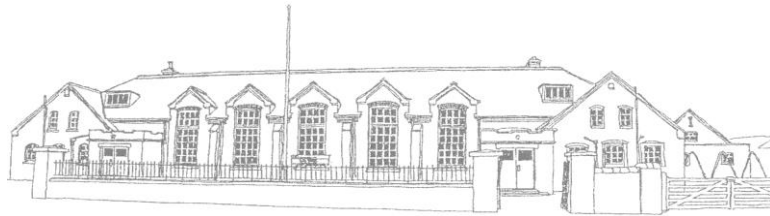


West Bridgford Junior School



Positive Behaviour and Discipline Policy

February 2023

Adopted: Spring 2023
Review Date: Spring 2024

Positive Behaviour and Discipline Policy

1. Aims and Expectations

1.1 It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a caring environment where everyone feels, safe and secure.

1.2 The primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, and links with our school aims and values.

1.3 At West Bridgford Junior School we have six school values, which were chosen by the children, staff and parents. They are:

Equality, Teamwork, Perseverance, Creativity, Respect and Fun

Our school values underpin everything we do as we encourage positive behaviour throughout the school day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom. These expectations are reinforced by specific themes discussed in assembly.

Our Learning Champions

We recently introduced Learning Champions to help us improve and reinforce our learning behaviour. These were designed by the children and we refer to them regularly during lessons and in our Star of the Week assemblies. The Learning Champions are:

***Professor Perseverance Creative Cat Have a Go Hero,
Captain Curiosity The Collaboration Kids The Get Better Guys***

1.4 The school expects every member of the school community to behave in a considerate way towards others. The policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.5 In order to help children to make good choices and to ensure consistency across school, we have 5 whole school rules. These are:

- I use my manners towards everyone in school
- I look after my own and school's belongings
- I keep my hands and feet to myself
- I move around school sensibly and respectfully
- I follow instructions first time

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. How we encourage good behaviour

2.1 The systems used in school are based overwhelmingly on positive reinforcement. Some are used throughout the school and others are created by individual teachers to suit the needs of their class.

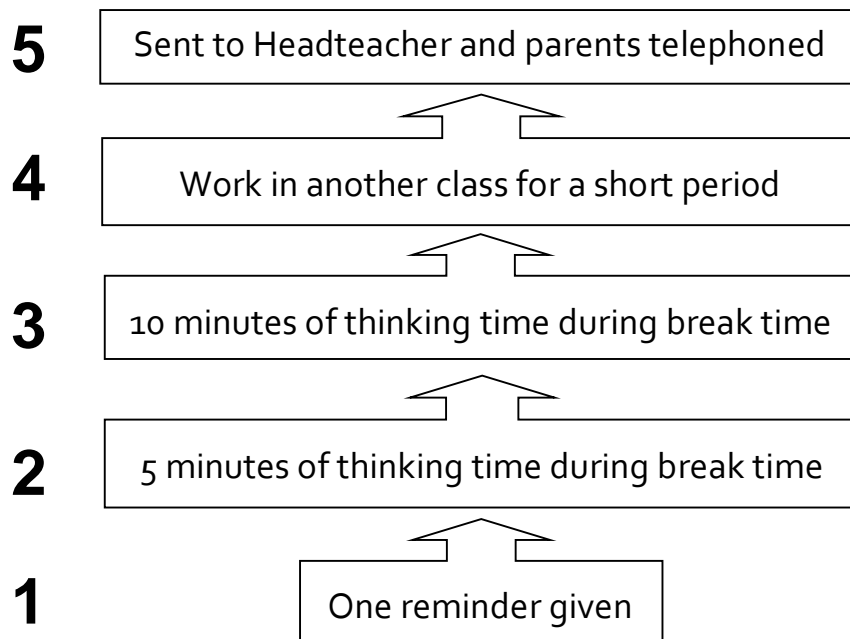
2.2 At a whole school level, there is a **'Star assembly'** at which specific achievements are recognised and celebrated and each child nominated receives a **'Star of the Week'** sticker and certificate. Wherever children are spotted doing the right thing by a teacher or other adult, they can earn **Class Dojos**. These Dojos can be exchanged for various rewards for themselves or their class.

2.3 Every child in the school has a Record of Achievement folder, in which we place favourite pieces of work, items from display, photographs and certificates. This folder is then presented to the children on their last day at the school as a celebration and souvenir of their achievements.

2.4 Children have an important role to play in the successful running of their school and, for many years, class and school councils have been a real strength of West Bridgford Juniors. Both of these forums give children a real voice and allow them to share ideas or concerns and to resolve issues in a supportive environment.

3. What happens when children don't behave in the way that they should?

3.1 From time to time, children need to be reminded about behaviour. We believe that everyone in school needs to be completely clear about any consequences of inappropriate behaviour and, together with the children, we have created a simple set of consequence steps. These are cumulative sanctions that are shared with all children.



3.2 At the class teacher's or Headteacher's discretion, parents may be informed either by a phone call or in person if a child reaches Step 4 or 5. This will not always be considered necessary or appropriate. However, in some cases, parents may be asked to come to school to discuss a child's unacceptable behaviour. Persistent low-level incidents may also be communicated to parents, rather than waiting until parents' evening.

