

## Driffield Junior School

### Positive Behaviour Policy 2016

#### Philosophy

The calm and caring atmosphere in school is essential to the quality of teaching and learning. This is true both for the pupils whose negative behaviour might be a barrier to their own achievement, but also for others in the same class. In line with our school aims and ethos, our Positive Behaviour Policy is based on valuing, encouraging, acknowledging and rewarding positive behaviour and attitudes in both staff and pupils. In all our interactions, and through teaching, we endeavour to enhance the self-esteem of all members of the school. The school is committed to using a consistent approach across all classes and to ensuring the system is clear to pupils, parents and staff.

#### Aims

The practice and procedures in our positive behaviour policy are designed to develop a sense of responsibility in all pupils and to uphold our school aims.

##### **Our Aims:**

Care for and respect each other

Believe in ourselves and do our very best

Enjoy learning

Keep ourselves healthy and safe

Be responsible and honest

Look after our community, our environment and our world

#### Guidelines

- Adults should be positive and accept all children but not poor behaviour
- In accordance with our inclusion policy, staff will consider the behaviour of all children in a similar way, while respecting individual needs
- Rewards and sanctions will follow an agreed pattern in order to achieve fairness and consistency throughout the school.
- Procedures need to be followed by all adults and it is vital that all staff are inducted into the policy and fully understand how it works
- Everyone working at DJS needs to model positive behaviour – including the use of a calm voice when speaking to children throughout school
- The foundation of the Behaviour Policy will be **School Rules**, which apply throughout the school, **Class Rules** (agreed with the children of each class and covering 'wet playtimes'), and **Playground Rules** (agreed by the school council)
- This document should be read in conjunction with our Anti-Bullying Policy, Inclusion Policy and Staff Code of Conduct

### **School Rules**

School Rules have been agreed by all members of the school community and are reviewed with staff, parents and the school council during the autumn term of each academic year.

- Listen politely to everyone and always do as adults ask
- Think before speaking and be polite and honest
- Always do your best
- Walk in school and try not to get in anyone's way
- Look for ways to help other people
- Keep the school clean and tidy and take care of everything
- Do not hurt anyone
- Be in the right place at the right time

### **Class Rules**

Class Rules will be drawn up by each class at the beginning of the autumn term, following discussion with the children, and will be displayed for reference and reminders. It is important that the children create and respect these rules, but they should be guided to consider:

- Respect for everyone in class (being kind and gentle, listening politely)
- Respect for property and equipment
- Commitment to work hard and to allow others to do so
- Responsibility for keeping themselves and others safe
- Showing independence (linking with the 5Bs prompts on display in classrooms)

### **Play Time Rules**

Playtime rules will be reviewed by school council members in the autumn term, following discussions together and with their class. They will be displayed in key areas to serve as a reminder to pupils and a point of reference for members of staff who are talking to pupils about their behaviour.

It is important that the children are aware of these rules, which should reflect care and respect for everyone during playtimes:

Play fairly so that everyone enjoys playtimes.

Be kind and include others.

Follow the instructions of adults straight away.

Always play in safe areas where adults can see you.

Always tell an adult when a conflict cannot be sorted between you.

Fighting is never acceptable.

Speak politely to others.

Be careful not to damage plants, trees or playground equipment.

### **Individual Rewards**

The school follows a merit system to reward good behaviour and work, and all children are included in the system.

Merit points are awarded by staff within the classroom or in group activities, to children who do their best. All members of staff are encouraged to **'spot children being good'** as they move around the school or behave well in assemblies, etc. Acknowledgement might be in the form of verbal praise, a smile or a 'thumbs up', but in addition staff in the playground, kitchen, dining hall and office can give children a **'merit'** for positive behaviour and Class Teachers will record their success.

*A computerised system allowing pupils and parents to access running point totals and online incentives from our website has been trialled. This is to be adapted (Autumn 2016) to increase pupil interest, motivation and enthusiasm. Once agreed, the 'new' approach will be launched and parents informed. In the meantime, merit points are being recorded so that they can be added to the new system once established.*

For those who need more immediate reinforcement, target cards may be used so that their positive behaviour can be acknowledged regularly (probably at the end of each session of the day). They then receive merits in accordance with the criteria set out on their individual card.

### **Class Rewards**

Teachers can negotiate class incentives with their pupils, to work alongside this policy, such as 'In it to win it' tickets, table points or marble jars. Class teachers should consider schemes that encourage peer praise and support. In order to get a class to work together towards a common goal, it can be helpful to have certain rewards that all the children work towards. This will be more motivating if they have had an input into the choice of final reward.

