

GODWIN JUNIOR SCHOOL



POSITIVE BEHAVIOUR POLICY

Date agreed by Governors	Summer 2014
Reviewed	Autumn 2015
Reviewed	Autumn 2017
Reviewed	Autumn 2019
Reviewed	Autumn 2021
Next Review	Spring 2023

Linked Documents
Teaching and Learning Policy
Anti-Bullying Policy
Home-School Agreement
Child Protection and Safeguarding Policy
Positive Handling Plan
Positive Handling Incident Record
Pastoral Support Plan
My Thoughts About School
Reflection sheet
Achievement Certificate

The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 15: Every child has the right to meet with other children and to join groups and organisations.
- Article 19: Governments must do all they can to ensure children are protected from all forms of violence, abuse, neglect and bad treatment.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 36: Governments must protect children from all other forms of exploitation.
- Article 39: Children who have experienced neglect, abuse, exploitation or torture must receive special support to help them recover their health, dignity, self-respect and social life.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

AIMS

At Godwin Junior School we fully understand the impact that pupils' behaviour and adults' responses to it play in influencing the whole school ethos and the ability of individuals to fulfil their potential.

In order to achieve this, we aim:

- To create a calm, purposeful and happy learning environment within a safe and secure school
- To foster a positive and caring attitude towards all people
- To acknowledge, value and celebrate all achievements – ensuring good self esteem
- To ensure that the school ethos is understood and followed by all
- To ensure that a consistent approach to behaviour is applied by all staff with the understanding, involvement and co-operation of parents and carers
- To ensure all children express their views and feelings and that their views are considered and taken seriously.

Children aspire to be responsible global citizens and demonstrate a strong moral purpose through our Learning Powers. These Learning Powers, along with the United Nations Convention on the Rights of the Child (UNCRC) Articles are at the heart of all school planning, policies and documents as a Rights Respecting School. Children take responsibility for their own behaviour, learning from mistakes whilst developing a sense of moral purpose which supports them in making good choices and evaluating them throughout their lives.

CREATING A POSITIVE ENVIRONMENT

Pupils at Godwin are eager to learn and they enjoy school. They are very aware of issues such as fairness and consistency and so a uniform approach to behaviour management is vital. Research has shown that focussing on praising desirable behaviour has a far greater impact on minimising inappropriate activities than paying disproportionate attention to the unacceptable behaviour itself. The school embraces Restorative Approaches (RA) as a means of empowering all staff to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

At Godwin Junior School, all adults use the following strategies:

- Manage conflicts by using the Restorative Approach.
- 'Calm Voices'. This is practised at all times.
- Expectations are made clear. Adults will 'catch' children doing the right thing and provide immediate positive feedback.
- Expectations are simple – one instruction at a time, giving children time to absorb the information and act accordingly.
- Acknowledge feelings, giving children the opportunity to calm down when upset or angry e.g. "Hasan, I can see that you are upset/angry. I will give you a few minutes by yourself and then I will come and talk to you."
- Acknowledge feelings of past successes and encourage children to reflect upon these, using them as a vehicle to make improvements and work towards goals e.g. "Clara you have made some really good choices in the past. Think about what you are trying to achieve by doing this and the consequences."

- Empower children to make appropriate choices by using positive language that focusses on positive behaviours instead of focusing on negative ones e.g. Instead of “Stop talking and get on with your learning” to “Your talking is disturbing silent reading time; please make a different choice”
- Refer to the seven Learning Powers to encourage a positive attitude towards behaviour and learning.

Learning Powers

Learning Powers refers to the collection of psychological traits and skills that enable children to engage effectively with a variety of learning challenges. The Building Learning Powers approach was created by Professor Guy Claxton. It is based on the idea that we are all capable of becoming better learners.

The seven Learning Powers sum up everything we do at Godwin Junior School to promote good learning and behaviour:

Good learners:

- Are curious: They want to learn more.
- Persevere: They keep trying.
- Consider choices: They think carefully about their decisions.
- Collaborate: They learn from working together.
- Embrace mistakes: They know that they are important for learning.
- Evaluate: They reflect on what helps them learn.
- Explain reasoning: They can articulate their ideas.

