



POSITIVE BEHAVIOUR POLICY

Autumn 2018

Date approved by the 'D and P' Committee

Signed by Chair of Governors:

Signed by Head Teacher:

Date of next review

Autumn 2019

Introduction

At Priory Junior School there is an expectation that positive behaviour is displayed at all times. To encourage positive behaviour we promote 3 key overarching school rules which are: ‘Listen, respect and achieve’.

We believe that high standards of behaviour need to be in place and must be sustained for effective learning to take place. Our positive behaviour policy is underpinned by the children making the right choices and accepting the consequences of wrong ones. This in turn gives the children a greater responsibility for their behaviour and actions.

This policy outlines the purpose, nature and management of good behaviour and discipline in our school.

Aims

- Our main aim is support all children to make the right choices by following our school rules listed above.
- A further aim is to promote a whole school approach to positive behaviour. That is supported and followed by the whole school community including parents, staff, children and governors. Children will be rewarded for positive behaviour and encouraged to take responsibility for their own actions.
- Finally, we aim to teach, throughout school, positive attitudes and values towards themselves and others. Additionally, we engage in learning about respecting everyone, regardless of gender, faith or culture.

Expectations of All

- We expect all members of the school community to adhere to our 3 key rules by following the 5 PRIDE values, chosen by Priory children last year (2018.) These are: Peace, Respect, Independence, Determination and Equality. These pride values are essential in promoting positive behaviour and attitudes around school. They are displayed all around school: in classrooms, in the hall, in the entrance and shared with all members of the school community through children’s planners. These have been broken down into child-friendly speak so everybody understands what is meant by them.
- All adults in the school community are expected to model the behaviour we expect of the children.
- All members of the school community are expected to respect, listen to and support each other.
- Physical or verbal abuse is not acceptable from any member of the school community. Repeated or serious incidents will lead to the appropriate action being taken.

Expectations of Children

At Priory Junior School we expect children to:

- Follow our 5 Pride Statements:
 1. I show peace
 2. I show respect.
 3. I show independence.
 4. I show determination.
 5. I show equality.
- Display positive behaviour at all times.
- Come to school everyday ready to learn actively.

Expectations of Staff

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All staff will:

- Lead by example, by modelling the high expectations they have for all the children.
- Actively teach the children how to adhere to the statements and what they actually mean by modelling how we use them appropriately in different situations.
- Work closely with parents and carers to build up a mutual trust which engages and supports each other.
- Maintain good behaviour by ensuring that lessons are well planned, resourced, engaging and appropriate to the needs of the individuals in his/her care.
- Engage with training to support any children who display challenging behaviour
- Set high expectations for the children's achievement.
- Praise positive behaviour and the children's best efforts.
- Separate the behaviour from the child. E.g. by explaining that it is the negative behaviour of the child we do not like and not the child his/herself.
- Encourage children to make the right choices.
- Provide clear and consistent boundaries for each child in the school.

Expectations of parents

We expect parents to:

- Communicate with class teachers.
- Read and sign the Pride statements in their child's planner.
- To engage with all correspondence sent from the school (e.g. letters, emails and text messages).
- Discuss the Pride statements with their child – praising them when they have done well and reinforcing expectations when they have misbehaved.
- Discuss any concerns regarding their child's progress or behaviour with their class teacher.
- Ensure their child arrives at school on time.
- Ensure that their child has the necessary equipment at school (please see child's reading diary for this).
- Inform the school on the first day of absence or if their child is going to be late - in accordance to the school's attendance policy.
- Ensure their child has sufficient sleep and a good breakfast. (This may include providing their child with money for breakfast club).
- Attend parents' evenings, school functions and organised events.
- To promote attitudes that are taught through the school pride reflection time and values assemblies.

These expectations have been formulated with the safety and well-being of the children in mind. This in turn will create and maintain a happy, safe environment in which all children learn and achieve their potential.

Priory Junior School follows a positive inclusion system. Part of this requires all children to adhere to an expected level of behaviour. The following behaviour system is in place:

Behaviour System

Each class has a sunshine, a grey cloud and a thunder cloud displayed on their wall. Each child's name starts the day on the sunshine. If they disrupt their own or others' learning by engaging in low-level disruption (e.g.

tapping, shouting out, annoying others, rudeness) then the teacher will give them a verbal warning. Following this warning, if the disruptive behaviour continues, their name is moved from the sunshine to the grey cloud. When on the grey cloud the child will miss 2 minutes of their break time and needs to '*make the right choice*'. If the child's behaviour continues to be disruptive, their name will then be moved to the thunder cloud. Unfortunately, this now means that they will spend their lunchtime in the 'Pride Reflection Room' with a teacher to help them make the right choice in the future. At this stage the incident is recorded electronically onto the child's file using ScholarPack and parents contacted so that it can be drawn upon if needed during any future meetings. This decision has been made because the child has wasted their own, the classes and the teacher's time and there is no way this time can be got back. In the next session (be it morning or afternoon) the child's name is moved back to the sun to start afresh.