Staff in year groups will discuss what would motivate their classes, and agree on desirable activities that pupils can enjoy towards the end of the week. If timetable allows, classes may pair up so that alternative options can be provided. However, in order for this time to be earned, the pupils in the class have to work together. This provides an opportunity for the teacher to reinforce any whole class behaviour they want, e.g. travelling around the school smartly, sitting quietly for the register or in assembly, being praised by another member of staff for setting a good example – these would all count towards their reward at the end of the week.

At Driffield Junior School we want pupils who are consistently well-behaved and provide an excellent example to know that we really value the effort they put in to all aspects of school life. These children, who can be trusted to be their best in all circumstances, even under provocation or with unfamiliar adults in the classroom, deserve to be acknowledged. Each week every teacher will choose a pupil to be the **'Star of the week'**. This will be announced in Celebration Assembly and their names will be added to the 'Stars' on the school board in the hall. 'Stars of the Week' will also gain a special invitation to the Head Teacher's office, allowing them to get to know each other better and share their views of our school, whilst enjoying a drink/biscuit and some extra attention. A 'Star of the Week' text message will also be sent home so parents/carers can congratulate their child.

### **Individual Praise and Sanctions – 'GOOD TO BE GREEN'**

Within all classes there is a consistent behaviour system called 'Good to be Green'. All children and adults working in the classroom will have had the system fully explained to them. There is a display board in all classes comprising sections of red, amber and green. There are individual photographs

of each child attached to the green section with blu-tac at the start of each session. These photographs will remain in the green section as long as each child is following the rules and behaving constructively. The sequential system staff will follow if sanctions are necessary is outlined here:

- 1 Verbal reminder (for forgetting rules and causing low-level disruption). This should outline what the transgression was and remind the children of the behaviour we are looking for.
- 2 A second and final verbal reminder will be given.
- 3 If the behaviour continues, the child's photograph is moved to the amber area. At this point the child has a visual reminder that he or she needs to stop the misbehaviour and regain good self-control.
- 4 If behaviour then improves and good conduct is sustained for at least one hour, the photograph will be returned to 'green' and the child will be praised for this cooperation.
- 5 However, if the unwanted behaviour persists further, the child's photograph is moved to the red area. Once on 'red' the child will then miss 15 minutes of the next break-time and will need to report to the Year Group Leader (YGL) at this time. He or she will be encouraged to reflect on his or her behaviour and encouraged to make the correct choices in future. The YGL will then record the child's name on a central behaviour log. This allows the Class Teacher, YGL, Deputy Head Teacher and Head Teacher to track behaviour.

If, after reflecting on their behaviour, a pupil continues to make the wrong choices and is moved to red again during the same week, further sanctions will be undertaken. Firstly, the Deputy Head Teacher or Head Teacher will meet with the child. Parents or carers will also be contacted by the Class Teacher or a senior leader.

If any child continues to misbehave, moving to the red area regularly, his or her parents will be called in to school for a meeting to discuss further sanctions.

On some occasions, children may bypass the amber section and be moved straight to red. This will only happen if the behaviour is considered more serious than low-level disruption.

Further to this, children may be sent directly to the Head Teacher or Deputy Head Teacher for extreme behaviour, including:

- Persistent refusal to listen and respond to a member of staff (potentially unsafe behaviour)
- Fighting
- Swearing or extreme rudeness towards a member of staff
- Violent behaviour towards staff
- Major intended damage to property
- Attempting to leave the school site
- If a child repeatedly 'works the system', only stopping disruptive behaviour just before they are sent to a senior member of staff

The Head Teacher will telephone parents/carers and may ask them to come into school to discuss the behaviour. If they cannot be reached, the pupil will spend the remainder of the day with the Head Teacher or Deputy Head Teacher.

The Head Teacher will decide if a fixed term exclusion is appropriate for the following day and parents will be informed. Certain behaviours will always lead to a fixed term exclusion, when the Head Teacher's judgement is that it is not safe for the pupil to be in school (see Exclusions Policy).

### **Morning Break and Lunchtimes**

Any form of verbal or physical aggression, repeatedly refusing to do as they are told or damaging property in the playground will lead to the pupils involved being asked to spend the remainder of the break inside with a member of the Senior Leadership Team (SLT). They may be asked to fill out a 'Reflection Sheet'. During lunchtimes, they will be brought inside and will spend 10 minutes 'Reflecting' and discussing the issue with a member of the SLT. If they show an understanding of the need to change their behaviour, they can go outside again.

