



JUNIOR SCHOOL POSITIVE BEHAVIOUR CODE (Including EYFS)

(Please also refer to the Anti-Bullying Policy, Safeguarding and Child Protection Policy, Positive Handling Policy and Code of Conduct for Staff)

MISSION STATEMENT

As God's family we learn to love, respect and forgive - guided by His word.

1.0 AIMS

- 1.1 To develop and foster a loving, caring and welcoming community in which all may grow and develop as children of God and followers of Christ Jesus.
- 1.2 To promote positive behaviour based on mutual respect between all members of the school community.
- 1.3 To encourage and establish good relationships between all staff, children and families.
- 1.4 To develop the whole child in order for him/her to reach his/her full potential.

2.0 WHO IS INVOLVED? HOW ARE THEY INVOLVED?

- 2.1 Children: taking responsibility for their own actions.
- 2.2 Staff: encouraging children to act appropriately in the school environment.
- 2.3 Parents: encouraging children to act appropriately.
- 2.4 As a staff we encourage the children to take responsibility and ownership of their actions by deciding as a class on the class rules. This gives children ownership of the rules and can be added to as issues arise.
- 2.5 All members of staff are aware of the equality Act and the School's learning support register, including how best to support and manage individuals. With regard to interventions and sanctions, decisions are based on the individual situations and circumstances that are driven by the need to make reasonable adjustments if appropriate and by the absolute understanding that sanctions must be proportionate. In determining whether a punishment is reasonable, section 91 of the education and Inspections Act 2006 says that the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 2.6 All members of staff are reminded that behaviour and expectations are taught and learnt. Staff are expected to follow the Positive Behaviour Code to promote clarity and consistency across the School. However, it is understandable that the age and maturity (or comparative lack of) will lead to some individuals and groups requiring more low level reminders and reminders to best support them. Professional judgement inevitably guides this but there may be occasions when explicit references are made to alternative approaches for certain individuals. This will usually, though not necessarily always, be communicated or referred to in staff meetings.
- 2.7 Veryan Atkinson is the named person responsible for Positive Behaviour Management in the EYFS.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

3.0 EXPECTATIONS

- 3.1 All members of the school community have the right to be treated with respect and to work in a clean, calm environment. (See Appendix A)

4.0 OBJECTIVES

- 4.1 All children should treat each other and all adults in the school with respect and courtesy.
- 4.2 All members of staff are expected to treat each other and all children with respect and consideration.
- 4.3 All children have the right to work in a calm, supportive and purposeful atmosphere.
- 4.4 All children are expected to have a good attitude towards every aspect of their time at school (playtime and class time)

5.0 STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR (Rewards)

- 5.1 Children are given responsibilities within the school.
- 5.2 The buddy system: within a buddy family, the older children are encouraged to set a good example to the younger members of their buddy family.
- 5.3 The children are encouraged to bring in any awards or certificates to share these achievements in assembly time. Where appropriate children's successes are also displayed on the monitor in the Entrance Hall.
- 5.4 House points may be given for academic achievement, extra effort made on work and outstanding behaviour. The school will be given a weekly update of house points. The leading house will have their colours displayed on the trophy at the entrance to the hall. A half-termly trophy is given for house points achieved and the corresponding house ribbon displayed on the trophy.
- 5.5 Throughout the school, an award (Certificates of Excellence) can be given by any member of staff to praise good, considerate behaviour and good work where extra effort has been put in by the child. These are awarded in assemblies by the Headteacher.
- 5.6 Verbal praise for positive behaviour and good work.
- 5.7 Positive comments in exercise books where relevant.
- 5.8 Teacher's own reward systems eg. marbles or stickers.
- 5.9 Player of the Week for playing well in matches.
- 5.10 PSHEE strategies within the classroom (e.g. circle time)
- 5.11 Through RE lessons, Class Collective Worship and PSHEE lessons.
- 5.12 Children's work is displayed throughout the school to encourage self-esteem and confidence.
- 5.13 School reports which are a vehicle for constructive criticism and praise.
- 5.14 Headteacher Awards are given out half-termly.
- 5.15 Every half term the group of girls or boys who have kept their cloakroom the tidiest enjoy a 'cloakroom tea' as a reward.

6.0 SANCTIONS

- 6.1 If children have difficulty following school and/or class rules then staff will follow these procedures:
- 6.2 Early Years (Nursery and Reception):
- 6.2.1 Adults support children with age appropriate language to resolve conflicts. If behaviour continues then 'time out' can be given. The children will sit out for an amount of time appropriate to their age.

