

Bready Jubilee Primary School



Positive Behaviour

Date Ratified: 16th November '23

Date to be reviewed: January '26

Signature of
Chairperson:

Date

Signature of Principal:

Date

Bready Jubilee Primary School

Positive Behaviour Policy

Vision:

At Bready Jubilee Primary School we provide a challenging and stimulating education for all children, in a caring and safe family atmosphere, where everyone is valued and their self-esteem is nurtured. It is our firm belief that parents are partners in the education of their children and that our school is at the heart of the local community.

Key Principles

The staff of Bready Jubilee Primary School feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum. Staff will endeavour to contribute effectively to establishing and maintaining a climate within the school that is characterised by good relationships and mutual respect. The adults encountered by children at our school have an important responsibility to model high standards of behaviour, both in their dealings with the children, and with each other.

As a school we aim:

- To develop awareness of self and sensitivity to others.
- To acquire a set of moral values and the confidence to make and hold moral judgements.
- To develop habits of self-discipline and acceptable behaviour.
- To develop respect for religious and moral values and tolerance of other races, religions and ways of life.
- To help pupils develop lively enquiring minds.
- To help pupils to develop their abilities in all curricular areas.
- To help children develop a love of learning.
- To help pupils to respect and understand the world they live in.
- To help prepare children for their adult lives at home, at work and at leisure.

Rights and Responsibilities

In order to achieve these aims, it is vital to realise that parents and staff in school have very discrete and complementary roles in the education of the young people they hold responsibility for. To help establish a harmonious and productive partnership between all involved with Bready Jubilee Primary School, it is important to outline the rights and the responsibilities of the various parties involved.

Pupils have a right to:

- ✓ Be valued as members of the school community.
- ✓ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.
- ✓ Make mistakes, and learn from them.
- ✓ Be treated fairly, consistently and with respect.
- ✓ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon.
- ✓ Be taught in a pleasant, well-managed and safe environment.
- ✓ Work and play within clearly defined and fairly administered codes of conduct.
- ✓ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.

Pupils have a responsibility to:

- ✓ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead.
- ✓ Respect the views, rights and property of others, and behave safely in and out of class.
- ✓ Co-operate in class with the teacher and their peers.
- ✓ Work as hard as they can in class.
- ✓ Conform to the conventions of good behaviour and abide by the school rules.
- ✓ Seek help if they do not understand or are in difficulties.
- ✓ Accept ownership of their behaviour and learning, and to develop the skills of working independently.

Staff have a right to:

- ✓ Work in an environment where common courtesies and social conventions are respected.
- ✓ Express their views and to contribute to policies that they are required to reflect in their work.
- ✓ A suitable career structure and opportunities for professional development.
- ✓ Support and advice from senior colleagues and external bodies.
- ✓ Adequate and appropriate accommodation and resources.

Staff have a responsibility to:

- ✓ Behave in a professional manner at all times.
- ✓ Ensure that lessons are well prepared, making use of available resources.
- ✓ Show interest and enthusiasm in the work in hand and in their pupils' learning.
- ✓ Listen to the pupils, value their contributions and respect their views.
- ✓ Be sympathetic, approachable and alert to pupils in difficulty, either with their work or with personal worries.
- ✓ Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.

- ✓ Maintain accurate and detailed records of type and frequency of behaviours presented by a pupil, including liaison with parents and other agencies for a child with SEBD needs
- ✓ Share with the parents any concerns they have about their child's progress or development.
- ✓ Expect high standards and acknowledge effort and achievements.
- ✓ Pursue opportunities for personal and professional development.

