

Jeavons Wood Primary School Positive Behaviour Policy	
Approved by Governing Body:	17.03.2021
To be reviewed:	Every 2 years
Date of next review:	March 2023
Responsible Officer:	Sue Wright

What is behaviour?

Behaviour can present in many different forms, both positive and negative. Behind all behaviour is communication. We believe it is the adults job to understand what the child is trying to communicate.

This policy outlines the philosophy, and guiding principles, of behaviour management 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.

Our policy is based on a therapeutic approach; positive experiences create positive feelings, positive feelings create positive behaviour which promotes good relationships. 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 intrinsic motivation. 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:

- No child is attention seeking, rather connection seeking.
- 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 humiliate or degrade children.
- Reinforcing good behaviour helps children develop intrinsic motivation to want to make good choices.
- We are an inclusive school and are aware of individual needs and respond to those appropriately.
- 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
- Treat all children fairly but with a sense of proportion according to their needs and apply this policy in a consistent way.

Rewards and Consequences Overview

We aim to create a healthy balance between rewards and consequences with both being clearly specified and linked to our school values. Children should learn to expect fair and consistently applied logical consequences for inappropriate behaviour. However, all systems are flexible enough to take account of individual circumstances. The emphasis of the school behaviour 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 consequences, 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 consequences.

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
- class wide rewards e.g. marbles in the jar
- House points

Strategies for teaching behaviour:

- Relationships-building good relationships with children.
- Role modelling
- Consistency
- Scripts and routines-see appendix 1
- Positive phrasing-see appendix 2
- Distraction and planning ahead
- Reward and positive reinforcement
- Comfort and forgiveness
- Giving a limited choice

Consequences

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of strategies 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 should “fit” the offence. I

Fresh Start – every day is a fresh start. It is imperative that any 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 choice and help them put it right. We focus on the behaviour not the child.

- Child may be moved to another space in the classroom to work.
- 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 & the adult will decide a logical consequence.
- Child could be given ‘time out’ within classroom setting (children should not be told to sit outside a classroom by an adult).
- Extreme cases of inappropriate behaviour must be reported to the assistant head, deputy headteacher, headteacher using a stepped approach.

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 making poor choices, 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 is always a last resort and 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. 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 model appropriate behaviour.

When the school applies a consequence for inappropriate behaviour we ask that parents should support the school. 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 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.

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

Appendix 1-de-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Appendix 2- Positive phrasing:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair
- Please / thank you