

# St James' Church of England Junior School (Voluntary Controlled)



## Policy of Positive Behaviour

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Drawn up by	Deputy Head Teacher
Date	March 2016
Agreed by Governors	June 2016
Review date	March 2017

## SCHOOL STATEMENT

We fully understand the influence and impact that forms of behaviour play in determining the success within the school for all pupils and adults and in the forming of the whole school ethos.

We will aim to nurture in the individual an awareness and responsibility for their own attitudes, decisions and actions and a recognition of their consequences.

In the context of our school environment, our policy supports the agreement and fulfilment of school aims and set procedures that consistently insist on positive behaviour from all individuals which meet the expectations, needs, and aspirations of everyone; establishing respect, safety and opportunities for success for others and self.

We understand that schools are ever changing and recognise that there are times when we need to adapt and respond immediately to those changes as and when they occur.

## AIMS OF THE POLICY

- To encourage a calm, purposeful and secure environment within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self discipline to enable each pupil to accept responsibility for his/her behaviour
- To have a consistent approach to behaviour throughout the school fully understood by staff, pupils, parents and governors
- To raise awareness about appropriate behaviour
- To support pupils, staff and parents to have a sense of direction and common purpose
- To make boundaries of acceptable behaviour clear and to ensure safety and welfare of all pupils and staff
- To allow pupils to distinguish between right and wrong
- To prevent the action of pupil exclusion
- To support learning and achieve high levels of school and individual success
- To ensure learning and teaching is given very high status within the school
- To protect the quality of the learning environment at all times

## **EXPECTATIONS AND RESPONSIBILITIES**

### **The pupils at St. James' are expected to:**

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Respect and carry out instructions from school staff
- Take care of the school environment
- Play a full part in the success of the school
- Make informed choices and be aware of the consequences
- Follow the rules of the school
- Agree to terms of Home-school agreement

### **The staff at St. James' are expected to:**

- Treat all pupils fairly and with respect (*ref: St James' Public Sector Equality Duty and Inclusion Policy*)
- Promote pupils' self esteem and aim to develop their full potential
- Provide a challenging and relevant curriculum reflecting the needs of pupils with varying abilities
- Create a safe and stimulating environment
- Use agreed strategies, rewards and sanctions clearly and consistently
- Form positive relationships with parents to support and develop the pupils' understanding and acceptance of acceptable behaviour
- Be a good role model and have high expectations of pupil behaviour
- Recognise each pupil as an individual and be aware of his or her needs
- Ensure planning offers learning opportunities to develop an understanding and acceptance of positive behaviour
- Respect the rights of pupils to question and learn from their mistakes
- Recognise and praise positive behaviour

### **The parents and carers at St.James' are expected to:**

- Support the school in the implementation of this policy
- Be aware and support the agreed school rules and school expectations
- Co-operate fully and work within a supportive partnership with staff
- Make children aware of appropriate behaviour in a range of situations
- Encourage their children to follow the school rules
- Encourage independence and self-discipline
- Foster good relationships with the school
- Agree to terms of home-school agreement

### **The governors at St. James' are expected to:**

- Make, and review regularly, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils
- Support and monitor the continuing implementation of this policy and evaluate its success and difficulties on a termly basis
- Support the school community to ensure policy success
- Work with staff to ensure adequate resources are in place, which support and meet the needs of all pupils in school

### **GUIDELINES AND STRATEGIES**

As teachers we need to recognise that in general children do not misbehave and that they respect the guidance and directions given by adults. Children are very aware of issues such as fairness and consistency of approach and it is important that the school offers its pupils consistent guidelines, and rules that they understand and are able to keep.

Expectations of behaviour from our pupils must remain consistent throughout their junior school experience if we are to support their continued development and independence within a climate that is safe and respectful.

All members of staff need to encourage and model positive behaviour, manage unacceptable behaviour, recognise and be understanding of the situations that cause children to misbehave, and take appropriate action to minimise and reverse negative situations.

When dealing with behavioural issues staff at St. James' can expect to receive full support when following proven school practice and procedures to redress unacceptable behaviour into positive and meaningful behaviour.