SCHOOL RULES (Article 28)

We respect other people, consider their feelings and treat them in the way that we would like to be treated.

We show good manners and are polite at all times.

We work well with other people to achieve the best we can.

We always try our best and persevere even when we find something difficult.

We look after school property and other people’s possessions.

Class teachers and pupils discuss these rules at the beginning of each academic year to ensure a shared understanding of what the Learning Powers mean and how they relate to everyday life at Godwin. They are also permanently displayed in classrooms and around the school to remind pupils of our expectations.

EXPECTATIONS

Pupils will:

- Follow the school rules
- Speak to an adult they trust if there is anything which is worrying them or stopping their learning

School Staff will:

- Model the school’s Learning Powers at all times and support pupils with their behaviour
- Provide a relevant curriculum and interesting lessons with appropriate challenge/support as per our Teaching and Learning Policy
- Create a stimulating learning environment as per our Teaching and Learning Policy

- Ensure that the behaviour management techniques and language employed are positive – e.g. through focusing on praising pupils rather than disproportionately pointing out inappropriate behaviour or handing out consequences
- Develop good relationships with Parents/Carers and inform them of any concerns regarding behaviour as they arise
- Recognise pupils' good behaviour and reward them
- Apply the strategies including the restorative approach conversations, rewards and consequences outlined in the School's Positive Behaviour Policy consistently and fairly at all times

Parents/Carers will:

- Foster good relationships with the school and support its aim and vision
- Support the school in the implementation of the Positive Behaviour Policy
- Discuss with their children what types of behaviour are appropriate in different situations
- Encourage self-discipline within their children
- Inform the school of any changes to their child's home situation which may impact on the child's behaviour
- Treat school staff, other Parents/Carers and pupils with respect at all times.

Governors will:

- Support and monitor the implementation of this policy

POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES

All members of staff are expected to give regular praise and reinforce good behaviour.

Positive reinforcement can be done through a range of strategies, including:

- Public and private praise
- Use of 'Going for Gold' behaviour system. All children start each day on green, and through positive behaviour and focussing on the Learning Powers, aim to reach gold. All children should aim to reach gold **at least once** during the academic year.
- Whole class points chart
- Stickers
- Sending a pupil to a member of SLT to celebrate a particular piece of work or achievement
- Informal conversations with Parents/Carers
- Achievement certificates presented in whole school assemblies – awarded by class teachers and peers to acknowledge good behaviour
- 'Golden Table' invitations to have lunch with the Head Teacher/ Deputy Head Teacher – for children who have received an achievement certificate in assembly.
- Godwin Stars – awarded by class teachers to reward consistent application over the term
- Letters of Commendation – awarded on a termly basis by class teachers to reward consistent and excellent effort throughout the term

Rewards

Rewards foster an intrinsic motivational role, helping children to see that their good behaviour is valued by others and also that it is personally rewarding to them.

Verbal praise: The most common reward is verbal praise. It is simple to administer and acknowledges achievement instantly. It can be applied to an individual or group, raising self-esteem and encouraging children to continue to behave in an acceptable way. Children learn from this that positive behaviour is rewarded with positive comments and attention.

Points charts: Each class will have an individualised chart. The class charts vary for each year group; some use tally charts and others use Dojo points to encourage positive behaviour. The charts can be used as a form of non-verbal communication by all adults, adding points/tallies next to a child's name for instantly acknowledging instructions given, behaving sensibly, making good progress in a lesson etc. Seeing the adult adding these points/tallies to the chart should prompt and encourage children to behave in positive manner. The child achieving the greatest number of points/tallies during the week will be awarded the Class Champion trophy for good behaviour. This will have pride of place on the child's table the following week.

Silver and gold awards: Children will achieve these when showing consistent commitment to good behaviour. Adults awarding the corresponding gold and silver pencils will be explicit with their reasons for awarding these. Adults must state clearly which of the Learning Powers has been demonstrated on a regular basis to warrant this award. When receiving these rewards from SLT, children should be able to explain the reason clearly.

