



Freegrounds Junior School

Positive Behaviour Policy

Date of last review: October 2020

Date of next review: October 2021

Date approved: 5th October 2020

Approved by: Policy working party

Signed:

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Aims:

At Freegrounds Junior School we want to create and foster a safe, caring and calm environment where everyone feels secure and respected. We want a working environment which encourages children and staff to give their best both inside and outside of the school. We believe that good behaviour is based on mutual respect between children and adults and therefore our expectations are that people treat others the way they would like to be treated themselves.

This policy for Positive Behaviour provides a framework in order to support our children and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward.

Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs which is supported via individual plans. This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of our school.

At Freegrounds Junior School we believe that:

- All individuals will show care and respect for each other:
Child to child - Child to adult - Adult to child - Adult to adult
- All individuals have the right to be listened to and heard, at appropriate times
- All individuals will have a clear understanding of the shared expectations of their own and others' behaviour
- All individuals will take responsibility for positively encouraging each other to behave in a way that fits the caring ethos of the school

- All individuals will try to emphasise the positive and seek positive solutions to problems
- All individuals will be consistent in supporting this ethos
- This policy will apply to ALL individuals who are involved in the life of the school

Classroom Management

Classroom management and behaviour management within the classroom is the responsibility of the class teacher. Classroom management is key to promoting good behaviour. Children need to be absolutely clear about what is expected of them so the rules need to be made explicit and appropriate behaviours will need to be taught. Teachers need to establish clear routines in their classrooms to set the children up for success as often as possible. At the beginning of each academic year, each class will create a class charter linked to their Rights in the classroom and how they will also respect these Rights. This should be referred to regularly and reviewed by the class throughout the year.

At Freegrounds Junior School we expect all classrooms to have:

- A positive classroom tone
- Clear expectations about learning which are set at an appropriate level for the child
- A well-planned environment so that children can move easily
- Strategic seating arrangements for children when working at a table or on the carpet
- Visual behaviour charts which are clear and accessible
- The school's Behaviour Code and individual class charters clearly displayed

Good Practice in Encouraging Good Behaviour

- All adults act as role models for the children
- All adults use a calm, consistent, firm and fair approach
- All adults focus on positive praise to highlight good behaviour and to encourage those who are struggling to follow what good behaviour looks like

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably they make the children feel safer and therefore less anxious. This in turn will make it less likely that events of poor behaviour will occur. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours. When an adult gives instructions, they need to be given positively and firmly using simple language.

Positive Behaviour Code

- We are kind, polite and caring to everyone
- We always work hard and give our best effort
- We look after the school and its environment

- We listen well to others

Positive Rewards and Consequences

We aim to encourage good behaviour through praise and the use of our Visual Behaviour Charts (VBC).

Praise

Verbal and non-verbal praise should be used frequently within the classroom and around the school by all staff who see children behaving well.

- Verbal: Be specific so the children know what they have done well, linking with Behaviour Code/Class charters/Learning behaviours
- Non Verbal: Smiles and thumbs up signs are examples of non-verbal praise

Visual Behaviour Chart

All children will start the day with their names on the middle of the Visual Behaviour Chart (VBC) regardless of where they were the day before. As long as the same numbers of steps are present, and it is visual within the classroom, individual year teams may link the design of the VBC to current learning in the year group or something else which they feel; will engage the cohort/age range.

Example of the Visual Behaviour Chart

I have made **amazing choices** and will get a sticker and positive behaviour card

I have made **great choices**

I have made **good choices**

I am ready to learn and display positive behaviour

I have made a poor choice and need to **stop and think**

I have made two poor choices and need to **reflect on my behaviour**

I have made further poor choices and need to have a **consequence** for them

Children will be recorded in their class Behaviour Record if they have achieved AM – Amazing choices or C consequence

Positive behaviour choices

When positive behaviour or the learning values are demonstrated by the child, they will move their names up the VBC.

1st time

- Acknowledge the specific positive behaviour (Learning Behaviour, Class Charter, Behaviour Code) EG 'Well done for showing resilience in this lesson even though you found it tricky'
- 'You have made a good choice to...' (EG 'concentrate so well on your learning')
- Child moves name up once

2nd time

- Acknowledge the specific positive behaviour (Learning Behaviour, Class Charter, Behaviour Code) EG 'On our Class Charter it says...'
- 'Well done for making a good choice to...' (EG 'get on with your learning so quickly and sensibly')
- Child moves name up again

3rd time

- Acknowledge the positive behaviour
- 'Well done for making a good choice to.....'
- Share with class why the child has made it to the top
- Child moves name up again

When a child reaches the top they are rewarded with a sticker. A positive behaviour slip is given to the child to take home at the end of the day to be shared with their family. At the end of each week, the children will be recognised for their positive behaviour during Friday Celebration Assembly.

Other rewards

House Points

Children are rewarded house points when they demonstrate excellent effort in their learning (these are awarded individually and are therefore based on effort that is relative to them). When a child reaches the top of the Visual Behaviour Chart, house points are given to children to continue to highlight the good behaviour of the child. Once the child has reached the top of the behaviour chart that day any additional reinforcement of positive behaviour will result in a house point.

