



ROBERT MELLORS  
PRIMARY ACADEMY

TM

## Promoting Positive Relationships and Supporting Make a Difference Behaviour

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<b>LINKED POLICIES</b>	Relationships and Sex Education Policy (PSHRE) Anti-Bullying policy Equality Policy – including management of prejudice-based incidents Health and Safety Policy Safeguarding and Child Protection Policy/KCSiE Physical Intervention/Coping with Risky Behaviour Policy Online safety Policy SEND Policy

Robert Mellors Primary Academy is a '**Make a Difference**' school. Our school vision and aims are underpinned by a set of values which we believe are the most important for our children, in the context of our school, to develop.



These values are taught, promoted and celebrated throughout every aspect of the school provision.

Our Make a Difference values are;

- Responsibility
- Respect
- Resilience
- Focus
- Compassion
- Teamwork

At RMPA, we recognise that children and staff value clear and consistent expectations. These help the smooth and successful running of the school day and support emotional wellbeing and academic progress.

Pupils are supported to manage their emotions and feelings, understand the impact of their actions on the wider school community and to have high aspirations for their learning and achievement.

Integral to the aims of the school is the significant emphasis on supporting children to be aware of how, through their consistent positive behaviour choices, they can Make a Difference;

- in their work
- in their relationships
- in their community
- to the world around them

Our Make a Difference values sit alongside our school rules. The school rules were developed in consultation with the children. They are;

- Be in the right place at the right time
- Keep ourselves and others safe
- Look after the things we use and share
- Use kind and respectful words
- Be the best you can be

These rules are displayed in a consistent format in every area of the school. They are regularly referred to and children are taught that these are in place to help them to feel safe and happy and to enable an atmosphere conducive to learning.

At Robert Mellors Primary Academy, we recognise that the 'starting points' and developmental stage of each child vary and, as such, we ensure that appropriate support and differentiation are provided within the parameters of our behaviour curriculum and policy to maintain a safe and happy environment conducive to teaching and learning. As such, the staff endeavour to develop strong relationships with each individual, especially those who are vulnerable. Such relationships, along with close partnership with families, build the foundations of a positive climate for personal development and learning.

At Robert Mellors, we explicitly teach and reinforce the expected behaviours for our school. Rules, routines and boundaries are shared with the children at an age and developmental appropriate level, as are the linked rewards and sanctions. We recognise that some children will require greater levels of support and guidance in line with their needs. All of this is consistent with our school culture and ethos.

We recognise that behaviour is a means of communication and that 'poor' or unwanted behaviour often communicates an unmet need. We know that children's behaviour cannot be fully understood in isolation, without considering their individual influences (including environmental).

### **Scope**

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

### **Key aims**

Our key aim is to provide a safe, secure and caring environment with a commitment to the emotional mental health and wellbeing for all staff, pupils and parents/carer.

This is built on positive relationships and where expectations and achievements are high so that pupils realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. Therefore, our aspiration is for every pupil to learn to make consistently positive choices for themselves and others in order for them to become confident successful citizens who are ready for the next stage in their education.

### **To foster successful, enabling relationships we:**

- Provide a safe and nurturing environment
- Make every child (and their family members) feel welcome
- Nurture and support a sense of 'belonging' for each individual
- Actively build trust and rapport
- Demonstrate belief in the pupil that they can succeed
- Promote a set of core values
- Provide a stimulating, challenging and personalised curriculum
- Provide a well-ordered calm classroom environment
- Acknowledge when pupils are doing well through positive responses/rewards

- Treat pupils with dignity and respect at all times
- Maintain consistent boundaries for pupils which are clear, firm and fair
- Listen respectfully to and demonstrate understanding of other people's views and perspectives
- Hear the message behind the words/behaviour; ask ourselves why the pupil is behaving in this way
- Identify the positive aspects in every pupil. Identify these with the child and build on this and acknowledge when it is evident they are genuinely trying to effect a change in their behaviour,

### **Policy Links**

This policy links to the following other policies we hold in school;

- Relationships and Sex Education Policy (PSHRE)
- Anti-Bullying policy
- Equality Policy – including management of prejudice-based incidents
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Physical Intervention/Coping with Risky Behaviour Policy
- Online safety Policy
- SEND Policy

### **Roles and Responsibilities**

As a school community, we recognise that we have a collective responsibility to teach expected behaviour and routines and manage unwanted behaviours in a consistent way. The relationship-based approach applies to all relationships within the school community between all adults and children.