Things children may be rewarded for

This is not a definitive list, nor is it ranked in any order. Acknowledgement of good behaviour could include:

Curious

- They want to learn more
- They ask questions to extend their learning
- They think of possible reasons
- They notice things
- They ask 'What if...?'
- They think about how things can be said or done in a different way
- They want to learn in different environments
- They make imaginative connections

Persevere

- They keep trying
- They manage distractions
- They stay focussed and concentrate
- They remain calm in a difficult situation
- They plan and think things through
- They try new strategies
- They learn from their mistakes
- They walk in to, out of and around the school sensibly

Consider choices

- They think carefully about their actions /decisions
- They think carefully about their language choices
- They find a response that is appropriate
- They take responsibility for their actions
- They tell the truth
- They offer help without being asked
- They ask for help - for themselves and others
- They say please and thank you

- They follow instructions given by an adult immediately
- They settle back in class quickly and calmly after a disagreement.

Collaborate

- They learn from working together
- They listen to others respectfully and take turns
- They are thoughtful can you re-word? when they disagree
- They are fair
- They can explain their actions
- They are tolerant and respectful
- They help each other
- They tell an adult of a problem instead of arguing
- They accept and understand other views that may differ for their own

Embrace mistakes

- They learn from their mistakes
- They consider ways of putting things right when things go wrong
- They are honest in the mistakes they make
- They move on swiftly from their mistake rather than dwell on it

Evaluate

- They reflect on what they have learnt
- They reflect on how their actions impact on others
- They think of ways to put things right
- They think about their choices
- They make links between their actions and consequences

Explain Reasoning

- They can articulate their ideas
- They can apply logic skills to work things out methodically
- They can construct good arguments
- They can identify the essential features to aid further learning
- They can be their own learning coach
- They can spot the errors in others' ideas and give constructive feedback
- They can clarify their behaviour choices

Acknowledging Achievement (Article 29)

Children rewarded an achievement in behaviour will have this acknowledged and celebrated alongside those achieving academically, during assembly each Friday.

Silver pencils will be received from the Head Teacher or Deputy Head Teacher, the reasons for receiving the silver pencil will be discussed and the child will be praised and encouraged to keep up the good learning/behaviour.

When children have reached gold, they will be presented with their gold pencil by the Head Teacher or Deputy Head Teacher. They will also be called up in assembly to receive a 'Going for Gold' certificate to

acknowledge their great achievement. Their name will be added to the school's Roll of Honour in the achievement book in gold pen and also shared on the school website via its Twitter account.

Consequences

If a child repeatedly expresses negative behaviour and does not respond to any positive strategies, including those mentioned above, **the child** will be asked to **move his/her name** from the green section of the chart onto the amber. A clear explanation of the reasons for this must be shared with the child calmly. Staff need to engage with incidents of conflict using a restorative response. A restorative response to an incident of conflict involves asking the following questions.

To respond to the challenging behaviour

- What happened?
- What were you thinking?
- What were you feeling?

- Who do you feel has been affected by this?
- What do you think needs to happen now to make things fair and better?

To help those who have been harmed by others' actions:

- What happened?
- What were you thinking?
- What were you feeling?
- What do you need to happen now to make things better and move on?

Working in a consistently restorative way in school has a positive benefit for all parties. Those who have caused harm through their behaviour are able to learn how to behave better and are held to account for putting right the harm they have caused. Those who have been harmed are given a voice in deciding what needs to happen next so that they can heal and move on from the situation with their dignity and sense of safety restored.

Restorative approaches are generally based on four key features; those being 'The Four R's'.

- RESPECT: for everyone by listening to other opinions and learning to value them.
- RESPONSIBILITY: taking responsibility for your own actions.
- REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows the child to remain in class without prejudice.

As much as possible, the adult addressing the unacceptable behaviour must focus on what the child could do to rectify his/her behaviour to move back up the chart. The child must be given time to think about his/her actions, and a reflection sheet is to be given to the child at this point. He/she must

demonstrate an understanding of what was unacceptable about his/her behaviour and how this can be rectified after having the restorative conversation.

