

Meersbrook Bank



Community Primary School

Behaviour Policy

June 2023

Revision history

| Date | Changes | Author(s) |
|---------|--|-----------|
| 23.4.21 | New policy | M Knight |
| 20.5.23 | Addition of – to be read in conjunction with Exclusion Policy Section 5 – Suspension may be required Section 5 – Partner class information Section 6 – Examples of other/alternative systems to support pupils. Section 6 – Addition of behaviour plan information Section 7 – Simplified the recording process Section 8 – Addition of SENCO to list of people who can support with behaviour at home | M Knight |

Approval History

| Date | Committee | Minute No. |
|---------|-----------------------------------|------------|
| 10/6/21 | Safeguarding & Premises Committee | 7.1 |
| 6/7/23 | FGB | |

Review: This policy will be reviewed every 4 years

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|----------------------|
| Date due for review: |
| June 2027 |

To be read in conjunction with:

- [Safeguarding documents incl. KCSIE](#)
- [SEND Policy](#)
- [Physical Intervention Policy](#)
- [Exclusion Policy](#)

I. Introduction

At Meersbrook Bank Primary School we ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school and school community can work together in a supportive and considerate way. It aims to promote an environment in which everyone feels happy, safe and secure.

2. Our school ethos and values

Meersbrook Bank's behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting life skills and inspiring the pupils to grow as people, which is built upon the school values – the 6 Rs:

Relationships

For all children to learn together in school and the wider community and develop empathy.

Respect

For all our children to develop positive attitudes towards themselves, others and their environment.
For all children to develop self-esteem and the confidence to try new things.

Resilience

For all our children to be excited about new challenges and be prepared for on-going learning in the changing world.
For all children to develop skills in sustaining their motivation and readiness to learn.

Reflectiveness

For all our children to have high aspirations for learning and be proud of their achievements
For every child to be involved in setting challenging goals, discussing how to achieve them and to know when to ask for help.

Resourcefulness

For all our children to develop skills of enquiry, problem-solving, creativity and to become enterprising learners.

Responsibility

For all our children to appreciate the need to be caring, trustworthy and reliable citizens.
For all children to take responsibility for their learning.

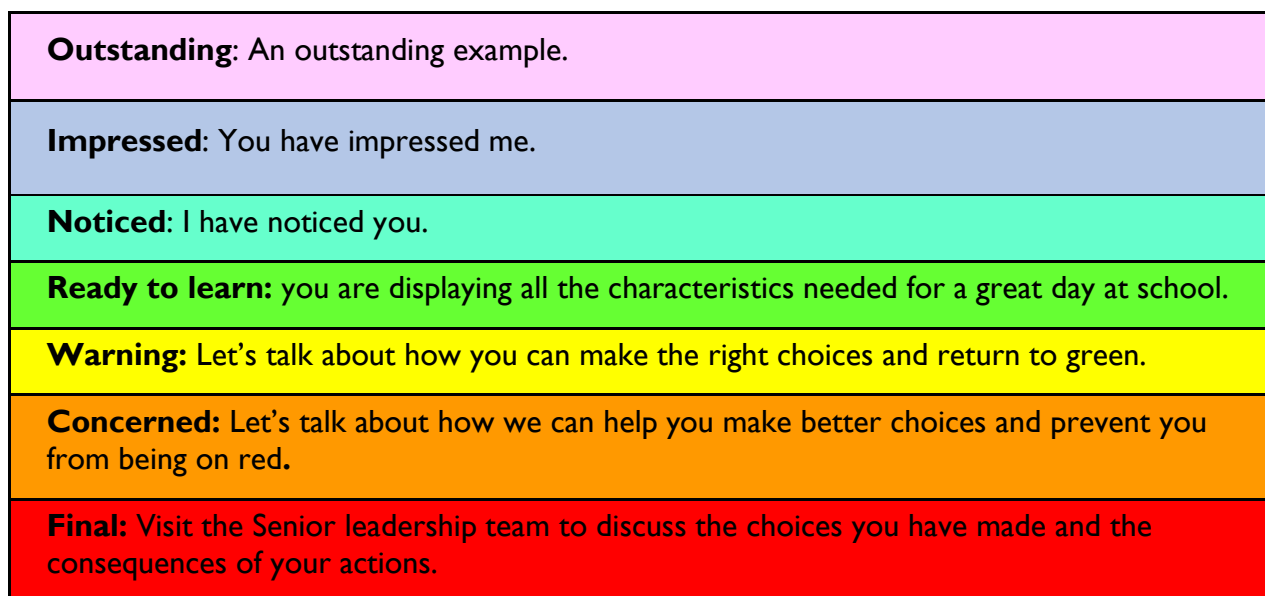
With these values in place we truly believe the pupils can play an integral part in 'shaping our future, changing our world'.

