



## Priory Junior School

### Positive Relationships, Behaviour and Attendance Policy

This policy is based on the understanding of the effect of positive behaviour on the personal, social and academic development of children; the learning environment and the ethos of the classroom and the school as a whole.

The emphasis is on the positive aspects of good behaviour, the value of giving all children clear expectations and achievable targets and an appropriate focus on developing self-discipline.

*"Research has shown a strong link between a child's self esteem and academic success. Those who feel good about themselves learn more easily and retain information longer. In fact, they do better in every way: if they have a sense of well-being they are much more likely to be able to handle the ups and downs of everyday life"* - MURRAY WHITE, International Council for Self Esteem

#### Core Values

Our core values are expressed succinctly on our paint palette. These are values we believe as important for developing every individual in our school, and were agreed with staff, governors, parents and children. The values provide a code for positive behaviour. They form a clear expectation of behaviour in class and around school, promoting positive relationships between every member of our school, children and adults alike. The values are displayed prominently in every classroom and around school, and also form a focus for school assemblies.



#### Ready, Safe and Kind

Underpinning the values we have established three rules that are consistently reinforced throughout school life. These are to be ready, safe and kind. These are displayed around school, reminding children of our expectations.

#### Statement of Intent

Our behaviour policy is built around our belief that good relationships are central to the success of our school as a learning community. The relationships between pupils, staff and parents needs to be positive, supportive and respectful. Within those relationships, there are shared rights and responsibilities. At Priory Junior School the staff and governors firmly believe that the social and self development of children is as important as their educational progress.

In order to achieve this all round development, children have the right to:

- maximise their learning potential
- be safe
- be treated with respect
- be listened to
- play, work and learn in a happy, creative and safe environment
- come to school without fear of being bullied or harassed.
- a sense of belonging

Teachers and Staff have the right to:

- be able to teach without hindrance
- feel safe
- be supported by colleagues, parents and the wider community
- be treated with respect
- be listened to

All parents/carers have the right to:

- know their children are safe, well-taught, cared for and happy.

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Children at Priory Junior School have the responsibility to:

- behave respectfully to others
- behave in a way which keeps themselves and others safe
- attend school regularly
- be willing to learn
- allow others to learn
- co-operate with teachers and peers
- do their best

Teachers at Priory Junior School have the responsibility to:

- enable all children to learn
- seek out and celebrate improvements in learning
- treat children with respect
- create a positive classroom environment
- ask for and offer support when needed
- model positive behaviours
- seek information and use lines of communication
- follow the school's systems to promote positive behaviour

## **Our Aims**

- develop self-confidence and self-esteem in pupils
- recognise and promote positive behaviour and good attendance displayed by our pupils
- raise the level of behaviour beyond acceptable to positive
- respond to negative and unacceptable behaviour and poor attendance
- encourage a partnership between pupils, parents/carers and staff, which involves working together to maintain positive behaviour
- to encourage a positive learning environment – where pupils and staff regardless of social background, race, gender or ability, are respected and encouraged to achieve their full potential educationally, emotionally, socially and physically
- underpin the school ethos

## ***Achieving Our Aims***

We will:

- reinforce the expectations for behaviour through the School's Values and positive behaviour management language
- establish clear routines in the classroom and around school
- develop positive relationships
- teach children the language of sharing and co-operation, choice and consequences
- set incentives and give rewards
- provide an attractive and stimulating environment for the children to learn in.
- motivate children through high-quality learning experiences
- listen to children and involve them fully in school-life, through Class Forums and School Council
- use a restorative approach to discipline which develops the children's ability to take responsibility for their actions and ensures they put things right for all involved.

## **Recognising Achievements and Positive Behaviour**

Children's self-esteem is developed through the strategies used to recognise their achievements. It also reinforces their positive behaviour. At Priory Junior School, we recognise achievements and positive behaviour by:

### **Achievement Certificates**

A merit chart in their Log Book allows children to achieve a Bronze, Silver and Gold Achievement Certificate. These are awarded in our weekly Sharing Assemblies.