**Positive behaviour should be encouraged by:**

- Developing clear class rules and expectations of each other's behaviour
- Discouraging unsociable behaviour by providing mutual respect
- Involving the children through the school council in setting standards
- Encouraging pupils to take responsibility for actions and behaviour
- Setting through example, standards of positive behaviour
- Praising and rewarding positive behaviour both publicly and privately
- Praising and rewarding examples of the 4Cs in practice

**We need to manage negative behaviour by:**

- Rewarding positive attitudes, achievements and behaviour
- Discussing incidents with pupils involved
- Teaching children the necessary skills and procedures to enable them where possible, to resolve disagreements themselves
- Following the agreed school sanctions if necessary
- Drawing upon the expertise and support of staff members and , where appropriate outside agencies
- Liaising and working with parents/carers
- Being aware of the language of positive correction
- Helping in the process of repairing and reconciling children's relationships which may have broken down

**We need to ensure that pupils are engaged in learning tasks and ensure that:**

- The task is meaningful
- The level of challenge is appropriate to the learning needs of the child
- Pupils receive positive feedback leading to a growing sense of confidence and self worth
- Pupils are valued and develop a growing sense of competence
- Pupils have a sense of pride in their school and play a meaningful role in its success and development
- Pupils are given attention for success and not failure

- All pupils feel able to approach staff members and talk openly and in confidence
- Pupils are aware of their targets and what they need to do to reach them

### **RULES, REWARDS AND SANCTIONS** *(ref: appendix 3 - Behaviour Procedures)*

Limits need to be clear and agreed in each classroom. It is common in our school for classes to devise class rules which break down the school rules (4Cs) into meaningful guidelines. It is important to recognise that:

- Class rules can change in response to behaviour trends
- Responses to pupils need to be clear, predictable and appropriately graduated
- Praise is the best motivator and also the best modifier of behaviour
- Good work and actions need to be rewarded
- Sanctions or rules that are unfair, inconsistent or unpleasant tend to be counter productive
- Blanket bans and whole class sanctions are inappropriate, ineffective and are usually unfair to many children
- Effective sanctions come through being imposed after a warning
- There is a hierarchy of sanctions
- Responses to imposing sanctions need to be appropriate to the level of seriousness of the behaviour
- Shouting does not promote positive attitudes or behaviour and must not be used as a form of reprimand or behaviour management.
- It should be clear from our actions that it is the behaviour that is unacceptable and not the child
- There is a consistency amongst all teachers
- The aim of a sanction is to encourage children to think about the consequences of their behaviour and to discourage future inappropriate behaviour

### **REWARD SYSTEMS** *(ref: Appendix 2 - Reward Systems)*

- Children are issued with house points for acts of kindness and good behaviour in school. Points are counted each week and the winning team is rewarded at the end of every term.
- The Head Teacher gives achievement Certificates out each Friday at assembly. The certificates reward good achievement and/or behaviour in school and are displayed in school for one week
- Motivational 'Reach for the Stars' stamps are given by the teacher to reward good work in books. Each child has their own card and rewards are given at agreed targets

- Visits to the Head Teacher are used as motivational rewards for good achievement and effort
- Letters are sent home to congratulate children's achievements and efforts in school at the end of every term
- Child of the Term acknowledges an individual's efforts over a period of time

### **OUR AGREED SCHOOL RULES**

Our agreed school rules have been drawn up to ensure that we offer safety, calm, order, understanding and acceptance from all partners involved with St. James' Junior School. Adults and children have been involved in the process of defining and setting the rules. We believe our school rules are acceptable and easily understood. School rules are monitored and evaluated on a regular basis and discussed through governors' forums, staff meetings, class discussions and parents' meetings with a view to continued improvement.

### **CARE< COURTESY, CONSIDERATION AND CO-OPERATION**

The 'Four C's' form the basis of all school rules and convey clearly to staff and pupils the expectations that we have of our community.

Time is spent at the start of each academic year to ensure that all pupils and staff recognise what each word means and how they relate to everyday life at St. James' Junior School. Throughout the year pupils are praised for their demonstration of the 'Four C's'. Examples of inappropriate behaviour can often be linked to not following the 'Four C's' and all pupils should understand the seriousness of this happening.

### **Our rules insist that pupils:**

- Attend school every day
- Practise good time keeping
- Respect the efforts made by each other
- Move calmly around the school and look after the school buildings, resources and displays
- Be polite and respectful to each other, to staff, parents and all persons in the school
- Work to the best of their ability
- Do not behave in a threatening or bullying manner
- Do not use any form of racist or sexist abuse
- Do not use negative comments about disabilities or sexuality
- Do not use unacceptable language

- Do not bring sweets to school unless it is a birthday or special occasion
- Wear the agreed dress for P.E. lessons
- Do not wear jewellery except for religious purposes
- Complete homework tasks
- Follow instructions carefully and sensibly at all times
- Demonstrate the 4Cs whether in school or out

## **SCHOOL PROCEDURES AND SUPPORT STRATEGIES FOR TEACHERS**

The class teacher deals with the day to day incidents in school. Most are dealt with very effectively, with no need for further action.

