

**Reinwood Junior School**



**Positive Behaviour Policy**  
**2015-2016**

At Reinwood Junior School we are proud of the behaviour of our pupils and would like to take this opportunity to share the variety of ways we reward and praise our pupils on a regular basis.

This 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.

We would also like to share with you how inappropriate behaviour is dealt with.

This policy has been put together after reviewing current procedures already in place and improving them. The Leadership Team, teachers, support assistants, lunchtime supervisors, learning mentor, governors, pupils and school council have all been involved in the compilation of the policy.

## Playtime Rules

Playtime rules are shared with the children at the beginning of the year, and children are reminded of these at regular intervals.

### DO s

Come straight away when an adult calls you

Always listen when an adult is speaking

Try to have fun without spoiling other people's fun

Speak to people in a nice way

Show respect for other children and their property

### And DON'Ts

It's everyone's right to be safe, so don't:

Playfight

Hurt people

Throw anything except equipment meant for throwing

Spit

Warning cards and consequence cards will be given for inappropriate behaviour.

If a child receives a consequence card, he/she will miss their next playtime.

A consequence card at playtime does not result in the child being taught in isolation.

## Lining Up

An extra 10 minutes playtime will be rewarded to the class/classes that receive the most stars over a week for lining up. Stars will be given out, at break and lunchtime, for lining up quickly, sensibly and for not messing around. A laminated star will be given to the person at the front of the queue. The winners will be announced in Show & Tell assembly.

## Positive Handling Plans (PHPs)

All staff have been trained in TEAM TEACH, this ensures that if a child needs to be restrained for their own safety or the safety of other pupils the correct techniques are used to ensure the pupil does not get hurt and is kept safe at all times. Once a child has needed to be restrained a PHP will be put in place. Parents will also be informed and asked to come in to school so that the plan can be written with parents, ANCo and the pupil. Each case is different and this will be tailored to the individuals needs.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE publication *Use of Reasonable Force* (July 2015). In our school we do not hit, push, slap children or invade their space. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## Pastoral Support Plans (PSPs)

A Pastoral Support Plan will be written for any child who has been restrained or for any child who is at risk of exclusion. A PSP is written by the ANCo, the parents and the pupil. The PSP will set out the pupils strengths and problem areas. Targets will be agreed upon to help overcome these problems and a reward will be put in place. Pupils will be encouraged to take responsibility for their own learning and behaviour. The PSP will state how the school and parents will support the pupil. All those involved will sign the PSP and it will be reviewed regularly.

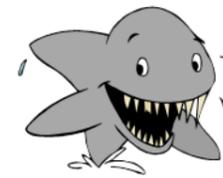
## Registration

All teachers will be expected to call the register using *Good Morning/Afternoon* and the pupil's name. All children will be expected to answer the teacher with *Good Morning/Afternoon*.

## Positive Behaviour

All pupils will be rewarded for positive behaviour. Over the week the following rewards will be given out -

**Team points** for good work, attempting to answer a question, being helpful, listening etc will be given to individuals/groups. The team points will be collected from each class at the end of the week and the winning team announced in Show & Tell assembly. Whichever team reaches 25 stars first will be rewarded with a non uniform day where they can wear their team colours.



Blue



Red



Yellow



Green

**Effort stickers** will be awarded over the week. Each teacher will award 2 effort stickers per day. The two children, in each class, at the end of each term with the most effort stickers will receive an Odeon Voucher as a reward.



**Super singers** are recognised in singing assembly and stickers awarded.

**Secrets of Success** certificates will be given out in Achievement Assembly.

Pupils will be rewarded for-

- ♦ Pushing themselves
- ♦ Improving
- ♦ Understanding others
- ♦ Trying new things
- ♦ Working hard
- ♦ Concentrating
- ♦ Not giving up



**Head Teacher Award**- Your child may come home with a Head Teacher sticker and special pencil. This means that their class teacher has chosen them to go and see Mrs Eastwood for excellent work/progress. A postcard is also written by Mrs Eastwood and posted home to you.

**Post cards** are sent home on a termly basis to all those pupils who have received no more than two Warning cards over the term. The postcards are designed by pupils at the school and the class teacher will write a personal statement on them.



## School Rules/Class charters

We have a set of rules that should be followed throughout the school. These have been put together by the School Council

Children will-

- ♦ Put their hand up if they have something to say
- ♦ Listen when it's someone else's turn to speak
- ♦ Respect adults and other children
- ♦ Keep hands, feet and equipment to themselves
- ♦ Move calmly around the school
- ♦ Think before they act
- ♦ Always TRY their best

Class teacher will-

- ♦ Listen to the children
- ♦ Respect the children
- ♦ Praise the children for good behaviour
- ♦ Reward for positive effort
- ♦ Be fair and honest

All classes create and sign their own class charter to follow at the beginning of the academic year. This is then displayed in the classroom and signed by all members of the class.



