

Positive Behaviour Policy

Information for parents and carers

Please take the time to read this leaflet which outlines our behaviour systems. If you have any questions, please talk to your child's class teacher.

School Values

**At Jubilee, we value RESPECT,
EXCELLENCE and FRIENDSHIP.**

At the beginning of the year children discuss with their teacher what our values mean, and what kinds of things they can do to show them.

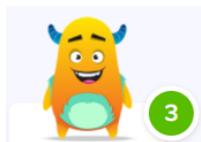
For example, we can show **respect** by listening to our classmates during a class discussion, and applauding when someone has given a performance. We can show **excellence** by working hard and always trying our best. We can show **friendship** by including everyone in the playground and helping others when they are hurt or upset.

Praise and Rewards

We praise and reward children for showing the school values in the choices they make about their behaviour and their learning. Adults in school are constantly looking to praise children and reinforce positive behaviours and attitudes.

What are 'Dojos'?

Every day, children work hard to show the school values in everything they do, and can earn points called 'dojos'. These are the same as house points which we have used previously. Children all have a character on the board and collect points next to their name. These are awarded for good choices with behaviour, excellence in learning and friendship, and can be given by any adult in the school.



We also recognise and celebrate positive behaviour by:

- Continual positive praise (teachers aim for 20 positive to 1 negative comment)
- Stickers and certificates
- Phone calls and texts home
- Weekly celebrations in assemblies
- Being sent to the head teacher
- 'Puzzle piece' class rewards
- Year Group Cup for termly and yearly celebration of dojo points across school



Consequences

If a child does not show respect, excellence or friendship, they will be warned by an adult and given the opportunity to turn this behaviour around. We think it is important that children feel they can fix their mistakes.

Continued poor choices results in the child moving up the levels on our behaviour tracking system. These incidents are recorded for each class and monitored carefully.

Level 1: reason recorded on dojos system

Level 2: if appropriate, the child can take time out in the classroom to reflect on their behaviour

Level 3: the child misses their next morning play or 15 minutes of their next lunchtime play

Level 3 +: the child takes time out in another classroom

More serious behaviour problems are classed as **Level 4** which is described below

At the beginning of every day, the child starts again with no levels. We are keen for all children to have a fresh start every morning.

Level 4

What is a Level 4? What happens if a child goes onto Level 4?

Level 4 is the highest level in our behaviour system. A child would go onto a Level 4 if they were to:

- 1) intentionally physically harmed another child
- 2) behave in a way that is racist, sexist or homophobic
- 3) be involved in bullying

Depending on the exact nature of the incident, the consequences would be different, but the child would always have a reflective conversation with a senior leader, the school would always contact parents to discuss this, the child would have some time out of class to reflect on their behaviour and they would miss two playtimes. If appropriate a restorative conversation would be held if another child is involved.

Support

If a child is finding it hard to manage their behaviour, we have a range of different systems to support them. Our specialist TA and Learning Mentor can also provide bespoke support based on a child's needs. In the playground, additional adults help structure their play, and we also have a 'peer mentor' system where younger children are buddied up with older peers who support them to play more responsibly in a controlled setting.



If a child is repeatedly reaching a Level 3 or 4, then we meet as a team and put together an Individual Behaviour Plan (IBP). An IBP gives behaviour targets for the child and the school puts into place extra support to help the child make good choices about their behaviour. Other systems and modes of support may also be employed depending on the circumstances.

At any point teachers and phase leaders may contact parents to discuss behaviour issues and seek to work constructively together to combat an issue that has arisen in school.