

# St Meriadoc C of E Junior Academy



## Positive Behaviour Management Policy

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Approved by:	Governors
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*"If one part of the body suffers, all the other parts suffer with it, if one part is praised, all the other parts share its happiness"*  
*1 Corinthians 12:26*

# **POSITIVE BEHAVIOUR AT ST MERIADOC JUNIOR**

## **Our school rules are:**

**Be ready**  
**Be respectful**  
**Be safe**

## **We believe that good behaviour means that everyone in our school is:**

- Careful and kind
- Polite and friendly
- Helpful and considerate
- Hardworking and able to respond appropriately to activities and challenges

## **We believe that the benefits of good behaviour are that:**

### **Children:**

- Learn what good behaviour means
- Learn to care for others
- Feel happy and safe
- Learn to be good friends
- Develop self-confidence
- Do as well as possible in their work

### **Staff:**

- Teach effectively without disruptions
- Build effective relationships
- Meet the needs of all children
- Work positively with parents/ carers

### **Parents/ Carers:**

- Feel confident that their children are being taught in a safe and secure environment

**We aim to create a stimulating and nurturing environment where all children irrespective of race, gender or disability learn:**

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- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem and know their self-worth, to take responsibility for their own actions and to take pride in their achievements;
- to value others and their similarities and differences, to show empathy and respect to others, to display co-operation and compromise when necessary
- to develop an understanding of responsibility beyond themselves – for others, their school, wider community and the world.

**The Academy works to achieve these aims by:**

- Planning a broad and inspiring curriculum which will encourage the development of the child, as a whole;
- Planning clear and structured activities, learning and routines to support children to behave in a positive manner for their stage of development;
- Providing clear and consistent boundaries which are explained to the children;
- Adults consistently acting as role models by demonstrating positive behaviours to other adults and children;
- Providing a supportive environment where appropriate behaviour is encouraged, noticed and celebrated.

**In the classroom:**

Careful classroom organisation is important when setting the standard and expectations for positive and appropriate behaviours. Behaviour of adults, including visitors to St Meriadoc will influence children's behaviour. At our school we aim to be clear, fair and consistent in our expectations and boundaries set. Praise and encouragement are given for appropriate behaviour.

It is important to be clear with children what we mean by appropriate and positive behaviour. This will be explained through normal, everyday classroom practice, curriculum learning, Collective Worship and when inappropriate behaviours may have occurred.

**Children will be expected to:**

- Ask permission to go to the toilet.
- Stay in their seats during learning time.
- Follow our three school rules.
- When sitting on the carpet or in the hall, sitting in straight lines, not leaning against walls/tables.
- Engage in discussions with their talk partner.
- Stand when they are speaking.
- Respond efficiently and appropriately to our agreed school signs.

**In our school:**

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Children are encouraged to feel an ownership and responsibility for the school as a whole, as well as their wider community and the world and are encouraged to participate in school and community events.

Children are expected to behave in a positive, respectful and appropriate manner in shared areas such as the corridors, hall, library, the Hive, the Rainbow Room and other breakout spaces. Children and adults should move around the school quietly and calmly so that others are not disturbed or distracted and to keep everyone safe. Children leave their classroom and move around school with permission from/ or supervised by an adult. Any area used by children or adults around school is to be left tidy afterwards.

### **Movement around school:**

- Make sure all children are settled and ready to move – jumpers on (or in cloakroom) , shirts tucked in before setting off;
- Adults should position themselves so they can see all children as they move around school (if two adults available one should be at either end of the line);
- Call the group together using a familiar phrase: e.g. 'Look this way please';
- Give out any expectations/ instructions clearly and concisely;
- Use set points to walk to and wait (regroup if needed) e.g. library, corner, door;
- Assign a child to hold the door for others to pass through. Thank them for this and the child should be encouraged to respond 'You're welcome'; pupils should also be encouraged to thank the holder as they pass;
- Follow the one-way system in the corridors;
- Encourage the children to pick up fallen articles of clothing, etc if they pass them – thank them for doing this;
- Encourage the concept of personal space – this should develop into sensible self-disciplined movement around the school as the children mature;
- If entering the hall, adult should stop at the doors and wait for all children to be silent, at this point they will enter the hall in a straight line;
- During Collective Worship, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

### **Agreed signs are used when appropriate.**

### **At lunchtimes:**

- Children are supervised by an adult to the hall;
- When they enter they find a seat at a lunch table;
- Children having school lunches from a particular class are called to line up;
- Lunchtime supervisors encourage the children to behave in a calm and positive manner and to remain seated while eating;
- Children ask for permission to leave their seat if necessary;

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- Toilet passes are provided from lunchtime staff;
- Children having school lunches clear their plates, etc (with permission) and return to their seats;
- Classes are called one at a time to line up and leave the hall to the playground.