### **Golden Tickets**

Recognising the values on our palette, children displaying these are awarded Golden Tickets by all members of staff. A prize draw of the tickets earned takes place each week in our Sharing Assembly.

### **Class Treat Time**

Children earn marbles in the jar in each class. When the jar is full, they are rewarded with a class Treat Time.

### **Headteacher's Award**

Children are recognised for specific achievements during a week in our Sharing Assembly.

All recognition of achievement is:

- genuinely earned
- genuinely motivate
- sincerely given
- consistently and fairly given

## **Restorative Discipline**

At Priory Junior School, restorative discipline is used to hold children to account for inappropriate behaviour, and repair any harm they have caused. It is recognised that this sits within a positive framework and so, is used in conjunction with a wide range of positive classroom management strategies. Appendix 1 explains this approach in more detail.

This approach to discipline may range from a short 'corridor/classroom conference' to challenge unacceptable behaviour to a 'restorative conference' where conflict between pupils has occurred. Sometimes, a formal conference may involve parents too.

If a child refuses to engage with a restorative approach, or a child has lied, and/or consistently broken agreements made, the school will employ more traditional sanctions.

These may initially be the loss of free time eg. break / lunchtimes. The Headteacher will be informed if this takes place and the class teacher will put in place strategies to prevent a re-occurrence of this behaviour. If a child loses 3 sessions of free time, the class teacher will inform their parents and discuss their behaviour with them. A meeting will also take place between the teacher and a member of the Senior Leadership Team to agree additional strategies.

## **Arrival at School and Collection**

Start and end times to the school day will be staggered at this point in time for each class, with their own entrance gate allocated.

Children will be expected to be dropped off at the school gate / entrance area by one of their parents. The playground will be kept closed before and after school. Each group of children will be given a set time to arrive at school and will be expected to wait at the gate to the playground – with parents maintaining a social distance in the queue. A member of staff will control the entrance into school, and children will be expected to use the hand sanitiser stations on the playground, before entering the school, via their designated door.

At the end of the school day, the teacher will line the children up on the playground. Parents will come to the gate to collect, and the teacher will send children over to them, one at a time, monitoring control of social distances between families.

There will be a one-way system for parents so they do not have to double-back on the queue – they will be able to walk through the playground and leave through the double gates.

### **Movement Around School**

All children are expected to move around the school in a calm and orderly way. Whenever children need to move locations, they will be led and supervised by a member of staff. All staff have a responsibility for ensuring sensible behaviour around school and on the playground. Whether on duty or not, all staff will intervene/challenge unacceptable behaviour. At the end of breaks and lunchtimes, staff will line children up and lead them back into class.

The only toilets that they will use will be the ones assigned to their bubble. Children will not be able to visit other toilets, or other bubbles to take messages.

Children will be expected to stay within the boundaries set out for them during outside times – including playtimes. During this time, they will not be able to play with other groups of children.

### **Hygiene**

All children will be given opportunities for washing their hands at appropriate times during the day. It is expected that all children will follow these instructions when given to them by staff.

Children will have their own pack of tissues in their 'equipment bags'. They will be reminded about 'Catch It, Bin It, Kill It' and expected to follow this. A sealed bag to store used tissues in during the day will be in their equipment bag, and children will need to put this bag in the lidded bin at the end of the day – if they have made use of their tissues.

They will be reminded not to touch their mouth, nose and eyes each day, and should try to avoid doing this.

### **Class Bubbles**

Children and staff will stay within consistent groups – their class bubble. This will keep them safe through limiting their contact with other people during the school day.

Children will only be able to socialise with children within their bubble, and will not be able to mix with children in other bubbles. It is expected that all children will follow this, in order to keep the school community safe.

