

# Positive Behaviour and Discipline Policy

2020-2021



## Purpose

The school believes that positive behaviour is about pupils learning well; behaviour management is not just about discipline. In order for pupils to learn well it is essential that there is a calm environment in the school with clear routines and high expectations of children's behavior both in and out of the classroom. The aim of this policy is to ensure that children, staff and parents understand behavioural expectations and their role in meeting these.

## COVID

As an addition to this policy the school has ensured that clear guidelines are in place for the school under COVID restrictions. These are detailed in **Annex A** and have been sent to all parents/carers.

## Summary

At Avenue Junior School, the fundamental elements of our behaviour policy are:

- **We know and understand our pupils and their influences** and build compassionate relationships upon a foundation of **respect**.
- **We teach good learning behaviours and promote self-regulation**
- **Staff use positive management strategies to support children to make good behavioural choices**
- **Our approach is consistent across the school**

We form strong partnerships with families to work together to achieve our goal of all children to coming to school, feeling happy, safe, ready to learn and to equip children with the skills to self-regulate.

## Know and Understand our Pupils and their Influences

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Teaching, Learning and Pupil Welfare Committee. Approved by FGB 12.10.20

At Avenue Junior, we have very clear behaviour boundaries that must be set and maintained. However, we also acknowledge that behaviour is the outcome of the experiences and influences that have impacted upon a child. We know that some negative behaviours can also be due to neurodiversity or other factors which may inhibit a child's ability to express their thoughts, feelings and frustrations.

We get to know and understand our pupils and their influences by:

- Taking an interest in them; showing that we care
- Speaking to them as individuals
- Giving them a voice, including through the use of Communication Boxes in classes and in corridors
- Listening to them
- Taking what they say seriously
- Ensuring we share relevant information between staff
- Communicating with families
- Communicating with colleagues
- Targeted work such as transition activities (All About Me)

It is essential that we do all of the above and form good relationships with our pupils so that they feel safe and secure. Relationship building is at the heart of this policy. We believe that where there are strong and trusting relationships between staff and pupils, children can thrive and succeed.

### **Teach Good Learning Behaviours and Emotional Literacy**

We do not assume that all children know how to make good behavioural choices all of the time. They need to be taught to recognise when things are going wrong and how to make better choices in future. Emotion Coaching will support children to develop self-regulation, problem solve and take responsibility for their actions.

It is important that all children in school know what is expected of them and that the expectations are high. In order for children to develop an understanding of the rules and expectations, alongside developing emotional literacy, we:

- Teach this in class as part of transition
- Develop classroom contracts/rules
- Have simple whole school STAR rules (Show good manners; Try your best; Always follow adults' instructions and Respect everyone and everything)
- Communicate expectations with children, exploring the rules in assemblies
- Are good role models
- Teach pupils good learning behaviours and emotional literacy as part of PSHE (PATHS, Zones of Regulation, Restorative Approaches)
- Publicly use praise to reinforce good behaviour

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## Strategies to support good behaviour

At Avenue Junior, we are committed to developing highly trained staff who are confident to employ a range of strategies to support good behaviour.

When children's emotions are heightened, we employ Emotion Coaching Steps (see Appendix A) to help to calm the child, support them to understand how they are feeling and enable them to solve their own problems. This will help them to self-regulate when they have similar feelings and experiences in the future.

When children demonstrate behaviour that is not acceptable, the following staged response should be employed **consistently by all staff**.

The vast majority of interactions with all children should emphasise and reinforce the good modelling of what we expect (Green Zone) and may be public to support the growth of self-esteem and to model expectations for other children.

Where interactions have to reinforce boundaries (Yellow to Red zones), this should be as private as possible with the child. All interactions designed to deescalate should follow the principles of Emotion Coaching wherever possible and always ensure that children are not made to feel embarrassed or intimidated.