**Agreed signs are used when appropriate.**

**In the playground:**

A wide range of behaviour becomes acceptable during play and lunchtimes outside (running, shouting, etc.) However, all children and adults are still expected to show consideration and respect to others. It is the responsibility of the staff on duty to monitor and supervise the children's behaviours at this time. Any issues will usually be dealt with as they occur, however the child's teacher or a member of SLT may be informed if the behaviour is of particular concern. If appropriate, concerning behaviour may be logged on the school safeguarding system.

During wet weather the children return to their classroom after their lunch. Lunchtime staff, with support from SLT, arrange supervision of and activities for the children.

As part of the positive behaviour management approach, a sanction for breaking a school rule can include the loss of break and/or lunchtime. In this instance, the child will remain with the teacher on duty that lunchtime. If a child is brought in during a lunchtime, for breaking a school rule, they will also be supervised by the teacher on duty.

Parents/ carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or a member of SLT, to discuss ways to support the child and school; options may include children being sent home for lunchtimes for a period of time. If such a sanction is necessary, the school will liaise with the parents/ carers to make arrangements.

St Meriadoc Junior Academy's policy is to draw attention to and give specific praise for positive and appropriate behaviour. This will be achieved by:

- Using positive language based around the school rules;
- Providing a well-organised and stimulating classroom and curriculum;
- Sharing successes verbally with children and adults;
- Sharing successes during lessons and collective worships;
- Giving Class Dojo points, certificates, and Headteacher prizes to celebrate specific successes;
- Focusing on and praising appropriate behaviour;
- Defining appropriate behaviour as a positive, rather than a negative statement, e.g. 'Work quietly' instead of 'Don't talk'; 'Walk please' rather than 'Don't run';
- Making praise specific, e.g. 'I'm really pleased you shared the paints today' to a child who finds co-operation difficult;

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- Speaking to children quietly, calmly and respectfully;
- Speaking to children courteously, without the use of sarcasm.

## **Behaviour management**

Our children must be clear about the expectations for their behaviour as well as the rewards and consequences that may be used. All classrooms will display the school rules in the same format.

### **Rewards and sanctions**

- We praise and reward children for good behaviour in a variety of ways:
- Staff congratulate and praise children verbally;
- Staff award Class Dojo points to children for demonstrating the school rules or school values and for going over and above – shining their light;
- Each week we nominate two children from each class to receive the 'Shining Example';
- Headteacher's prizes for good learning/ behaviours demonstrated/ attitudes/ improvements;
- Each half term one child from each class is nominated to receive the 'Shining Light' award;
- Positive phone calls home;
- Children are sent to share learning with other members of staff around the school;
- Post cards sent home;
- Shout outs in the newsletter;
- Learning is displayed in class and corridors; • Personal bests displayed;
- Celebrations on Dojo.

### **Class Dojo point rewards**

Individual children will be awarded points during the school day:

Dojo awarded for:	Value awarded:
Demonstrating a school rule Ready Respectful Safe	1 for each example
Demonstrating a school value Thankfulness Trust Truthfulness Friendship Forgiveness Courage	1 for each example

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Shining your light (above and beyond)	3 for each example
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Individuals' Class Dojo points will be accumulated into a class total – encouraging children to work together and for each other. When a class reaches 250, 500 and 1,000 a class will earn a whole class reward. Totals are reset each half term.

Class rewards:

250 class dojo points	Extra playtime
500 class dojo points	Theme day decided by class e.g. pyjamas/ nonuniform
1,000 class dojo points	Children in charge afternoon

The school may use a number of sanctions to ensure school rules are followed and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Approaches to support positive behaviour:

- We begin by the giving the child a 'warning look';
- Staff will celebrate and acknowledge good behaviour being displayed by other children around the child e.g. awarding Class Dojo points for demonstrating the school rules.
- Identify the child displaying the negative behaviour and add a reminder of the expectation/ school rule.
- Identify to the child that they have been moved on to the warning card. (All classes will have the stage cards displayed; teachers may choose to use smaller versions on tables with certain pupils when it will meet their needs more appropriately.)
- Identify and move the child in class;
- If poor behaviour continues then identify to the child they have been moved to the 'Poor choices' card;
- If the poor behaviour continues then identify to the child they have been moved to the 'Last chance' card;
- If the poor behaviour continues then identify to the child they have been moved to the 'Unacceptable behaviour' card;
- Send to the relevant SLT member to complete the unacceptable behaviour chart and reflection sheet.