We hope to encourage good behaviour in all our children and to give them the opportunity to change if they have been behaving in an unacceptable way. The Head Teacher will take an assembly at the beginning of the Academic Year to explain the system to the new children and to remind the other pupils. The children should therefore all know the system and how it works, including our new Year 3 children.

Lunchtime supervisors are encouraged to interact with the children at all times and there will be directed sports and activities organised for pupils to take part in.

Please note that these arrangements are separate to the Positive Behaviour Policy for classroom behaviour.

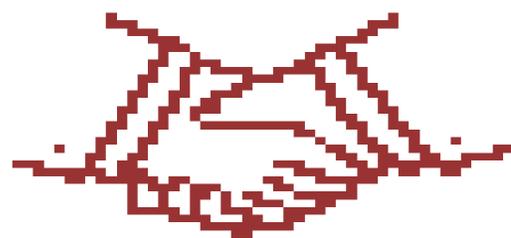
### Let's sort it!

The traditional approach to achieving **discipline** in schools seeks to establish order and therefore good behaviour through the hierarchical use of **power and sanctions**. Barred from participation in decisions that affect their lives, people feel disempowered, disconnected from decisions and distrustful of authorities, leading to **active or passive resistance**. Restorative practice is the social science of building **social capital** and achieving social discipline through participatory learning and decision making. Schools need to set external boundaries while fostering inner control and **social discipline** in order to truly bring about **good behaviour**.

All staff will ask the following questions when an incident occurs:

- ♦ What happened?
- ♦ What were you thinking when it happened?
- ♦ What do you think about it now?
- ♦ Has anyone been upset/hurt by what happened?
- ♦ How?
- ♦ What do you need to do to make it right?
- ♦ Are we all happy with how it has been dealt with?

Circle time is also used to resolve issues throughout the school day and are held after every lunchtime



**Table of the week-** Every Friday the class teacher will nominate a table to receive the Table of the Week Cup. This will be awarded for excellent collaborative working. The winners will keep the cup on their desk for the next week.



**Privilege cards at Lunchtime-** The Lunchtime Supervisor will choose a pupil each week that has behaved well at lunchtime to receive the Privilege card. Each year group has an allocated day. This allows them to choose a friend and go in first for lunch.

**Lunchtime supervisors** will give out stickers/ certificates for good behaviour/ manners/eating all their lunch.

**Happy Face** - In each classroom a Happy face will be displayed on the whiteboard. Teachers and support staff will write the names of pupils working hard, behaving well and seen doing the right thing.



All pupils who receive positive rewards will be recorded on our school system.



## Good to be Green

- ◆ In school we adhere to the Good to be Green Scheme, this has been commended by the Inclusion Team for its consistency. All pupils revert to green for a fresh start each day.



- ◆ All classes have a sad face on their whiteboard; pupils who break a school rule receive a verbal warning and have their name written beneath this.

- ◆ If the pupil continues to break the school rules, a first warning card is given, and the pupil is moved to sit on his/her own. A thinking sheet may be given to enable pupils to think about their behaviour and how they will address this.



- ◆ If a second warning card has to be given, the pupil is sent to the partner class for the rest of that session, or the following session if the warning card is given near to the end of a session. A text message will also be sent out to parents so you are aware that your child has been sent out of class.

- ◆ If a consequence card then has to be given for continuous disruptive behaviour, the pupil is sent out of class for the rest of the day to work in Isolation with an SSA. A text message and a letter will be sent home to parents. Slips must be returned by parents and may be asked to attend a meeting to discuss their child's behaviour.



- ◆ For extreme swearing heard by an adult, an immediate consequence card will be given and you will be informed by a text message and a letter home will also be sent.

- ◆ If a child is verbally abusive towards a member of staff, they will receive an immediate consequence card and lose all their Golden Time. Parents will be informed if this happens.

- ◆ For a physical assault, on either a pupil or a member of staff, an immediate consequence card will be given and you will receive a phone call home. The parents of the injured child will also receive a phone call.