3. Choices ladder

At Meersbrook, we want children to take responsibility for their actions. Our choices ladder acknowledges and rewards positive behaviour, while at the same time providing a consistent and structured approach when negative choices are made.

The ladders are visible in every classroom and are referred to by members of staff as children move up and down them (no names or pictures of children will be placed on them).

The choice ladders work with every child starting every day on **green**. If they display positive behaviour they will be praised and rewarded.

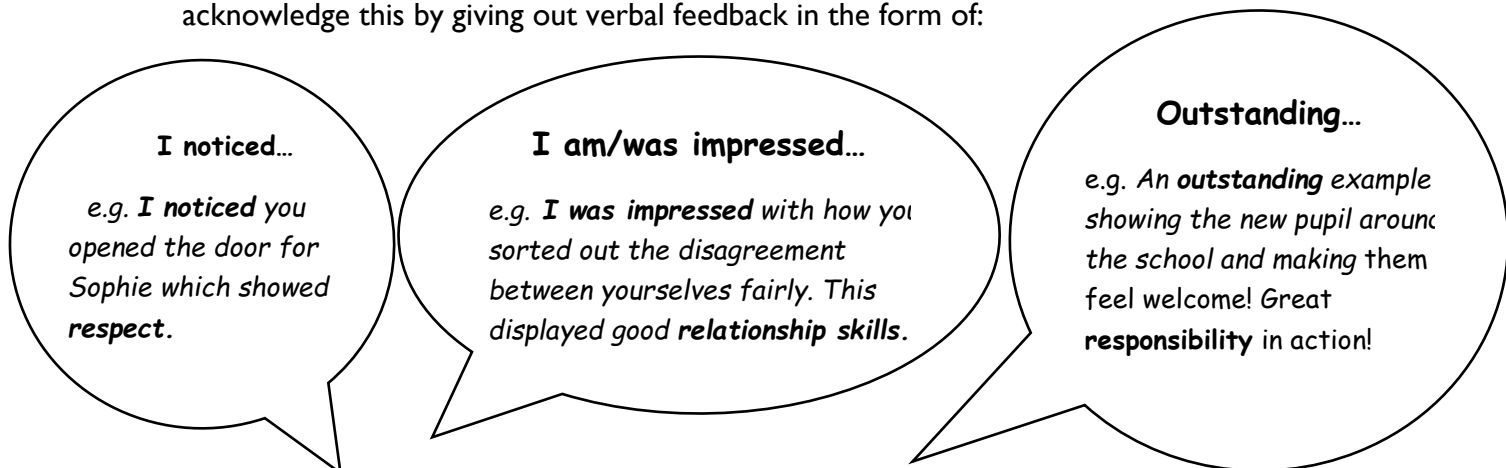


4. Rewarding positive behaviour

Meersbrook Bank recognises and promotes positive behaviour, as we believe that this will develop an ethos of kindness and cooperation.

The overwhelming majority of our children work hard and behave well, and it is important their efforts are recognised. It boosts self - esteem and confidence in our pupils, which in turn helps them to learn. Rewards are based on pupils displaying the Meersbrook values (6 R's). A reward can come in the shape of:

- **Specific praise:** When a pupil demonstrates ones of the 6R's, a member of staff can acknowledge this by giving out verbal feedback in the form of:



These phrases make up part of our choices ladder and will often be accompanied by **dojo points**.

- **Dojo points**

At Meersbrook we value an intrinsic value system, yet we also appreciate and realise some children respond well to a more competitive approach. Parents are also able to monitor their child's successes at school.

As children meet dojo points milestones through the academic year they are presented with a badge. Children can wear their badges with pride on a day-to-day basis.

- **Star of the day**

At the end of the day teachers will reward a specific pupil with a star of the day sticker for showing Meersbrook Bank values across the school day. The pupil will celebrate their achievements with rest of the class and have a sticker to show their parents/guardians. Parents will be notified on Class Dojo.

- **Star of the week**

At the end of the school week pupils who have displayed a number of the Meersbrook values across the whole school will be awarded a certificate in assembly. The pupil will celebrate their achievements with the whole school and be displayed on the star of the week board. Their name will be uploaded on their Class Dojo page as recognition of their achievements.

5. Consequences of negative behaviour

It is as important that children understand that there are consequences to their actions, both positive and negative. Consequences are important because children need to understand that some choices are unacceptable.

If a child disrupts the learning, safety or respect of another child in or out of class, then they will be given a *verbal warning* in the first instance.

If the child persists then they will enter the **yellow zone** and be asked to have a "**yellow warning talk**" with an adult. This can be done at the adult's discretion or at break time if needs be.