Parents have a right to:

- ✓ A safe, well-managed and stimulating environment for their child's education.
- ✓ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently.
- ✓ Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child.
- ✓ Be well informed about their child's progress and prospects.
- ✓ Be well informed about school rules and procedures.
- ✓ A broad, balanced and appropriate curriculum for their child.
- ✓ Be involved in key decisions about their child's education.
- ✓ A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ✓ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.
- ✓ Be aware of school rules and procedures and encourage their child to abide by them.
- ✓ Show interest in their child's classwork and homework.
- ✓ Act as a positive role model for their child in their relationship with the school.
- ✓ Attend planned meetings with teachers and support school functions.
- ✓ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Rules, Rewards and Consequences

As part of our PDMU curriculum we have introduced the PATHs (Promoting Alternative THinking strategies). The main aim of the PATHs Programme is to promote positive mental health and emotional well-being in school and in most classes the pupils will have one PATHs lesson a week. We have linked a well used motto within the PATHs curriculum to our House system with pupils awarded house points for - Treating others as you would like to be treated yourself. The total number of house points for each week are announced in Friday's assembly.

The house points system is linked to our school golden rules which are a short set of rules that can be easily understood by all involved throughout the various levels of

the school. These rules are displayed in classrooms and are discussed with the pupils, so that they not only have a good understanding of the rules, but how they need to act and respond to uphold them. They are teaching tools that need to be constantly reinforced and highlighted.

The Golden Rules are as follows:

1.Do be kind and helpful

2.Do be gentle

3.Do listen

4.Do work hard

5.Do be honest

6.Do look after property

These Golden Rules have been developed to be consistent with the following concepts:

- *We understand it is alright to make mistakes if we recognise them as such.*
- *Be sensible, thoughtful and kind.*
- *Think before you speak or act.*
- *Move safely in all parts of the school building.*
- *Help each other and get on with everyone.*
- *Be respectful to others around you.*

The Golden Rules are also in operation during lunchtimes and playtimes in the playground. There are also specific rules for the end of playtime and movement back to class, with line up rules and routines in operation.

These periods of play are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

At times, lunchtimes and playtimes can be a source of stress for children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns through discussion during Circle Time, or by speaking directly with the playground supervisor, teacher on duty or their own class teacher.

At Bready Jubilee Primary School if a child successfully complies with these Golden Rules, this should be acknowledged. In our school we believe the ideal incentives towards positive behaviour are the intrinsic rewards offered by:

- Warm relationships
- A stimulating curriculum
- Positive role models

However, it is important to have a reward system in place that recognises all forms of social and academic achievement and effort. To ensure each child has the opportunity to experience individual success we use the following as rewards-

☒ Non-verbal praise

Smiles, thumbs up, pleased expressions.

☒ Verbal praise

At Bready Jubilee Primary School we believe that verbal praise is an important factor in creating positive atmospheres that will promote good behaviour. Verbal praise can range from a word in the ear to a ‘public’ recognition in class and can be related back to the Golden Rules. It can also be given to and by everyone!

☒ Display

Children’s work will be presented in such a way that it will be obvious to any visitor that we are proud of success, whether it be in quantity or in quality of effort.

☒ Marking

Within class the marking will be used to build on success and provide encouragement by its associated comments.

☒ Golden Time/ Activity Time

As an incentive to children to keep motivational reasoning foremost in their minds during daily activities, compliance with school rules entitles the child to a period of activity to partake in a ‘fun learning’ activity within the classroom, usually on a Friday afternoon.

In school, we recognise there is a difference between pupil age and ability to understand the concept of ‘reward time’, therefore this operates differently in each classroom. This is expressed to pupils at the start of the year and is visually displayed on the wall of each classroom, as either a ‘golden time’ display or by sun/ light cloud/ dark cloud, red/orange/green cards. We feel we can help keep each ‘golden time’ activity fresh for pupils, and encourage them to actively engage in the concept that each staff member should operate their own developed reward system, rather than the same implemented throughout school, and pupils not engage as fully with it as they move through school.

☒ Sharing

In recognition of a particular task or behaviour the pupil may share their success with others, for example:

- The class

- The neighbouring class or teacher
- A chosen adult, e.g. principal/ caretaker/ supervisor

Celebrating Success

Each week, we have a ‘Superstar Assembly’, where we recognise those pupils who have been fulfilling our Golden Rules and setting a positive example to others. These range from working hard, commitment, friendships, honesty and play an important part in the personal development and mutual understanding of the pupils. The total house points collected that week throughout the school in each house is announced and displayed on the house display at the front of the school.

