



# Positive Behaviour and Values Education

Revised: January 2018

Review date: January 2020

Signed: \_\_\_\_\_

***Headteacher***

*This policy maybe more commonly referred to as the school's behaviour policy.*

# Joydens Wood Junior School

## Positive Behaviour and Values Education Policy

### Introduction

At Joydens Wood Junior School we firmly believe that for children to enjoy and progress with their learning they need to be surrounded by a community that promotes and holds positive behaviour in the highest manner possible. Every member of our community is involved in ensuring that our children understand what good behaviour looks like, why it is important to behave in this manner and the impact it has on theirs and other's lives. Overall we are aiming to create young citizens who contribute positively to our society. We aim to inspire our pupils to become resilient, confident and independent in their lives.

### Purpose

We recognise that every child should receive positive praise, encouragement, success, recognition and affection to be able to succeed. Relationships contribute to good behaviour; as such we know that positive and negative responses between people can affect behaviour. All members of our community are expected to promote good, healthy relationships between each other to help build upon the positive behaviour atmosphere.

When children join our school, it is hoped that they will have already received a set of rules that enable them to settle quickly into the happy and disciplined atmosphere of our school, so that learning may be effective. We will continue to support them in understanding why it is important to follow the school's rules and how this will benefit them with their development.

We aim to encourage all children to behave around our community in a manner that shows respect for themselves, others and the environment they inhabit. Through the use of values based learning we believe children will be able to apply the values in their everyday behaviour both in and outside of the school. We expect children and adults to show good manners and consideration to all. We want to develop children to become risk takers in their learning and feel confident so that they can take pride in their learning too. Children need to have good self-esteem that allows them to become interdependent. They can do this when their environment fosters a co-operative, unified and happy atmosphere; as such we aim to promote this within the school. We encourage the values of understanding and tolerance towards everyone, this includes: different beliefs, cultures, sexual orientation and different family lifestyles. We recognise that the link between home and the school is vital for these actions to take place; we strive to maintain and develop these links so that the school policy may be carried out at home.

We believe it is essential to set good habits early, early interventions, rewarding achievements, supporting behaviour management, working with parents/carers, involving pupils, commitment to equal opportunities and identifying causes all lead to an all-round positive approach in managing good learning behaviour. The school recognises the value of multi-agency approach for support.

A good curriculum that encourages excellent learning habits from pupils will further assist the implementation of positive behaviour. When children are excited about their learning, from an engaging and inclusive curriculum, their behaviour will be positive as their teacher has them hooked on to their learning. Within a good curriculum is the promotion of team work between pupils and the teaching staff. Working together is an essential skill and the good experiences children have of this at our school will only lead to good habits throughout their lives.

### Values Education

At Joydens Wood Junior School we pride ourselves on promoting, teaching and applying values education throughout the day. Our values are picked out to assist the children in understanding what it means to be a well-rounded individual who can contribute positively to society.

We are very much aware that society is faced with enormously complicated problems which make growing up a difficult process. Our children are increasingly bombarded with negative messages that adversely affect their mental, emotional and spiritual development. They are encouraged through the media to think of happiness as something which can be found simply in the material world. They are generally encouraged to experience life in a world which is external to their inner selves. Impressions of society being violent and selfish leave their mark as the child develops into adolescence. We also recognise that there are many good role models and opportunities to share with pupils how happiness can be achieved without being materialistic.

As a community we believe that the ethos of the school should be built on our values. We regularly consider our values and how the school sustains an ethos which supports the pupil as a reflective learner and promotes quality teaching and learning. Causes of pupil stress are revealed when children find it difficult to listen attentively and to give their learning their full concentration. Through values education, we recognise that we need to work as partners with pupils in so they understand when social relationships suffer they are able to appreciate that building meaningful relationships is their responsibility.

Over a course of four academic years our children will be exposed to twenty-four values (one a term) where they will understand the meaning of the value, its relevance and how they can apply it in everyday situations. As we teach and share these values the children will begin to see how all values can be linked together too.