Class rewards

All classes will work towards a 'class reward' by collecting marbles/ticks/tallies (or similar), these can be awarded when the WHOLE class are following the Behaviour Code. The class will agree on a reward that they collectively work towards (these could include extra break, hall time, ...). Other class rewards may be agreed and used by individual classes/year teams to recognise and reinforce class rules and routines. These are negotiable with the individual class and their teacher but, in principle, will support and promote the values and behaviours underpinning our Behaviour Code and working as team. Children will work towards their class reward each half term.

Star of the Week

Every week each class teacher will choose one child in their class who has shown exceptional behaviour linked to one of our six learning behaviours; Resilience, Creative, Critical Thinking, Reflective, Team Work, Independence. This particular child will have their certificate presented by the teacher in celebration assembly on Friday and will also receive a housepoint.

If a child chooses to break the Behaviour Code

We aim to encourage good behaviour through praise. However, if the behaviour code is broken the emphasis must be put on the child taking responsibility for their actions and the following will apply.

Initially, adult to use non-verbal clues to encourage the child to realise that their behaviour may be slipping (EG prolonged pause of the teacher is talking, walking slightly towards the child so they know you are aware of them, etc). Otherwise the adult will use the VBC as a guide to direct the children away from the disruptive behaviour to positive behaviour.

1st time a rule is broken: VERBAL WARNING (not yet moved down the VBC)

- Child's inappropriate behaviour quietly and firmly pointed out (getting down to the child's eye level to tell them this if possible)

- Adult states rule: “In our school, we...” [Positively phrased], “you are choosing not to...”
- Praise 2/3 other children who are doing it right.
- (Praise child and thank them if they choose appropriate action in response)

2nd time a rule is broken: MOVE TO STOP AND THINK ON VBC

- Your name is being moved to *Stop and think*
- State the rule “In our school/class charter we.....you have chosen not to do so”
- Give consequence “If you choose to do that again you will lose 5 minutes of your break”
- Praise 2/3 other children who are doing it right.
- If they begin to demonstrate positive behaviour, praise & thank them and move them back up (look closely for opportunities to do this soon afterwards)

3rd time a rule is broken: MOVE TO REFLECTION ON VBC

- Your name is being moved to *Reflection*
- State rule “In our school we.....”
- “You have chosen to so you will have 5 minutes now or at break (whichever is appropriate at that moment) to think about your choice of behaviour
- This is an opportunity to have a discussion with the child and ask them the following key questions e.g. ‘What happened/what’s happening /How their behaviour has affected their learning/peers? How would they like to change it?’
- The responsibility is again put with the child and s/he is reminded of the consequence in deciding to break the rule again “if you choose to do that again you are choosing to receive a consequence and will lose next playtime.
- The child’s name will remain on Reflection until they demonstrate appropriate learning behaviours. Praise and thank the child when they do (look closely for opportunities to do this soon afterwards)

4th time a rule is broken: CONSEQUENCE ON VBC & NOTE HOME

- Your name is being moved to *Consequence*
- State rule “In our school we.....”
- “You have chosen toso now you will lose your next break time and I will speak to a Year Leader about your choices”
- With the teacher (and/or Year Leader, if appropriate), child to complete ‘My Behaviour Reflection’ sheet to explain their actions and what they think they need to do to make it right which will be sent home (*See Appendix A*)
- If a child ends up at consequence they will have a note recorded on CPOMS, their parent will be contacted by the teacher and they will miss break or lunchtime play to discuss with the teacher or Year Leader. The key questions will then be used with the child during the playtime to unpick the issue and ensure the behaviour is not repeated
- If a child receives 3 Consequences in one week (or the child’s behaviour does not improve), the child will then be referred to a senior leader (or Year Leader according to availability) who will contact the child’s parents to set up a more formal meeting. At this point possible lunchtime exclusions may be considered or suitable arrangements made in consultation with the parents/carers. Records must be kept on CPOMS of meetings with parents outlining what has been agreed

Each year group will have a file to keep the behaviour reflection forms and lunchtime incident forms which will be used to monitor behaviour across the year.

Refusal of work/ Expected quantity and quality of learning

When a child refuses to complete their work within the lesson the teacher should follow these guidelines.

- Take the time to quietly and calmly question the child as to why they have chosen to refuse and remind them again of the instruction
- If disruptive to others, the child may be moved to sit by self or with another adult within the class
- If the child continues to refuse, the VBC should be used and followed
- For refusal of work, the work must be placed in a 'lost work tray' in which it must be either completed during their break or at home after a discussion with their parents/carer. It is important for the children to realise that the missed work must be completed

If a teacher feels a child has not met the expected quality and quantity of learning in a lesson, children may be asked to 'catch up' for 5 minutes at a break time or 15 minutes at lunchtime.

Individual Challenging Behaviour

Our behaviour policy, whilst providing guidelines for a consistent approach, is written to be sufficiently flexible to take into account accommodation of a variety of individual children and needs. Occasionally some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable.