<b>Teachers (including Teaching Assistants and cover teachers)</b>	<p>The classroom teaching team are the most important people of any pupil whilst at school. Teachers aim to build positive relationships with pupils and their families.</p> <p>Teachers explicitly teach children how to behave (the behaviour curriculum) at a development-appropriate level, thus creating and maintaining a culture whereby;</p> <ul style="list-style-type: none"> <li>• learning is deemed important, individually and personally,</li> <li>• everyone in the room matters and is important,</li> <li>• good behaviour is the best way everyone can get what they need.</li> </ul> <p>Teachers teach and establish routines as the building blocks of classroom culture. Routine behaviour is taught, not told and revisited with consistency and as necessary throughout the school year.</p> <p>Teachers communicate effectively with other staff members involved with supporting children's behaviour (including midday supervisors).</p>
<b>Midday Supervisors</b>	<p>Midday supervisors build positive relationships with the pupils they are assigned to work with.</p> <p>Midday supervisors support children to demonstrate our Make a Difference values and to follow the school rules over the lunchtime period, praising and sanctioning as appropriate.</p> <p>Midday Supervisors report positive and unwanted behaviour to classroom teachers and senior leaders.</p>
<b>Senior Leadership Team</b>	<p>The Head Teacher has the day-to-day authority to implement the Behaviour Policy. Senior Leaders uphold the Make a Difference values and rules and celebrate with individuals and groups as appropriate.</p> <p>They support teachers and Midday Supervisors where behavioural issues persist.</p>

<b>Governors</b>	The Governing Body has the responsibility of agreeing this policy and of annually reviewing its effectiveness through monitoring exclusion and incident rates. The Governors support the Head Teacher in carrying out these guidelines, ensuring that the policy is administered fairly and consistently. Governors will feedback any outcome of policy review to all stakeholders. Governors may become involved during particular disciplinary issues. The Governors should follow the normal complaints procedure in cases of complaint.
<b>Support staff (office/site)</b>	Support staff are expected to model the school values and rules and to teach and encourage children to do the same, giving genuine praise where appropriate.
<b>Parents/Carers</b>	<p>Parents and carers are expected to adopt and model our Make a Difference values and follow our rules when in school.</p> <p>Parents should ensure that children are in school every day (unless they are unwell), on time, wearing correct uniform and ready for learning.</p> <p>We hope that parents will help school staff by informing them;</p> <ul style="list-style-type: none"> <li>• of behavioural problems they may be experiencing at home and any external support they might seek</li> <li>• of any health issues or medication that may affect a student's behaviour. This includes any changes in or withdrawal of medication.</li> </ul>
	<ul style="list-style-type: none"> <li>• of any change of routine or circumstances which may affect a student's performance or behaviour.</li> </ul>

All adults involved with any children at Robert Mellors are encouraged to give children genuine praise where appropriate and to nominate individuals or groups for Make a Difference awards. All adults have a responsibility to consistently maintain our high expectations for personal conduct and should model this at all times.

We understand that behaviours displayed sometimes may be a result of factors linked to **additional pupil needs** (whether diagnosed or not), communication difficulties, or issues linked to home life, health, diet, sleep, emotional warmth, lack of boundaries, family crisis or other external issues. Therefore we:

- Provide pastoral/nurturing personalised support to meet individual needs of child
- Ensure we have good lines of communication/relationships with parents/carers

- Work in partnership with parents/carers
- Refer or seek advice from support services
- Ensure staff have a good understanding of/strategies to support pupils with additional needs and information is shared across school
- Follow other appropriate policies and procedures where there are concerns
- Engage support of external agencies where appropriate
- Implement behaviour support plans where necessary

The school also takes seriously its responsibility to **promote equality** through challenging any form of bullying or discrimination (hate crime) linked to the protected characteristics; age, sexual orientation, disability, religion or belief, race, nationality or ethnicity and gender.

### **Children with identified needs (including those with SEND and SEMH needs)**

At Robert Mellors Primary Academy, we strive to constantly improve our provision for all children. It is necessary to make **reasonable adjustments** in line with a child's developmental level to support them to learn self-regulation skills and develop emotional resilience.

