



# **POSITIVE BEHAVIOUR POLICY**

March 2020

## Contents:

- Main policy
- Appendix A: anti-bullying procedures
- Appendix B: Early Years / Foundation Stage (Nursery+ Reception)

## Aims

With our behaviour policy we aim to create an environment which expects, promotes and reinforces positive behaviour as the basis for effective learning. Expectations are designed to focus on positive actions that demonstrate respect, rather than outlining what children should not do. This means, for example, that we ask children to walk rather than telling them not to run. There are clear and agreed expectations so that there is consistency and fairness in all areas of school life and so that children understand the consequences of their behaviour and actions. As an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the needs of specific children.

Everyone is responsible for the behaviour of all children and adults should reinforce agreed expectations of behaviour in a calm and measured way.

Our PSHE (Personal, Social, Health and Education) programme supports the behaviour policy by helping children to understand the consequences of their behaviour and actions, and supports the children's spiritual, moral, social and cultural development.

Our behaviour system is designed so that:

- children who regularly meet the school's expectations are recognised and celebrated as described in the 'rewarding good behaviour/work' section below
- teachers integrate a consistent system within daily teaching in order to promote positive behaviours

## School Values

The School Values are:

- **Respect**
- **Excellence**
- **Friendship**

## 'Stay on Happy' System

All children begin the school day with their name on the happy face in the classroom. When they demonstrate the school values in their behaviour or work, they can earn house points next to their name. Many classes record and track their house points using the 'Classdojo' website. If children repeatedly make poor choices about their behaviour their name is written by the sad face. There is a progression of levels increasing in seriousness.

## Rewarding good behaviour / work

We recognise and celebrate positive behaviour by:

- Continual positive praise (teachers aim for 20 positive to 1 negative comment);
- Proximity praise (e.g. I can see that ... is waiting beautifully);
- Written comments and stickers in the children's exercise books reinforcing good effort/performance in lessons;
- Stickers for children to wear;
- House Points given not just by the Class Teacher but by all other staff around the school e.g. at lunchtimes, in the corridor, in assemblies, at playtimes;
- 'Puzzle Pieces' for a class reward or other class reward systems;

- Pupils sent to Headteacher with good work for a Headteacher's sticker and reward;
- Texts and emails home to parents to share successes;
- 'Head's Treat' for good behaviour at lunchtimes;
- Certificates in Friday Assemblies for Curriculum and Citizenship for each class;
- End of Term and End of Year Certificates for pupils who have 'Stayed on Happy' all term;
- House Points Cup for the best House in the school all term and also for the best House through the year.

## Redirecting Behaviour

Where possible staff will redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are given in the table below:

Strategy	Description
Tactical ignoring	Used only for a short period of time or low level disruption.
Tactical pausing	Gives the children time to resettlement and focus.
Non-verbal reminder	Eg: point to sad/happy face on your behaviour board
Verbal reminder	Eg remind a child of why their behaviour isn't positive and the consequences should it persist.
Name reminder	Drop the child's name into your instructions, eg: 'Today, we're going to be continuing our learning about multiplication, Josh.'
Proximity praise	Praise the behaviour of a child near the child who is not behaving so well.
Expectations reminder	Remind the child of the behaviour that you currently expect. Eg: 'We're having a go at column multiplication on our whiteboards.'
Value reminder	Remind the child of the school value that they're not showing. Eg: 'We show respect at this school by listening to an adult when they're talking.'
Name the behaviour	Simply tell the child the thing that they're doing that you would like them not to be doing. Eg: 'You're out of your chair', 'You're talking.'
When...then...	Remind the child of what will happen when they show the desired behaviour. Eg: 'When you're sitting down then I'll come and speak to you.'
Smiling!	Smile at the child you would like to see behaving well. This is particularly useful in assemblies or other times when the child is far away from you.
Empathy	Show that you understand why they're behaving in the undesired way and remind what you'd like them to do. Eg: I understand that you're upset about what happened during football at lunch but right now it's time to think about multiplication.'

## 'Stay on Happy' Consequences

**Warning:** When pupils make the wrong choice about their behaviour they will be given a warning. This will mean that half of their name is written on the sad face.

**Level 1:** If a child continues to misbehave their full name will be written. This is recorded on the class tracking sheet as a level 1.

**Level 2:** If a child continues to misbehave and reaches level 2 then, if needed, they are given time to think about their behaviour (time out) for ten minutes within the classroom. If appropriate they may

continue their work there.

**Level 3:** If a child reaches level 3 they will miss their morning playtime or 15 minutes of their lunch play on the same day.

**Level 3+:** If a child has reached level 3 and continues to make the wrong choices about their behaviour, they are put on a Level 3+. This means that they take time out in a different classroom. Provided that the behaviour is all low-level disruption then the child will progress through the levels until a level 3+. However, more severe behaviour incidents can warrant a child moving straight to a higher level.