At every step on the behaviour ladder children are given the opportunity to reflect on their behaviour. When a child attends thinking time, they will be reminded of the five school rules by the adult on duty and asked to use their time to think about where they could have gone wrong and how they will behave differently next time. At the end of the allotted time, the adult will ask the child to share their reflections.

The steps may not always be followed from step to step. If a serious incident should occur staff may move directly to a step that would provide a child with time to reflect on their behaviour in a partner class. In some more serious cases children may move directly to Step 5. When these sorts of behaviour are happening frequently, the class teacher, with support of the SENCO will assess for any underlying causes or concerns and put support in place.

The sanctions are cumulative and the child will be expected to follow all of them. If a child chooses not to follow the school policy outside of the classroom, then the same steps will be taken and there would be a continuation of any sanctions already received. As far as possible, each day will be a fresh day.

3.3 What other sanctions may be used?

- Loss of privileges
- Interview with senior members of staff
- Report card
- Time away from peers with a senior member of staff
- In extreme cases, persistent or serious problems with behaviour can result in fixed-term or permanent exclusion.

We must stress that we envisage these sanctions being only rarely used, as a positive approach to behaviour management will always be the key to successful learning.

3.4 In all of these cases, we believe that good communication between school and home is paramount. The decision on whether to inform parents about behavioural incidents is decided on an individual basis and the school maintains an equal opportunities perspective. It may be appropriate and beneficial to contact parents/carers earlier than stated in this policy.

3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any persistent poor behaviour, which we feel constitutes bullying, will be managed in accordance with the Anti Bullying policy.

3.6 Some children may have behaviour targets set as part of an individual behaviour plan, which are regularly reviewed. If it is felt necessary, they may also have specific arrangements relating to their behaviour, made for them. These may include individual reward charts, a home/school diary or supervised parts of lunchtimes. Parents are informed of these arrangements.

3.7 Serious Incidents

Staff will record more serious incidents on MyConcern detailing the nature of the incident. This will enable the Head Teacher and Deputy Head Teacher to monitor and identify any patterns of behaviour. Examples of such incidents may include:

- Persistent poor behaviour that the steps above have not remedied
- Any physically violent behaviour or behaviour considered as bullying
- Any racist or homophobic behaviour, including name calling

The termly Head Teacher's Report to Governors includes data regarding prejudice related incidents and bullying. Any persistent poor behaviour, which the School feels constitutes bullying, will be managed in accordance with the Anti Bullying Policy.

3.8 The Use of Physical Intervention

It is anticipated at West Bridgford Junior School that all the above measures will ensure the behaviour of young people is safe and acceptable. In very rare and special cases, physical intervention may be required to ensure the safety of a child with exceptionally challenging behaviour, the safety of other children, and the safety of staff. Such interventions would be in line with current legislation and LA guidance (see Positive Handling Policy).

Staff in schools have the authority to use reasonable force to prevent or stop a pupil from or continuing to:

- Causing personal injury to, or damage to the property of, any person (including the person themselves) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

All appropriate reporting and recording processes will be followed after an incident, with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

3.9 Internal and External Exclusions

The school senior leadership team will become involved in very serious individual incidents or persistent unacceptable behaviour. Arrangements may be made to internally exclude the pupil from the playground or class by having them educated away from the class for a period of time. Again, this may not be appropriate for some children with additional needs. In some cases, the school may suggest to parents that it is felt necessary to involve external behaviour support services.

Should the child continue not to meet the school's expectations then fixed term exclusions may be the consequence. If this is the case, the appropriate guidelines will be followed and the governing body informed.

4. Role of Class Teachers

4.1 It is the responsibility of the class teacher to ensure that the school's behaviour policy is adhered to in their class, and that their class behaves in a responsible manner during lesson time.

4.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Outside of the classroom, class teachers have joint responsibility for all children in the school.

4.3 The class teacher treats each child fairly and enforces the school policy consistently. The teacher treats all children in their class with respect and understanding.

4.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or LA behaviour support service.

5. Role of the Headteacher

5.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

5.2 The Headteacher supports the staff by setting the standards of behaviour, and by supporting them in the implementation of the policy.

5.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social

behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. The Headteacher keeps a record of any pupil who is given a fixed term or permanent exclusion.

5.4 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

6. Role of the Governing Body

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

6.3 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

7. Role of Parents

7.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school policy at 'Information Evenings', and in our 'A Positive Approach to Good Behaviour' booklet. We expect parents to read these and support them.

7.2 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

7.3 If the school has to use reasonable sanctions following inappropriate behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If still not satisfied, they should follow the school's complaints procedure.

8. Review

8.1 Behaviour is reviewed regularly in staff meetings and by the senior leadership team, and it is understood that the positive rewards need to be flexible in order to keep the system 'fresh'.

8.2 The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

8.3 As stated earlier, the policy will be reviewed by the staff at the beginning of each year and amended if appropriate. Any changes would be notified to governors at the relevant committee meeting.