We work hard to ensure that the various social, emotional and mental health needs are addressed through our whole school ethos of values-led learning and the range of interventions implemented for groups and individuals. These include;

- Therapeutic support
- Emotion coaching language
- Parent support groups and courses
- Pastoral support
- PSHRE learning
- Theraplay-type sessions
- The Nest provision

Individualised learning and personalised procedures to support behaviour management are implemented for children with identified Special Educational Needs and Disabilities (including SEMH) to ensure equity.

This differentiated approach is developed, implemented and managed by the class teaching team in consultation with the child (where appropriate), their parents, the SEND co-ordinator, senior leaders and any other agencies involved with the child and their family.

For some children neither the normal rewards or sanctions procedures may be appropriate and in these circumstances parents and other agencies will be involved in providing/agreeing personalised, nurturing support. These pupils typically may need long term more specialist support to help them develop skills in self-regulating their behaviour and may access provision through the school Nest. In some cases, external support may be sought and alternative provision implemented for a period of time.

## **Positive Handling (use of reasonable force)**

We only use reasonable force as a last resort and always attempt to de-escalate any incidents as they arise to prevent crisis point being reached. Staff are skilled in promoting and rewarding positive behaviour and utilise a range of appropriate techniques in the management of a class environment.

Our 'Positive Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. There are clear procedures for reporting and logging and staff are trained in the CRB (Coping with Risky Behaviours) approach for safe handling and de-escalation.

## **Rewards**

**Genuine praise** has a reinforcing and motivational role and helps a child believe he/she is valued. Praise can be given in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for high achievement or making good progress in any aspect of school life.

### **Rewards;**

- Are part of the positive 'language' we use in school,
- Are linked to positive choices and achievements,
- Are focused on our Make a Difference values and school rules,
- Are made clear to a child as to why they have been given.

Each child is allocated to a house named after a bird: Robins, Wrens, Swallows, Kingfishers or Chaffinches. The houses are made up of children from all year groups. Children are rewarded tokens for demonstrating our Make a Difference values. These are collected in class and tallied each half term for each house and a reward given to the children in the house with the most tokens. Gold special tokens can be awarded for significant achievement and will count as 10 tokens.

All staff members are able to reward children with tokens.

See **Appendix 1** for further information about House Points

**Make a Difference** assemblies take place weekly to celebrate individual children in each class who have been nominated to receive an award for demonstrating one (or more) of the school values. Nominations can be made by any staff member.

## **Unwanted behaviours – our approach**

Whilst we strive to ensure that all children understand and follow our school rules, we know that this is not a realistic expectation. At Robert Mellors, we understand that we need to teach the children the behaviours that we expect them to demonstrate in school. We know that not all children understand what 'good behaviour' means and that not everyone has the habits and skills to behave that others do.

As such, we experience the following (not exhaustive list of unwanted behaviours) – some more often than others;



- Shouting out
- Arguing with teachers
- Bullying
- Defiance/refusal to do as asked
- Prejudicial remarks and attitudes (racist, disablist, transphobic, faith/belief, sexist, homophobic)
- Absconding
- Name calling
- Verbal aggression
- Threatening comments/actions
- Fighting and physical aggression
- Vandalism – deliberate damage to property
- Theft
- Planned work avoidance
- Deliberate distraction of others
- Incitement
- Bringing prohibited items to school (e.g. vapes)

Teaching children the correct behaviours which are expected in school is a core part of our curriculum. As with academic learning, we know that children (humans) will make mistakes/errors.

<b>We consider the differences between these 2 sets of assumptions and the impact of these differences...</b>	
<b>Common assumptions about academic errors</b>	<b>Common assumptions about behaviour errors</b>
Errors are accidental	Errors are deliberate
Errors are inevitable	Errors should not happen
Errors signal need for teaching	Errors should be punished
Students with learning difficulties need modified teaching	Students with behavioural difficulties should be punished

At RMPA;

- Pupils are taught how to behave – the behaviour curriculum. Routines and rules are explicitly taught and revisited throughout the year.
- Pupils are taught about the consequences of making poor behaviour choices - the impact of their choices on themselves and on others (emotionally, physically, academically)
- It is important for our pupils to clearly link a specific behaviour with its consequence/impact

- Opportunities will be made for pupils to correct their own behaviour, make sensible choices and prevent further occurrences of such behaviour
- There is an agreed whole school approach to applying any sanctions to support the teaching of the behaviour curriculum
- Sanctions are applied consistently according to the unwanted behaviour displayed

De-escalation strategies are varied and personalised according to need and are intended to prevent sanctions being applied. These are used by teaching staff as unwanted behaviours are displayed. Examples of such strategies include (where appropriate);

- Distraction
- Reminder of choices, school rules and expectations focused on our Make a Difference values
- Use of humour (but never sarcasm)
- Step away
- Change of face
- Sensory break (either in or away from the classroom)
- Reduced adult interaction (where a child might attempt negotiating strategies)

Where de-escalation strategies are unsuccessful and/or the behaviour displayed are disruptive to learning and impact negatively on the emotional wellbeing of other children, a hierarchy of consequences is applied.