These are at times addressed directly through lessons and assemblies but also permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

## Responsibilities

All members of the community of the school– teaching and non-teaching staff, parents, pupils and governors, work towards the school's aims by:

- Every child has the right to learn unhindered. Class teachers have the responsibility to effectively manage the behaviour of pupils in their class to ensure that individual children do not disrupt the learning of others.
- Communicating positively and consistently our high expectations of pupil behaviour, ensuring all adults in the school act as an exemplary role model to our children.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Ensuring all lessons are planned and differentiated to meet the needs of all pupils.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and backgrounds.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Challenging all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently.
- Caring for and taking pride in the physical environment of the school
- Working as a team, supporting and encouraging each other.
- Having high expectations of pupil behaviour, e.g., pupils do not talk when an adult is speaking, or when another pupil is speaking; pupils remain seated unless the lesson requires movement from one area to another or permission has been granted, pupils arrive promptly to lessons, etc.

## Golden Rules

- 1) Be respectful and have good manners  
Listen politely to people, remembering not to speak while they are speaking. Think how you would feel if you were not listened to.
- 2) Respect other people's property  
Look after things as you would like others to look after something of yours.
- 3) Be calm and considerate in and around school  
Every child has a right to learn, take care not to disrupt other people's learning time.
- 4) Be honest  
Although it may be difficult to admit to things, it is always best to tell the truth and not tell lies.
- 5) Think about your actions and behaviour  
Will your actions physically or emotionally cause hurt to others?
- 6) Be kind and helpful to others  
Your behaviour will affect how other people are feeling.

## Playground Rules

- We look after each other and play safely.
- We follow instructions straight away.
- We show respect to every adult on duty.
- We ask children on their own to join in with our games.
- We say sorry if we hurt or bump into anyone by accident.
- We take care of our equipment.

## Lunch Hall Rules

- Line up sensibly.
- Be well-mannered, use please and thank you and don't speak with your mouth full.
- Do not drop food on the floor, if food does drop on the floor then pick it up and put it in the bins provided.
- Talk quietly.
- Put your hand up if you want something.
- Try to keep the tables clean and tidy and use the cutlery provided.
- Walk around school quietly.

It is the responsibility of teachers to effectively manage the behaviour of pupils in their care.

It is the firm belief of the school that high quality detailed planning based on accurate on-going assessment, and the dynamic delivery of lessons which incorporate appropriate differentiated and challenging activities, will, in nearly all cases, eliminate disruptive behaviour. It follows that poor planning and unsatisfactory teaching may result in levels of disruptive behaviour. However, it is recognised that in certain situations there may be a need to invoke specific sanctions for pupil who do not respond to the above. A whole school approach is essential to ensure clear understanding, fairness and consistency in the implementation of sanctions.

## Pupil Responsibilities

We hold our pupils accountable for their behaviour and foster an understanding that their actions do have consequences. We expect all of our pupils to behave in the manner stated previously. **Please refer to appendix 1 at the end of this policy that illustrates our 7 step approaches for positive and negative behaviour.**

Children should walk sensibly and appropriately around the school in the interests of safety and ensure they do not disrupt lessons/activities. Care of property will be encouraged.

Children should be made aware of how to enter a room politely, how to address a member of staff and visitors, to show patience to avoid interrupting a conversation and so on. Those who need reinforcement will have the expected behaviour modelled to them.

In our school we do not tolerate the following types of behaviour:

- bullying (including cyberbullying);

- racism, sexism or ageism;
- intolerance of the background, religion or beliefs of others;
- homophobic remarks or name calling;
- swearing or offensive behaviour, including rude gestures;
- physical abuse – pushing, pulling, spitting, hitting, biting, kicking, fighting;
- lying;
- stealing or abuse of property;
- leaving the classroom without permission;
- refusal to follow instructions;
- disrupting the learning of others;
- inappropriate reaction to criticism / discipline;
- disrespect to another child or member of staff or a visitor to the school;
- antagonising behaviour

### **Staff Responsibilities**

Staff are expected to model excellent behaviour and conduct themselves in a professional manner at all times.