## Staged Approach Chart

	The Expectation	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<b>Behaviour</b>	Upholding the School Values	Minor interruptions and aggravations	Less serious challenging behaviour e.g. not following instructions Repeated Stage 1 behaviours disturbing others not working disrespect	More serious challenging behaviour Repeated Stage 2 behaviours Unacceptable behaviour during break/lunch Throwing objects Leaving class without permission Repeated refusal to complete work	Very serious challenging behaviour Repeated Stage 3 behaviours Repeated unacceptable behaviour during break/lunch Repeatedly leaving the classroom without permission Fighting/harming someone Challenge to authority	Very dangerous/violent behaviour Repeated Stage 4 behaviours Very serious challenge to authority Persistent bullying Serious deliberate harm – physical/emotional

			Annoying other children	Name calling (staff judgement – not Stage 4)  Deliberately upsetting children	More serious verbal abuse (including any swearing)  Vandalism/Deliberate damage  Stealing  Bullying  Prejudiced language	
<b>Possible Responses</b>  <b>Praise in Public, Admonish in Private</b>	<b>Praise</b>  <b>Dojo points</b>  <b>Certificates</b>  <b>Stickers</b>  <b>Celebrated in assembly</b>  <b>Inform parents</b>  <b>Show work to the year leader and the head of school</b>	Spoken to by staff involved  Possibly moved in class  Verbal warning  Choices Given  'You are on Stage One, work to get back to Green'  Restorative approach	Separation within class  Discussion about the rules  Children to finish work – teacher to facilitate  Year Group Leader involved  Choices Given  'You are on Stage 2, work to get back to Green'  Restorative approach  Consider involving parents	Exclusion from class to the year group leader/buddy class  Parents will be contacted by the class teacher  Meeting with parents  Deputy headteacher involvement  Written apology  Placement on report  Missing break  Choices Given  'You are on Stage 3, work to get back to Green'  Restorative approach	Deputy/headteacher involvement  Prejudiced base language letter sent home to parents  Parents called into a meeting at school  Internal exclusion or external exclusion  Placed on report	Immediate involvement of headteacher and parents called into school  Exclusion

The language used for reinforcing boundaries should be private, inclusive and specific, e.g. 'We don't shout out in class because we take turns; put your hand up if you want to speak please.', 'We walk in the corridor to keep everybody safe'

Language used should also encourage the child to take ownership of their behaviour and emotions, e.g. 'I understand you may be angry; how can you move back to green?'

Knowing our children well will support our approach regarding which strategies to use. However, so that children develop self-awareness and regulation, it is important that the stages are applied consistently within classes and across the whole school and staff.

### **Targeted Approaches**

We recognise that this one system is not likely to meet the needs of all children. For pupils with more challenging behaviour, we liaise with parents, teachers, the SENCo and other professionals as appropriate to form individual plans to meet their needs.

Any individual plans that are created are shared with all staff so that the plan can be followed consistently across the school.

### **Our system**

At Avenue Junior, we use Dojo Points to reward good behaviour. We know that in order for children to develop intrinsic responses, rewards should be small scale and consistently given so that they support the development of good behaviour.

Dojo Points are awarded for a wide range of positive behaviours which demonstrate that the school's values are being upheld (Green Zone). Whilst it is not possible to list all of the behaviours that would receive Dojo Points, they should be used with professional discretion to support such behaviours as good manners, hard work, positive social skills, making improvements, being kind etc. They should be used frequently and consistently. However, children with additional difficulties in following expectations may have as part of their plan, additional Dojo points awarded as an incentive.

Dojo Points accumulate and a digital certificate is given to pupils when they reach 50, 100 and 200 points. Children who reach each boundary are celebrated in assembly.

Parents are notified whenever a Dojo Point is awarded and when certificates are uploaded to Dojo portfolios and so the positive reinforcement is a shared experience between Home and school.

### **Consistency is Key**

It is absolutely essential that children are treated in a similar way by all staff in school and know that positive behaviour is recognised by all adults. We carry out weekly

reviews of Dojo Points awarded in each class and where there is a difference between classes, a member of SLT will liaise with the class teacher to identify whether this is a behavioural issue or a training issue and support will be given as appropriate.