Managing Behaviour

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our ‘Home / School Agreement’.
For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be taken with care and consideration, considering individual needs as necessary.
Staff will praise the behaviour they wish to see and will not pander to attention seeking behaviour.

Consequences

Consequences need to be an integral part of Bready Jubilee Primary School’s Positive Behaviour Policy. They need to be used to uphold the rules and procedures within the school and, in doing so, they encourage appropriate and acceptable behaviour choices.

If a child breaks any of the school rules there will be a consequence. It is our belief that consequences consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour choices promoted. **It is important to remember at all times to target the behaviour and not the child.**

The following should be used as consequences-

Staff Guidance

Stage	Actions and Consequences	Behaviours
Stage 1: The BJPS Way	We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules	
Redirection/Reminder	A gentle encouragement in the right direction. A reminder of our Golden Rules delivered privately wherever possible. Repeat reminders if necessary, de	Not following the Golden rules: Not following instructions, Not listening, Disrupting learning, Running in Corridors, Arguing with peers,

	<p>escalate and decelerate where reasonable and take the initiative to keep things at this stage.</p> <p>Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>	<p>Boisterous behaviour, Talking at inappropriate times, Distracting other pupils, Disobeying instructions, Shouting out / leaving seat, Incidents of taking property of others, Making unkind remarks</p>
Stage 2: Warning	<p>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue - time out of the classroom and a phone call made home to parents.</p> <p>Children will be reminded of their previous good conduct to prove that they can make good choices.</p> <p>An appropriate amount of golden time should be deducted at this stage</p>	<p>Persistence of behaviours in Stage 1</p>
Stage 3: Timeout and phone call home	<p>Time out away from the distraction is necessary. The child, if possible, will be sent to the principal's office to continue learning. If not possible to the next classroom. In FS/KS1 it may be more appropriate for children to complete work outside the classroom with a CA/SENCA. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1. A phone call home will be made by the class teacher. The phonecall will inform parents of the rule/rules which have not been followed. It will also inform the parent of any loss of privilege- playtime the following day</p> <p>If a child is continually reaching stage 3, a home/liaison book will be introduced and should be signed by parents daily.</p>	<p>Persistence of Stage 1&2 Behaviours</p> <p>and or</p> <p>Hurting another child physically, Persistently goading another child, Using inappropriate language, Taking property that does not belong to them, Showing threatening behaviour, Throwing equipment at another child or adult. Displaying aggression towards adults or peers.</p>
Stage 4: Behaviour Support Meeting	<p>Where a child's behaviour becomes a concern a behaviour support meeting will be held.</p> <p>Parents will be invited in to meet the class teacher and Principal to discuss the child's behaviour.</p> <p>This may be shown by:</p> <p>A child reaching Stage 3 two to three times a week for a period of</p>	

	<p>time;</p> <p>A serious breach of behaviour.</p> <p>Pupil will remain on home/liaison book.</p> <p>Record on SIMS</p>	
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The Board of Governors will be kept informed of children reaching Stage 4 and reserve the right to request meetings with pupils and parents. The Board of Governors reserves the right to consider suspension and expulsion as an appropriate consequence, if other measures are not working as well as the right to consider suspension and expulsion if a serious incident occurs.

The Special Educational Needs (SEN) Code of Practice

Pupils with specific difficulties such as ADHD, ASD, SEBD etc. may be placed on the school's Special Education Needs Code of Practice. Their behaviour displayed in school is as a result of their specific difficulties and needs to be carefully considered as such by the classroom teacher. Whereby it is important not to ignore or encourage inappropriate behaviour, it is imperative that staff take into account the difficulties of the child when dealing with an incident of inappropriate behaviour. The aim of placing a child with behavioural difficulties on the SEN Code of Practice is to lead to a change/ modify behaviour.

Monitoring, Review and Evaluation

The maintenance and development of this policy will ensure that it remains active.

Records need to be kept by the class teachers in order to monitor and evaluate any changes brought about by the policy.

All concerned parties should be kept informed of any review of the policy and the action that will need to be taken.