Overall all staff take responsibility for discipline around the school wherever it may be necessary. Classroom discipline is the responsibility of the class teacher. The underlying reason for misbehaviour is sought, e.g. problem at home, relationship issues, frustration, etc.

Each teacher at the beginning of the academic year will formulate with the children of their class a set of class rules. The children will be involved in with creating and agreeing to this document. This code will be reviewed regularly.

Classroom organisation is such that children should never feel frustrated or unable to cope and vigilant supervision enables the member of staff to diffuse an awkward situation should it arise. As much as possible, children are allowed an escape route, so that they are able to put matters right with dignity. Over-reaction is avoided so that a child feels treatment has been fair.

Children may be asked what appropriate action they feel should be taken. They are made aware that it is their action that has caused disapproval, not the child as a person.

The Senior Leadership team are informed of any persistent or serious digressions. Children are also sent to the Senior Leadership Team for praiseworthy behaviour.

### **Positive Reinforcement**

For effort and achievement, courtesy and consideration, being involved in activities with appropriate behaviour staff can reward with smiles, thanks, showing other children, parents, other teachers or a member of the SLT who will reward with a sticker. Individual class systems such as smiley faces or stars can be used as well as housepoints and Golden Assembly certificates.

Staff will trust, listen, give a chance, try to encourage and praise every child. If a child does something wrong, the child should know that it is his/her behaviour that is not acceptable and not the child itself. Rebukes should be positive and constructive as far as possible and not demeaning. Staff need to show we care, that we treat each other with courtesy. Staff need to recognise children's fears, help them to understand that their fears and difficulties are not unique. They also need to appreciate how well children cope with personal problems.

### Growth Mind-set

Some children will tend to give up on challenging tasks easily, or avoid tasks they've failed at before. They tend to believe that being 'good' at a particular activity is a fixed state, and is something they can't control. In psychology, this way of thinking is called a '**fixed mindset**'.

Others might bounce back quickly from failure and be more likely to explore how they can get better at doing something. They tend to be children who believe that you can improve your abilities by practising, or by finding a different way to achieve your goal. This way of thinking is called a '**growth mindset**', and developing it can help make children more resilient for life.

Our whole school focus this year is to develop a growth mind set approach to all of our learning both inside and outside of the classroom.

### House Points

All children in the school are divided into one of four houses: Shamrock (green), Rose (red), Thistle (blue) and Daffodil (yellow). House points are graded 1 – 10 (and in special circumstances extra house points will be awarded) and are awarded by all members of staff and supporting adults for positive work and/or positive behaviour.

For example:

- Good piece of work (improved or consistently good).
- Improvement in behaviour or consistent good behaviour in class.
- Observing class code of conduct.
- Helping in the classroom, showing initiative.
- Politeness and showing consideration to others.
- Being 'on task' for a specified length of time, listening well.
- Having good playtime behaviour.
- Bringing objects or books to the school related to work or topics.

At the end of the week, house points are totalled by the House Captains and shared in the Golden Assembly. The winning team gets to have their coloured ribbon tied around the house trophy for the following week. The winning house for the term are awarded with an afternoon off timetable on the first Friday of the next term.

### Dealing with incidents involving pupil's behaviour



Should it ever be necessary to enter a programme of sanctions for poor behaviour then staff will follow the Behaviour Steps. (Appendix 1)

For some pupils, further structured support maybe required. If this is the case then it will be discussed with parents and appropriate strategies will be put in place for the child and reviewed appropriately.

### **Dealing with incidents between pupils**

When dealing with an incident, staff will not jump to conclusions and should deal with each incident afresh. They will be consistent, firm and fair. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore try to avoid this by eluding being discovered. Instead we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

### **Reflection Time**

Children involved in an incident spend time reflecting. We encourage our children to learn from their mistakes and move forward.

This approach encourages those involved to identify ways in how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

### **General Information**

Various aspects and examples of good behaviour are promoted through the curriculum.

In administrating both rewards and sanctions, equal opportunities should be remembered; e.g. pupils should be rewarded for neatness; misdemeanours by pupils should be treated equally.

