepared and ready to learn. Be in school on time, listen to the adults, and do your best every day!

Be Yourself

Be proud of who you are! Share your ideas, be kind to others, and show everyone what makes you unique.

Be Respectful

Treat everyone with kindness and respect. Listen when others are speaking, use polite words, and take care of school property.





Rewards

Each week, children will be awarded Dojo points for following these values. The top four children from each class will become our Meadowhead Heroes!

Meadowhead Heroes

As a Meadowhead Hero, you will:

- Get to choose a prize from the Headteacher.
- Have your picture shared with our school community.

Special Event

At the end of the half-term, all Meadowhead Heroes will be invited to a non-uniform day to celebrate their achievements!

Let's all work together to be safe, be ready, be ourselves, and be respectful to become Meadowhead Heroes!



Go For Gold!

- **Daily Start on Green:** Every child starts the day on the Green level.
- **Opportunity to Rise:** Throughout the day, children can progress to Bronze, Silver, and then Gold, based on their behaviour and achievements.
- **End of Day Recording:** At the end of the school day, the child's level (Green, Bronze, Silver, or Gold) will be recorded on Dojo.
- **Warning:** Underneath the Green level, there is a Warning Cloud. This is used if a child receives three verbal reminders about being a Meadowhead Hero.
- **Thinking Cloud:** On the third reminder, the child is moved to the Thinking Cloud. This serves as a visual reminder to improve their behaviour.
- **Reflection Sheet:** If the child's behaviour continues to decline, they will receive a Reflection Sheet to address and improve their behaviour.



Half-Term Behaviour Treat

- **Eligibility Criteria:**

- **General Eligibility:** All children who have stayed on green or above throughout the half term.
- **Reflection Sheet Impact:** Each reflection sheet results in a loss of 10 minutes of the treat time- with a member of SLT.
- **Maximum Sheets:** If a child has more than 3 reflection sheets, they will miss the entire treat.
- **Behaviour Treats Information:** The treats will be advertised next to the class behaviour chart.
- **Date Confidentiality:** The date of the treat will remain confidential to maintain motivation.

This system ensures that children are motivated to maintain good behaviour while providing clear consequences for reflection sheets.



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Reflection Sheet

What zone of regulation do you feel you were you in when the incident occurred?

(child input)



Child's name: _____

Staff members name: _____

Date: _____

How has the incident affected others?
(adult input)

How can I make it right? (child input)

Description of the incident (adult input)

What was the reason behind the incident occurring? (adult input)

What could you have done differently?
(child input)

Has this been passed onto a member of SLT? Yes/No

Consequences (adult input)



Reflection Sheet

•A reflection sheet is a tool often used to help students think about their behavior and its impact on others. It includes sections for both students and staff to fill out, aiming to promote self-awareness and accountability.

•**Zones of Regulation:** The student indicates their emotional state during the incident using colored zones (blue, green, yellow, red).

•**Child's and Staff's Information:** Spaces to write the child's name, staff member's name, and the date.

•**Incident Description:** A section for the staff to describe the incident.

•**Impact on Others:** A section for the staff to explain how the incident affected others.

•**Reason for Incident:** A section for the staff to discuss why the incident occurred.

•**Making It Right:** A space for the child to suggest how they can make amends.

•**Alternative Actions:** A space for the child to reflect on what they could have done differently.

•**SLT Involvement:** A section to note if the incident has been reported to a senior leadership team member, including their name if applicable.

•**Consequences:** A section for the staff to list the consequences of the incident.

•This sheet helps guide students through a structured reflection process, encouraging them to think about their emotions, the incident's impact, and how they can improve their behavior in the future.



Reflection Sheet Consequence

Reflection Sheet Consequences:

1. **First and Second Reflection Sheets:** For each reflection sheet, a child will lose 10 minutes from their Half-Term Behaviour Treat. This treat is a reward given to children for maintaining good behavior throughout the term.
2. **Third Reflection Sheet:** Upon receiving a third reflection sheet, a child will lose their entire Half-term Behaviour Treat. This means they will not participate in the reward activity at all.
3. **Fourth Reflection Sheet:** If a child receives a fourth reflection sheet, parents or carers will be invited to the school to discuss their child's behaviour. This meeting aims to address the recurring issues and work together to find solutions.

If a child frequently misbehaves, tailored interventions or sanctions will be considered to address the behavior. These may include:

1. **Individual Behaviour Plan (IBP):** A personalised plan outlining specific strategies and goals to improve behaviour.
2. **Exclusion from Activities:** Temporary removal from certain school activities or playtimes as a consequence of misbehavior.
3. **Exclusion from School Visits:** If it is determined that a child's behavior cannot be safely managed outside of school, they may be excluded from school trips or visits.
4. **Internal or External Suspensions:** Temporary removal from regular classes or the school environment, either within the school (internal suspension) or at home (external suspension).
5. **Permanent Suspensions:** In rare and severe cases, a child may face permanent exclusion from the school if their behavior is not manageable through other interventions.