For any seriously disruptive behaviour that takes place, a senior member of staff (e.g. Deputy Head/Headteacher) will be called for.

Procedures for dealing with Major Breaches of Discipline

- If the behavioural problem is severe or recurring then the school's exclusion procedures are implemented.
- A re-entry meeting will be arranged following a fixed-term exclusion.
- A case conference involving parents and support agencies will subsequently take place.
- The Governing body and LA will be consulted if a permanent exclusion is required.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB: A very serious incident may result in the normal procedure being abandoned and a child being taken home straight away. Any form of dangerous aggression towards a member of our school community, school property or themselves will result in exclusion and the necessary procedures will be followed.

Special Educational Needs

Children with particular emotional or behavioural needs will require individual behaviour programme specifically devised to meet their needs. This programme will be devised in full consultation of the parents and may involve outside support agencies. The class teacher will exercise reasonable adjustment of the system to suit the needs of the child (e.g. the child may receive two verbal warnings before being moved onto the grey cloud, pausing on the ladder for a few days rather than moving down to the bottom in certain cases).

Rewards

Our emphasis is for rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements; this is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Strategies for reinforcing good behaviour include:

- Verbal praise and non-verbal rewards (Thumbs up or a smile).
- Sent to head teacher for commendation.
- Gold star sticker charts and different in-class point systems.
- Children's work displayed in classrooms, corridors and entrance hall.
- Children's achievements displayed in the entrance hall.

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- Texts to parents.
- House points
- Prides (Our school currency)

Class Charter

At the beginning of each year, each child signs the 5 Pride values to form their class charter. Each class will also have a class target on their PIP (Pride in Priory) display (e.g. to sit nicely on the carpet or to all answer a question each session) which will aim to make learning even better. Following this, a new target will be negotiated.

Morning Playtime

The teachers on duty will have the same expectations for positive behaviour on the playground. The children will ‘circle up’ at the end of playtime.

Lunchtime Play

During lunchtime the children are expected to display the same high standard of behaviour as they do at any other time. The Midday supervisors will receive training which will be delivered by the Headteacher, Deputy Headteacher or outside providers.

Race Equality and Equal Opportunities

The school does not tolerate racist or other discriminatory name calling or action.

We firmly believe that it is our duty to prepare our children for life as citizens in a multi-ethnic society in which we should not intentionally or unintentionally discriminate against anybody on the grounds of colour, race, religion, beliefs, gender, disability or age. We strive to ensure equality, harmony and an absence of racism. The latter of which will not be tolerated. We are committed to tackling racial discrimination and promoting equality of opportunity. Any incidences of a racist nature will be dealt with following our Race Equality policy which is a comprehensive policy for children, staff, governors, parents, carers, visitors and contractors. If a racist incident occurs, the Headteacher or Deputy Headteacher will contact the parents/carers to inform them of their child’s involvement in it. All racist incidents are logged in the racist incidents book.

Attendance

At Priory, we expect regular attendance and punctuality. Both of these are recognised as a type of behaviour and are essential in achieving good behaviour. Children are expected to attend school for the full 190 days of the academic year, unless there is a valid reason for the absence. Authorised absences are at the discretion of the school. This includes holidays during term time, which are discouraged.

The Use of Physical Intervention

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It is anticipated at Priory Junior School that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

The necessary use of any physical intervention at Priory is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

To ensure that the policy is effective, a continuous process of monitoring and reviewing will take place. Practice and outcomes will be discussed at staff meetings.

Linked Documents

- Equality Policy
- Anti-bullying Policy
- Exclusion policy
- *Ensuring Good Behaviour in Schools Guidance (2011)*

Appendix:

- Visual step by step guide to behaviour system placed in children's planners.
- The Pride statements are displayed around school and placed in children's planners.

Priory's Behaviour System

On their classroom wall, every teacher has a rainbow,  ine,  middle cloud  and a thunder cloud . All of the children's names are placed on the sunshine at the start of the morning and afternoon session. The following system is used consistently by all adults in the school.

Rainbow:



If your name is moved to the *rainbow*, your behaviour and learning have been excellent. We are all so proud of you.