All children who reach levels 1-3+ are recorded daily on a class tracking spreadsheet. This is reviewed and monitored regularly by the Senior Leadership Team (SLT) and Learning Mentor. Children who only receive a warning and go no further are not recorded on the class tracking sheet; we feel it is important to give children the opportunity to correct their behaviour.

### **Individual Behaviour Plans (IBPs)**

If a child is persistently reaching level 3 or above, there is a recognition that the system is not working for them. There may be a variety of reasons for this, but in this case it may be appropriate to create an Individual Behaviour Plan (IBP). SMART targets are set for the child's behaviour for learning, and depending on the child's needs the rewards and consequences will be tailored to ensure the best chance of success.

When a child is found to be consistently meeting their targets, the level of seriousness will be de-escalated and behaviour support systems will be removed sensitively and over time. Our aim is for all children to be able to take responsibility for their own behaviour independently, without the need for specific systems or support.

### **Level 4**

A child can only reach level 4 on our behaviour policy through a serious behaviour incident, for example bullying, fighting or vandalism. If a child reaches level 4 they will be brought to a member of SLT. Behaviour is discussed with the pupil through a restorative conversation. This enables the child to think of what they can do to repair the situation. The child's parents/carers are contacted by a member of SLT on the phone. The parents/carers are asked to talk to their child about the importance of showing the school values. A record is made on the school's Serious Incident Log.

The child misses two play sessions (or an equivalent sanction) to make clear the severity of their behaviour. When appropriate, the school's Learning Mentor may become involved at this stage to give pastoral support to individual children- the member of SLT will discuss if this is appropriate with the child's class teacher.

### **Internal Exclusion**

For very serious Level 4 incidents, or repeated Level 4s where a child's behaviour has not improved, it may be decided that an internal exclusion is appropriate. This involves a child being set work by their teaching but working away from their classroom. The length of time will depend on the exact circumstances.

### **External Exclusion**

In the case of exceptionally severe behaviour incidents, the school may consider external exclusion. Only the Headteacher can exclude children externally. For fixed term exclusions, the Headteacher will

inform parents/carers the day before and meet with parents on the morning of first day of exclusion, with work set by class teacher. A permanent exclusion may be being considered as a last resort by the headteacher in the event of a serious or continuous breach of the school's behaviour policy, and a risk of harm to other pupils. The school follows guidance on external exclusions from Hackney Learning Trust. More information can be found here: <https://www.learningtrust.co.uk/content/exclusions>

## **Parents**

We believe that strong home-school partnerships, with parents and school working together, can be vital if we are to support children who find good behaviour challenging. Regular communication with parents to inform and discuss positive behaviour achievements and concerns are often built into IBPs and many teacher

## **Early Years**

This system is adapted for Early Years (Appendix B) and builds upon good practice in this area. It is important the focus is on positive feedback and redirection of pupil behaviour. The language of 'Happy' can be used with the pupils as well as 'Green' and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

## **Restraint of pupils**

See Positive Handling Policy.

## **Staff Training and Induction**

All staff are informed of our Stay on Happy policy when they begin work at the school. Staff members receive refresher training at the start of the academic year and additional refresher training as appropriate.

## **Appendix A: Anti-bullying procedures**

### **Rationale**

Jubilee school believes that bullying is serious for the bully and the child who is bullied and it will be treated seriously. We believe that learning can only take place effectively in a safe, caring environment and recognise that bullying is a complex problem without easy solutions.

It is the responsibility of all staff to deal with bullying and to follow these guidelines. If bullying does occur, all pupils should feel safe enough to tell and know that incidents will be dealt with promptly and effectively. A child who bullies is not a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy.

### **Aims**

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

### **What is bullying?**

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

There are 3 defining elements:

- Deliberate intention to knowingly harm another individual
- Repetition of the behaviour over time
- An imbalance of power such that the victim has difficulty defending him/herself effectively

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focussing on the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber: All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities

### **Preventing bullying**

Classroom discussions around bullying and how to prevent it as part of PSHE schemes of work

Cyber bullying is repeatedly covered in our Online Safety curriculum

Playground Friends to provide organised activities for children who are feeling isolated during break

time

Games and activities provided for the playground

Strong and visible adult presence in the playground

Where possible, Learning Mentor is available for drop-ins during playtimes

Close monitoring of Stay on Happy where children are logged as displaying aggressive behaviours towards others

Explicit conversations with children who have demonstrated 2 of the 3 elements that they need to change their behaviour before it becomes bullying.