The name of any child sent inside to a senior member of staff will be recorded as a serious lunchtime incident. Similarly, incidents other than low level misbehaviour dealt with by the senior lunchtime supervisor will be logged on the central behaviour record. After 2 incidents in a week, parents/carers will be contacted to discuss future actions necessary.

If children have been heard swearing, a letter will be sent home by the Deputy Head Teacher, asking their parents/ carers to reinforce the message that using such language in school is unacceptable.

### **The 'sorting room'**

The 'sorting room' is situated in the Deputy Head's office, overlooking the playground. It is manned at both break times and over lunch times by senior staff and is a place where children can be sent or taken to 'sort out' any issues, thereby allowing the staff on duty to supervise other children without distraction. If the issue is easily sorted and the children have been co-operative, we deem they have learned from this experience and they can, therefore, go back outside to enjoy their playtime. If the matter is serious or a child is uncooperative, angry or not conforming/responding, then they stay in the sorting room for the safety and well-being of others. Serious behaviour incidents such as fighting, unpleasant name-calling or damaging school property are recorded on the central system on the staff shared area. Very minor matters that are dealt with swiftly may not be recorded on the system, to the discretion of the senior member of staff on duty in the sorting room.

### **More Sudden or Extreme Behaviours**

For some pupils the normal sanctions may not work. A target card can help to keep focus and provide a means to differentiate expectations and allow opportunities for praise. However, extreme behaviour can lead to the most severe consequences very quickly for this type of pupil. If a teacher has a pupil who is exhibiting extreme behaviour and will not leave the classroom when asked to do so, they should send an adult to fetch a senior member of staff who will come and collect the child and escort them to their office. The child's parents/carers will be contacted and if necessary the incident will be recorded in the 'Care and Control' log. A number of staff members have had specialist training in restraint (Teamteach) and a list of those with up-to-date training is available as a support to all staff.

Physical restraint will be used only when children are at risk of harming themselves or others.

### **Children with Particular Needs**

Many of the sanctions mentioned above need to be used with care and due consideration to the needs of the individual child. Reasonable expectations of behaviour for most children may not be realistic for some. Teachers will be faced with difficult judgements on occasions, which may lead other members of the class to think they are being treated unfairly. The teacher may need to discuss, with care and sensitivity, how the rest of the class is going to help to support the child who finds it more difficult. Poor behaviour can be linked to pupils struggling with the tasks they are given, so lessons need to cater for the different learning styles of all pupils and their personal interests.

For some children, lunchtime presents a particular challenge as they find it too difficult to behave acceptably in an unstructured situation. These children are encouraged to attend the 'Chat 'n Chill' room where they can play games with good role models, closely supervised by an adult. Children who do not make this choice but continue to have problems will not be allowed back into the playground, but will spend their lunch break with a member of the senior management team. The opportunity for some physical exercise before the afternoon session can be offered by the Nurture unit, in the smaller playground, which has a higher staff to pupil ratio. The Nurture unit can also offer opportunities for cooperative play during lunchtimes for those children who need support to develop appropriate control and confidence at free times.

### **'Do it Right' scheme**

To recognise and reward the vast majority of pupils who have excellent attitudes and do the right thing all the time, as well as to encourage the small minority of others, the 'Do it Right' scheme was trialled last year and is now a popular and successful part of our approach to dealing with behaviour.

Each week a new 'Do it Right' focus is announced (e.g. Try Hard, Encourage Others, Be Patient) and discussed in Monday morning's assembly by the Headteacher; children know that staff will be looking out for those who are doing whatever that focus is. Three children from each class are rewarded with a certificate on a Friday. They are presented the certificate in their classroom and stand up in Celebration Assembly too for additional praise and recognition.

Whilst the foci for the 'Do it Right' scheme may be slightly more class based and linked to learning behaviours and our Growth Mindset approach, rather than conduct, there are strong links between the two and we believe that they cannot be entirely separated.

### **Parents/Carers**

Communicating with parents/carers is vital. Parents will be informed of their child's positive achievements via texts, calls home, certificates, discussions at parents' evening etc, and also of any concerns.

If needed, this may take the form of regular, scheduled telephone calls or a home-school communications book. If they are asked to talk to their child and reinforce the school's message, we feel there is a better chance the behaviour will improve.

Parents have a clear role in making sure their child is well behaved at school. Where behaviour is consistently poor, the school and other agencies will help support parents to modify their child's behaviour. If the situation does not improve and serious behaviour concerns remain, the local authority may ask parents to sign a parenting contract or may apply for a court-imposed parenting order.

It is useful if this policy is read in conjunction with the following policies:

\*Child Protection and Safeguarding Policy

\*Physical Restraint Policy

\*Anti-bullying Policy

Review date: Autumn 2018