



Whitstable Junior School

POSITIVE BEHAVIOUR

POLICY

Governors' Committee Responsible: Curriculum Committee

Policy Originator: Headteacher

Status: Statutory

Review Period: 3 Years

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Whitstable Junior School

Positive Behaviour Policy

Introduction

This document is a statement of the aims, principles and strategies for Whitstable Junior School.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the AEN and Inclusion policy, anti-bullying policy, PSHE policy, child protection / safeguarding policy and the policy for teaching and learning to establish the general ethos of the school.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage positive behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of collaborative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

We need to teach good behaviour in a positive manner, just as we teach the academic curriculum.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Community Code

Following consultation with staff and all pupils via the School Council, the following Community Code has been adopted and should be applied to all areas of the school environment and general school life.

- Be safe
- Be kind
- Be responsible

Key principles for positive behaviour

- Good behaviour is linked to good teaching
- Be relentlessly positive with all children
- Use rewards in a specific and tangible way
- Provide concrete consequences; don't get angry
- Answer the rudeness, not the point being made
- Strive for compliance, NOT agreement
- Non-negotiable: Health - Safety - Education – Politeness...be safe, be kind, be responsible
- Don't arbitrate (sanction them both equally for the dispute)
- Use sanctions

Responsibilities

Staff should:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty 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 all;
- identify reasons and patterns of behaviour;
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

Children should:

- keep to our community code – be safe, be kind, be responsible.
- work to the best of their abilities, and allow others to do the same;
- keep teachers informed of incidents;

Parents should:

- make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- get their children to bed at a reasonable time so that they are fresh for school the next day;
- show an interest in all that their child does at school;
- foster good relationships with the school;
- support the school in the implementation of this policy;
- encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour.

Governors should:

- support the partnership between home and school;
- monitor and evaluate the implementation of the schools behaviour policy.

Rewards

Daily and weekly

- Every child has a personal avatar on the Carrot rewards site. Teachers reward individuals daily via the website and the children can use these to buy accessories or backgrounds for their avatar or to work towards class or individual whole school rewards. Teachers can also set up their own class rewards. This will be developed over time.
- Teachers can also deduct points and children can earn them back.
- Every child can earn 50 points for good behaviour each day
- Children receive verbal praise, smiles and stickers.
- If all points are kept within a week this means a total of 250 points to spend on their avatar.
- The class with the highest average points per child receives a special mention in the weekly Celebration Assembly and the winning class received a class treat (a range of treats nominated by the class).
- Following verbal praise from the class teacher exceptional pieces of work are shown to the Headteacher or Assistant Headteacher's in their absence.

Core Values

Determination	- never give up, even when it's hard
Trust	- stay true to your word
Fairness	- take part, do your share
Respect	- value yourself and others
Responsibility	- always make the right decision
Caring	- kindness and friendship to all

Safety Code	Playground Code
<ol style="list-style-type: none"> 1. Never leave the school without permission. 2. Always walk on the left in the school building - never run. 3. Ask permission before leaving the room. 4. Obey fire regulations. 5. Always tuck your chair in. 6. Never stay in a classroom at play or at lunchtime without an adult. 7. Use the toilets properly, and remember to wash your hands. 	<ol style="list-style-type: none"> 1. Stay in the appropriate part of the playground. 2. Obey and respect all adults. 3. Show consideration to all children. 4. Place all litter in a bin. 5. Take care of the playground equipment. 6. Play safely. 7. Walk in quietly straight away at the end of play. 8. Always use the correct entrances.

Sanctions

Daily and weekly

- If a child is disrupting the lesson etc then they will be given a series of verbal warnings and guidance to show positive behaviour. If the negative behaviour continues then a yellow warning card gets placed on the desk in front of them. This will act as a reminder to the child that they have got to improve their behaviour.
- If a child improves their behaviour then the yellow card can then be removed from the table.
- If a child continues to misbehave the yellow card is changed to a red card.
- If a child has a yellow card on their desk at the end of the day they lose 10 points from their behaviour points. If they have a red card they lose 20 points.
- If a child's behaviour is aggressive, hitting or serious swearing then the Well Being Team should be informed and come and support the child in the class or remove them if necessary.
- Detentions can also be issued- to take place at break and lunch times with the class teacher.