### **Colleague support**

When ongoing difficulties concerning behaviour in the classroom occur, teachers are advised to seek guidance from senior colleagues. Advice and class tactics will be discussed with follow up meeting(s) to evaluate progress.

### **Time out**

A formal verbal warning is given for inappropriate behaviour. If a pupil reaches the stage of difficult behaviour that is still interrupting their own and others' learning and has difficulty in explaining his/her behaviour, the pupil should be offered time away from others to enable him/her to reflect on his/her actions. This 'time out' must be at a designated place within the classroom.

\*It is **imperative** that when the child has calmed down he/she is given the opportunity to discuss the incident with an adult who will advise on the appropriate ways for managing anger and reinforce the school's high expectations of pupil behaviour.

### **Restart room**

See appendix 1

### **Pupil removal from the class setting**

If a pupil causes **major** disruption in the classroom the pupil can be removed from class and taken to the Head Teacher. The Head Teacher will talk to the pupil and ensure that the pupil continues his/her work in an appropriate setting. This procedure offers both the teacher and pupil time to adjust into the normal school routine alleviating feelings of anger.



## **EXCLUSIONS**

Where a serious incident (or series of incidents) has occurred, a pupil may be excluded. There are several types of exclusions, depending on the severity of the incident/s.

### **Lunchtime Exclusion**

Where poor behaviour or incidents are confined to a specific time such as lunchtimes, a pupil may be excluded during these times. This can happen in school or parents may be required to collect their child at the beginning of lunchtime and return them to school in time for afternoon lessons.

### **In-school Exclusion**

This type of exclusion means that a pupil will be removed from their class and placed in another class and year group for a specified amount of time. During this time, the class teacher will provide work for the pupil.

### **Fixed Term Exclusion**

When a pupil has been given a 'fixed term' exclusion, they will be excluded from the school for a specified amount of time. A meeting with parents or carers will always take place before the exclusion and before the pupil returns back to school. A formal letter is sent to parents/carers detailing the reasons for the exclusion and outlining appeal procedures. All 'fixed term' exclusions are reported to the governors.

### **Permanent Exclusions**

A pupil may be given a 'permanent exclusion where there have been a significant number of 'fixed term' exclusions or the nature of a single incident has been extreme. The school governing body will make a decision whether to uphold the Head's decision to permanently exclude. Parents are invited to this meeting and can make representation if they wish. Parents have the right to appeal if the decision is upheld.

Further information on exclusion can be found at [www.newham.gov.uk](http://www.newham.gov.uk)

### **Safety on Outings**

If the Head Teacher identifies serious negative behaviour or a pattern of repeated behaviours, the question will be asked whether a child's behaviour can be trusted on an outing. If the safety of any group is put in question, the Head Teacher will refuse to allow permission for that child to accompany the class.

### **Pupil behaviour outside the school gates**

Pupil behaviour may still be subject to the schools' behaviour policy where the pupil is:

- Taking part in any school-organised activity or school-related activity or
- Travelling to and from school or
- Wearing school uniform or
- In some way identifiable as a pupil at the school

## **BULLYING**

All reported incidents of bullying are taken seriously. Incidents are investigated and any further action required taken as soon as possible. All bullying and racist incidents are logged. (*ref: Anti-bullying policy*)

### **Confiscation of inappropriate items**

Authorised school staff have the power to search and confiscate without consent prohibited items where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images, items that are identified as banned by the school rules e.g. mobile phones.

### **Malicious allegations**

Where a pupil has been found to have made a malicious accusation against a member of staff the school will refer to Borough guidelines and act accordingly.

### **Parental Involvement**

If a pupil's behaviour gives cause for serious concern we will join in open, honest discussions with parents/family/carers.

Meetings in which parents are requested to attend will be organised by the Head Teacher, who will also be present at the discussions. Working alongside our families is important, as it will reinforce the same expectation of behaviour to the child from the school and home.

The school has a very good and fruitful relationship with its community and this procedure has proved to be successful and it enables the child to see the importance of good behaviour.

It is of the utmost importance that we remain consistent and clear in regard to high expectations of behaviour from all persons at St. James' Junior School.