Every opportunity should be taken to praise the children: 'catch them being good'. When this happens, tell them that you are pleased and why. Share this with other children, either informally or when the whole class/group is together. Encourage the



children to share nice things about each other. Children are often happy to report misdemeanours about each other and it is helpful to translate this into reports for the good.

If a child poses a threat to himself or to others, has made a serious assault on another child or an adult or has seriously verbally abused a member of staff, adult or another child in the school, then that child's parents will be informed immediately by telephone or letter. Depending on the seriousness of the situation, exclusion may follow.

In an emergency, the school's Red Card emergency procedure should be deployed, i.e. a sensible child should be sent, with the red card from their classroom, to the most accessible member of staff (starting with the office staff, then any other nearby staff) to indicate that their help is requested immediately.

Physical restraint may only be used if a member of staff believes that the child involved poses a potential risk to self or others and therefore should be restrained with only sufficient force to prevent this happening. In the event of such a situation, the headteacher should be informed immediately and furnished with all the details in a written report, signed and dated. A number of staff are trained in positive handling.

We believe that our policy outlines detailed procedures and aims for a whole school approach to discipline. All staff take responsibility for its implementation, developing a corporate and individual understanding of acceptable norms and insisting that these norms are fairly and consistently reinforced. This will help to maintain the harmonious and co-operative working atmosphere at Joydens Wood Junior School.

## **Guidelines for effective control of behaviour**

### **Around the school:**

- Greet pupils and others in a friendly manner
- Start a dialogue
- Always deal with misbehaviour – ignoring means condoning!
- Set high standards of speech, manner and dress
- Enjoy your relationships with pupils.

### **In the Classroom:**

- Arrive before the pupils and begin on time
- Always be prepared
- Keep everyone occupied and interested
- Ensure pupils are motivated and extended
- Respect pupils work when marking
- Set achievable goals in class and homework
- Encourage all pupils to contribute in discussions
- Maintain a clean and attractive working environment
- Address pupils correctly

### Things that are unacceptable:

- Humiliation
- Over reaction
- Blanket punishment

### Things to strive for:

- Be good role models of British Values at all times when dealing with children and adults
- Use humour
- Keep calm
- Listen attentively
- Be positive
- Get to *know* your pupils
- Always carry out any consequences
- Be consistent
- Establish your authority firmly and calmly
- Separate the problem from the person
- Reprimand the action not the child i.e. “The way you behaved was uncaring” not “You are uncaring”

### Ways to encourage pride in the school:

- Involve pupils in taking responsibility for their working environment
- Insist on a clean room
- Teach in tidiness
- Encourage tidiness in others
- Leave the room neat and tidy
- Clear any graffiti immediately
- Deal firmly and fairly with offenders
- Keep displays neat and fresh
- Keep your desk, shelves tidy
- Insist on a litter free site
- Report damage immediately

### Liaison with parents

All liaison with parents should reflect the British Values. We show compassion for children and families.

Liaison will be maintained by established use of the Home –School Contact book. Parents will be kept informed about their child’s behaviour. If it appears that this has to be monitored on a regular basis a special home/school contact book may be started for that specific purpose. The book is written in by the teacher or teaching assistant at the end of each day, or at an agreed specified time and sent home.

The parent writes in it each evening or at agreed times, and returns the book to school. This can be an onerous task for the class teacher and it may be that when

the behaviour improves the contact book can be reduced to a weekly, monthly etc. contribution.

A good behaviour book is also effective. The teacher only records the good things that has done or achieved that day and makes no comments about the bad things.

### **NB**

There are times when parents feel that little or no action has been taken by the school following an incident. Often teachers have to deal with situations where it is one child's word against another's. In such circumstances there is a danger of punishing a child who has, in fact, done nothing wrong, which we would want to avoid.

Parents are no doubt aware that children often go home with only one side of a story.

With this in mind, parents need to discuss concerns with us with an 'open mind', and be prepared to discover that their child may be in the wrong.

In any school 'day to day' minor misdemeanours will always occur, and hopefully dealt with swiftly by a member of staff. In all such minor cases it is unlikely that parents would be informed.

### **Monitoring**

In light of this policy the Senior Management Team will continually monitor the behaviour throughout the school.