However, it needs to be recognised that when a child behaves in an unacceptable way there is an underlying reason and we need to look for the causes or triggers. This will involve tracking behaviour patterns and identifying the behaviour that needs to be targeted. In consultation with Year leader or SLT you may consider to use an individual behaviour plan to target the challenging behaviours displayed.

It is important to recognise that children should not be routinely sent out of the classroom unless they are seriously disturbing the learning of others and at this point they will be removed by a member of the SLT. This is because we believe in promoting children's sense of belonging within the classroom.

It is imperative for the success of individual behaviour plans that everyone working with the child is made aware of the specific plan, including lunchtime staff.

Serious Behaviour Concerns

If a child breaks a rule by behaving in any of the following ways, the child will immediately move to 'Consequences' and will be referred to SLT and Year leader:

- Leaving the school premises without permission
- Showing extreme and threatening aggression
- Physically hurting another child or an adult
- Bringing in weapons or paraphernalia that may hurt others or intend to threaten others

Depending on the severity of the behaviour and the child's response, the senior leader in charge may decide on an immediate short-term exclusion or an internal exclusion on the following day. Length of short-term exclusions will depend on several factors at the Headteacher's discretion. All exclusions must be agreed by the Headteacher and in line with the school's Exclusions Policy.

If exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour and to ask them to arrange to meet a senior leader and the class teacher. If, after this meeting, the child continues to make poor behaviour choices, the child's parents/carers may be called in agreement with a senior leader to collect him/her and there may then be a short-term exclusion.

The adult who was with the child at the time of any misdemeanour must complete a CPOMs record as soon as possible following the incident. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place (Please read Hampshire Procedure for Dealing with Knives and Offensive Weapons).

Following a short-term exclusion, the provision and needs of the child will be assessed. The school will liaise with suitable outside agencies in order to ensure the environment and systems are in place so that the child has a successful return to school. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the child. There may also be a Behaviour Contract agreed.

Modifications that may be made to support the child are: independent work station, one to one support, counselling, ELSA sessions, changes to the environment within and beyond the classroom and/or a reduced timetable. The arrangements that are put into place will be reviewed on a weekly basis to ensure that the needs of the child are continuously being met.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Local Authority.

PLAYTIME AND LUNCHTIME BEHAVIOUR POLICY

There are high expectations of appropriate behaviour at morning and lunchtime playtimes.

- There will be adequate adult supervision, so that any problems being experienced by the children will be immediately addressed
- Adults will observe and engage with children at play and will deal with incidents in line with the school behaviour management system
- Children will be encouraged to tell the nearest adult whenever they observe an accident or are being exposed to any undesirable behaviour from other children
- Poor choices EG Rough play, play fighting, or pulling of clothing, etc. will be immediately stopped and children will reflect on their choices with a lunchtime supervisor (following the same questions as 'Move to reflection' on VBC – page 5)
- Significantly poor choices, as listed under 'Serious behaviour concerns' – page 6, will be addressed immediately by the lunchtime supervisor and referred to the senior leader who is on duty that day
- Children are actively discouraged from retaliation in any form since this has a tendency to escalate roughness. Parents are asked not to encourage their children to retaliate but to encourage the children to go immediately to the nearest adult who will be committed to listening and to dealing with the situation as listed above
- Children continually not meeting behaviour expectations will be met by a senior leader. They will be reminded of appropriate behaviour and their parents will be informed. These children may miss one or a series of playtimes to enable them to reflect on behaviour expectations

- A programme of behaviour management or Emotional Literacy sessions may be put in place for these children in discussion with their parents
- Exemplary playground behaviour will be rewarded with children having their name moved up on the behaviour chart or being selected for 'Top table'
- Adults on duty will liaise with the class teacher in cases of either unacceptable or exemplary behaviour
- Provision of play equipment and playground games will help to ensure that there are plenty of suitable play activities, to provide children with alternatives to undesirable games

Behaviour on school trips

The school behaviour policy should be followed during all times, although these additional points need to be considered. On school outings and in public places the children will be expected to behave in a calm and sensible manner.

- When walking along the road they will be expected to walk in twos in a tight group and be polite to any other people in the vicinity
- They will be reasonably quiet in order that they may hear instructions quickly
- They will be expected to respond to instructions and be aware of safety issues
- On coaches they will be expected to be made aware of the role of the coach driver and to keep noise to a level conducive with the safety of the journey
- They will be expected to be polite to the driver and to any other member of the public
- Any unacceptable behaviour or behaviour endangering themselves or others will be dealt with at the time by the nearest member of staff with warnings and closer observation
- As always a positive approach will reward acceptable behaviour with praise
- In certain cases where the children are on an individual behaviour management plan the teacher should prepare an individual risk assessment with additional plans and procedures which should be discussed, agreed and signed by the HT and Parent ahead of the outing. Every effort will be made to enable inclusion in all the activities

Conduct of children outside the school gates

In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline children for “misbehaviour when the child is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

This Behaviour Policy should be supported through class circle time, PSHE, Emotional Literacy, assemblies, ELSA time/group work, pair or group work in lessons, celebrating good news/behaviour, in fact, in every possible positive way which promotes good behaviour and reflects the caring, supportive ethos of our school.