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Promoting Positive Behaviour Policy at Jupiter Community Free School (JCFS) 2014

**This policy was adopted by the Governing Body
June 2014**

Rationale

This policy recognises the importance of positive behaviour as essential in providing high quality learning experiences in our stimulating and supportive environment. Positive behaviour is conduct, amongst the whole school community, which enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

The learning environment is the shared responsibility of all staff of the school. A whole school approach to promoting positive behaviour is fundamental to our ethos, with the emphasis placed on courteous, respectful and considerate behaviour towards others at all times, whilst being consistent in supporting each other and modelling the types of behaviour to be emulated by the children.

Equal Opportunities

At JCFS we believe it is the right of all pupils, regardless of their gender, ethnicity, physical disability, ability or linguistic, religious, cultural or home background to have access to such an environment, where prejudice and stereotypes are challenged. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school and its work.

Definition of Bullying Behaviour

Bullying is the dominance / harassment of one person by another. It forms a pattern of behaviour, rather than an isolated incident. Bullying, in any circumstances, is unacceptable. Our school believes it is of paramount importance to recognise and act as early as possible should bullying occur.

Aims of our promoting positive behaviour policy

Through the promotion of positive behaviour we aim:

- ☐ to progress and promote further achievement, both academically and socially;
- ☐ to enable children to develop self-esteem, respect of others, tolerance and compassion;
- ☐ to promote an atmosphere of politeness, trust, honesty and fairness both within friendship groups and the whole community;
- ☐ to encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment;
- ☐ to develop the sense of right and wrong and the ability to accept responsibility as well as assert one's rights;



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Jupiter CFS is committed to safeguarding and promoting the welfare of children and young people and expects all staff, parents, volunteers, visitors

- to help all members of the school community to accept and abide by our agreed rules and develop a sense of self-control.

Praise and recognition are powerful agents in the encouragement of high standards of social and academic achievement. To promote positive behaviour all staff:

- set high standards and have high expectations of all children;
- build open and constructive relationships that are sustained with humour and friendliness, establishing trust and belief that children will act responsibly within their stage of maturity;
- respect each individual and value their contributions;
- listen and endeavour to be consistent and fair;
- protect and develop children's self-esteem;
- foster a sense of caring for one another;
- expect and create a clean, tidy, safe environment, with lessons and activities that are well planned and prepared, and encourage children to take a pride in the appearance of the school;
- ensure children are supervised at all times and have an awareness of children's actions in all parts of the room or playground;
- ensure that all children are motivated and extended in their learning through appropriately differentiated tasks and by ensuring that all experience success;
- ensure all children move about the school in a safe manner, walking quietly along corridors;
- ensure that children's work is valued and displayed attractively;
- encourage children to take on responsibilities and duties;
- immediately recognise good behaviour and give ample praise and appreciation;
- promote an active partnership with parents and carers;
- ensure that positive and constructive comments are used on children's work, in reports and during discussions;
- be alert to the signs of bullying and harassment and report any incidents as appropriate;
- deal with unacceptable behaviour immediately as appropriate, using quiet reprimands and positive reminders of acceptable behaviour;
- encourage children to discuss the school rules and participate in their interpretation.

The School Charters

The school charters are formulated with the children and reviewed on a regular basis during pupil voice sessions. Each Charter shows the rights and responsibilities of everyone. They are in effect at all times, in all activities. They are followed by the whole school community – children, staff, parents, carers, governors, visitors.

- Our school charters are displayed in all classrooms and public areas.
- Our agreed school actions are formulated as promises established in vocabulary understood by the children at each stage of development.
- Teachers are asked to discuss the promises at the beginning of each school year.
- Individual classes are expected to discuss and come up with their own class action plans and these should be displayed in the classroom.
- The home/school agreement is used to support the promises and help promote good behaviour.
- The virtues and resilience programmes underpin our behaviour policy and promotes qualities and skills that help promote positive behaviour through the modeling and understanding of emotional states. The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. They build on effective initiatives such as philosophy for children and emotional literacy and buddy schemes, and the taught PSHE and citizenship curriculum.

JCFS Values

The school recognises a number of core values through which we will engage together they are:

- Fairness
- Respect
- Good manners
- Kindness
- Forgiveness
- Sharing
- Supporting others

Rewards and Positive Recognition

Positive recognition is used to promote the aims of the behaviour policy. It is used sincerely and meaningful, thereby encouraging and reinforcing good behaviour. Rewards and positive recognition include:

- Praise: describing the action for which the praise is given, comments on work, showing work/reporting actions to another class;
- Positive verbal reports: to parents/carers at the end of the school day;
- Tangible awards: stickers, smiley faces on work, certificates;
- Class Rewards: Individual arrangements made by class teachers to reward good behaviour.