Each child has the opportunity to a fresh start; however if a child chooses to continue to behave in a totally unacceptable manner on return to their class, consequences will be accumulative. Incidents of 'Unacceptable behaviour' will initiate the use of a behaviour tracking sheet for the child in question

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(see appendix 1). These tracking sheets will be stored in the main office. A tracking sheet will last a maximum of one half term, unless agreed otherwise with the Headteacher. The sheet will be used to help adults and children visually track behaviour patterns and hopefully improvements. Parents/ carers will also have the tracking sheet shared with them at any meetings held to discuss behaviour and improvements.

Negative behaviour before school, at break time, at lunchtime or after school may result in sanctions being given by lunchtime staff or teaching assistants; this is then passed on to class teachers or SLT if necessary and may lead to an entry on the unacceptable behaviour log.

At the start of the academic year the school rules will be described and explained to all pupils and displayed in classrooms.

Children may be given an immediate 'Unacceptable behaviour' card in class, around school or at playtime/ lunchtime for one of the following behaviours:

- Verbal or physical abuse to another child or member of staff;
- Leaving the school building without supervision or permission;
- Possession or bringing a weapon/ dangerous item in to school;
- Malicious setting off of the fire alarm;
- Deliberate damage or theft of property;
- Bullying or prejudicial language directed at another child or member of staff.

### **Our school rules.**

Be ready,  
Be respectful,  
Be Safe

The benefits of following our school rules are:

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School Rule	Learners will ...	Which enables ...	Which prevents...
Ready	Show whole body listening Be responsive Show positive body language	Children to understand where they are supposed to be at any given time and what they should be doing.	Talking when someone else is and disrupting their own and others' learning.
	Be focused Be self-disciplined Try your best	Children to have a positive Growth Mindset and be in the right place at the right time with a positive attitude.	Disrupting others in class and progress being slowed.
Respectful	Take responsibility for their own actions Have kind hands	Children to be focused and make the right choices throughout the School day.	Unkind behaviours including physically hurting others.
	Be helpful Show empathy Recognise when they have hurt someone's feelings	Children to be responsible and take pride in themselves and the School and be excellent role models.	Upsetting others, using bad language and damaging equipment
	Dress smartly in the correct uniform	Children demonstrate self-respect and take pride in their appearance.	Children take no pride in themselves and their behaviours.
Safe	Walk around school Stay in class Ask for permission to go to the toilet Show courtesy when moving around the school Line up sensibly at lunch and breaktimes	Children will be happy and safe throughout the school day.	Children will not be running around the corridors.

They will be displayed in classrooms like this:



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*Respectful*



*Safe*

**What children can expect from all staff:**

- Fairness with clear expectations – made explicit;
- Consistency;
- An understanding of each child's individual needs;
- Positive role models around children and to other adults;
- Be approachable;
- Exciting and engaging learning to support all children's needs;
- To show they care;
- Confidentiality when appropriate.

**Individual behaviour plans**

Individual Behaviour Plans may be used in order to support pupils with their behaviour needs. These will be planned with the child, by a Key Adult and parents/ carers will be made aware of the content of this plan.

**Headteacher intervention**

There may be instances where exceptional and extreme behaviour will be reported immediately to the Headteacher or Deputy Headteacher; if necessary parents/ carers will be contacted. Fixed term suspensions or permanent exclusions may be used and are the responsibility of the Headteacher or the Senior Teacher if s/he is deputising for the Headteacher.

**Parent/ carer involvement**

The development of positive behaviours and self-discipline are seen to be a gradual process, which begins at home. School welcomes the support and close involvement of parents/ carers. Parents/ carers are asked to sign to say they have read and understood certain policies, including this one at the start of each school year – this is their commitment to support such policies.

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St Meriadoc Junior Academy ensures that parents/ carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. This is through our soft starts in the morning, formal meetings which take place at least twice a year and our Class Dojo messaging system.

Informal contact with parents/ carers, before and after school, is encouraged but parents/ carers are invited to discuss more specific concerns with the teacher or a member of SLT by appointment.

If a child's behaviour gives particular concern, parents/ carers will be informed and involved as soon as possible. Parents/ carers are invited to work with the school to support their child to develop appropriate and positive behaviours. Parents/ carers will be invited to a meeting with the class teacher following their child receiving and 'Unacceptable behaviour' card. If a second 'unacceptable behaviour' card is issued in a half term this will lead to a meeting with a member of SLT.

### **Incidents of sexual harassment, racism and bullying – including any issue online in/ out of school time**

St Meriadoc Junior Academy take all reports of harassment and bullying extremely seriously. We aim to create an open environment where children know they can report incidents to a member of staff. In school we are clear that no incident involving sexual harassment, racism or bullying is acceptable, including any incidents carried out online. Headteachers have the legal power to act upon incidents that may have happened outside of the school day and off school premises.

At school we will always challenge behaviour and language that is not appropriate and seeks to normalise sexual harassment or violence, racism and/ or bullying. We aim to prepare our pupils for issues and situations that could arise through our curriculum and assemblies.