### **Equipment**

Each child will have their own 'equipment bag' of frequently used items to use and this should not be shared with anyone else. Children are expected to be responsible for looking after their own equipment. Any water bottles, snacks or food should not be shared.

Library books will be accessed in the classroom – they will be placed in a tray on return in the classroom (clearly labelled) and this will be returned to the main shelf after 48 hours.

Other classroom resources may be used and shared within the class. Central school resources that may be used by other classes at a later stage must be sterilise after use – children will be expected to make sure they return equipment to the sterilising containers, as directed by adults.

## **First Aid / Feeling Unwell**

If a child is feeling unwell, or has any of the following symptoms, they should immediately tell an adult in their bubble:

- A high temperature (they may be feeling excessively hot, or shivering)
- A new cough
- Loss of sense of taste or smell

If a child requires first aid, a member of staff (appropriately-trained) will oversee their treatment. They might be expected to manage some of their treatment for themselves eg. put a plaster on themselves. This will be done whenever possible.

## **Lunchtimes**

Lunches will be eaten in the classroom or in the hall, on an alternating two week cycle. School meals in the hall will be hot, and cold school meals will be delivered to the classroom.

It is essential that children feel safe and respected in the more unstructured environment of the school playground at break and lunchtimes. Activities will be arranged for children to take part, alongside the provision of playtime equipment. This must be sterilised after use by the class, ready for another class to use.

Children will be able to play games, but games that demand contact such as football, tag, etc. will not be possible. They will be supported with ideas for games by the adults with them.

Children with additional needs may have access to a teaching assistant to support them through playtimes.

Midday supervisors will reinforce the school rules of being ready, safe and kind and use a restorative approach. If a child is finding it hard to remember to follow the rules, the adults will remind them of this. They may be asked to have some time out if necessary – by sitting at the side. This should be for a short period of time.

Midday supervisors will work with one class and through this, be able to liaise well with the class teacher regarding the lunchtime period. They will be able to reward children with golden tickets for showing the school values and keeping to the rules.

Positive comments are shared in the weekly meetings. The midday supervisors receive training on a regular basis, and as part of their induction.

## **Serious or Persistent Negative Behaviour**

A pupil who displays persistent or serious negative behaviour will follow an individual programme with targets, incentives and a clear hierarchy of sanctions tailored to the individual needs of the child. This will be agreed by the class teacher, SENCO, Headteacher and parents/carers of the pupil.

Should a pupil find it difficult to maintain the new routines expected, and be putting other members of the school community at risk, eg. by not remaining where they should be, then the class teacher will discuss this with the child's parents, and a member of the SLT – and agree the next steps of support.

Outside agencies may become involved to provide additional support to staff / child / families.

There are a range of behaviours which are totally unacceptable – these include bullying, racism and violence. While we are guided by restorative principles, it is also the case that serious cases of unacceptable behaviour may lead to an exclusion. In these situations, the County's Policy and Procedure for exclusions will be followed. Alternatives may be tried in these cases, depending on the behaviour, which may include the use of internal exclusions. Staff will be redirected to support children in these instances. Internal and external exclusions are decided upon by the Headteacher.

## **Behaviour Off Site**

The school recognises the importance of pupils' behaving responsibly off site too. Where reports are made of children's behaviour on the journey to and from school, these will be investigated. Parents and children, who travel on the school bus, will be asked to sign a code of conduct with the school.

Where children's behaviour on school trips compromises the safety of themselves or others participating on the trip, they may be excluded from subsequent school trips. If the trip is residential, it may be necessary to move rooms. If the behaviour is serious, parents may be telephoned to collect their children immediately. Where behaviour at school provides a reason to be concerned about a pupil participating in a residential or day trip, a risk assessment for the pupil will be completed and considered in relation to the child's participation. The aim will be to include wherever possible, but to consider the strategies needed to enable this to take place. The risk assessment will always inform the decision.