Sunshine:



If your name remains on the sunshine, this means that your behaviour and learning is very good and you have 'Priory Pride'. Your teacher is very proud.

Verbal warning:



If your teacher gives you a *verbal warning*, you are not showing 'Priory Pride'. Your teacher is helping you make the right behaviour choice.

Middle cloud



If your name is moved to the *middle cloud*, you have been warned more than once to show 'Priory Pride' but you are choosing not to do so. You need to stay in for 5 minutes at playtime to make up for the time you have wasted.

Thunder cloud



REFLECTION ROOM



You will need to go straight to the reflection room for the following reasons:

- 1) You continually not showing 'Priory Pride' and as a result your name has been placed on the thunder cloud.
- 2) **You intentionally:**
 - a) physically hurt another person
 - b) steal property
 - c) use nasty or offensive language
 - d) damage property
 - e) threaten another person
 - f) throw objects
 - g) lie to an adult
 - h) leave school without permission.

If you are on the thunder cloud at or after lunch you will go to the *reflection room* the next day. Your class teacher will make a note of this. When you are in the reflection room, you will:

- Sit quietly, eat your lunch and reflect on what it means to have 'Priory Pride', who you need to say sorry to and how you will show this in the future so that you and others can learn.

Priory Junior School behaviour system – Step by step guide

Whole-school Rewards

- Earning Prides
- On the rainbow
- Stickers
- Receiving class mascot
- Text messages home
- Fine dining slips
- Headteacher/ Deputy head stickers
- House point tokens



Outstanding Priory Pride

Children will be moved onto the rainbow for showing outstanding learning and behaviour.



Priory Pride

This is the expected behaviour of Priory children at all times, wherever they are. These expectations will be displayed in pupil diaries, classrooms and around school. Children showing 'Priory Pride' will stay on the sunshine and are rewarded by earning Prides and house points.

Choosing to not show Priory Pride:



Verbal Warning

Children will be given a verbal warning and reminded of the behaviour they should be choosing. (Name may be written on the board for a visual reminder)

More serious behaviour choices
In some cases children making more serious behaviour choices may be moved to the thunder cloud without warnings or a middle cloud.



Middle cloud

Children continuing to choose to not show 'Priory Pride' will have their name moved to the middle cloud and be reminded of the correct behaviour. The consequence of this is 5 minutes of playtime missed.



Thunder cloud

If this behaviour continues children will have their names moved to the thunder cloud. They will then go to the Reflection Room to reflect on their behaviour choices. Parents will be informed on that day and this behaviour will be logged on the school system.

Serious behaviour that would warrant a thunder cloud straight away:

Intentionally:

- physically hurting another person
- stealing property
- using nasty or offensive language.
- damaging property
- threatening another person
- throwing objects
- lying
- leaving school without permission.
-

3 thunder clouds

During a half term, if a child continually chooses to not show 'Priory Pride' receives 3 reflection lunchtimes, their parents/carers will be invited into school to create a behaviour plan (home-school agreement) to support their child in making the correct choices.

Adaptations

Children with particular individual needs may be placed in adapted versions of this system after consultation between the class teacher and the parents/carers



Priory Pride

I show peace by:

- sharing with others.
- telling the truth.
- carrying out 'random acts of kindness'.
- befriending someone who seems lonely.
- picking things up and putting them in a safe place or finding the rightful owner.
- walking through school quietly and safely.
- listening well.

I show respect by:

- saying 'please', 'thank you' or 'excuse me' when talking to others.
- respecting other people's beliefs, views and ideas.
- waiting for others to finish a conversation before speaking.
- using table manners when I eat.
- volunteering to say a special 'thank you' to a visitor in school or after a trip.

I show independence by:

- knowing what I am good at and what I need to improve.
- doing as I am asked immediately by anyone in our school.
- being safe on the internet by following website and app guidelines.
- starting work as soon as I am asked to and staying on task until I am finished.
- completing homework.
- Improving my spelling.
- attending a school club or a regular activity outside of school.
- having a job.
- carrying my own school belongings to and from school.

I show determination by:

- being brave to conquer tricky things.
- sharing my dreams and aspirations for my future.

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- achieving my multiplication superheroes.
- making progress in my learning.
- reading 5x a week and getting it recorded by an adult.

I show equality by:

- keeping my house t-shirt safe and wearing it on special days.
- wearing the correct uniform and black school shoes.
- having the correct PE kit in school.
- taking part in school votes and democracy.
- treating everybody equally and celebrating differences.