Positive behaviour policy

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FURZE PLATT JUNIOR SCHOOL
POLICY FOR PROMOTING POSITIVE BEHAVIOUR
Rights国际合作/Responsibilities国际合作/Rules国际合作/Routines国际合作

1. Rationale.
Good discipline and learning behaviours an essential pre requisite for good learning. No matter the extent or nature of indiscipline, it is a barrier to learning and teaching. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. Providing this good learning environment is an important pre condition for pupils attaining the highest possible levels of attainment. Every child is therefore expected to conform to the rules of the school and parents are kept closely informed so that they can support the systems in use. This policy is based on promoting the use of praise and celebration.

2. Key Features of Promoting Positive Behaviour.
• A positive atmosphere based on a sense of community and shared values.
• Effective support and leadership from the Headteacher and SLT.
• All adults in school modelling the behaviours expected of the children.
• An appropriate and effectively delivered curriculum for all pupils.
• The promotion of mutual respect, self discipline and social responsibility.
• A fully inclusive school that cares about each individual in the school community.
• A curriculum that encourages independent thinking and emotional literacy.

3. Aims.
We aim to:
• Put the emphasis on praise and reward for good behaviour. By doing this, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
• To involve staff and pupils in determining school and classroom rules.
• To involve parents in supporting the development of a whole school approach to promoting personal behaviour.
• To encourage all children to realise that they each have a part to play in the life of the school.
• To foster a more positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and behaviour.
• To encourage excellence in pupils’ performance and behaviour by praising pupil achievement and attainment in all their experiences.

• To give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.

• To encourage staff to adopt a consistent approach to classroom management.

• To secure the orderly atmosphere necessary for effective teaching and learning to take place.

• To prevent bullying by educating our pupils about the effects of bullying and by providing our pupils with a supportive, caring environment where they can flourish and develop their emotional literacy and where everyone has someone to support and care for them.

4. Importance of a Quality Learning Environment.

Children are much more likely to behave well if school is a positive and worthwhile experience. At Furze Platt Junior School, we will give the children the best education possible and make learning as much fun as possible. The curriculum we provide will be relevant and culturally appropriate. We will create a supportive, creative learning environment where:

• Children are motivated and enthused and teacher expectations are high.

• IT is used effectively to support Learning and Teaching.

• The curriculum is differentiated appropriately to take account of individual learning needs.

• Teachers make their teaching more accessible and motivating for children by taking account of different learning styles.

• Groups are of such numbers that allow for successful learning and management.

• Pupils are encouraged to self reflect and develop their learning behaviours through planned activities, feedback and dialogue opportunities in lessons.

• Everyone’s contribution is valued equally.


Staff, pupils and parents have worked together to produce the code of behaviour based on the 3 core school values of Growth, Happiness and Respect. Code of conduct is included in the Appendix.


Rewards are more important than punishments in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at Furze Platt Junior School have agreed to
• Recognise and highlight good behaviour as it occurs
• Ensure that children are praised for behaving well.
• Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
• Encourage children to be responsible for their own good behaviour.
• Reward individual children and groups for behaving well by the use of Celebration Awards & House Points.
• Let parents and carers know about their children’s good behaviour.

7. Stopping Inappropriate Behaviour.
Occasionally children may forget about or disregard the code of conduct. Everyone at Furze Platt Junior School has agreed to encourage children to follow the code by:
• Reminding pupils about our code.
• Noting good behaviour as it occurs.
• Dealing positively with inappropriate behaviour in accordance with the agreed negative behaviour actions.
• Showing pupils that there are consequences to behaving inappropriately.
Children will be made aware of the sanctions liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need for formal sanctions. There is an increasing scale of sanctions available to the school including fixed-term and permanent exclusion but it is hoped that with the co-operation of parents such sanctions will not be necessary. Lines of referral will be clear and easy to understand.

In extreme and very rare circumstances the school may:
• temporarily exclude a child
• consider permanent exclusion from school.
Exclusion will only ever be considered after all other possible avenues have been explored or if the severity of the behaviour(s) warrant it to protect the safety of stakeholders.

8. Procedures for dealing with serious breaches of discipline.
The school will not tolerate inappropriate behaviour, for example:
• Bullying. (See Anti Bullying Guidelines)
• Swearing.
• Fighting.
• Racism.
• Name Calling.
• Spitting.
• Vandalism.
• Stealing.
• Truancy.

All instances of these breaches of discipline must immediately be refereed to the SLT for action (See Behaviour flow chart Appendix).

Any significant disciplinary measures will be recorded by the Headteacher in the behaviour logs and shared with Governors through full Governor meetings.


Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and schools can consolidate partnerships by ensuring that parents have information on the school’s curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

Communication is key to success and any incidents of negative behaviour that require sanctions beyond initial warnings e.g. loss of free time or reflection room must be communicated on the same day with the parent/carer.

Furze Platt Junior School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies. We will attempt to have effective working relationships with Social Work, Educational Psychology and Health Departments in particular to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses. Our inclusion manager is responsible for coordinating the work of professionals from different agencies within the overall aims of the school. We also have a designated member of staff who is responsible for the care and welfare of looked after children.

1-1 behavioural support and support plans are provided by the LA Behavioural support team upon request for support from the school. Parents/carers must be informed before behavioural support or other external agency support is requested (this does not apply to social services referrals).

10. Behaviour logs

Behaviour logs are used by teachers, Team Leaders and the SLT as a way of recording and tracking incidents of negative behaviour. All Team Leader and SLT ‘logged’ incidents must have been investigated and all parties given their account of what happened; including when, where, what happened and with who involved/witnessing.
The class teacher is responsible for recording minor incidents and reporting of these to pupils, other staff involved and parents of all children involved. These logs are shared in team meetings.

The Team Leader is responsible for recording of incidents that warrant their involvement i.e. no improvements seen in behaviour or incidents of a more serious nature (see Behaviour flowchart in appendix) and reporting of these to pupils, other staff involved and parents of all children involved. These logs are to be shared every short term with SMT.

Incidents of extremely negative behaviour (one off or over time – see Behaviour flowchart in appendix) will be immediately forwarded to the Headteacher (or deputy Headteacher in the Headteacher’s absence) and reported to all parties involved and also to the school Governing body (if relating to bullying, racist or homophobic nature – via the Headteacher’s report). The Headteacher will record all incidents in a log.

*All logs will also include any complaints or concerns raised by parents.*

**11. Monitoring and Evaluation.**

The implementation and effectiveness of this policy will be regularly monitored and evaluated by the headteacher and the school leadership team.

Evaluation will be based on the following questions.

- Is the policy achieving the intended outcomes?
- Are there snags which only demonstrate themselves in practice?
- Are school staff modelling the school values?
- Do all staff demonstrate respect for the pupils?
- Does everyone show respect for visitors?
- Have lunchtime and playground supervisors received training in the behaviour policy?

The policy is evaluated for its effectiveness on an annual basis.

*Agreed by the Governing Body:*

*To be reviewed: June 2019*
POLICY FOR PROMOTING POSITIVE BEHAVIOUR

Appendices for further information and guidelines

INCENTIVES - Positive behaviour

Merit marks are given for good work, behaviour and effort. These are collected in the pupil’s home school diary and add up towards a celebration/house award.

Celebration/House Awards are given for:

1. An example of very good behaviour towards others e.g. assisting someone who is being bullied or who is hurt or distressed. (Children may nominate someone who has been helpful to them for an award).

2. Excellent effort in lessons or homework.

3. Sustained responsibility for a school activity e.g. regularly helping the lunchtime supervisors/Huff & Puff/maintaining a garden area etc.

4. Showing initiative by doing something that enhances school life for others e.g. successfully organising and running an activity for others/having a good idea for improving the school/raising money for the school or a charity.

5. Representing the school at community events.

- Each Celebration/House Award includes 1 House Point added to the child’s house total.
- A chart, displayed in the hall, will show house totals. This will be updated each Friday by house captains.
- Each child will accumulate Celebration Awards and for every 50 awards will receive a Bronze/Silver/Gold/Platinum certificate plus a letter home to parents.
- Each certificate achieved will result in 10 extra points being awarded to the child’s house.
- Examples of positive behaviour and achievements (in and out of school) will be regularly celebrated in assemblies.

Negative behaviour

Examples of negative behaviour will result in proportionate sanctions – see Behaviour flow chart.
**Consistent excellent behaviours and manners shown by pupils also to be communicated with the Team Leader and Headteacher/Deputy Headteacher**

1. **Reinforce**
   - 10 min of Gold for excellent behaviour/attitude
   - Work displayed
   - Parental involvement
   - Time on task
   - Work completed
   - Work celebrated in assembly
   - 3 points (3 days x 1 point)

2. **Reward**
   - Teacher's note
   - Video format
   - Work completed
   - Work displayed
   - Work completed
   - Parental involvement
   - Time on task
   - Work celebrated in assembly
   - 3 points (3 days x 1 point)

3. **Encourage**
   - Teacher's note
   - Video format
   - Work completed
   - Work displayed
   - Work completed
   - Parental involvement
   - Time on task
   - Work celebrated in assembly
   - 3 points (3 days x 1 point)

**Reflection Room**
- 35 minutes set time, twice a week

**Growth**
Grow in confidence & Independence of learning
- Listening and being ready for learning
- Let others learn
- Set high expectations for yourself
- I can't do it "YET"
- Be prepared to fail and make mistakes at times but learn from it!
- Be accountable for classwork, homework, effort, being on time and being prepared to learn
- Be presentable
- Aim high and take one step at a time
- Contribute - You are part of a team!