Incidents related to protected characteristics are always investigated and parents/carers of both the victim and perpetrator informed. Support is provided for the victim and a specific plan might be implemented for their own wellbeing whilst in school. The perpetrator of such incidents will receive a sanction – the extent of this will be decided on a case-by-case basis. The police may be informed. All such incidents are logged and reported to governors.

### **Thinking time**

Where poor choices continue, the sanction of ‘thinking time’ is applied. Thinking time takes place at the soonest opportunity at playtime or lunchtime and is facilitated by adults where choices can be reflected on, responsibility is taken regarding what has happened and reparation enabled as appropriate.

It may be deemed necessary for a child to miss the whole of their lunch break time depending on the circumstances. Alternative arrangements will usually be made for the individual to exercise/have fresh air if this is the case.

It is possible to link any poor choices/unwanted behaviour to a school rule and this is clearly communicated with the child. Where possible, the child should be able to identify the school rule which they have broken.

For children in EYFS, children who have not followed a school rule are supported by a staff member for an agreed period of time with a task to complete. Staff in EYFS would use the same language to support the children as they move to KS1.

In some circumstances, a senior leader will be called to support with a child and to provide a space away from the classroom/playground to reflect. Such periods of 'thinking time' are agreed between the senior leader and the class teacher depending on the nature of the incident. They may last up to a full day away from the class where appropriate learning will be facilitated.

### **Suspensions/Permanent Exclusions**

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension will be considered in response to a serious incident or in response to persistently poor behaviour which has not improved following in-school sanctions and/or interventions.

The headteacher (or their deputy) has the right to enforce a suspension or permanent exclusion for serious incidents. These are decided on a case-by-case basis, taking into account the factors surrounding the incident.

The length of the suspension depends on the severity of the incident or offence. The Headteacher will use their professional judgement in each case, and will consider the individual circumstances of the child involved. Re-integration meetings follow a suspension to support learning around expectations and safe choices. These meetings involve the child and the parent(s). The purpose of the meetings is to discuss strategies to enable the child to return to school successfully without a recurrence of the behaviour which led to the suspension.

Suspensions and permanent exclusions are carried out in line with the current DfE advice. [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812222/suspension-and-permanent-exclusion-guidance-september-2023.pdf)

### **Bullying**

We take incidents of bullying very seriously. See our Anti-Bullying policy for further information.

### **Repeated challenging behaviour and/or serious incidents**

The school recognises that a small minority of children may continue to demonstrate repeated challenging behaviour despite the normal protocols for supporting behaviour being implemented.

In such cases, teaching staff will consult with senior leaders to decide on additional supportive measures to put in place. Actions are likely to include the involvement of parents/carers.

The Gedling Area Partnership (GAP) and other agencies may be consulted as a further supportive measure for staff to develop strategies aimed at enabling children to be happy and successful.

### **Involvement of Parents/Carers**

- Regular/repeated poor behaviour choices are discussed with parents/carers
- Ask parents/carers about their experiences at home
- Discuss agreed follow up action/support
- Share support strategies

- Where appropriate involve SENDCo and support agencies.

### **Allegations Against Staff**

Information regarding the procedures relating to allegations against school staff can be found in The DfE document 'Dealing with Allegations of Abuse against Teachers and other Staff'.

Any pupil making malicious or false allegations against a member of staff will be dealt with by the Head Teacher and may be referred to the LADO for further investigation.

## Appendix 1 Agreements for House Point Rewards

All children are assigned to a house.

Staff are not assigned to a particular house.

House tokens are counted half-termly by the House Captains.

A house reward takes place at the end of the year. Each class send their winning children with a member of staff. Staff will be shared during that afternoon to support classes where needed.

The School Council are supported by a member of staff to decide on house rewards.