## **MONITORING AND EVALUATING THE POLICY**

It is important that we keep the Positive Behaviour policy on the agenda and guard against slippage. We will do this by:

- Head Teacher and senior teachers monitoring the policy within SMT meetings and having a clear overview of behavioural issues in the school.
- Phase leaders monitoring behaviour within their phase.
- Regular review and evaluation of restart records
- Working with parents on a regular basis.
- Holding an annual review of the policy and discussing its effectiveness with the Governing Body.
- Referring to pupil behaviour in the annual observation cycle.

- Ensuring teachers follow procedures to support positive behaviour consistently.
- Ensuring the curriculum supports pupils' knowledge and understanding of behaviour and the effect it has on their lives.

### **CRITERIA TO MEASURE SUCCESS**

We will know we are successful when:

- All pupils are achieving successfully in their academic, social, moral and physical development.
- Pupil attendance is high.
- Pupils have not been excluded.
- The restart room is empty of pupils.
- There is clear evidence in teacher planning to promote positive behaviour within the framework of curriculum delivery and wider school situations.
- Adults and children are not discriminated against.
- Our school rules are understood, accepted and effective.
- The school environment is treated with care and respect.
- When well deserved praise is heard publicly and admonishment is private.
- Members of the School Council can confirm that children feel safe and happy.
- Parents have full confidence in the ethos of the school.

## The Restart Room

The Restart room is for children who have been involved in a serious incident to calm down and reflect on their behaviour. A referral form should be filled out explaining why they have been sent. Serious incidents are as follows:

- Fights
- Deliberately hurting another child
- Repeated defiance

Should this occur, you **must** send a responsible child as soon as possible to the Restart Room with a completed referral form. Someone will come to your class.

Other issues should be dealt with in the classroom by using:

1. Verbal warning - telling the child this explicitly "This is your verbal warning. If you....., you will have 5 mins time out."
2. 2<sup>nd</sup> warning - 5 minutes time out on the Time Out table.
3. Explain that if they ..... again, they will have another timeout. This time they will fill out a reflection sheet.
4. 3<sup>rd</sup> warning, Time Out table completing a reflection sheet.
5. You should then discuss their behaviour with them as soon as possible and before returning them to the lesson whenever appropriate.

If the child re-offends, **use your professional judgement**. You can go through steps 1-4 again. If a child re-offends again, then send a referral form to the restart room with a responsible child and someone will come to your class.

It is important that children fill out the reflection form properly: referral and reflection forms are used as evidence when the school has to meet with parents.

## Promoting Positive Behaviour

Positive behaviour should be encouraged by:

- Having high expectations of behaviour
- Developing clear class rules
- Praising and rewarding positive behaviour both publicly and privately
- Praising and rewarding examples of the 4Cs in practice
- Giving house points
- 'Reach for the Stars' stamps
- Visit to the Head/Deputy Head Teacher
- CONSISTENCY!!!

### Behaviour Targets

If there are children in your class who have behaviour targets then you must refer to them during the lesson - be it praise for achieving them or a reminder if they are not. They must also be filled out at the end of each session and where possible, verbal feedback given. Although this may seem time consuming initially, the children benefit from knowing if you have noticed their efforts or lack thereof. They will only progress with guidance, and if the targets are not filled in, the child may assume you don't care about them, which in turn, could lead to them not caring if they have achieved their targets. With a consistent approach, the children will start to improve. If there is not improvement with a consistent approach, then the target may need to be broken down into smaller steps, so it is more achievable. The children can then build on their success, which will motivate them to achieve the next step.

Target sheets need to be signed by the class teacher and then taken home where they should be signed by parents and comments made. They then need to be returned to the Restart Room the following morning. Children will be seen by Monica during the week to discuss their progress and how they feel about how they are doing.

If there are behaviour issues in your class/set with particular children you need to consider the following:

- ❖ Have you seated the children appropriately?
- ❖ Are your lessons fun and engaging?
- ❖ Do you cater for all learning styles and avoid long sessions of teacher talk?
- ❖ Are your resources prepared and in working order?
- ❖ Are your expectations clear and consistent?
- ❖ Is your behaviour management consistent?
- ❖ Do you use take up time?
- ❖ Do you tactically ignore?
- ❖ Are you using time out consistently? Have you positioned the Time Out table appropriately?

- ❖ Does the child know why they have had time out?
- ❖ Are the children clear about what they should do whilst on time out?
- ❖ Are you referring to the children's targets (if they have them)?

