

Positive Behaviour Policy

Please take the time to read this leaflet which outlines our behaviour approach and systems. If you have any questions, please talk to your child's class teacher. Please also see the school's anti-bullying leaflet.

Aims

Jubilee aims to ensure the good behaviour of all pupils through a combination of high-levels of both nurture and structure.

Our trauma-informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment.

We aim to create a structured and safe environment through the use of strong routines, consistently high expectations and high aspirations for all our children.



Our approach:

We promote positive behaviour in our school through high expectations and consistent routines and systems.

We recognise the crucial importance of strong nurturing relationships between staff and children working alongside parents and carers.

We are an inclusive school and recognise the specific needs of varying groups of children including those with SEND and those who have experienced trauma.



Our approach rests on our acceptance that:

- All members of our school community deserve respect and care and to feel safe.
- 'Kids do well, if they can' (Stuart Ablon). We believe that all children can and want to behave, but some need more support than others to do so.
- All behaviour is communication, the expression of a need or a way to overcome discomfort. It is our job as professionals to best support children so that they can behave, learn and flourish.
- Children should not be intentionally shamed or humiliated

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.

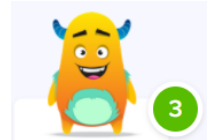
For example, we can show **respect** by listening to our classmates during a class discussion, and applauding when someone has given a performance. We can show **excellence** by working hard and always trying our best. We can show **friendship** by including everyone in the playground and helping others 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. Extrinsic rewards are framed as a proxy for the true reward: learning.

What are 'Dojos'?

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



We also recognise and celebrate positive behaviour for learning by:

- Continual positive praise (teachers aim for 20 positives for each reminder)
- Positive praise using fun actions and phrases
- Stickers for effort
- Stars of the Week certificates
- Phone calls and texts home
- Being sent to the head teacher
- 'Puzzle piece' class rewards

Emotional regulation– the 3Rs

We know that children are sometimes overwhelmed by their emotions and can behave in ways that are particularly challenging. We realise that in these circumstances, the child needs close support to calm down and feel safe. Wherever possible, the child should be supported by an adult with whom they have a close and trusting relationship. Following the guidance from [Beacon House](#), the following process would be followed:

Regulate - help the child to calm down through movement, breathing, taking to a safe space etc.

Relate - connect with the child to let them know that they are understood and they are safe.

Reason - when the child is calm, consider together what went wrong and how this situation could be avoided again in future. Discuss possible reparations together (i.e. tidying any mess, writing a letter of apology to somebody who was hurt). Be aware that the child might need a significant amount of time before they are ready to engage in rational conversation about their behaviour.

Consequences

Where inappropriate behaviour occurs during direct teaching, the first priority will be to maintain the flow of the lesson and engagement of all pupils. If a child needs to be moved (see below), a staff member will always check-in with them afterwards to discuss potential reasons for their behaviour and decide next steps.

The consequences pathway below is to be followed for all behaviours that do not meet our school expectations and is applicable to the majority of children in Years 1-6. Some children, because of additional needs or trauma responses, will have personalised pathways of behaviour support that will diverge from this. These children should be known by all who work with the class and should have IBPs and/or SSPs which outline their needs and planned approaches.

We think it is important that children feel they can fix their mistakes, and so if they turn their behaviour around and make better choices, they can also move down the levels. At the beginning of each day, the child starts again with no levels.

Level 1: recorded by teacher, reminder given to show school values

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

Level 3: the child takes time out in another classroom

Level 3+: the child misses 15 minutes of their next playtime. During this time they would have a reflective conversation about their behaviour with a member of the leadership team.

Level 4 is the highest level in our behaviour system. A child would go straight onto a Level 4 for serious inappropriate behaviour, such as intentionally physically harming another child, bullying, vandalism or behaviour that is racist, sexist or homophobic.

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 and miss some playtime. The school would also always contact parents to discuss this. If appropriate, a restorative conversation would be held if another child is involved.

Additional Support

If a child is finding it hard to manage their behaviour, we have a range of different systems to support them in addition to the emotional regulation techniques outlined on the previous page. Our 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.