

Rokesly Junior School Rokesly Junior School Positive Behaviour Policy



Spring 2020

**Review Date:
Spring 2021**

Persons responsible for review: SMT

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. The school community has the right to be safe, be respected and to learn. The behaviour policy of Rokesly Junior School is built on the following five rules.

1. **RESPECT:** At Rokesly we show respect by being caring and considerate to everyone and looking after our school environment.
2. **UNDERSTANDING:** At Rokesly we understand that everybody's feelings and opinions matter.
3. **LEARNING:** At Rokesly we learn by listening, sharing and working together.
4. **EXPECTATIONS:** At Rokesly we expect to work hard, aim high and always try to do our best.
5. **SAFETY:** At Rokesly we move around sensibly, use equipment carefully and follow instructions immediately.

These five rules are discussed at the beginning of each school year in every class. They are then regularly referred to in assemblies.

Rewards

As a whole school we value rewards and celebrations at an individual, class and whole school level. Our policy acknowledges that some approaches apply across the school whilst others are distinct to particular classes. The shared ethos is that whichever systems are applied in each class, positive reward and celebration will be more frequent and more prevalent than the application of sanctions.

Examples of the rewards given as a means to promote and celebrate positive behaviour are as follows:

- Certificates e.g. Good News, Tidy Cloakroom, Headteacher, School Meals Supervisory Assistant, etc
- Stickers
- Chance cards
- Marbles in a jar
- Extra playtime

Rewards may be instantaneous and directed towards an individual or may be earned by the whole class over a period of time as in the chance card system.

Sanctions (Including lunchtimes)

These are followed consistently throughout the school

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|--------|--|
| Step 1 | Verbal warning |
| Step 2 | Name on board/ Time out on wall |
| Step 3 | Time out in another class and a "Thinking about my behaviour" sheet completed |
| Step 4 | Class teachers will meet with parents if a child is sent to another class on more than 3 occasions |
| Step 5 | The head teacher or deputy head teacher will meet with parents if after the meeting between the parents and teacher the child is again sent to another class |

Serious offences

There are occasions when a child will be sent to the deputy head teacher or head teacher immediately. Examples of these instances include,

- Refusal to follow instructions
- Extreme verbal abuse
- Physical violence
- Possession of a weapon
- Or any behaviour that puts themselves or others at danger

Continued disruptive behaviour and serious offences could lead to exclusion in accordance with the Exclusion Policy

Special Education Needs

There are particular children whose emotional and behavioural difficulties come under the category of special educational needs. These children will have an additional support plan or Pastoral Support Plan (PSP) which focuses on specific behavioural targets. These targets are agreed between the class teacher, the special education needs co-ordinator (SENCO), the child, parents and any additional staff working with the child. The school will also work with external agencies when appropriate.

The school also works closely with the educational psychologist who is able to give advice on specific targets and strategies.

Parental Involvement

Prior to a child starting at the school, parents sign a home/school contract agreeing to support the school.

Parents are involved in the whole behaviour management process as the head teacher contacts the home when there are concerns. Class teachers also liaise regularly with parents, particularly after an incident to inform parents of progress.

Parents are invited to formal reviews for children with an Educational Health Care Plan. The SENCO is also available by appointment to discuss any further issues which may arise.

We rely on parents to keep us informed of any changes in home circumstances which may be affecting their child and we welcome them as our partners in the learning process. It is important that children realise that home and school work together to affect changes and that the support of school by the home is vital.

The school refers families to the School Home Family Support Worker if parents feel that they need support with the pastoral care of their child.

Pupil Involvement

We recognise that children make valuable contributions to discussions on codes of conduct, rewards and sanctions. Circle Time is one of many strategies used to successfully facilitate this.

We have a school council with changing representatives from each class who discuss ideas and concerns in class before the main meeting.

Whole School Approach

A school's behaviour policy needs to be a whole school policy. Staff set the tone by setting a positive example and their consistency of attitude and response is the surest way to engender appropriate behaviour in children. Staff must always be seen to be consistent and supportive of each other so that clear messages are always given.

Record Keeping

When children are sent to another class they are given a 'Thinking about my Behaviour' sheet to complete. This sheet encourages them to reflect on their behaviour and what they can do to rectify the situation. These are then kept

on file and destroyed when the child leaves the school.

Staff complete an incident form for serious behaviour incidents. Any racist or homophobic abuse is also kept on file. An electronic record is kept and monitored to ensure that children's needs are being met and to ensure that all pupils are being treated fairly at all times.

Examples of Behaviours

| Low level | Moderate level | Serious level |
|--|---|---|
| Fidgeting/ fiddling Telling tales Dropping litter Being noisy Failing to keep on task Walking around the classroom when you should be working Unkind remarks towards others or their family Bad language (one off) Time wasting Telling lies Spitting Being rude Not handing in mobile phones No PE kit Running in corridors Pushing in line Borrowing without permission Leaving the work area untidy. Poor sportsmanship | Consistently shouting out Poor effort Distracting others Poor attendance Walking out of class Hurting others Coming unprepared for work (continuously) Fighting Stealing Interfering with other children's property Disregarding adults Threatening/aggressive behaviour Refusal to co-operate Vandalism-graffiti etc. Outside of school, bringing the school into disrepute Spitting Biting Sexist comments Accessing inappropriate materials on the computer in class Not following agreed after-school procedures | Serious assault Throwing/kicking furniture or equipment Vandalism eg. extreme damage to school property Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical to either pupils or adults Stealing – Major theft Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language Racist abuse/incidents School refusal Bullying (including cyber bullying) Homophobic abuse Filming inappropriate material Sharing inappropriate material |