The school will aim to deal with any incident reported in a timely and sensitive manner. All reported incidents will be recorded and when relevant, passed on to other agencies for support or further action. St Meriadoc Junior Academy recognise that reported incidents will have a range of factors to consider, these include but are not limited to:

- Nature of incident;
- Harm caused by incident (both emotional and physical);
- Age of students involved;
- Developmental stage of students;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours; • Wishes of victim;

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- Ongoing risk.

The school may apply the full range of sanctions available when dealing with an incident. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

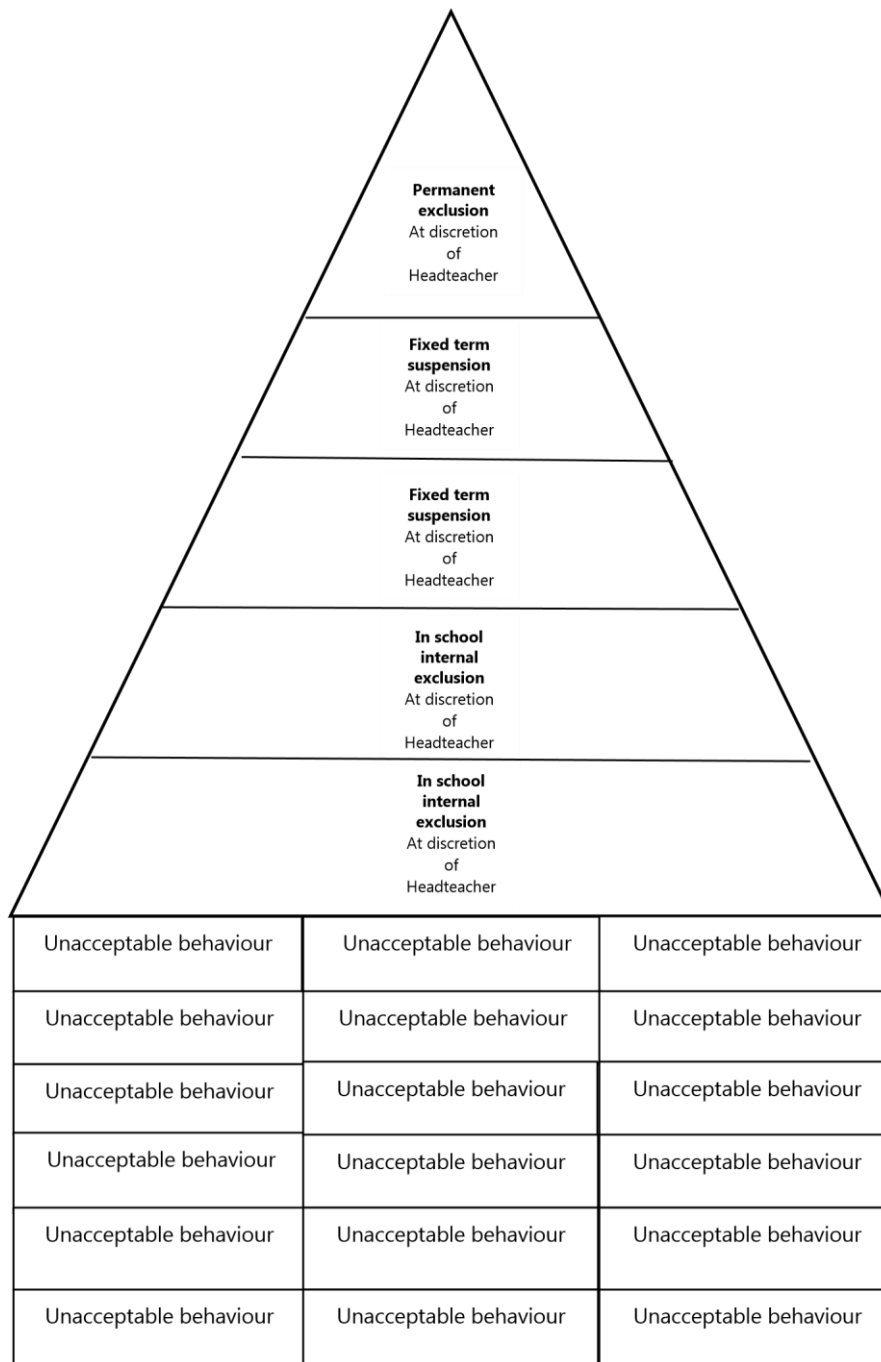
Sanctions may include, but are not limited to:

- Fixed term suspension;
- Managed move to another school;
- Permanent exclusion;
- Referral to social services or the police.

## **Appendix 1**

### Unacceptable behaviour tracking chart

*"If one part of the body suffers, all the other parts suffer with it, if one part is praised, all the other parts share its happiness"*  
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