



Jeavons Wood Primary School

Jeavons Wood Positive Behaviour Policy

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Jeavons Wood Primary School. It is a working document designed to enhance the development of positive relationships between children, adults who work at the school, parents and other members of the wider school community.

The primary aim of this behaviour policy is not to create a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy is therefore designed to support the way in which the members of the school can live and work positively together, promoting an environment where everyone involved with the school feels happy, safe and secure.

The Importance of High Self-Esteem, Respect and Self-Discipline

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We believe that self-esteem affects all thinking and behaviour which, in turn, impacts on learning and social development. Our aim is to provide positive everyday experiences where children are given opportunities to succeed and are also given responsibility for enabling others to succeed. We will set clear expectations about the respectful way in which we should treat one another and will be explicit about the rights and responsibilities of every member of the school community.

We Believe That:

- All children have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.
- Adults should never use any form of degrading treatment to punish a child and the use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation.
- Reinforcing good behaviour helps children feel good about themselves and a system of praise and rewards are more likely to change behaviour than blaming and punishing.
- Not everyone is the same and being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Behaviour can change and that every child can be successful in taking responsibility for and modifying their behaviour.

The adults at Jeavons Wood Primary School will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other.

- Support the way in which all members of this school community can live and work together to create an environment that is happy, safe and secure and where effective learning can take place.
- Teach values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Ensure that children understand the school rules.
- Reward good behaviour and promote self-esteem through planned activities (e.g. 'Star of the Week').
- Treat all children fairly but with a sense of proportion according to their needs and apply this policy in a consistent way.

Jeavons Wood School Rules

As well as following our school values, children and adults at Jeavons wood will:

Be kind and helpful
 Be gentle
 Be honest
 Be a good learner & always try our best
 Look after property and environment
 Listen carefully & speak nicely to each other

Every member of the school community should apply the following principles:

- If we don't stop the inappropriate behaviour we are condoning it;
- We own our own behaviour.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Teachers should work on the principle of a 4:1 praise to sanction ratio. Children should learn to expect fair and consistently applied sanctions for inappropriate behaviour. However, all systems are flexible enough to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in this policy are suggestions for behaviour management techniques. All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- verbal praise and smiling at children
- verbal praise to parents about their children
- smiley faces
- 'Thumbs Up'/class dojo
- stickers and stamps
- Friday Achiever Certificates

- sending good work to other staff members for reward or praise
- special responsibility jobs
- special privileges
- positive chat to parents at the end of the day/ phone call home
- class wide rewards e.g. marbles in the jar
- first in line
- Top Table at lunch
- House points

Sanctions/Consequences

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to reinforce our expectations and to ensure a safe and positive learning environment. As with matters relating to reward, consistency appropriate to each individual is vital. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and clearly referring to what the action is and why the action is being taken. We do not accept that it is necessary for an adult to raise their voice unless they cannot be heard.

Logical consequences – a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviour.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that each day provides them with a fresh start.

It is imperative that any sanction/consequence is applied fairly and the consequences of actions are fully explained.

Time is spent finding out what happened and why and ensuring that the children understand the nature of their wrongdoing and apologise. We always aim to condemn the action and not the individual concerned. The teacher/TA decides on the sanction to be taken, for example:-

- Child may be moved to another space in the classroom
- Child will be given a verbal warning by the adult in charge
- Child will be given a ‘Thumbs Down’ (thumbs down & thumbs up are commutative)
- 2nd thumbs down can be given & will mean the child will lose a privilege e.g. missing part or all of breaktime/lunchtime & complete a reflection log
- Child could be given ‘time out’ within classroom setting (children should not be told to sit outside a classroom by an adult).
- Child could be given ‘time out’ in another class (usually the assistant head of that Key stage)
- After a combination of the above sanctions, a 3rd thumbs down will mean the child may then be sent to the deputy head/headteacher.
- Extreme cases of inappropriate behaviour must be reported to the headteacher immediately using the ‘red triangle’ system.

It is school policy that we work in partnership with parents to support children’s learning and development. This also applies to behaviour and social development. If a child’s behaviour is extremely inappropriate or s/he is regularly being sent to the headteacher, the parents will be contacted.

For continual unacceptable behaviour or in case of serious verbal or physical violence a child may be excluded from school. This could take the form of an internal exclusion, fixed-term exclusion, or on rare occasions, a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Bullying

Jeavons Wood Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilized manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

If the school has to use reasonable sanctions as a consequence for inappropriate behaviour, we ask that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

The Role of the Class Teacher

Jeavons Wood Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Jeavons Wood Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. Teachers take time to understand the individual needs & circumstances a child has & consider these when deciding the best course of action for inappropriate behaviour.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school positive behaviour policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

Agreed by governors Jan 2019

To be reviewed Jan 2021