Tokens can be awarded for the following things:

Gold	Normal
<ul style="list-style-type: none"><li>An exceptional task/activity that is above and beyond.</li></ul>	<ul style="list-style-type: none"><li>Any act where a child is clearly displaying one or more school value. The token must be linked to the value. e.g. good quality of presentation = responsibility.</li><li>Any achievement within class that is known to the class. e.g. reading the required amount of times</li><li>Foundation and KS1: reaching the top of the ladder</li></ul>

## **Appendix 2**

### **Assemblies**

Children are expected to enter assembly in silence or singing with the music which is playing. The member of staff leading assembly ensures that they are in the hall to receive the children as they arrive.

Children sit in rows facing the front of the hall. Staff ensure that any disruptive pairings of children are not sitting near to one another. The Year 6 children have the privilege of sitting on chairs at the back of the hall. This privilege is withdrawn if it is felt necessary to do so.

Children are expected to sit in respectful silence during assemblies, as these times are an important part of the curriculum. Any child found to be disrupting an assembly is moved to the end of the row that they are sitting at. This will automatically incur 5 minutes thinking time.

Staff should only talk to one another in the assembly hall if there is an urgent need to do so. Staff who stay in assembly remain alert to the needs of the children and are proactive in supporting and managing behaviour throughout.

The staff member leading an assembly dismisses the children so that this process is orderly and safe.

### **Moving around school**

Children are taught how to move around school at the start of the year and throughout the year as appropriate.

Children should not talk when moving around the school building to avoid disruption to learning for other groups. The only exception for this would be to greet a member of staff. Children are taught to stay 'in line'. Staff identify where pairings of individual children may not 'work' and ensure that they are kept apart.

Staff position themselves strategically as children are moving to ensure that they are all supervised and behaviour is supported at all times.

### **Lining up**

Teachers may choose to allocate a lining-up order to support positive choices when waiting to move around school. Teachers communicate to the children any changes in this order (this may happen a number of times in a school year) and when the children are to do this routine.

### **Arriving in the classroom**

Teachers greet children as they enter the classroom. They monitor cloakroom areas (where these are outside the classroom) by standing at the door.

Children are taught the routine for arriving in the classroom – a 'straight-away' activity is provided and the children are expected to carry this out thus creating a positive learning space from the start of the day.

### **Uniform (including PE kit)**

Our expectations for school uniform are clear. Where a child is not found to be wearing the correct uniform, staff should expect some communication regarding this from parents. If this isn't the case, the class teacher should communicate with the parents reminding them of expectations and to ascertain if there is a problem which school might be able to support with.

### **End of playtimes**

Children are taught the routine for the end of playtimes at the start of each year and throughout the year as appropriate.

At the end of playtimes, a member of staff on duty blows the whistle once. This signals to the children that they should stop playing immediately and stand still. On the second whistle, children walk in silence to the designated lining up spaces until they are instructed to enter the building.

At the end of lunchtime playtimes, children line up with a Year 6 'leader' taking the front of the line. The midday supervisor allocated to the class takes a place at the back of the line to support positive behaviour.

### **Destruction of work**

On occasions, an individual who is struggling to manage their emotions may destroy a piece of their own work. In these circumstances, it is at the teacher's discretion on how to manage this. Where possible, the piece of work should be completed but only if in doing this it is supportive of the child's needs and progress.

### **Deliberate damage to equipment** (e.g. breaking a ruler or a pencil)

This will be classed as vandalism and will be treated as a serious misbehaviour.

### **Keeping our environment tidy and ordered**

All learning spaces are kept tidy and ordered.

Staff model to the children how to maintain an environment which is uncluttered and organised. Children are expected to take responsibility for maintaining a tidy and ordered school environment in line with our school rule.

Children are expected to clear up after themselves at the end of lessons e.g. packing away equipment, picking up paper etc from the floor. Children should also be supported to ensure that their places at the end of lunchtime are also tidy.

Children are dismissed from the classroom **only** once it is tidy.

### Appendix 3 - Practical Strategies for Promoting Positive Behaviour

We use a variety of responses to re-enforce good behaviour and these include:

- Supporting the pupil to develop effective mechanisms to communicate their needs, feelings etc. and in ensuing we respond effectively to their communicative attempts
- Verbal praise, supported by signs/symbols when appropriate
- Stickers, token rewards
- Messages to parents/carers and other members of staff
- Special responsibilities, privileges, helping a member of staff etc
- Individual class rewards
- De-escalation strategies such as use of humour, distraction techniques.

