



Positive Behaviour Policy

Copley Junior School

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POSITIVE BEHAVIOUR POLICY

Aims and Expectations

At Copley Junior School we set high levels of expectation of behaviour for all children to enable academic and personal progress. In order to achieve this, we work to create a purposeful and positive learning environment within the school, that ensures that our approach to behaviour management and discipline is consistent and understood by all the teaching and support staff, pupils and parents/carers.

We make every effort to provide a safe, caring environment, where children have the security of knowing they are respected and valued as individuals. We are committed to creating the conditions for a calm, orderly community where consideration, tolerance and mutual respect are paramount. We believe these values are critical in creating a positive, encouraging atmosphere where effective teaching and learning can take place. This depends on close co-operation and support, a clear structure of expected standards of work and behaviour and a fair, consistent approach.

All children need firm, consistent boundaries within which they can operate. Some children will inevitably test these boundaries, but it is important that a value system is upheld which supports children and enables them to develop responsibility and come to their own judgements. Self-discipline is, we believe, the best form of discipline and we seek to develop and foster this in the children from the moment they join the school. We recognise the importance of a close home/school partnership and involve parents/carers in the management of children's behaviour wherever possible.

Copley Junior School's Positive Behaviour Policy is designed to support the way in which all members of the school can learn to live by shared values and work together as a united school family. The implementation of this policy is the responsibility of **all** staff.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- create a positive climate with realistic expectations;
- promote, through example, honesty, fairness and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;

- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of each and every individual child.

At Copley Junior we aim:

- To work to sustain a caring happy school community fostering a love of learning.
- To create an environment which encourages and reinforces good behaviour and where achievements at all levels are celebrated and valued.
- To provide opportunities for children to develop independence, self-discipline and a sense of responsibility towards themselves and others.
- To raise self-esteem and teach positive behaviour through content and delivery of the curriculum.
- To define acceptable standards of behaviour.
- To ensure consistency of response to both positive and unacceptable behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Our aims, we believe, are achieved when:

- ✓ Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour.
- ✓ A pleasant, calm school atmosphere is created which is consistent and caring, in which pupils are able to reach their full potential.
- ✓ The choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour choices.
- ✓ Pupils are provided with good role models.
- ✓ Parents and other professional staff are fully involved in supporting behaviour management, resulting in positive outcomes for the pupil.

We want all children to understand and to develop shared rules and expectations of behaviour to maintain a happy, calm and successful school. We believe that rules are necessary to make clear to the children how they can achieve acceptable standards of behaviour. We use positive rules which promote the idea that every member of the school has responsibilities towards the whole. The school rules are displayed clearly in each classroom to emphasise our whole school approach to behaviour. The school rules have been discussed by Class Councils and drawn together by the School Council, in conjunction with teaching staff. They are shared with Governors and parents/carers and routinely revisited in whole school assemblies.

We keep to the Copley Code of Conduct:

- We always listen to others
- We work hard and always try our best
- We treat others as we wish to be treated
- We are respectful, polite and kind to everyone in our school community
- We look after our school and everything in it

All staff are responsible for creating a positive ethos, through giving praise and rewards for pupils' good work and positive behaviour.

Learner Values

At Copley Junior School, we believe in developing the 'whole child'. Our Learner Values support our school ethos of helping children to develop important life skills and are embedded throughout our school and our curriculum.

In our school we foster a growth mind-set, which enables the children to develop their self-worth and lifelong personal strength and resilience.

All children were surveyed and all stakeholder views consulted, including those of our Parent Forum, as we chose our seven 'Learner Values'. We feel these values are important for our children to develop in order to be successful learners.

Our seven Copley Junior School Learner Values are:

RESPECT

- Value yourself
- Treat others as you expect to be treated
- Look after our resources and our school
- Understand and celebrate that we are all different

PERSEVERANCE

- Take on challenges
- Learn from your mistakes
- Keep on trying hard

SELF-BELIEF

- Be confident
- Trust in your abilities
- Aim high



INDEPENDENCE

- Find out information yourself
- Use your own effort to gain knowledge and understanding
- Develop the skills to look after yourself

CREATIVITY

- Unlock your imagination
- Be original
- Develop your individual gifts and abilities
- Engage in a wide variety of experiences

TEAM WORK

- Work and cooperate well with others
- Listen to and encourage others

FRIENDSHIP

- Play and work well with others
- Be kind, polite and caring

We will encourage good behaviour through:

- Listening to children
- Providing a safe and secure learning environment
- Working in partnership with parents and carers
- Applying firm, fair and consistent approaches for behaviour management
- Rewarding positive behaviour
- Reinforcing the Copley Code of Conduct and our Learner Values
- Developing class routines through consultation with children
- Playing an active part in building up a sense of community
- Explaining and demonstrating the behaviour we wish to see
- Encouraging children to be responsible for their own behaviour
- Applying consistently these agreed standards of behaviour
- Recognising and highlighting good behaviour as it occurs through praise and rewards as appropriate
- Ensuring that criticism is constructive
- Treating all children equally, irrespective of their protected characteristic as defined by the Equality Act 2010 (includes gender, special educational needs, race and religion)
- Applying sanctions fairly, justly and consistently. In determining whether a punishment is reasonable, we follow guidance from section 91 of the

Education and Inspections Act 2006. The guidance states that any penalty given must be reasonable in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have

- Ensuring that school practice is informed by the guidance given in the DfE 'Behaviour and discipline in school' advice document, 2016.

Good behaviour will be recognised through praise, privileges and rewards. Such rewards and privileges may be at individual, class, House or school level and may include:

- Verbal and non-verbal praise, such as smiles, thumbs up, a round of applause
- Whole school traffic lights system - gold (outstanding), green (good), amber (warning), red (consequence)
- Individual, group and class reward systems e.g. golden tickets, collecting minutes towards an extra playtime
- Comments on written work
- Achievement recognised and celebrated in assembly times
- Midday Supervisors' praise
- 'Achiever of the Week' weekly award
- Sharing work and positive behaviour with other adults and children
- Reward stickers/stickers charts for good work
- Head teacher's awards
- House points, House point awards and rewards
- Stickers
- Special responsibilities
- Work displayed
- 'Learner Values' weekly award
- Learner Value pupil cards, stickers and certificates
- Verbal and written comments to parents/carers
- Children are acknowledged in assemblies for high attendance in a week, term and year; certificates and prizes are awarded.

Additionally at certain points of the year individual awards are presented, e.g. following attendance at a sports event, winners of the Spelling Bee, winners of the Times Tables Rock Star Competition etc. At the end of each year, awards are presented at our Graduation event to pupils in Year 6 under the following categories: English, Maths, Sport, Science, the Arts and the Head teacher's Award.

Prizes awarded are regularly reviewed. Teachers log when certificates are awarded for 'Achiever of the Week' and 'Learner Values'. It is hoped that all children will deserve to achieve at least one certificate for each category each year.

House System

The children are allocated into one of four House groups, named after winners of the prestigious Copley Medal for Science (Einstein=Blue, Hawking=Red, Hodgkin=Green, Darwin=Yellow), with siblings allocated to the same House. House groups are used for sporting events such as sports day or assemblies and as an organisational structure for other activities within the class. Each House will have a House Captain, Deputy House Captain and House Ambassadors (elected Year 6 pupils) who work together with their House to encourage community spirit, friendly competition and to offer peer support.

House points will be given to promote and encourage good behaviour for a variety of reasons which include:

- Children demonstrating positive attitudes to their learning e.g. perseverance, concentration, independence etc.
- Rewarding and celebrating good work
- Children complying with requests and exemplifying excellent behaviour
- Acknowledging children who respond selflessly
- Recognising children who are ready to help
- Recognising children who collaborate well with others

House points within each class will be totalled at the end of each week and the results formally announced to the whole school during Achievement assemblies and shared with parents via newsletters and the termly newspaper.

House point rewards are awarded, in assembly, to pupils as they achieve different House point thresholds as follows:

- House Point certificate
- Bronze badge
- Silver badge
- Gold badge
- Special Award badge
- Head teacher's Award badge
- House Point trophy



These rewards are cumulative through a child's time at Copley Junior School. At the end of every half term, five children from each class with the highest number of House points for the half term are entered in the year group draw for a book voucher.

Traffic Lights Behaviour System

Every classroom has the traffic lights system displayed (Gold=Outstanding, Green=Good, Amber=Warning, Red=Consequence).

All children start the day with their name card on the green display card. If a child does not adhere to an agreed class/school rule or expectation, they will be issued with a verbal warning. If the child continues to break the rule/expectation, the child will be asked to move their name card to Amber. An Amber warning may be given for instances of chattering and low level disruption. If the child continues to break the rule, their name card will be moved to Red. The Red consequence will be given for repeated refusal to comply with adult instruction, disruption in class, physical aggression at break time etc. The school places great importance on the supportive partnership between home and school. Movement to the Red consequence will be reported to the Head teacher as appropriate. When a child has been moved to Red on three occasions, parent/carers are contacted and invited into school to discuss behaviour concerns and ways forward as appropriate. However, there may be occasions when a parent/carer will be contacted for the first Red consequence given, dependent on the level of concern about the specific behaviour incident.

