



**Wallsend Jubilee Primary
School**

Behaviour Policy

Reviewed :September 2020

This policy sets out the expectations of behaviour at Wallsend Jubilee Primary School. We aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos of our school and with the SEAL (Social emotional aspects of learning) program. This policy also links to the school Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on our self and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision
- Support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment

- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

Everyone in our school has the right to.....

- Learn
- be respected
- be safe

Therefore everyone is expected to follow these whole school rules:

- We will always use common sense, courtesy and consideration
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.
- We will listen and follow adult instructions.

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly alongside class code of conduct, teachers core values, rewards and consequences. All classes will devise and sign up to these mutually agreed rules in the first week in their new class

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE and REWARDS which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Verbal praise
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/ day
- Stars awarded in Early Years/KS1 and pin badges in KS2
- Red, bronze, silver and gold stars in Key Stage 2
- Showing work to another adult/ class/ Head teacher

- Lunchtime star vouchers, drawn in assembly
- Kindness leaves
- Good behaviour notes sent home to parents
- Celebration assembly Certificates

Collective whole class rewards

Each class has the opportunity to collect for example 'marbles in a jar' or stickers for a chart for positive behaviour, hard work or meeting class targets. A full jar or chart leads to a whole class treat as agreed between the teacher and the child

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Head teacher or appropriate senior leader. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Consequences

- Verbal reminder of the expected behaviour/ school rule
- Movement to Amber on our traffic light system if behaviour continues
- Movement to red, name and incident recorded in class book and attendance at red meeting will be required
- Time out within classroom/to designated teacher through Red Card system
- Passport to positive behaviour

Repeated incidents or reaching 3 Reds in a half term will be reported to parents and the child moved onto a daily report sheet for two weeks. Child will then report to Mrs Bryson daily to discuss behaviour and set daily targets. This will be recorded in our internal CPOMS system

If unacceptable/ disruptive behaviour continues after two weeks the child we be expected to remain on report for a further 2 weeks and report daily to Pastoral Manager (Mrs Miller). A further meeting with parents would then be held.

Extremely unacceptable behaviour will be reported to the Head teacher, Deputy Head teacher or Pastoral Manager immediately. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Following an incident of unacceptable behaviour, adults will have a conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

Playtimes and Lunchtimes

At play and lunchtimes we encourage children to engage in positive play with their peers, with the focus on co-operative play, good communication and teamwork.

We also have a system of Y6 Buddies to support younger pupils.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school PSHCE approach. Peaceful problem solving prompt questions may be used. Such strategies are covered in whole class PSCHE and SEAL lessons as well as being reinforced with individuals or small groups where appropriate.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers, other adults and lunchtime vouchers.

Consequences

At play and lunchtimes there is a three stage hierarchy of corrective interventions and consequences.

Stage 1: Rule/ expected behaviour reminder

Stage 2: Timeout for 5 minutes – child to stand next to and follow adult or stand by wall.

Stage 3: Timeout for remainder of play or lunchtime

If an incident of bad behaviour does occur and supervisors feel it is of a serious nature. These include verbal or physical violence, refusal to follow instruction or being disrespectful to staff this will be taken to a senior member of staff to deal with. At this stage this will be recorded in our behaviour file. Any three instances of these kinds of behaviour will result in a conversation with parents and a behaviour report for two weeks. If this continues it may be necessary to remove the child from their year for a short period of time and some behaviour management work carried out with the child. If this does not change the behaviours it would be a final sanction to exclude the child from lunchtimes in extreme cases. This system will work on a half term basis where the child will be given a fresh start at the beginning of each term.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. This responsibility lies in close conjunction with our whole school approach regarding the 6Rs for Learning. We constantly support children to recognise when they are feeling unhappy about things that go on in school. However through the use of Jubilee Junction we also promotes children to recognise when things are not going well and they can seek support from the adult in Jubilee Junction room

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains the issues will be passed onto the Senior Leadership Team to address

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head teacher and/or Governors who will take appropriate action in line with Local Authority policy.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Head teacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the

exclusion period made by the Head teacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through reflections sheets, behaviour books and lunchtime incident book. Progress towards individual targets will be recorded on individual behaviour/ education plans. The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed every two years

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