## Lunchtime procedures

To help maintain good positive behaviour at lunchtime, which can be a long time for some children, the Lunchtime Supervisors use the following system:

- **All incidents of unacceptable behaviour will be dealt with by the Lunchtime Supervisors, who will use Restorative Practice.**
- **If a child continues to misbehave they will be given time out.**
- **If there is a further incident that day, the lunchtime supervisor will record this in their class book and the child will be sent to the Learning Mentor.**

**(The above procedures must always be followed before referring to the Learning Mentor)**

- For a 1st referral to the Learning Mentor the child will receive their first warning and this will be recorded on Integris and the child will be told that they will miss their next lunchtime. Parents/guardians will be informed.
- For a 2nd referral to the Learning Mentor, the child will be given a 2<sup>nd</sup> warning. The Learning Mentor will record this on Integris and inform the parent/guardian by phone. The child will be kept in at lunchtime for one week with a learning mentor and given work to complete. Parents will be told that a further incident will involve a lunchtime exclusion of one week.
- For a 3rd referral to a Learning Mentor a one week lunchtime exclusion will be given.
- Pupils will revert back to the beginning of the system at the beginning of every half term

Although we generally try to keep to this system, if a more serious incident occurs such as unprovoked violence the Head Teacher may exclude the child immediately from lunchtimes and parents will be informed.

If a child is seen to be losing their temper at anytime they will be encouraged to control this. A purple card will be given to them allowing them to enter the school straight away so that they can calm down in either Mrs Eastwood's office or the Busy Bee Room. They can then discuss the problem once they have calmed down.

Lunch time supervisors/learning mentor will be made aware of the children who have purple cards/additional needs.

## Show and Tell Assembly

Every week each class takes part in Show & Tell. Pupils are chosen to show, discuss and explain their work. Unfortunately due to lack of space parents are unable to attend.

The attendance cup is awarded to the class that has had the best attendance the previous week. This class will also receive 10 minute extra playtime that week. If all the classes reach 95% the whole school gets an extra playtime.

Here at Reinwood we are very keen to celebrate the successes and interests of pupils outside of school. If your child receives a certificate/ medal they are more than welcome to bring it into school and their teacher will show it in class.

## Bullying

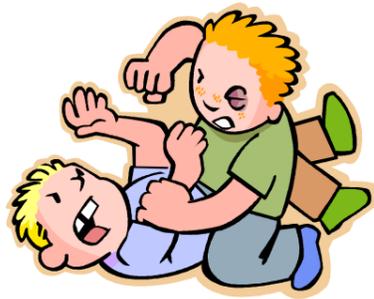
We do not tolerate bullying of any kind. Bullying is behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not a one off incident. As soon as the school is made aware of an on-going issue, our Learning Mentor will investigate the matter further. If it is felt necessary pupils will be put on a daily report until the matter is resolved. Parents will be kept informed at all times.

## Racism

We do not tolerate Racism in any form. If a child is found to have been racist against another pupil/member of staff they will instantly be put in the Racism book and parents informed. At Reinwood Junior School all pupils are treated fairly and equally.

## Radicalisation

All teaching staff have had training from the Kirklees 'Prevent' team on radicalisation. Any conversations or concerning behaviour will be reported to the Headteacher and dealt with accordingly.



## Golden Time

Golden Time will be awarded every Friday at 2.45pm for all the children who have consistently behaved well during the week. The following procedures will be followed by all staff-

- Every class has a display of 3 lily pads, first green, second yellow, third red. Every child has a frog with their name on. All frogs are on the first, green lily pad at the beginning of the week.
- If a child gets a second warning card in one day, their frog is moved to the second, yellow pad. If their behaviour is excellent for the remainder of the day, they can earn back their position on the first lily pad. If the second warning is given near the end of the day, they need to earn it back on the subsequent day.
- If a child gets a second warning again, and they haven't earned back their place on the first pad, then their frog moves to the third, red pad. They cannot earn a move back from this pad and will lose all of their Golden Time.
- or
- If a child gets a consequence card then their frog moves to the third, red pad. They cannot earn a move back from this pad and will miss all their Golden Time.
- If a child receives 3 Warning cards over the week they will miss half of their Golden Time.
- A pupil whose frog is still on the yellow lily pad at 2.40pm on Friday will lose half their golden time, and will be sent to the Learning Mentor for 15 minutes.
- A child whose frog is on the red lily pad will lose all their golden time, and will be sent to the Learning Mentor.
- Children who miss their Golden Time may be asked to complete a reflection sheet to help them to think about their behaviour for the following week.
- All warning cards and Golden Time exclusions will be recorded on our school system.
- You will be notified by text if your child will be missing half or all of their Golden Time.
- A Golden time club will be chosen by every child each half term.

