



POSITIVE BEHAVIOUR POLICY

Autumn 2015

Date approved by the 'D and P' Committee

Autumn 2015

Signed by Chair of Governors:

Signed by Head Teacher:

Date of next review

Autumn 2016

Introduction

At Priory Junior School there is an expectation that positive behaviour is displayed at all times. To encourage positive behaviour we promote 3 key overarching school rules which are: ‘Listen, respect and achieve’.

We believe that high standards of behaviour need to be in place and must be sustained for effective learning to take place. Our positive behaviour policy is underpinned by the children making the right choices and accepting the consequences wrong ones. This in turn gives the children a greater responsibility for their behaviour and actions.

This policy outlines the purpose, nature and management of good behaviour and discipline in our school.

Aims

- Our main aim is support all children to make the right choices by following our school rules listed above.
- A further aim is to promote a whole school approach to positive behaviour. That is supported and followed by the whole school community including parents, staff, children and governors. Children will be rewarded for positive behaviour and encouraged to take responsibility for their own actions.
- Finally, we aim to teach, throughout school, positive attitudes and values towards themselves and others. Additionally, we engage in learning about respecting everyone, regardless of gender, faith or culture.

Expectations of All

- We expect all members of the school community to adhere to our 3 key rules by following 6 main statements to show Priory Pride (introduced in September 2015). These pride statements are essential in promoting positive behaviour and attitudes around school. Our pride statements are displayed all around school: in classrooms, in the hall, in the entrance and shared with all members of the school community through children’s planners. Class teachers have worked hard to break the rules down into 3 areas of Pride (Bronze, Silver, Gold) using child-friendly speak so everybody understands what is meant by them.
- All adults in the school community are expected to model the behaviour we expect of the children.
- All members of the school community are expected to respect, listen to and support each other.
- Physical or verbal abuse is not acceptable from any member of the school community. Repeated or serious incidents will lead to the appropriate action being taken.

Expectations of Children

At Priory Junior School we expect children to:

- Follow our 6 Pride Statements:
 1. I care for and respect everyone and everything.
 2. I show good manners.
 3. I follow instructions with thought and care.
 4. I am honest.
 5. I achieve.

6. I show pride.

- Display positive behaviour at all times.
- Come to school everyday ready to learn actively.

Expectations of Staff

All staff will:

- Lead by example, by modelling the high expectations they have for all the children.
- Actively teach the children how to adhere to the statements and what they actually mean by modelling how we use them appropriately in different situations.
- Work closely with parents and carers to build up a mutual trust which engages and supports each other.
- Maintain good behaviour by ensuring that lessons are well planned, resourced, engaging and appropriate to the needs of the individuals in his/her care.
- Engage with training to support any children who display challenging behaviour
- Set high expectations for the children's achievement.
- Praise positive behaviour and the children's best efforts.
- Separate the behaviour from the child. E.g. by explaining that it is the negative behaviour of the child we do not like and not the child his/herself.
- Encourage children to make the right choices.
- Provide clear and consistent boundaries for each child in the school.

Expectations of parents

We expect parents to:

- Communicate with class teachers.
- Read and sign the Pride statements in their child's planner.
- To engage with all correspondence sent from the school (e.g. letters, emails and text messages).
- Discuss the Pride statements with their child – praising them when they have done well and reinforcing expectations when they have misbehaved.
- Discuss any concerns regarding their child's progress or behaviour with their class teacher.
- Ensure their child arrives at school on time.
- Ensure that their child has the necessary equipment at school (please see child's reading diary for this).
- Inform the school on the first day of absence or if their child is going to be late - in accordance to the school's attendance policy.
- Ensure their child has sufficient sleep and a good breakfast. (This may include providing their child with money for breakfast club).
- Attend parents' evenings, school functions and organised events.
- To promote attitudes that are taught through the school pride reflection time and values assemblies.

These expectations have been formulated with the safety and well-being of the children in mind. This in turn will create and maintain a happy, safe environment in which all children learn and achieve their potential.