Objective

The objective of these measures is to encourage self-reflection, accountability, and improvement in behaviour. By involving both the child and their parents or carers, the school aims to create a supportive environment that fosters positive behavior changes and ensures the safety and well-being of all students.



Reflection Sheet (Immediate)

Reflection Sheets may be issued immediately to pupils, where a serious breach of the school rules has occurred. This may include:

- Fighting
- Racism
- Swearing
- Bullying
- Damaging school property
- Sexual misconduct

Reflection sheets are added to CPOMS and tagged appropriately. If four (4) reflection sheets are completed per half term, parents and carers are invited to the school to discuss their child's behaviour. In cases of sexual misconduct, parents are always invited to discuss their child's behaviour initially. Relevant external agencies may also be notified if necessary.



Playground Behaviour

Teachers who are on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the pupils.

Teachers who are not on duty should escort their class onto and from the playground, ensuring children are Safe, Ready and Respectful.

It should be ensured that all pupils are outside and not inside unless supervised.

Staff on duty should walk around the playground, keeping a close eye on pupils, and manage behaviour positively and proactively to avoid possible problems.

Behaviour problems should be dealt with according to school procedures.

At the end of play the pupils stand quietly on hearing the first whistle and line up in classes after the second whistle. Prompt move back into the school building.

Pupils come back into school with their teachers and take their coats off quietly before returning to class.



Playground Expectations

Pupils must stay on the playground, in full view of the duty staff.

Pupils are only allowed on the field if permission has been given and with members of staff.

Play should be sensible and show care and thought towards others at all times.

Pupils should be encouraged to 'go and tell' if they are unhappy about another pupil's behaviour towards them.

Pupils should be making 'Be Safe' choices on the playground.



Lunchtime Expectations

Lunchtimes can be problematic for children as they are in school but outside the normal classroom environment. At our school, we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction.

- We expect the same school rules and standards of behaviour to apply as during the rest of the school day.
- We expect children to respond to the authority of welfare staff and treat them with the same respect as other adults in the school.
- During dinner times, class teachers need to be supporting children receiving their lunch.
- Welfare staff to be prompt in taking children out for the playtime.
- Welfare staff will be supporting positive movement, manners, eating the majority of their meal and using/attempting cutlery correctly.
- A raffle ticket will be rewarded from the hall staff and given to classroom staff to reward their DOJO profile.





Vulnerable Pupils

Rewards and sanctions may be adapted to meet the needs of specific pupils, for example a SEN pupil might receive rewards linked to specific behaviour targets. Where a pupil has special educational needs relating to behaviour, an Individual Behaviour Plan for the pupil is developed by the SENDCo in collaboration with the class teacher and shared with all staff working with the pupil. (See separate SEN and Inclusion Policy).

Some pupils arrive at school and are unable to start the school day in a positive frame of mind. There are many reasons why pupils may arrive anxious/worried/in a low mood. It is imperative we support them, otherwise behaviour difficulties can easily arise, either in the classroom or on the playground.

We use our Nurture room to:

Meet and greet specific pupils who are reluctant to go straight into class in the mornings:

- Providing breakfast
- Talk time
- Reading group
- Visual timetable for the day ahead.

Be used at playtimes/lunchtimes teaching and building on social skills.

Be used in the afternoon for Nurture Groups of 4 – 6 pupils.



Child-on-Child Abuse

This form of abuse occurs when there is any kind of physical, emotional, sexual or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment or sexting. We recognise that the behaviour in question is harmful to both the perpetrator (child) and the victim. Behaviour may be intimate or non-intimate.

As a school, we are expected to recognise the scale and impact of harassment and abuse. Staff are vigilant and recognise that pupils may not make a direct report and information may come from overheard conversations or observed behaviour changes.

Any concerns will be recorded on CPOMs and referred to the DSL.



Reasonable Force

'Reasonable force' is described as actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control.

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip, however, this is at the discretion of the Executive Headteacher.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not, Team Teach training will support this decision making.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible.

Schools do not require parental consent to use force on a pupil.



Reasonable Force Cont.

When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave a space
- Prevent a pupil from attacking someone
- Prevent a pupil, who disrupts a school event, trip or visit, from leaving the classroom, where this would risk their safety or disrupt others
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS with the completion of a physical intervention form. Parents and carers will have a face to face meeting following the use of physical force, if this cannot be carried out face to face then a call must be agreed by all parties, with the offer of a convenient date and time to meet face to face.