All staff will be informed at a weekly meeting (Friday Briefing Meeting) of any children of whom they should be aware when on play or lunch duty.

PLAYTIME SANCTIONS – for use at playtimes and lunchtimes

Stage	Indicative behaviours	Strategies and sanctions
1: Initial	<ul style="list-style-type: none"> → Pushing into line → Bringing inappropriate items to the playground, <i>eg sweets</i> → Not waiting sensibly 	<p>Facial gestures etc</p> <p>Verbal reminders</p> <p>Confiscation</p>
2: Cause for concern	<p>In the school</p> <ul style="list-style-type: none"> → Deliberately creating a disturbance <i>eg shouting in the dinner hall</i> → Running in building → Unauthorised access to school <p>In the playground</p> <ul style="list-style-type: none"> → Not sharing → Not being friendly → Not abiding by the rotas for play equipment → Not playing by rules → Play fighting → Not responding to bell/other signals <p>In/out of school</p> <ul style="list-style-type: none"> → Accidental damage through carelessness → Cheek → Minor challenge to authority → Annoying other children → Playing in the toilets 	<p>Member of staff issues a yellow card, completing the front and back before giving to class teacher for deduction of points. Only this member of staff can give back the lost points following clear directions to the child about the positive behaviour that they should show in order to have the points returned.</p>
3: Recorded and brought to the attention of senior staff	<ul style="list-style-type: none"> → Verbal abuse including swearing → Fighting → Repeated unauthorised access to school → Damaging school/pupil's property including throwing → Repeated refusal to do set tasks → Continued or more serious cheek/challenge to authority → Threatening behaviour → Intentional physical harm to another → Serious challenge to authority 	<p>Member of staff issues a red card, completing the front and back before giving to class teacher for deduction of points. Only this member of staff can give back the lost points following clear directions to the child about the positive behaviour that they should show in order to have the points returned.</p>
5: Potential exclusion	<ul style="list-style-type: none"> → Vandalism/theft etc → Extreme danger or violence → Running out of school → Sexual statements or actions → Racist comments or behaviours 	<p>Child is brought directly to the Headteacher or another member of SLT if the Headteacher is not available.</p> <p>The Headteacher will telephone the parents and discuss the incident.</p>

Appendix i

STRATEGIES AND SANCTIONS

All staff must be aware that we are trying to *teach* good behaviour in the same way that we are trying to teach literacy, numeracy or any other part of the curriculum. We would not automatically immediately correct a child who had spelt a word wrong if their intentions were generally good. We must not automatically resort to sanctions when a child misbehaves; we need to use strategies.

Poor behaviour stops teachers teaching so poor behaviour must be stopped, but using sanctions too frequently, inappropriately or too early may actually cause the behaviour to escalate to a greater level.

At stage 1 of the scale the use of positive behaviour management strategies are absolutely key and underpin the approach to be used throughout the entire scale.

The following strategies are given as illustrations for parents or other stakeholders as to how staff approach delivering a positive behaviour policy and as guidance for all staff.

