



# Dronfield Junior School

## Positive Behaviour / Discipline Policy

(updated for Covid-19-related incidents)

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### Rationale

Dronfield Junior School is committed to helping children and adults achieve more, and operate positive behaviour management strategies to promote the welfare, learning and enjoyment of children. We expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at our school.

### 1) Aims of the School

It is through our Positive Behaviour Policy that we aim to fulfil many of the stated school aims:

- *To foster a warm and friendly atmosphere within a caring school community in which children's self-esteem and respect for others is promoted.*
- *To encourage our children to care about, and take responsibility for our environment.*
- *To encourage them to take pride in their achievements.*
- *To recognise and promote the partnership between pupils, parents and school in the education of our children.*

More specifically, our Positive Behaviour Policy aims to:

- Ensure every member of the community feels valued, respected and everyone understands that each individual has a right to be treated fairly.
- Provide a caring community, where ethos and values are built on respect for all.
- Promote an environment where everyone feels happy, safe and secure.
- Help children to develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Help children develop a wide range of personal, emotional and social skills and teach them how to manage their emotions effectively.
- Foster confidence, self-discipline and increase children's self-esteem.

### 2) General Principles

There is a whole school approach to positive behaviour where all staff (teaching and non-teaching), pupils and parents are aware of our aims and expectations. All staff make positive contributions, by setting high standards and applying the rules, rewards and sanctions fairly and consistently. Relationships are important – staff take the initiative and communicate positively. Everyone is treated as an individual and with respect.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour – our success is judged not by the absence of problems but by the way we deal with them. All problems are addressed as they arise – we listen and establish the facts. In the classrooms, teachers create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

We always aim to:

- ✓ Extend and motivate all children
- ✓ Provide children with prompt and constructive feedback
- ✓ Encourage discussion
- ✓ Keep an attractive, clean and tidy room
- ✓ Maintain interesting wall displays
- ✓ Act as good role models, using positive language at all times.
- ✓ Make children active participants in the learning
- ✓ Build a rapport in the classroom between adults and children
- ✓ Hold high, but realistic, expectations of all children
- ✓ Help children set achievable goals for themselves
- ✓ Work from the children's strengths and interests
- ✓ Where possible, let children have some say in what will be studied
- ✓ Introduce children to good work done by their peers

We will have clear procedures implemented consistently in response to good and unacceptable behaviours. We have three school rules:

**Ready** – children will be ready to learn and participate in school life

**Respectful** – children will be respectful of individual differences, opinions and values of other learners and staff

**Safe** – children will be safe in their actions and behaviours towards others and themselves

During the Covid-19 period, we will continue to use our three rules of: Ready, Respectful and Safe but we place increased emphasis on 'safe'. We will encourage, and remind, the children to:

- ✓ Wash their hands regularly and for 20 seconds with soap and water (using the singing of Happy Birthday twice or another 20 second verse).
- ✓ Look at, and use, the e-bug posters 'The 6 Steps of Hand Washing' (displayed at sinks). We will teach these principles regularly at appropriate times during this period. E-bug poster 'Horrid Hands' will be displayed in each classroom and be referred to regularly at appropriate times.
- ✓ Use the slogan 'Catch It, Kill It, Bin It' to teach them to cough and/or sneeze into a tissue, to put the tissue in a nappy bag and then dispose of the nappy bag in the lidded bin before washing hands. E-bug poster 'Giant Sneezes' will be displayed in each classroom and be referred to regularly at appropriate times.
- ✓ Not touch their nose, mouth and eyes.
- ✓ Stay socially distanced at all times using the 2m spacing markers (where appropriate) when lining up and ensuring a consistent distance from the person in front to demonstrate Wonderful Walking. We will teach children to appreciate what a 2m and a 1m+ distance looks like for times when they are outside school and there are no markers.
- ✓ Stay in their group 'bubble' area during break times, lunch times and other times when they may be outside for an activity.
- ✓ Understand the importance of good hygiene.

### 3) Behaviour Principles

At Dronfield Junior School our philosophy is that all children have a right to learn in a classroom that is free from disruptive behaviour.

We believe that good behaviour is essential to allow all of our children to achieve their full potential. Good behaviour promotes effective learning.

We will build on positive patterns of behaviour that children have already learnt and we will talk to the children about our expectations of the behaviour we expect from every child while they are a pupil at our school.