Consequences may include:

- Loss of break time or lunchtime play by walking by the side of the member of staff on duty on the opposite playground to their peers
- Loss of break or lunch time play by being supervised inside
- Time out in class
- Loss of privileges e.g. classroom jobs
- Speak to the Deputy Head teacher or Head teacher
- Parents contacted

Dealing with unacceptable behaviour

Teaching staff will always ensure the physical environment of the classroom is organised in such a way that it allows the children to move freely without disturbing others and is altogether conducive to good behaviour. Teachers will also ensure that the curriculum offered is meaningful and matched to the child's ability and that the objective of the lesson and activity is clearly understood by all the children. From time to time however, children will forget our aims for good behaviour. In such cases staff

will calmly bring into effect a variety of sanctions which allow for justice to be achieved and to ensure children's grievances are addressed.

When sanctions are applied, there are guidelines which should be followed:

- It should be made clear to the child why the sanction is being applied.
- It should be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- The sanction should be in proportion to the offence.
- Adults should disapprove of the behaviour rather than the person.

Additional strategies may include:

- Wait and give a child a visual sign
- Move closer to the child
- Praise a nearby child who is acting in an appropriate way and then praise the child who was acting inappropriately when they conform
- Remind the child quietly and individually of the appropriate way to behave in the situation
- Discuss with the child the cause of the problem, check on the situation at a later time and review how behaviour is progressing
- Bring children together when disputes occur, establish what has happened, what were the immediate causes and what were the underlying longer-term causes, ask the children to seek solutions to restore fellowship and to make the future work better
- Sit those children down together, usually with a friend each, to be together and try to work out their future relationship
- Alert other teachers, support staff and midday supervisory staff of volatile or sensitive situations which will need to be kept under attentive supervision through pastoral notes
- Give the child an official warning, and inform them that if they cannot comply they will not be able to work/play with the rest of the children
- Separate the child for a short period from the rest of the children in the class or playground
- Keep the child near to a supervising adult - especially at playtimes
- Ask for an explanation to be written, to allow different points of view to be appreciated
- Ask for a letter of apology or an agreement on future behaviour to be written and signed
- Report the individual and their behaviour to the Deputy Head teacher or Head teacher

- Make contact with the child's parents either verbally at the end of the school day or by telephone or letter
- In conjunction with the parents devise an individual behaviour modification programme which will help the child learn appropriate social behaviour in school
- Establish a home/school liaison book in partnership with parents/carers of the child to aid communication
- Liaise with other agencies to seek advice and support in order to modify a child's behaviour.

All staff will log incidents of unacceptable behaviour or persistent failings in behaviour via Pastoral Slips. The slips are given to the Head teacher who monitors the details of any incidents daily and will follow up incidents as appropriate. Children with high profile behaviour will be monitored by the class teacher/SENCO/Head teacher and may move towards an SEN Support Plan. Pastoral Slips are also analysed regularly by senior staff in order to monitor the types of behaviour incidents, to decide whether any specific teaching/reminders or further action need to be taken and that the school's behaviour policy is effective. Information from this will be fed into the half termly evaluation of Behaviour and Safety by the Senior Leadership Team.

On the rare occasion that a teacher feels that a child or an adult is at physical risk, for health and safety reasons, staff trained in Team Teach training may intervene. In very rare cases it may be necessary to exclude a pupil, for example, if there has been a physical attack on another person. This process will be activated only after other strategies have been attempted. In such circumstances the Local Authority procedures will be followed. Very careful arrangements will be made to ensure that children returning to school after exclusion are supported to behave appropriately.

Staff should report and document any equality and diversity remarks in liaison with the Head teacher.

Lunchtime Supervision

The lunchtime supervisors have the same authority as all other school staff with regards to discipline. Each supervisor will complete pastoral slips for unacceptable behaviour at lunchtime and report incidents to the class teacher or Head teacher at the end of the lunchtime period.

All lunchtime incidents will be dealt with in line with the School Rules/Traffic Light system. If the lunchtime supervisor considers the behaviour requires a consequence, the child will be escorted into school and taken to see the Head teacher or Deputy Head teacher. Children will be asked to explain their behaviour and they will then receive an appropriate consequence. At the end of lunchtime, lunchtime staff liaise

with class teachers as appropriate. Like all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through positive praise, encouragement and House points.