Extremely Poor Behaviour

Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. For continual unacceptable behaviour, or in case of serious verbal or physical violence, the pupil may be excluded from school. This could take the form of a fixed-term suspension, or on very rare occasions, may take the form of a permanent exclusion.

In cases where there has been an assault on a member of school staff by a pupil, the pupil will receive a fixed term suspension, either internal or external. (see separate Exclusion Policy).



Recording and Monitoring

Each teacher will record behaviour concerns using CPOMs.

The Headteacher keeps records of reported incidents of poor behaviour resulting in Reflection Sheets.

This allows us to monitor the type and frequency of incidents of unacceptable behaviour.

- We are asked to report to Governors each term about racist or bullying incidents.
- When we make such reports, we report only numbers and types of incidents.
- All data is completely anonymous.



Confidentiality

Teachers wishing to talk to parents after school about their child's behaviour should, where at all possible, bring them inside to have the conversation in private. At the very least, no conversation should ever take place within earshot of other parents or pupils as it is essential to show respect and sensitivity to both parents and pupils. There may be underlying family difficulties, or child protection concerns, related to concerns about a pupil's behaviour and therefore, these issues must always be treated with utmost confidentiality. Teachers should seek the support of SLT where such conversations cease to be constructive or if there is any aggression or abuse aimed at the teacher.

Serious concerns should always be discussed with the Head or Deputy, who will ensure that privacy is respected, while taking appropriate action to support the pupil and family to improve the pupil's behaviour, involving other agencies where appropriate.



Searching and Confiscating

The Head teacher and Deputy Head teacher have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are listed below:

Knives and Weapons

- alcohol
- illegal drugs
- stolen items
- Vapes (e-cigarettes), cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).



Beyond the School Gate

Our policy covers any inappropriate behaviour when pupils are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Posing a threat to another pupil or member of the public

If the behaviour is criminal, or causes threat to a member of the public, the police will always be informed.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises that undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).



Roles : Parent

The Role of Parents

Parents have a vital role to play in their child's education. It is very important that parents support their pupil's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. Parents are asked to sign a home-school agreement when their pupil joins the school.

We expect parents to behave in a reasonable and civilised manner towards all school staff.

If the school has to use reasonable sanctions to punish a pupil, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, they should then speak to the Executive Headteacher or Deputy Headteacher. A formal complaint can be made if discussions with the class teacher or Headteacher cannot resolve the problem. (see Complaints Policy).

If a parent has any concerns regarding a pupil other than their own, they must inform school staff.

Parents should never discuss, approach or confront a pupil (or their parent), about a school- related issue that concerns them, whether inside or outside the school gate.



Roles : Headteacher

The Role of the Executive Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil.



Roles : Senior Leadership Team

Role of the Senior Leadership Team

The Senior Leadership Team are expected to be models of excellence for other members of staff, including applying the Behaviour Policy consistently at all times. The Senior Leadership Team is responsible for inducting other members of staff to ensure that the policy is understood and adhered to by all.



Roles : Class Teacher

Class teachers are expected to be excellent role models, adhering to school expectations regarding movement around the school, lining up, being punctual and use of hand signals – as written in the Teaching and Learning Policy.

Good classroom organisation is the key to good behaviour, and the provision of a high-quality curriculum through interesting and challenging activities has a positive influence on pupils' behaviour.

Teachers are expected to be positive and enthusiastic and to have high expectations of both learning and behaviour. Teachers should foster a sense of self-esteem in all pupils, linked with an understanding of the needs of others. They should establish a calm, respectful and responsive atmosphere, **avoiding shouting.**

Teachers are expected to deal with parental concerns in a timely, respectful and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable and respectful manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the behaviour policy is enforced in class, and that their class behaves in a responsible manner during lesson time and around school.



Roles : Support Staff

All school staff are responsible for upholding the behaviour policy. Equally, all pupils are expected to respect all staff in the school including support staff and supply teachers.

Support staff should ensure that pupils move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas while avoiding shouting.

Staff on duty at lunchtime should encourage positive play and support pupils to resolve conflict in a calm and restorative manner. SLT will help to deal with unacceptable behaviour.

All Staff

All Staff must always report any behaviour incident that raises child protection concerns to the DSL (see child protection policy).

Incidents regarding poor behaviour should always be recorded on CPOMs.



Roles : Governors

The governing body has the strategic responsibility for setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness regularly. Governors will record these reviews and share findings with the whole Governing Body as a termly report. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, however, governors may offer advice to the Headteacher about particular disciplinary issues. The Headteacher may take this into account when making decisions about matters of behaviour.

Legal Requirements for School Behaviour Policies

Section 88 of the Education and Inspections Act 2006 defines the responsibilities of the governing body for establishing the principles behind a behaviour policy as follows: 'Governors must make and review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.' The governors must have regard to national guidance.



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