Priory Junior School follows a positive inclusion system. Part of this requires all children to adhere to an expected level of behaviour. The following behaviour system is in place:

Behaviour System

Each class has a sunshine, a grey cloud and a thunder cloud displayed on their wall and a Priory Pride ladder consisting of 10 steps. Each child's name starts the day on the sunshine. They are showing Priory Pride and are on track to move up 1 day on their class pride ladder. If they disrupt their own or others' learning by engaging in low-level disruption (e.g. tapping, shouting out, annoying others, rudeness) then the teacher will give them a verbal warning. Following this warning, if the disruptive behaviour continues, their name is moved from the sunshine to the grey cloud. When on the grey cloud the child will move down 1 day on their class pride ladder for not showing Priory Pride. When on the grey cloud the child needs to '*make the right choice*'. If the child's behaviour continues to be disruptive, their name will then be moved to the thunder cloud. Unfortunately, this now means that they will be moved to the bottom of the pride ladder and will spend some of their lunchtime in the 'Pride Reflection Room' with a teacher to help them make the right choice in the future. At this stage the incident is recorded electronically onto the child's file using Sims so that it can be drawn upon if needed during any future meetings. This decision has been made because the child has wasted their own, the classes and the teacher's time and there is no way this time can be got back. In the next session (be it morning or afternoon) the child's name is moved back to the sun to start afresh.

For any seriously disruptive behaviour that takes place, a senior member of staff (e.g. Deputy Head/Headteacher) will be called for.

Priory Pride classroom ladder displays:

Each ladder consists of 10 steps to represent 10 days of showing Pride. If children can show 10 days of Bronze Pride they receive their Bronze Pride badge and reward time. If they continue they can then go on to achieve Silver and Gold after showing that Pride for a further 10 days. Children can be paused on the ladder at any time when not showing pride. Children will move down the ladder if on the middle cloud or return to the start of the ladder if they are on the thunder cloud. Children can have a badge temporarily taken away from them if any serious incidents occur – this will be at the teacher's discretion depending on the child, the incident and the circumstances.

Procedures for dealing with Major Breaches of Discipline

- If the behavioural problem is severe or recurring then the school's exclusion procedures are implemented.
- A re-entry meeting will be arranged following a fixed-term exclusion.
- A case conference involving parents and support agencies will subsequently take place.
- The Governing body and LA will be consulted if a permanent exclusion is required.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB: A very serious incident may result in the normal procedure being abandoned and a child being taken home straight away. Any form of dangerous aggression towards a member of our school community, school property or themselves will result in exclusion and the necessary procedures will be followed.

Special Educational Needs

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Children with particular emotional or behavioural needs will require individual behaviour programme specifically devised to meet their needs. This programme will be devised in full consultation of the parents and may involve outside support agencies. The class teacher will exercise reasonable adjustment of the system to suit the needs of the child (e.g. the child may receive two verbal warnings before being moved onto the grey cloud, pausing on the ladder for a few days rather than moving down to the bottom in certain cases).

Rewards

Positive behaviour is rewarded in several ways.

- Verbal praise and non-verbal rewards (Thumbs up or a smile).
- Sent to head teacher for commendation.
- Gold star sticker charts and different in-class point systems.
- Golden credit cards.
- Children's work displayed in classrooms, corridors and entrance hall.
- Children's achievements displayed in the entrance hall.
- 'Fine Dining Slips' (Lunchtime reward)
- Texts to parents.
- Half-termly Priory Pride rewards (Bronze, Silver and Gold).

The Pride Rewards are negotiated with the children and will take place in the last week of each half-term.

Most children respond well to this positive approach where their efforts are seen to be valued, and make a considerable efforts to improve their work, and where necessary, their behaviour.

Only children who have achieved Bronze, Silver or Gold pride take part in the Pride rewards.

