



POSITIVE BEHAVIOUR POLICY

Autumn 2019

Date approved by the 'D and P' Committee

Signed by Chair of Governors:

Signed by Head Teacher:

Date of next review

Autumn 2020

Introduction

At Priory Junior School there is an expectation that positive behaviour is displayed at all times.

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 demonstrating our PRIDE values.
- 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 follow the 5 PRIDE values, chosen by our Priory children. 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 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 every day ready to learn actively.

Expectations of Staff

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.
- 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
- 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 as much as possible.
- To promote attitudes that are taught through the school pride values including through 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.

Behaviour System

Priory Junior School – Positive Behaviour Policy

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:

Each class has a rainbow, a sunshine, a grey cloud and a thunder cloud displayed on their wall. Each child's name starts the day on the sunshine. Children showing outstanding examples of positive behaviour or outstanding demonstration of the PRIDE values will be moved to the rainbow and will be given a special PRIDE certificate. There are special lion badges for children who show exceptional PRIDE values.

However if children 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 Scholar Pack and parents are 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.

There may be children who are moved to the thundercloud and therefore into reflection more than 3 times in a half term. This situation will trigger a meeting with school staff and parents/carers to discuss ways forward and formulate a behaviour plan to endeavour to get back to more positive behaviour.

For any seriously disruptive behaviour that takes place, a senior member of staff (e.g. Deputy Head/ Head teacher) 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 severe and 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.)

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

At the beginning of each year, each child signs a PRIDE sticker to confirm their intention to follow the PRIDE values.

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

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)*

Priory Junior School behaviour system – Step by step guide

Whole-school Rewards:

- Earning Prides
- Receiving the class mascot
- On the rainbow
- Stickers
- Text messages home
- Headteacher stickers
- House points



Outstanding Priory Pride

If you go above and beyond to show your PRIDE you will be put on the rainbow.



Priory Pride

Our PRIDE values should be shown all the time, wherever you are. If you are showing your PRIDE values of Peace, Respect, Independence, Determination and Equality you will stay on the sunshine.

By staying on the sunshine you can earn house points, Prides or a text home.

Choosing to not show Priory Pride:



Verbal Warning

A member of staff will remind you of the expected behaviour and give you a warning before any further action is taken.

More serious behaviour choices

If your behaviour is more serious, then your name can be moved immediately to the thundercloud without any warning or middle cloud first.



Middle cloud

If you continue not to show PRIDE in your behaviour, your name will be moved to the middle cloud. This results in 5 minutes playtime being lost.



Thunder cloud

If your behaviour does not improve, your name will be moved to the thundercloud. This results in going to the reflection room for the next lunchtime and reflecting on your choices. Parents will also be contacted.

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

If you receive 3 or more thunderclouds during a half term then your parent/carer will be invited into school for a meeting. Together your teachers and parents/carers will create a plan to help you with making the right choices and show your PRIDE at all times.

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.
- 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.