

# Promoting Positive Behaviour Policy

## Meadowdale Primary School



Date: August 2024  
Review Date: August 2026  
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 to positively promote good behaviour and challenge unwanted behaviour. The Headteacher will lead the school to monitor and review this policy in consultation with all adults working at the school.

### **Ethos and Moral Purpose**

At Meadowdale we always strive to do the right thing with kindness.

We believe that equity is paramount and that everyone has the right to learn and work in an environment where they can flourish, achieve excellence and their well-being is a priority. This belief is a key ingredient to establishing good behaviour and informs our approach to promoting positive behaviour. All adults are expected to act as positive role models and have high expectations of behaviour standards and we will always encourage and support everyone to follow our school rules.

All adults 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
- Respectful
- Safe

School staff work together to agree a consistent approach to expectations which will be reviewed annually or more frequently as required. Class teachers will use these three rules to develop a set of classroom expectations and praise children to positively reinforce consistent adherence to them.

Children will be explicitly taught classroom routines and the behaviours required to follow the 3 school rules. This will happen at the beginning of each year and periodically throughout the year as required.

The school rules are for everyone. All members of staff and all pupils are expected to follow them.

### **Curriculum**

The Cambridgeshire Primary Personal Development Programme is used to teach a 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. Some staff are trained in Emotion Coaching which is an effective vehicle for children to learn about managing big emotions.

### **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 analysis<sup>1</sup> 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**

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.

### **Rewarding pupils**

In consultation with adults and pupils our systems for rewarding pupils is based in current research and thinking<sup>2</sup>.

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<sup>1</sup> Classroom Reinforcement and Learning: A Quantitative Synthesis. 06 Dec 2014

<sup>2</sup> What every teacher needs to know about psychology, David Didau and Nick Rose 2016. When the adult changes everything changes, Paul Dix 2017. Running the Room, Tom Bennett 2020

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 with complex special needs may require different systems and adults will work closely with the SENDCO to create individual behaviour plans specific to a pupil's needs which will be shared with all adults who work closely with the child. Where a risk assessment is also needed this will be written in consultation with all adults who work closely with the child.

### **Incidents of unwanted behaviour**

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.

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

#### **Red**

- physical violence resulting in injury to another person (child on child physical violence or violence towards an adult)
- child on child abuse with an element of prejudice (racism, sexism, linked to disability, transphobia or homophobia)
- repeated and targeted child on child abuse (bullying)
- serious insolence or defiance (such as repeated refusal to follow instructions, swearing or abusive language)
- an incident which endangers the perpetrator or others
- sexual violence or harassment

#### **Orange**

- insolence or defiance (such as disrespectful behaviour or language)
- minor incident of violence (not resulting in injury to another person)

- 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.

Data about unwanted behaviour incidents is analysed and shared with governors termly.

### **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.

### **Dealing with incidents of unwanted behaviour**

It is vital that adults dealing with incidents of unwanted behaviour remain calm and respectful at all times. The adult will always attempt to ascertain what happened, who was involved and what led to the incident. It is important to capture the views of all children involved to get a clear picture. They will work with the child to decide how things can be put right and what the child could do next time. We use a restorative approach to support children to reflect on their behaviour and recognise the impact on others. Questions which can be used to build a picture of what happened, why it happened and what needs to happen next can be found on the Unwanted Behaviour Incident Report (Appendix B). Members of the support staff team who work in classrooms have received Emotion Coaching training which can also help to defuse a situation and support children to recognise and work through their emotions.

An Unwanted Behaviour Incident Report form (Appendix B) should be completed as soon as is practically possible by the person dealing with the incident. The form should always be completed on the day of the incident where possible. If time is needed to gather information by speaking to other

pupils or members of staff a member of the senior leadership team can assist with this.

Copies of this form can be found in the staff room and online on the general staff team as a tab and in the Behaviour folder.

### **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. Typically, during this time, they will complete work. If a member of staff isn't available to accompany the pupil, a senior leader should be contacted via phone, radio or a message sent with another child and asked to collect the child. The pupil may also miss their next lunchtime and spend it with the senior 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.