The following are whole school rewards systems which are used consistently throughout the school:

Achievement Awards: Each week three children from each class discuss their achievements in the special celebration assembly on Friday. The names of the children appear on the newsletter with reasons.

House Points: Each child will be placed in a house on entry to school, which will be vertically grouped. They can earn points for good behaviour, working hard or for producing an exceptional piece of work. At the end of half term the house points are counted and the cup winners have a treat.

Leadership Awards: In EYFS leadership awards will be given for support that benefits the whole class, in KS1 school awards will be given for support that benefits the whole school and in KS2 community awards will be given for support that benefits the whole community, local, national and global.

Consequences and Sanctions

Staff try to predict possible difficulties and disruptions and use diversionary methods to defuse situations. Open confrontations are avoided whenever possible. Incidents are talked over as soon as possible after taking place and children encouraged to apologise as appropriate to the situation. In apportioning consequences, staff are aware of the need to be consistent, but also make judgements as to the inappropriateness of the behaviour in relation to the context in which the behaviour occurred, the frequency of the behaviour, the duration of the behaviour and the persistence over time. Children should never be reprimanded in such a way as to humiliate them in front of their peers.

Possible consequences are discussed with children at the beginning of each school term, as the charters and promises are reviewed.

Consequences include:

- Warning: A look or quiet verbal warning with a reminder of what is expected. Children must understand what they are doing wrong, what the expectation is and how they can correct their behaviour;
- Time Out: When time out is given, the child goes to another part of the room or playground to finish the activity in which they were engaged.
- Time out in another classroom: The child is sent to another classroom (or "time out" area of the playground) to finish the task they were working on. The child is accompanied by another child.

The incident is logged, with date, time and events leading up to the inappropriate behaviour. This should be recorded on an incident report sheet and referred to class teacher/ a member of the senior leadership team (SLT)/ parents and carers as appropriate.

Time out in principal's office: The child is sent to the principal's office with a note explaining strategies used so far. The incident is noted in the school behaviour log, with date, time and events leading up to the inappropriate behaviour. Parents/carers are notified at the end of the day. Should a child need to have time out in the principal's office more than three times for the same inappropriate behaviour a more formal meeting is sought with the parent/carer to agree an individual behaviour plan. If necessary the meeting will be followed up with a letter. Further action will depend on the needs of the child. All incidents unacceptable behaviour are recorded on an incident report sheet, which is then passed onto the SLT for monitoring.

Exclusions The school believes that children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. If a child is developing a history of unacceptable behaviour the child is entered onto the Special Educational Needs Register and full records kept of incidents and the support and counselling provided. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others and will follow the Hertfordshire guidance Lunchtime exclusions Fixed term lunchtime exclusions may be used as a sanction in incidents of regular unacceptable behaviour displayed during the lunchtime session.

Staff Training

The training of staff is essential to the provision of a positive environment. Non-teaching and teaching staff are included in all staff training where there is a relevance to the behaviour policy. The induction of new staff is regarded as vital, with the induction programme providing opportunities to discuss the behaviour management policy. All staff, especially Newly Qualified Teachers, are observed each term (or more regularly if needed) and provision made to develop pupil management techniques as appropriate.

Reporting

If a child's behaviour is giving cause for concern it will be brought to the notice of the parents. This may be done informally in a face to face conversation in many instances. A child may be put on weekly report and parents invited to come and discuss their behaviour if poor behaviour persists. However if the incident is more serious, e.g. violent behaviour, persistent disruptive behaviour in class, vandalism, or inappropriate behaviour when in public then the first of two warning letters will be sent to the child's parents outlining the incident and the seriousness of its nature as far as the school is concerned and inviting the parents to come and discuss the situation.

If no improvement is forthcoming then a second letter is sent making it clear that further misbehaviour will result in exclusion and again inviting the parents to come in and discuss the situation. Finally if all else has failed the child may be excluded for a range of fixed periods before being excluded permanently.

Permanent or fixed term exclusions will be reported to the Chairperson of the Governing Body and the Local Authority as detailed in the behaviour, attendance and exclusions policy. Each term incidents of bullying and racism are recorded and reported to the Governing Body.

Monitoring and Review

Staff are aware of the need to reward all children. It is especially important that positive recognition is given to all pupils, not only those who may be more demanding. Behaviour Management plans are kept for those children who require special treatment due to their needs.

Careful records are kept of incidents of concerning / unacceptable behaviour. Preventative action is taken immediately patterns of unacceptable behaviour are identified. The records are also being reviewed by the senior leadership team at least annually and the effectiveness of the policy discussed.

Related Policies

Please read this policy in conjunction with the Safeguarding Children, Safer Recruitment , Anti-Bullying , Equal opportunities, Community Cohesion and Local, National and Global communities policies.

Dr Sue Attard
Executive Principal

Mr Rodney Tucker
Chair of Local Governing Body