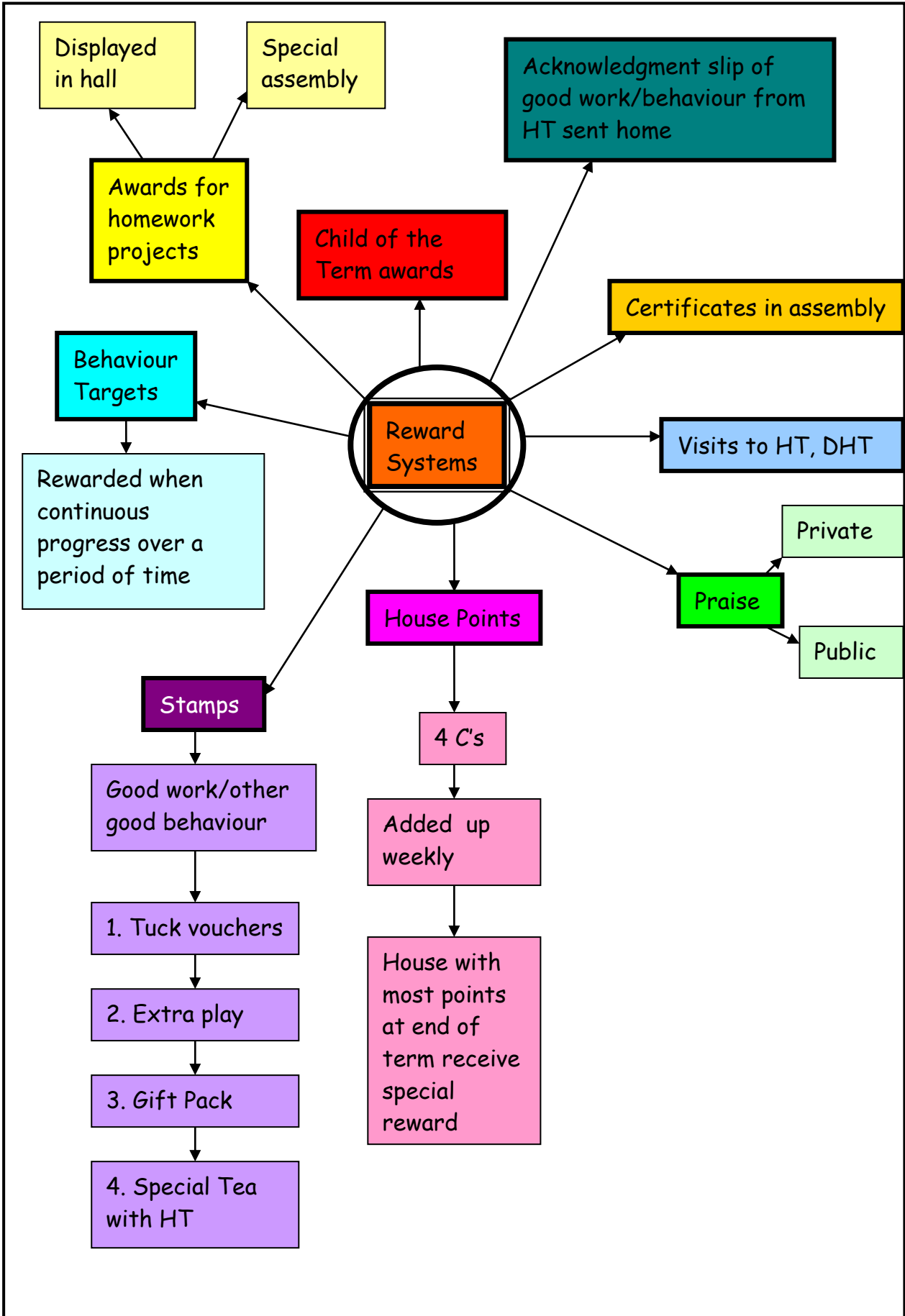
### Supporting supply teachers

Supply teachers need to be supported in order to provide the consistency in approach that is needed to encourage a positive atmosphere for learning. To do this we must ensure that:

- They are aware of the various ways of rewarding the children
- Planning is clear
- Resources are set up prior to lessons
- General classroom resources are clearly labelled and easy to find
- Seating plans for class/sets are displayed (including table names/abilities)
- They know about children that are on targets and where they are kept
- They are aware of proven strategies that work with specific children's challenging behaviour
- The Time Out table is clearly labelled and reflection sheets/referral forms accessible
- They know the behaviour procedures in the school - refer to flow diagram
- They are aware of strategies that we do not use e.g. writing lines

If you would like some extra support/advice for behaviour management, please see a member of the Senior Leadership Team, Inclusion Manager or Learning Mentor.

REWARD SYSTEMS



### Behaviour Procedures