Football is only allowed in designated areas of the school field. Play equipment is provided at break times and the appropriate use of this equipment is modelled to the children by lunchtime staff and pupil Playground Leaders. Playground zones and equipment provide children with many choices for active and creative play.

Parents/Carers

Parents/carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents/carers will give their full support in managing their child's behaviour.

Parents/Carers should:

- Work in partnership with the school and teachers and follow Home School Agreements
- Keep the class teacher/school informed if a problem arises
- Support decisions made by the school which are in the best interests of their child
- Ensure their child attends school regularly and punctually
- Co-operate in the teaching of socially acceptable behaviour in school: uniform code, jewellery, language, respect for others etc.
- Discuss the Copley Code of Conduct with their child
- Talk to their child about their behaviour
- Listen to their child's point of view whilst also considering the other side
- Communicate with their child's teacher if they are concerned about a behaviour issue
- Talk to their child's teacher if the school is concerned about a behaviour issue
- Keep us informed of behaviour difficulties they may be experiencing at home
- Inform us of any trauma which may affect their child's performance or behaviour at school
- Inform us about their child's ill health and any absences connected with this

The school will endeavour to achieve good home/school liaison by:

- Inviting parents to enter into the home/school agreement
- Promoting a welcoming environment within the school
- Giving parents regular constructive and positive comment on their child's work and behaviour
- Encouraging parents to come into school on occasions other than parents' evenings

- Keeping parents informed of school activities by newsletter, the website and ParentPay letters and notices
- Involving parents at an early stage in any behavioural or discipline problems
- We operate an open door policy where parents/carers are welcome to visit school to discuss matters involving their child. The Head teacher and staff try to be available when necessary. As there is insufficient time for teachers to meet with parents/carers at the start of morning school, a mutually agreed time will be set as soon as possible.

Full use will be made of education welfare, social services, health services and the educational psychologist when appropriate. Value is placed on our relationship with the police and liaison is encouraged.

Monitoring

All staff are responsible for monitoring the behaviour in their class and of the school as a whole.

The Governing Body are responsible for monitoring the effectiveness of this policy and will review it every year.

Policy reviewed and updated by all staff and governors of the Curriculum and Standards subcommittee: September 2018

Appendix A

School Rules

1. I must always follow the Copley Code of Conduct.
2. I am only allowed in school when I am with a teacher, member of support staff, and my parents/carers or when given permission by a member of staff (and a permission slip given).
3. I am only allowed on the school field when the teacher on duty/midday supervisor gives me permission to do so.
4. I should not play in the 'gulley' nearest to the building on the Year 5 and 6 playground.
5. At playtime I should always stay in the playground for my year group, unless given permission by a member of staff.
6. I may only use the school building entrance or exit which has been allocated to my class (with the exception of using the toilets at break time and the emergency exits when needed).
7. PE, Games and Swimming are all part of the National Curriculum. I may only be excused participation in these when I bring a letter from my parents requesting that I be excused. If I forget my kit I will be expected to participate in the lesson as directed by the teacher.
8. I must keep the school toilets in the clean condition that I would wish to find them in.
9. When moving through school I must walk in single file in silence. I should never run.
10. I am not allowed to bring the following items to school: toys, top trump cards, make-up, matches, chewing gum, sweets, nuts, mobile telephones (except when handed in at the school office), lighters or any other dangerous items.
11. I am allowed to wear a watch but no other jewellery other than small plain metal ear-studs. During physical activities I must remove my ear-studs. I am only allowed to cover my studs for the first six weeks after piercing (no ear-studs or coverings are allowed when swimming).
12. I am responsible for any valuables I bring to school, including money. I must not leave money in the cloakrooms or in my desk. I should give anything valuable to a teacher for safe-keeping.
13. I am responsible for my clothing and will take all such items home at the end of each school day. I will make sure my coat and bag is on my peg.
14. I should show care and consideration to everyone in school and must never name call, fight, kick, hit or attack anyone.
15. I must show respect for the authority of teachers and other adults in school.
16. I should never disrupt lessons.
17. I should not eat remaining food from my lunchbox as I leave school at the end of the day.

If I break any of these rules:

- I should expect that action will be taken by the adults concerned to improve my poor behaviour.
- Regular breaking of rules will result in me being isolated from my peers for appropriate periods of time.
- Severe acts of disruptive behaviour will cause my parents/carers to be called into school.
- Persistent and deliberate breaking of the school rules may result in consideration being given to the exclusion process.