Class Charter

At the beginning of each year, each child signs the 6 Pride statements to form their class charter. Each class will also have a class target on their IIP (Investors in Pupils) display (e.g. to sit nicely on the carpet or to all answer a question each session) which will aim to make learning even better. Following this, a new target will be negotiated.

Morning Playtime

The teachers on duty will have the same expectations for positive behaviour on the playground. The children will 'circle up' at the end of playtime.

Lunchtime Play

During lunchtime the children are expected to display the same high standard of behaviour as they do at any other time. The Midday supervisors will receive training which will be delivered by the Headteacher, Deputy Headteacher or outside providers.

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The midday supervisors are constantly looking out for children who follow the 6 Pride statements so that they can reward them with ‘*Fine Dining Slips*’. These slips are then placed into a prize draw. If they are chosen in the prize draw, they get to sit at the ‘*Top Table*’ on a Friday lunchtime. Here they are waited on hand and foot by a teacher!

Race Equality and Equal Opportunities

The school does not tolerate racist or other discriminatory name calling or action.

We firmly believe that it is our duty to prepare our children for life as citizens in a multi-ethnic society in which we should not intentionally or unintentionally discriminate against anybody on the grounds of colour, race, religion, beliefs, gender, disability or age. We strive to ensure equality, harmony and an absence of racism. The latter of which will not be tolerated. We are committed to tackling racial discrimination and promoting equality of opportunity. Any incidences of a racist nature will be dealt with following our Race Equality policy which is a comprehensive policy for children, staff, governors, parents, carers, visitors and contractors. Staff are currently receiving training on race equality as we work towards achieving the Stephen Lawrence Standard.

If a racist incident occurs, the Headteacher or Deputy Headteacher will contact the parents/carers to inform them of their child’s involvement in it. All racist incidents are logged in the racist incidents book.

Attendance

At Priory, we expect regular attendance and punctuality. Both of these are recognised as a type of behaviour and are essential in achieving good behaviour. Children are expected to attend school for the full 190 days of the academic year, unless there is a valid reason for the absence. Authorised absences are at the discretion of the school. This includes holidays during term time, which are discouraged.

To ensure that the policy is effective, a continuous process of monitoring and reviewing will take place. Practice and outcomes will be discussed at staff meetings.

Linked Documents

- Equality Policy
- Anti-bullying Policy
- Exclusion policy
- *Ensuring Good Behaviour in Schools Guidance (2011)*

Appendix:

- Visual step by step guide to behaviour system placed in children’s planners.
- The 3 Pride statements (Bronze, Silver and Gold) displayed around school and placed in children’s planners.

Step by Step guide

Whole-school Rewards

- Priory Pride badges and rewards
- Gold stars
- Golden credit cards
- Fine dining slips
- Text messages home
- Headteacher certificates
- Class point systems
- On the Rainbow!

Outstanding Priory Pride

Children will be moved onto the rainbow for showing outstanding learning and behaviour.

Priory Pride

This is the expected behaviour of Priory children at all times, wherever they are. These expectations will be displayed in pupil planners, classrooms and around school. Children showing 'Priory Pride' will stay on the sunshine and are rewarded by moving up the Pride Ladder at the end of the day. Remember showing **10 days** of 'Pride' means receiving your next badge!

Choosing to not show Priory Pride:

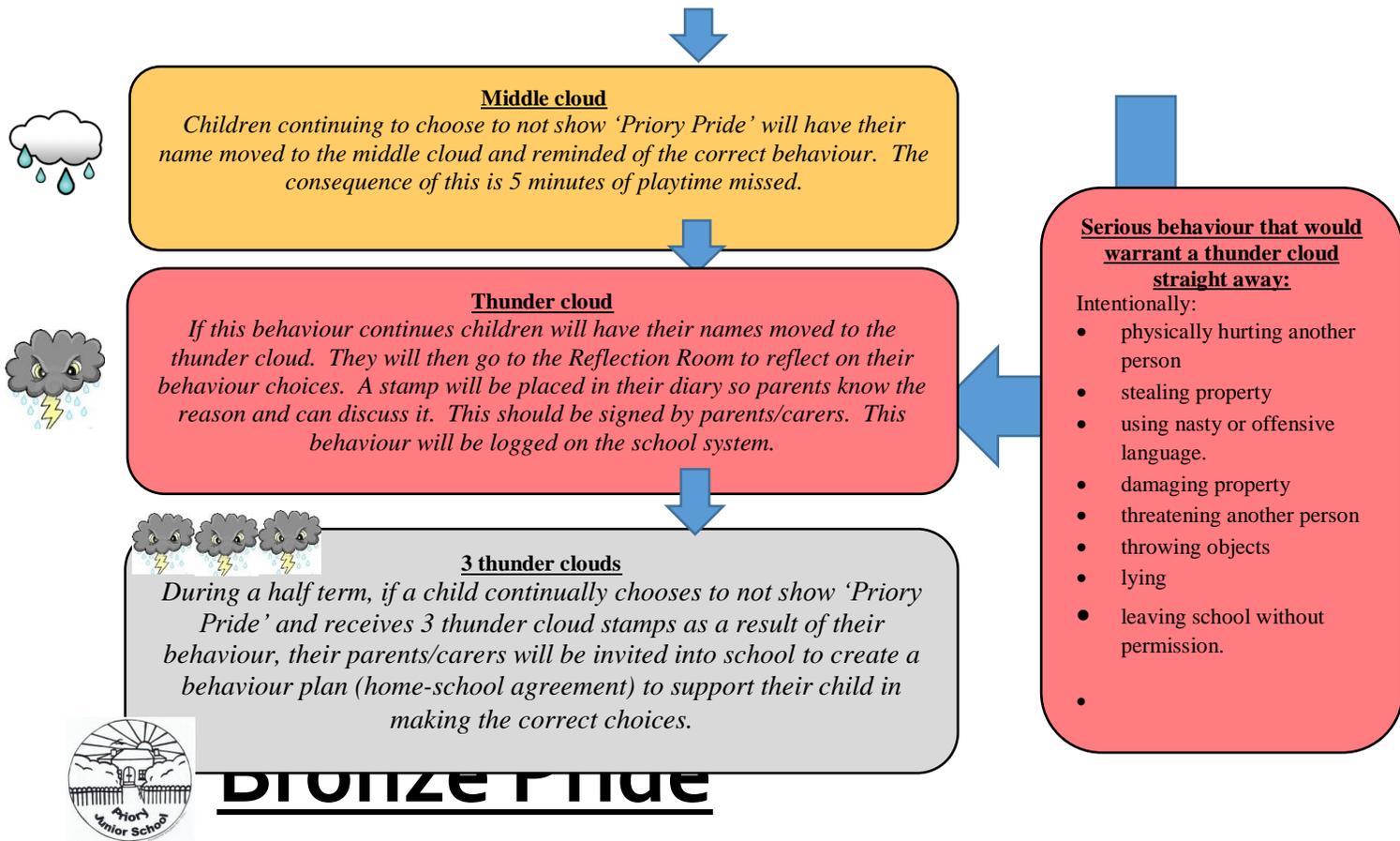
Verbal Warning

Children will be given a verbal warning and reminded of the behaviour they should be choosing. (Name may be written on the board for a visual reminder)

More serious behaviour choices
In some cases children making more serious behaviour choices may receive a thunder cloud stamp without warnings or a middle cloud.



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I care for and respect everyone and everything...

- By showing kindness to all other pupils.
- By moving around our school and playground carefully.
- By looking after my own, other people's and school property.
- By working positively with anyone in our school.
- During playtime and lunchtime.

I show good manners...

- By saying 'please', 'thank you' and 'excuse me' when talking to others.
- By listening well in the classroom, assembly and when I am working with others.

I follow instructions with thought and care...

- By doing as I am asked and with increasing independence.
- By showing good listening skills when others are talking.
- By doing my homework to support my learning.
- By responding to my PAR comments with increasing independence.