**Happiness**
Achieve happiness through feeling safe & enjoying school
- Be kind to children and adults
- Look after each other
- Help others in need of help
- Work as a team and feel part of a team
- Ask not what FPIS can do for you but what you can do for FPIS
- It is okay to be different - it makes us all interesting and this a great place to be
- Have an open mind to new opportunities
- Take part in events
- Tell staff if something is wrong
- Smile!

**Respect**
- Respect yourself, each other and the world around you
- Look after property
- Follow instructions
- Be responsible for your learning and play environments
- Move around school in a sensible way
- Treat others how you want to be treated yourself
- Understand each pupil is different and respect everyone's views, opinions, differences and beliefs
- Think about how your behaviour impacts others, is it a positive impact?
- Be proud to be part of FPIS - we are proud of you!
Detention

As a school we do not actively enforce the ‘detention’ system but in extreme circumstances (agreed with the headteacher) pupils may be given a detention.

The DFE states that:

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

a. any school day where the pupil does not have permission to be absent;
b. weekends - except the weekend preceding or following the half term break; and
c. non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

School staff should not issue a detention where they know that doing so would compromise a child’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and

Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

**Poor completion of work (compared to pupil’s ability and previous work completed)**

In rare circumstances, pupils may not complete class work to their normal high standard. In these cases the class staff will encourage the pupil through the lesson to complete the work and use positive strategies such as ‘5 minute time limits’ to encourage task completion. If work is still not completed to the required quality, the pupil can be kept in during free time to complete the work. In these circumstances the pupil will be fully supervised, still given time for food and drink and parents/carers will be contacted to inform them e.g. through the home school planner.

Additional sanctions may include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring, and;

- In more extreme cases schools may use temporary or permanent exclusion.
Screening and searching pupils (8 Section 94 of the Education and Inspections Act 2006
9 Section 550ZA (3) of the Education Act 1996 )

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items”9 including:
   - knives and weapons
   - alcohol
   - illegal drugs
   - stolen items
   - tobacco and cigarette papers
   - fireworks
   - pornographic images
   - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
   - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The power to use reasonable force

We are required to report on this and include it in the behaviour policy but again, this will only be in extreme circumstances and carried out as identified below. Parents/carers will be notified if ‘reasonable force’ is ever needed for their child.

The DFE states that members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers,
fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

In all circumstances the ‘use of force’ at FPJS must be proportionate and reasonable. The school has members of staff trained to safely use force (team teach) and these members of staff are on call if required.

Please see: DFE Guidance on The Power To Use Reasonable Force

**The power to discipline beyond the school gate**

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Pastoral care for staff accused of misconduct**

Staff accused of misconduct will be supported by the SLT, Governor rep and/or the LA support team as required.

**Staff development and induction**

All new staff will be supported by a mentor who will support behavioural strategies and classroom implementation.

NQTs will also be supported by LA run CPD during their NQT year.

Additional support can be found on the links below and other such websites:

http://www.education.gov.uk/a00199342/getting-the-simple-things-right-charlie-taylors-behaviour-checklists

Transitions

All behaviour plans and relevant logs will be forwarded on to the ‘next school’ as part of the school transition process.

Report card

A child will be put on report by a member of the SMT if they show no sign of trying to improve their behaviour. A child on report must have their report card signed by a member of staff at the end of each lesson/session/playtime to indicate if they have behaved positively or negatively. The child will report to a member of the SMT each day to show their report book. The length of time on report will be determined by the member of the SMT who placed the child on report. It will usually be a minimum of 2 weeks of totally positive reports before the child is taken off report.. Parents will always be informed if their child is put on report and will be told when he/she is taken off report. If a child does not improve their behaviour the parents will be asked to come into school to meet with the member of the SMT who is dealing with their child and the headteacher.

Any member of the SMT dealing with a child for negative behaviour will collaborate with the child’s class teacher to determine the best course of action to enable that child to behave positively.

Additional information:

1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;

2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable and proportionate in all the circumstances.

Based on information from the DFE document ‘Behaviour and discipline in schools’ advice for headteachers and school staff. February 2014