Our children will be expected to:

- ✓ Show respect
- ✓ Be kind and caring to others
- ✓ Celebrate difference
- ✓ Take care of property
- ✓ Listen to others
- ✓ Try their best at all times
- ✓ Be proud of belonging to the school community

We will use a system of rewards for good, and improving behaviour, and sanctions where standards fall below those expected. The rewards and sanctions will be applied consistently and fairly at all times.

#### 4) Promoting Positive Behaviour

At the start of each academic year, the staff remind, and reinforce, the three school rules of Ready, Respectful and Safe with their classes. This is shared with parents and carers at Year Group meetings early in September. These rules are the same at Dronfield Infant School (our main feeder school) so the majority of children who enter our school are familiar with this approach.

The fundamental principle in promoting positive behaviour is that praise of good behaviour should exceed reprimands for unacceptable behaviour by **at least** two to one. The second principle is that behaviour (acceptable or unacceptable) has a consequence and is recognised. Teachers are proactive in praising, recognising and rewarding good behaviour, and in recognising and applying sanctions for unacceptable behaviour.

Within our school, you will see:

- ✓ Teachers greeting the children with a handshake, high 5 etc. (determined by the child) at the beginning of the day **(suspended during the Covid-19 outbreak, however we will still greet the children but using socially distancing measures)**
- ✓ Teachers, in the first instance, recognising those children who are demonstrating good behaviours, rather than criticising those who are not
- ✓ All adults and children recognising and praising 'Wonderful Walking'
- ✓ A silent signal used by all adults in school to ensure all children are ready to listen
- ✓ A personal text on Class Dojo to a child's parent/carer if he/she has demonstrated behaviour or learning 'above and beyond'
- ✓ Restorative conversations at the 'right time', in 'right place' and in the 'right manner' with individuals, or groups, in a quiet space away from others

We give lots of verbal praise to individuals, groups and classes; house points, Dojos and stickers to recognise good work and positive behaviour. Whole class rewards (such as 5 minutes extra break) may be used as a reward, when appropriate.

## Unacceptable Behaviour

If a child displays unacceptable behaviour, a warning is given. Teachers may send a child to the Year Group Leader, Deputy Headteacher or Headteacher in the case of serious unacceptable behaviour or continuing unacceptable behaviour. Where this happens, the Senior member of staff will use a restorative approach to the conversation with the child. Parents may be informed if appropriate, depending on the individual circumstances.

Where the behaviour of a child is considered to be seriously unacceptable, a meeting with parents / carers will be made to discuss the behaviour and develop subsequent actions for the child.

In cases where children choose to demonstrate extremely unacceptable behaviour, this may result in the Headteacher or Deputy Headteacher (in the absence of the Headteacher) enforcing school exclusion procedures. This could take the form of a fixed-term exclusion or, on rare occasions, permanent exclusion. The Headteacher may inform parents either at a meeting or by letter, enclosing a pre-exclusion form, which states what will be done to help the child improve his / her behaviour.

Exclusion will be considered in line with Derbyshire guidelines in the following cases:

- Serious, actual or threatened violence against another pupil or member of staff
- Sexual abuse or harassment
- Presenting a significant risk to the health and safety of other children and/or staff **(eg the deliberate refusal to adhere to social distancing and the deliberate act of coughing or spitting in someone's face)**
- Selling or trading in illegal drugs
- Persistent, regular or malicious disruptive behaviour
- Open defiance or refusal to conform with agreed school policies and procedures

The procedures for exclusion are set out in the Governors Guide to the Law 2010.

## In addition to the above: Loss of Playtimes / part of lunchtimes

Children may be kept in at playtimes to finish off work if the teacher feels they have not completed an appropriate amount of work in the lesson. An appropriate amount of work is assessed by how much work all groups of children have achieved in the lesson. When making the assessment, teachers do take into account if a pupil has additional needs. In addition pupils in Year 3 are given extra time in lessons at the start of the year to complete work as they are getting used to new routines and expectations.

It is not a sanction that teachers will use frequently, but as appropriate. We are anxious that all pupils achieve their potential and want to make every lesson count. We value the importance of break times, to develop social and physical skills, but there also needs to be a consequence if pupils have not achieved what they are capable of during lessons.

**As break times and lunch times will be staggered during the Covid-19 period, and outside space restricted for each bubble, it is less likely that we will use this as a sanction during this time.**

## Meaningful Praise

We are all motivated by praise and reward. It boosts our self-esteem; it makes us feel as if our efforts are recognised, that we are valued and that we have contributed positively to a given outcome. It is not the size or type of reward that is pivotal, but the way that it is given.