I am honest...

- I always tell the truth.
- I always try to make positive choices.
- I can recognise when I have done something I shouldn't have.

I achieve...

- By doing my very best to make progress with my learning.

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- By knowing my personal targets and goals.
- In my home learning by using Mymaths and regularly recording my reading.

I show pride...

- By wearing the correct uniform and PE kit.
- By arriving at school on time for learning.
- By aiming for at least 94% attendance.
- By presenting my work as neatly as I can.
- By representing Priory Junior School well and to the best of my ability.
- In myself when I am playing and eating my lunch.



Silver Pride

I care for and respect everyone and everything...

- By sharing resources with other children.
- By being kind and understanding to everyone.
- By picking things up, such as: other people's coats, lunch boxes, PE bags, books and school equipment; if they are on the floor or in the wrong place.
- By suggesting ideas or helping to improve how the school looks.

I show good manners...

- By waiting for others to finish a conversation or saying 'excuse me'.
- By being polite, friendly and helpful to all people in our school and by treating everyone with respect.

I follow instructions with thought and care...

- By quickly doing as I am asked by all people in our school.
- By starting work as soon as I am asked to and staying on task until I am finished.
- By asking for things to be repeated if I do not understand them.
- By always completing my homework and bringing it in on time.
- By always responding well to PAR comments without needing reminders.

I am honest...

- I am trusted to do jobs by adults and hold a responsibility position within school.
- I am able to tell the truth to all adults in school positively and show them what it is to have Silver Pride.
- About myself and the progress I am making in my learning by writing reflective and useful PAR marking comments.

I achieve...

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- By knowing what my current progress is and being able to explain how I can improve.
- By always using Mymaths, reading every day and continuing my topic learning at home.
- By working on my targets whenever I can.
- By looking for opportunities to extend my learning further.
- In my wider learning, by attending a school club or a regular activity outside of school.

I show pride...

- By always looking smart in the correct school uniform.
- By always having the correct PE kit in school.
- By always presenting my work neatly and having a pen licence.
- In my school by letting an adult know if there is a problem with mess or damage.
- Because I arrive at school on time (8.55am) and aim for at least 95% attendance.
- By always using my school planner to record homework and reading.



Gold Pride

I care for and respect everyone and everything...

- By seeing things from other people's point of view and recognising when help or support is needed.
- As I can solve problems or issues by discussion or negotiation and understand the need for fairness.
- By volunteering, thinking ahead, and being willing to give up my own time to help others, without being asked.
- By sharing my ideas with the IIP reps about how we might improve our school.

I show good manners...

- By acting in the correct way, being courteous and helpful to all people at all times whether at home or school.
- By listening carefully to other people's opinions and try to understand their views even if I don't think the same.

I follow instructions with thought and care...

- By doing as I am asked immediately.
- By thinking for myself by using resources or strategies to help me rather than asking for help immediately.
- By taking more responsibility for my own learning, recognising what I am good at and where I need to improve. I am able to make suggestions about how I can do this.

I am honest...

- I am completely trustworthy and can be trusted by other children or adults to do anything they ask.
- I am entirely self-disciplined in all situations showing I can be trusted with any responsibility I am given.
- By writing reflective, challenging and helpful PAR comments for myself and other pupils.

I achieve...

- By always reading and responding to the PAR comments that anyone has written.
- By learning at home to go above and beyond with topics and targets to help me and others in class.
- By participating in school activities, attending clubs and extra learning opportunities.
- By using previous learning to think ahead, make connections and take risks.
- By creating opportunities to challenge myself and others.

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I show pride...

- In my school by being able to speak positively about Priory to visitors, friends and family.
- In my appearance by always dressing smartly and appropriately to make sure I am ready for learning.
- Because I always arrive at school on time (8:50am) and aim for 100% attendance.
- By always using my pupil planner to record homework, reading, important messages, work on my targets and even add extra pages for learning if needed