Positive behaviour management strategies

<p>Praise and rewards</p>	<p>Making Rewards Work Guidelines for effective use of rewards</p> <p>When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is rewarded explain what they have done to earn it.</p> <p>Again and again and again- particularly to begin with reward the target behaviour every time it occurs. Keep the delay between behaviour and reward to a minimum.</p> <p>Start on a winning streak. When starting a reward system pick situations where the target behaviour is more likely to occur and the problem behaviour is less likely. Start with low standards - lots of rewards for a small change. Keep delays between behaviour and reward to a minimum to begin with. The pay-off for “being good” should be greater than for “being bad”.</p> <p>If the target is a specific action of brief duration reward every occurrence (e.g. complying promptly to a request). If the target is a continuous performance (e.g. being ‘on task’) reward at frequent intervals. Gradually increase the interval or reward, perhaps 2 in 3 instances of the target.</p> <p>Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done. Emphasise what the child has done has had some good effects (e.g. made another child pleased). Emphasise how the child feels good/proud/pleased to have done something so well (i.e. “you really feel pleased with that, don’t you, Jackie”, not “I’m pleased with what you’ve done, Jackie”).</p>
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<p>Ignoring Unwanted Behaviour</p>	<p>Definition: ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of child's behaviour. How common is it? Very. It is often used for low level undesirable behaviour almost without staff being aware.</p> <p>Principles which should govern the use of ignoring Usually most productive when a child may be deliberately "winding up" staff in order to gain adult attention. Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts longest). Consensus - all staff (and other adults) need to follow the same policy. New staff need to learn at what level existing staff have set their "filters". Begin when it is likely to succeed, e.g. when there are other interesting activities (distracters) going on. Usually, give the child a verbal explanation in terms they will understand at an early stage.</p>
<p>Restitution</p>	<p>Initially use restitution with a child when you are reasonably confident you can obtain success with the child:</p> <ul style="list-style-type: none"> ➔ relatively minor incident ➔ child not very excited already ➔ element of surprise to child ➔ other staff ready to support verbally (in some circumstances modelling alongside the child) <p>Give the child a brief explanation: child is old enough to know better, can "make good" (usually in the tone of righteous indignation).</p> <p>Expect only 1 or 2 minutes of restitution.</p> <p>Avoid praise on completion.</p>
<p>SAT</p>	<p>Stop And Think</p> <p>Continually use this with children prior to giving yellow or red cards/behaviour sheets etc. We want them to take ownership and responsibility. If they can genuinely change their behaviour without you resorting to a yellow or red card that's great.</p>
<p>Plan for misbehaviour</p>	<p>Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room - have easy access to all children.</p>
<p>Take control</p>	<p>Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back - not obviously (over-control) - move around a bit. Or from time to time just move around the classroom and just stand near any child/children causing concern.</p>
<p>Catch them doing it right</p>	<p>Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. "I see you've got that maths problem right – Great!". Be smart - give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.</p>
<p>Least intrusion into the lesson</p>	<p>Don't make a big deal out of it. Remember they're not doing it to get at you – they're just doing it because they feel like it. (Although if you go over the top in your response – they'll continue as it's fun to get such heavy reactions to something minimal).</p>

Use non verbal messages	Maintain firm eye contact at times, raised eyebrow, gestures- so they know that you know what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
Don't get hooked-in	... unconsciously they're either seeking attention, checking out if they can take control here, – would love a power struggle, or maybe they want to impress their peers – all <u>unconscious</u> goals of misbehaviour, – gives them a sense of belonging. – I'm the cheeky one, the naughty one and any such response to these will reinforce the goals of misbehaviour. Just refuse to play their game. You're the teacher. All kids push the limits. Acknowledge this and refuse to get hooked-in. You have no intention of getting hooked-in to such behaviour but keep your response low key.
Managing attitude	<p>If some concern on your part, take one aside, preferably the leader and send a clear "I" message e.g. "When people mess around in class, I am concerned. No attention = low marks. I don't want that to happen to you. OK!"</p> <p>NOTE: If you've been heavily reacting to their behaviour – and you're going to change your response – you may find they'll push you – just to check if you're for real. Stay cool. You are the teacher here. Keep focusing on catching them when they do "it" (anything), right. They just need a gentle reminder and divert by catching them doing it right. No fuss and they'll settle down.</p>
Defusing	<p>Defusion is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and upset and therefore interrupting the patterns that are likely to lead to challenging behaviour.</p> <p>Some of the following suggestions may be helpful:-</p> <ol style="list-style-type: none"> 1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the pupil. 2. Address the causes of the behaviour by removing or at least reducing them. 3. Help the pupil to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation. 4. Distract the pupil by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The pupil needs to have control in making a real choice. They should not be merely directed to do another convenient activity. 5. The adult needs to behave reasonably. If a pupil's request is reasonable in the situation then the adult should respond.

To be assertive is to be:

- ➔ calm
- ➔ unemotional
- ➔ use a lot of eye contact
- ➔ give praise and do these methodically

Not to be assertive is to:

- ➔ react
- ➔ beg
- ➔ plead
- ➔ show emotion
- ➔ show inconsistency