## **Links With The Curriculum**

There are very close links with Personal, Social and Health Education and working with pupils on aspects of self-discipline, rights and responsibilities will form part of the PSHE programme throughout the whole school. Throughout the school, all classes hold a weekly circle time, whereby the principles of listening, empathy and solution finding are developed. Some children may require extra support, through work in support groups, and/or play club.

There will also be cross-curricular links with Religious Education, at times, and with English - as any work on behaviour will involve speaking and listening, discussing and possibly, reading, writing and drama.

## **Equal Opportunities**

The behaviour policy applies to all pupils, regardless of ability, gender, race or creed.

## **Links With Support Services**

There are strong links with the SENCO (Special Educational Needs Co-ordinator) and the County Learning Support Teacher and Learning Support Assistants, the school's Education Welfare Officer, the Educational Psychologist, CHUMS, CAMH (Child and Adolescent Mental Health) and Social Services, when appropriate. When support is needed, referrals may be made to these services. Where the need may be more complex, an EHA (Early Help Assessment) will be completed with the parent and submitted to the Early Help Hub.

Training is provided to staff on a regular basis. Where individual needs arise, staff may be provided with additional support through the Specialist Teaching Team. New members of staff will receive training, with regard to this policy, as part of their induction.

Parents, who require support, may be referred to the Family Workers in the locality team. The school signposts parents to support groups that are held by the locality team.

Pupils who are at risk of exclusion, or experiencing emotional difficulties, will receive weekly support from the school's Inclusion Worker. Pupils offered this support are decided upon by the Headteacher and SENCO.

Provision of appropriate materials, advice and visits is also available from agencies such as Health Promotion and Cambs. Constabulary.

## **Publication**

The behaviour leaflet is sent out to parents and children each year. It is also summarised in the School Prospectus. This policy is available through the school website.

## **Review and Monitoring**

It is the responsibility of the Headteacher and governors to ensure and promote consistency of practice. This will be achieved by:

- Discussion with staff, parents and pupils to ensure clarity about the implementation of the policy
- Monitoring restorative conference resolutions
- Monitoring of positive behaviour management and modelled behaviour by adults
- Monitoring the use / rate of exclusions
- Classrooms open for colleagues to see each other's practice

**This policy applies to The BASE, our Out-of-School Club provision.**

## **Other Relevant Policies**

This policy is linked to the following policies: Anti-Bullying Policy, SEND Policy, Physical Intervention Policy, Equality Scheme, County Exclusion Guidance and Procedures, School Values and Aims

Written February 2007  
Revised November 2009  
Re-written July 2011  
Revised July 2015  
Revised July 2019  
Revised August 2020

This policy will be reviewed at any time that it is considered appropriate and at the latest by: Summer 2022.

## Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all, children must tell the truth and own up to what they have done. Then the approach is different in the way it develops the child's thought processes and the expectation that they take responsibility for their actions and repair the harm caused.

### Traditional

What's happened?

Who's to blame?

How should we punish them?

### Restorative

What's happened?

**becomes** Who's been harmed and in what way?

**becomes** What needs to happen in order to put things right and ensure this never happens again?

Where a child is behaving in isolation in an unacceptable way, a framework of questions is used to amend their behaviour:

What happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

These questions become a little more searching where conflict between parties has arisen.

Where harm has been caused to someone else, a restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together, they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained to work in this way. Two members of staff are trained to carry out formal restorative conferences involving adults and children.

Restorative approaches range from a quick 'restorative chat' in a corridor right up to a full community conference in which there could be many people involved. Circle times enable children to learn skills of listening, empathy and solution finding, which are the skills necessary to take part in a restorative meeting.

A restorative approach is highly effective because it:

Transforms wrong doing into a learning opportunity

Supports the needs of the 'harmed'

Creates obligations and support for 'wrongdoers'

Encourages a school-wide culture of mutual respect and care