"Yellow warning talk"

- **Why?**

What negative choices did you make that led you to going onto yellow?

Where next?

- *What choices can you make to allow yourself to return back to green?*
- *What happens if you don't make the right choice?*

This gives the child an opportunity to make reflect on their poor choices and return to green.

“Orange concern talk”

If this is not the case the child will be in the **orange zone**. If a child enters the **orange zone** they will face a **consequence** for their negative choice. This consequence could be the child missing a certain amount of their playtime or staying in to finish work. It will be at the discretion of the member of staff to decide. The child will also need to have an **“orange concern talk”**.

An **“orange talk”** will take the form of:

Why?

- *Why are you now on orange?*

It is important members of staff are clear and discuss the actions that caused the child to be on orange e.g. *unsafe, disrespectful, disrupting the learning of others.*

What next?

- *What choices can you make to allow yourself to return to **green**?*
- *What happens if you don't make the right choice?*

The child will be monitored to make sure they are ready to make the right choices to return to **green**. An **“orange talk”** will be recorded on C-Poms and an alert will be forwarded to the behaviour lead. After three **“orange talks”** in close succession parents will be informed. A notification on their Class Dojo page will let parents know that their child has reached three **“orange talks”** and to expect a phone call from the class teacher. The phone call allows parents to be made aware of their child's negative behaviour and to support their child to modify their behaviour.

“Red final talk”

The **red zone** is the child's final consequence. If a child continues to disrupt lessons or continues to behave unacceptably, they will enter the **red zone**. At this point they will speak to member of the senior leadership team at the earliest possible opportunity.

There can be occasions when a child can progress straight from green to a situation where a suspension is required (without a yellow or orange stage).

Here a pupil, will receive a consequence which is proportionate to the child's poor choice. This may include a loss of privileges, a suspension, or permanent exclusion. (*Please see exclusion policy).

For example, a child who has purposefully done damage to school property may be asked to clean it in their playtime or a child who has been verbally disrespectful to someone in school may be asked to write a letter of apology to that person. The consequences will be at the staff's discretion dependant on the nature and frequency of the child in question.

A notification on Class Dojo will also let parents know that their child is on **red** and to expect a phone call. The phone call will allow parents to be fully aware of their child's actions and to support their child to modify their behaviour. Parents will be called into school to discuss their child's behaviour.

The child may be required to spend some time out of class the next day and complete work within another class. When a child receives a **“red final talk”** it is important have the opportunity the same

day to discuss what happened with a member of staff and the positive choices that can now be made from this point forward.

On some occasions children may move straight to an **orange** or on rare and extreme occasions **red** at the discretion of the member of staff, depending on the nature/severity of the incident.

Poor choices such as fighting, leaving the classroom without permission, serious damage to school property will be choices that warrant an **orange** or **red talk** immediately. Deliberate injury to child or staff, targeted bullying and racist/homophobic language will be an automatic entry to **red**.

Partner class

If a pupil is constantly disturbing the learning in class a teacher may deem it necessary to send that child to another class **for a short time**. This will allow the child to reflect on their negative choices and realise the need to make the right choice to return to their class. The class teacher of the partner class will make the time to talk to the child to help aid the reflection process.

6. Individual needs.

We recognise that children's difficult behaviour can be a symptom of sometimes complex underlying difficulties. Whilst wishing to maintain high standards of behaviour throughout the school, we recognise the need for kindness, sensitivity and empathy when tackling difficulties of this kind. We aim to tailor our responses to individual needs by employing a range of strategies, and of fundamental importance, by working in partnership with parents.

An example of this could be using more direct visual approach by handing out counters as reminders of how a child's choices are leading to both positive and negative movement on the behaviour policy. Or, with expert advice from the SENCO or external educational professional, allowing children to regulate themselves by taking movement breaks or having time out in a specific area of the classroom or school.

It may be appropriate to create an individualised Behaviour Plan for a child. This will identify known triggers; pre-emptive adaptations; and actions should the child need further supportive measures. These will usually be drafted by school staff and developed further in consultation with parents and or carers.

7. Behaviour Monitoring

The class teacher will keep a record of children moving to **orange** or **red** zones. These occasions are logged and the process and actions on CPOMS when it is a **red** incident.

8. Behaviour at home

We recognise that parents are well placed to support with their child's behaviour. We can offer support for parents and carers in a number of ways:

- Request an Early Help conversation, where school can speak to a range of other professionals who can advise on how to best support the family.

- Arrange meetings with our SENCO and/or Learning Mentor, who can give advice and follow up with your child at school.
- Provide parents and carers with reward charts or a behaviour **grid** to use at home.