This school recognises that bullying which is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

## **Procedures when bullying occurs**

### **Staff / Adults**

- Report bullying incidents to a member of the Senior Leadership Team
- SLT member will investigate the incident fully by speaking to all children involved, and any relevant adults
- Parents of all children involved are informed and in serious cases will be asked to come in to a meeting to discuss the problem
- Measures are put in place with the aim of stopping the bullying behaviour as quickly as possible. These will vary depending on the individual context (see also Outcomes below)
- All incidents will be recorded in the school's Serious Incident Log

### ***What children should do if they are being bullied, or know that someone else is being bullied***

The strategies below are communicated to children in PSHE sessions, class discussions, assemblies and for focus pupils during Learning Mentor sessions:

- Tell an adult that you trust. If they can't help, don't give up - find a different adult
- Talk to someone your own age, e.g. a Playground Friend or a friend
- Go to the Learning Mentor and ask them to help you to resolve the problem
- If you feel OK about it, say to the bully "Stop it, I don't like it"
- Don't keep it a secret. The bully will probably tell you not to tell anyone but it is really important that you tell someone who can help you to sort the problem out
- Don't join in with bullies; try to help the person being bullied and tell an adult
- If you think you might be bullying someone, talk to an adult you can trust. The Learning Mentor will also be able to help

### **Outcomes**

- If the victim is happy to do so, the learning mentor will facilitate a group meeting with all the children who are closely involved, (identified by the victim). Where appropriate, the class teacher will be invited to attend. A 'no blame' approach will be taken and both sides will be listened to with a view to resolving the problem as opposed to apportioning blame. The group will self-monitor and report any further issues to the Learning Mentor.
- The perpetrator/s will be asked to apologise.
- Where appropriate, children who have been bullied will be given extra support from the Learning Mentor who will work closely with class teachers and peers to monitor the situation.
- As appropriate, those who have engaged in bullying behaviours will work closely with a Mentor who will help them to reflect on and modify their behaviours.

If the bullying continues the normal consequences in the Jubilee Positive Behaviour Policy will be



followed. In serious and unresolved cases, regular missing playtime, internal exclusion and even external exclusion will be considered.

#### ORGANISATIONS THAT CAN HELP:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline 0808 800 2222

Bullying UK [www.bullying.co.uk/](http://www.bullying.co.uk/)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice

## **Appendix B: Early Years / Foundation Stage (Nursery & Reception)**

### **Behaviour Management in the Early Years**

The ethos in the Early Years at Jubilee is created by our collective beliefs in positive, caring and supportive relationships, and developing children's confidence and self-esteem. All adults demonstrate caring and supportive relationships with each other and the children, and make every effort to develop trusting bonds with parents and carers.

We believe that where high expectations are set, and staff are experienced and understanding of children's diverse backgrounds and unique needs, children's behaviour is well managed. Effective practitioners are skilled in redirection and will be supporting children to divert and engage them positively. To support children to effectively manage their own behaviour and understand where the boundaries lie, we use Stay on Happy.

On any given day in the Early Years, children enjoy consistent expectations of behaviour from all staff, which are successfully underpinned by many strategies to positively praise children, develop their emotional literacy and build their self-esteem. Behaviour in the EYFS is closely linked to PSE development within the curriculum and it is acknowledged that children are beginning to learn the norms of school behaviour.

### **Stay on Happy**

The whole school system is adapted for Early Years in that we use the visual traffic light wall chart to demonstrate to children how they may move from green to orange and back again.

We use this primarily to aid as a visual way of illustrating a boundary crossing and to give the child a chance to change their behaviour.

The stages of the Traffic Light System are:

1. Warning to child that their behaviour is not acceptable and they now have a chance to change it. More chances are given at the start of the year, when children are learning where boundaries lie and what kinds of behaviour are acceptable in the environment.
2. If children continue with undesired behaviour, their name is moved to the orange. Children are given a choice/option of how to move back to the green.
3. If this is followed by further unacceptable behaviour and continues after a further warning, the child's name moves to orange.
4. If the child persists with undesired behaviour, and again persists after a warning, their name is moved to red.

In every case of a child's name moving to red, their parents or carers are informed. Children are always given opportunities to move back to the preceding colour.

In cases of an incident where a child has hurt another child, children may be moved directly to red to illustrate the seriousness of their actions.

### **Thinking Time**

A child may be asked to sit out in the classroom with an adult to create a break in undesired behaviour. The child will be encouraged to reflect quietly on the events that have led to the Thinking Time. This will always be followed up with a discussion with a practitioner.

## **Managing Physical Contact in the Early Years**

Our primary aim for children in the Early Years is to enable them to feel safe, secure, self-confident, and in the best condition to learn. Staff are responsible for promoting the development of young children, based on secure attachment and emotional security. We also recognise that all staff, including volunteers, have an active part to play in protecting our children from harm.

At times, children may need more reassurance or comfort than words can give. After a child has been comforted with words, a hug may be offered to support the child. On every occasion, a child should be asked if they want a hug. Good quality practice in early years encompasses a full understanding of safeguarding.

To keep children and staff safe we all agree that staff do not hug children without prior consent, and never alone. Hugs are not used as praise in any situation. At certain times, children can become overly dependent on physical contact from close key people. In these circumstances, we will agree to discuss the best strategy to support the child to detach.

## **Consistent Poor Behaviour**

If a child is regularly behaving in a way which is problematic to either themselves or those around them, the team around the child will firstly examine what is going on around the child to see what they might be trying to communicate through their behaviour and secondly assess what the child may be gaining by behaving in this way, which could encourage them to repeat the behaviour. Staff and families work together to build a supportive team around the child, agreeing strategies to help the child manage their behaviour.