The details in this policy will be followed by all staff at all times and no other behaviour systems will be used unless discussed with the Senior Leadership Team.

### **Relationship to other policies/procedures**

- Anti bullying Policy
- Positive Handling Policy
- Attendance Policy
- Equalities Policy
- Home School Agreement
- Whole school policy for Safeguarding, including Child Protection
- Supervision Policy
- Exclusions Policy

**This policy reflects the guidance given in the DFE publication Behaviour and Discipline in Schools 2016.**

### **Review**

This policy will be reviewed annually.

## **Annex A**

### **Additional Guidance in response to COVID- 19**

In order for the school to provide a safe place for children to return to learning it has been necessary to make an important addition to the current behaviour policy in school. By doing this we are ensuring that everyone has a clear understanding of the expectations of behaviour in school at this unprecedented time and the consequences should these expectations not be met.

These expectations apply to all children.

In September 2020 the school will be open to all children. In order to protect the safety and wellbeing of all children, staff and the community the school has imposed specific COVID related rules which we expect to be observed at all times.

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### Rules that must be observed.

Children must follow all the instructions issued by *all* the school staff.

Children must remain seated in class at all times unless given permission to leave their seat by a member of staff.

Children must wash their hands as per the school routines and as requested.

Children should try their best to observe appropriate distancing within the classroom, corridors, toilets and in the playground. They should not be within touching distance of anybody else wherever possible and should always try to keep a 2 metre distance from staff.

Children must only sit at places assigned to them.

Children must not share equipment or bring any unnecessary equipment in school.

Children must never share food or drink.

Children must not cough, sneeze, spit or deliberately breathe in the direction of any other person.

### Consequences

If a child deliberately breaks these rules and will not follow the expectations laid out then the school will have no option but to contact parents/carers and possibly arrange for the child to be taken home. This is to ensure the safety of everyone. This would equate to Stage 3 to 5 of our Behaviour Chart highlighted below as the consequences of such behaviour could be very serious.

A reintegration meeting will take place remotely to arrange for the child to begin again. However, if this is not successful then the child may need to continue to access education from home whilst support is sought.

### SEND/ECHP

We recognise that for some children, with specific SEND needs, their specific needs recognised by school and the LA makes social distancing difficult. In these cases, individual assessments and actions will have been mutually agreed with parents and carers beforehand. However, if the safety of themselves and/or others is put at risk then a review will be undertaken, with specialist advice on how to proceed.

This table shows specific actions related to the current COVID situation.

	The Expectation	Stage 1	Stage 2	Stage 3 Very concerning	Stage 4 Serious	Stage 5 Very Serious
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Behaviour	Following instructions from all staff  Remaining in seat in class Moving around the school in a sensible and considerate manner as advised by staff			Leaving seat without permission in the classroom  Crossing bubbles at breaktimes/lunchtime	Repeated (more than once) not following instruction related to COVID routines and systems and expectations Leaving the classroom without permission Refusal to wash hands Repeated Stage 3 behaviours	Very dangerous behaviour - Deliberately breathing/ coughing or spitting at another person.
Possible Responses  Praise in Public, Admonish in Private	Praise  Dojo points			Discussion around the rules & expectations reinforced Parents will be contacted by the class teacher to advise a warning has been given  'You are on Stage 3, work to get back to Green'	Meeting with parents  Deputy/headteacher involvement  Internal exclusion or fixed term exclusion	Immediate involvement of headteacher and parents called into school  Fixed term exclusion

This amendment will be reviewed regularly to reflect the ever changing expectations on schools in this period and with advice from the DFE.

Signed:

Debbie Dismore Executive Headteacher

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Nania Poulson Joint Chair of Governors on behalf of the FGB

Mike Grimble Joint Chair of Governors on behalf of the FGB

Date: 13.7.20