- 6.2.2 At teacher's discretion, on the rare occasion a situation is judged as serious or dangerous, a suitable sanction will be given and parents informed.
 - 6.2.3 For continual negative behaviour, parents will be asked to meet and discuss strategies to resolve the issue with the class teacher.
 - 6.2.4 Positive behaviour is always encouraged and rewarded. Class based systems are used to clarify good or bad behaviour e.g. stickers or certificates. Class rules are agreed together at the beginning of the year and they are displayed for the children to see, regularly discussed and modelled.
- 6.3 For Key Stage 1 (Years 1 & 2)
- 6.3.1 Initially, verbal warnings or discussions will take place involving the relevant members of staff, most often the pupil's class teacher.
 - 6.3.2 For persistent bad behaviour, pupils may lose privileges, break times or lunch times. Extra work may be given in these periods.
 - 6.3.3 If required, further sanctions could include referral to the Deputy Head and/or Headteacher for discussion and further action.
 - 6.3.4 If the misbehaviour persists, the teacher will inform parents and meet with them and any other relevant adults to agree a strategy to address any issues. This could include the use of individual behaviour books to record any incidents.
 - 6.3.5 Sanctions are given at the discretion of the relevant members of staff and do not necessarily occur in any specific order. Serious misdemeanours, for example, may be referred directly to the Headteacher for his attention.
- 6.4 For Key Stage 2 (Year 3 to Year 6)
- 6.4.1 Initially, verbal warnings and/or discussions will take place with the relevant member of staff, most probably, but not exclusively, the class teacher. Teachers will use their own sanction systems within the classroom, e.g. loss of privileges, time out etc.
 - 6.4.2 For persistent bad behaviour pupils will miss their break or lunch times and will be given an appropriate piece of work to complete during that time.
 - 6.4.3 Other sanctions which may be employed, not necessarily in any particular order, include the loss of privileges such as club time, community service (e.g. litter picking), confiscation of property if this is deemed appropriate, withdrawal from lessons (time-out) or exclusion from school trips, sports events or fixtures etc.
 - 6.4.4 The loss of club time will take place at the earliest opportunity. Pupils will attend supervised sessions instead of their club and extra work may be given if this is felt appropriate by the relevant member of staff. This may take the form of a written explanation of their behaviour or a letter of apology.
 - 6.4.5 Pupils may be referred to the Deputy Head or Headteacher for further warning/discussion and a subsequent action plan put in place. This could include the use of individual behaviour books to record any incidents.
 - 6.4.6 In extreme and serious cases, detentions may also be enforced if this is felt appropriate by the Headteacher after consultation with relevant staff. These detentions will take place on a designated day at 4pm for 45 minutes, arranged in accordance with the school timetable. Parents will be informed no less than 24 hours in advance and a detention slip will be sent home which will need to be signed and returned.
 - 6.4.7 If a child is persistently misbehaving, the teacher may at any stage in the process, inform parents and will agree with them on a strategy to address the issues. This may involve a meeting between parents, relevant staff and the Headteacher.

6.4.8 Sanctions are given at the discretion of the relevant members of staff and do not necessarily occur in any specific order. Serious misdemeanours, for example, may be referred directly to the Headteacher for their attention.

6.5 Serious misdemeanours will be discussed with parents, head teacher, class teacher, and Special Needs coordinator (if appropriate). Detentions, temporary or permanent exclusions may apply in these circumstances. Where necessary, referral to support agencies will be made with parental permission.

7.0 ADDITION TO ENSURE POLICY'S COMPLIANCE WITH DfE REQUIREMENTS

7.1 Corporal punishment is prohibited under any circumstances in accordance with section 131 of the School Standards and Framework Act 1998. Staff must also not threaten the use of corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

7.2 'Physical intervention' may, however, be used to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil).' Please refer to the Positive Handling Policy for further information.

Appendix A

CLASSROOM CODE OF CONDUCT

We have the right to learn

This means that everybody should:

- arrive on time
- listen to instructions
- bring the proper equipment
- ensure all pupils can work without interference or disruption
- allow others to speak and contribute
- work quietly
- do his or her homework
- be organised so there is no need to leave a lesson
- value the contributions of others

We all have the right to be treated fairly

This means that everybody should:

- be considerate
- use appropriate and respectful language
- respect each other's belongings
- not fight or bully

We all have the right to work in a clean and attractive environment

This means that everybody should:

- not drop litter
- not vandalise

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- wear the correct uniform
- keep classrooms tidy

We all have the right to be safe.

This means that everybody should:

- use equipment properly
- walk and be considerate
- contribute to the safe environment of OLA