Other practical arrangements which are considered;

- The presence of simple routines and structures that give pupils the confidence of knowing what is expected of them and what is going to happen next, including use of visual timetable
- Careful use of timetabling to manage 'difficult' times, including all staff being fully aware of the potential 'triggers' for inappropriate behaviour
- Use of grouping arrangements to ensure appropriate activities for all pupils, particularly at unstructured times – break times/lunch times, but also within the class
- Use of highly **visual** positive behaviour systems on a whole class level that makes explicitly clear to a child if they are not making the right choices and gives them an opportunity to put it right.



## Appendix 4 - The language of choice

We actively encourage pupils to choose the right thing to do, by explaining the consequences of their choices, both positive and negative. We link consequences to the choices they make to help them to make the best choice.

This language:

- Is positive
- Increases pupils' sense of responsibility
- Removes the struggle for power and control
- Overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to develop skills to manage their own behaviour • Increases their independence
- Defuses potential conflict.

The school also **promotes positive desired behaviours** though using '**bucket filling**' language such as;

- I like the way you walked into class, helped someone, listened to.... – it made me feel you really value the people around you
- Thank you for .....
- That was kind of you when .....
- It's always lovely when
- You have such a nice smile .....
- It made me feel good when you .....
- You showed good respect when you .....
- I can tell you care about your friends/teachers/work/community because ...

Helping children have high aspirations of displaying positive behaviours are promoted through:

- nurturing a 'can do'/ aspirational approach
- developing children's resilience
- developing children's 'bounce back ability', ability to overcome obstacles
- developing determination to succeed
- supporting children in not getting upset at getting things wrong and then putting them right
- being proud when they succeed or 'do their best'
- praising children who consistently try to do their best
- modelling how to handle unpredictable situations calmly /with good humour.

Other language/factors to be mindful of:

Staff will promote gender neutral language/behaviours that do not inadvertently reinforce stereotyping or show that we react to or treat boys in a different way to girls. For instance, comments such 'boys will be boys', that could give subtle messages to boys that there is an expectation they behave differently to girls and they 'play' up to those expectations. Ensure children are encouraged to express their emotions without gender bias.

## Appendix 5 - Supporting positive behaviour at lunchtimes

Teaching staff work closely with Midday Supervisors to promote positive behaviour at lunchtime and to put in supportive measures where unwanted behaviours are seen.

At RMPA, midday supervisors work with identified classes so that positive relationships can be built which become the foundation stones for supporting behaviour.

Routines for each class are developed and reinforced by class teachers **alongside** midday staff to ensure that expectations for conduct at lunchtimes are clear and consistent with other times of the day e.g.

- lining up on the playground,
- outside the dining room,
- entering and departing the dining room
- leaving and entering classrooms – including cloakroom conduct
- keeping classrooms tidy (when lunch is eaten in these spaces)
- keeping the dining room tidy

Each class has a pair of books where behaviour incidents (positive or negative) are recorded for monitoring purposes.

These books are to help us keep track of and monitor the type of incidents which happen at lunchtime and to support with the management of unwanted behaviour.

The school rules and Make a Difference values are referenced by all staff when discussing incidents of positive and negative behaviours.

How these books are used;

- Incidents that happen at lunchtime are noted in these books. They are completed as soon after the incident has taken place as possible. Initials for children can be used. Dates should be recorded.
- At the end of lunchtime, verbal feedback is given to class teachers– referencing the notes in the books as necessary.
- Class teachers to record incidents on Scholarpack (at least weekly)
- Books are left with office staff who will pass these on to the relevant member of the senior leadership team to review. Incidents will be followed up with children/class teachers as deemed necessary. They may be added to CPOMS (our incident recording system).
- Use one book for incidents of negative behaviour (date/name or initials).
- Use the other to keep a record of positive behaviour that you have seen (date/name or initials). Positive behaviour noted in this way will result in the child being awarded a house-token.

Each week (on a Thursday), Midday Supervisors nominate one child in their class for a Lunchtime Make a Difference award. These are presented in our weekly Make a Difference assemblies.

The Lunchtime Make a Difference award is to recognise a child who has shown one (or more) of our school values;

- Respect
- Resilience
- Responsibility
- Focus
- Teamwork
- Compassion