Before the child returns to the classroom they will be supported by the senior leader to have a restorative conversation. The outcome of this will be a plan to reintegrate into the classroom and continue learning.

An Unwanted Behaviour Incident Report form (see Appendix B) should be completed and sent to the office. The incidents will be recorded on Arbor by the office staff.

#### **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. If the incident has occurred during the afternoon session this can roll over to the next day.

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 and sent to the office. The incidents will be recorded on Arbor by the office staff.

#### **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 and sent to the office. The incidents will be recorded on Arbor by the office staff.

A list of supportive strategies to help develop positive behaviour of children who are struggling is attached (see Appendix A).

### **Alternative Lunchtime Provision**

At Meadowdale, we strive to help pupils who struggle to integrate in the playground, for whatever reason. When required we have alternative provision, where play is a little more structured in a quieter zone of the playground or a room 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 senior 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 class teacher 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 will create an Individual Behaviour Plan which will specify areas where the pupil is at risk of exclusion and measures to minimise risk. The plan will be written in consultation with staff involved and parents.

If this is not successful, the Headteacher will initiate exclusion proceedings.

Only the Headteacher has 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 2022 will be followed, as specified in *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106422/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

### **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 possible scenarios where physical intervention is likely to be necessary in the learning plan documentation for these children.

All incidents where physical restraint is required will be recorded in the 'Bound and Numbered Book' which is kept securely in the Headteacher and Deputy Headteachers office. Key members of staff have received training in escalation techniques and positive handling such as the Headteacher, Deputy Headteacher and SENDCO. Support can be called for using the school radio system.

## 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 school team in the Behaviour folder.

**Meadowdale Primary School**  
**UNWANTED BEHAVIOUR INCIDENT REPORT FORM**



Name and class of child:	Date:
Names of other people involved:	
Names of witnesses:	
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 - serious violence <input type="checkbox"/> red - child on child physical violence <input type="checkbox"/> red - child on child abuse with an element of prejudice <input type="checkbox"/> red - repeated and/or targeted abuse (bullying) <input type="checkbox"/> red - sexual violence or harassment <input type="checkbox"/> red - other
Was 'positive handling' used? YES/NO If yes give brief description below and complete the bound and numbered book.		Is there an allegation of bullying behaviour? YES/NO
<p>Procedure to follow for colour coded unwanted behaviour</p> <p><b>Red</b>          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><b>Orange</b>          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><b>Yellow</b>          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.		
How were others involved supported/kept informed?		
Signed by teacher:	Date:	How were parents informed?

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

## Addendum to Dealing with and Consequences of Unwanted behaviour in Year 5 and 6

This addendum outlines an updated approach to promoting positive behaviour as outlined in this document.

Most children will respond to the strategies mentioned in Positive reinforcement – a key ingredient for managing behaviour, Going for gold chart, Rewarding pupils on page 2 and 3.

However, sometimes, alternative steps of responding to low level unwanted behaviour in the classroom is required.

Year 5 and 6 will trial the approach below in the Autumn term 2023. This will be reviewed and updated accordingly in January 2024.

Behaviour			
Low level unwanted behaviour. For example, shouting out, swinging on chair.	First warning given by the teacher.  A reminder of our school rules.	Second warning given by the teacher with the consequence explained if this unwanted behaviour is repeated.  Check the child understands the consequence.	Unwanted behaviour repeated for the third time.  Consequence - Child and teacher have a conversation about the unwanted behaviour at break or lunch time.  Child to sit in silence in the classroom.  Children to stay in the classroom for a maximum of 10 minutes.
Low level unwanted behaviour repeated within the same week.	Warn as above with same consequence.	If the unwanted behaviour is repeated, another warning is given by the teacher with the consequence explained.  Check the child understands the consequence.	Unwanted behaviour repeated.  Consequence – Teacher to call the child's parents to inform them and discuss the support required.
Homework expectations not met	Children to attend homework club at lunchtime on Monday and Wednesday to complete their homework or TTRS expectation. Homework club will be 30 minutes.		