The reflection sheet must be completed within the classroom, away from the rest of the class. If unacceptable behaviour persists and the child is moved to red, a reflection sheet is to be completed in the partner class (or he/she could be asked to write a letter of apology, if more appropriate). A member of SLT, usually the Deputy Head Teacher will speak with the child and set achievable daily targets and inform parents/carers of any difficulties if issues are not resolved. The school and parents/carers will work together with the child to encourage him/her to understand the importance of behaving well.

Rewards and Consequences Overview

Colour	Behaviour	Rewards/Consequences
Gold	Consistent demonstration of the school rules and demonstrating the Learning Powers without adult prompting.	Awarded a gold pencil by Head Teacher or Deputy Head Teacher Awarded a 'Going for Gold' certificate during Friday's assembly Name is entered in the Achievement Book on the Roll of Honours list Name is displayed on the school's website
Silver	Repeated demonstration of the school rules and demonstrating the Learning Powers without adult prompting.	Awarded a silver pencil by Head Teacher or Deputy Head Teacher
Bronze	Continuously following the school rules and demonstrating the Learning Powers.	Continuous praise by the class teacher and encouragement to continue towards silver
Green	FOLLOW EXPECTED BEHAVIOUR – school rules and demonstrating the Learning Powers	Praised by teacher and/or TA.
Amber	Any low level disruption such as talking in class, not listening, repeated fiddling with belongings etc. calling out, disturbing others. Running / Careless pushing in the corridors/stairwells. Arguing with peers.	Behaviour is discussed with the class teacher or TA using the restorative approach conversation. Child is then given a Reflection Sheet to complete in their own classroom. 3 reflection sheets in a half term will result in DHT contacting parents/carers
Red	Persistent low level disruption as above. Deliberate pushing in the corridor. Throwing things in the classroom. Deliberately hurting some-one's feelings. Being uncooperative/ignoring staff. Lying/answering back to a member of staff. Being unkind or rude/ swearing directly at a peer Deliberately damaging property. Spitting at someone. Fighting. Persistent "amber" behaviour.	Behaviour is discussed with the class teacher using the restorative approach conversation and where possible, resolved. Child is asked to write a letter of apology in partner class. If the situation is not resolved, the child is to take reflection sheet/ letter to SLT (usually the Deputy Head Teacher) at play/lunchtime. SLT should also be informed every time a child goes on red.

CHILDREN WITH SPECIFIC BEHAVIOURAL NEEDS

We recognise that some pupils have specific needs with regards to their behaviour. For these identified children, the system may be, and often should be, altered and adapted to meet their needs. The Inclusion Leader must be consulted and will support class teachers with this so that the adaptations complement the child's SEND Support Plan.

If rewards are part of a child's SEND Support Plan these should be taken outside the classroom so that they do not impact on the rest of the class.

A Pastoral Support Plan will be drawn up to support children at risk of exclusion.

POSITIVE HANDLING

'Positive Handling' is used to describe a broad spectrum of risk-reduction strategies to manage behaviour. It is calculated that 95% of it relates to the adults' personal behaviour and use of diversion, diffusion and de-escalation techniques. Restraint is only a very small part of the framework. The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. Physical interventions are only a small part of a broader range of positive handling strategies designed to address the needs of those children whose behaviour presents a challenge. Where a child's behaviour warrants physical intervention to protect them, another child, a member of staff or school property and other strategies have been used, adults trained in 'Positive Handling' may use approved physical techniques which are deemed 'reasonable, proportionate and necessary' to prevent the child from harming themselves, others or property.

Pupils whose behaviour presents a significant challenge and for whom it is felt appropriate will have a Positive Handling Plan drawn up in collaboration with their parent/carer (appendix i). Where possible, the child will also be involved in these discussions. All adults who work with that child will be made aware of the Plan but only those who are trained in 'Positive Handling' will be involved should physical restraint be necessary.

Should physical restraint be used, the individual(s) involved will complete a Positive Handling Incident Record within 24 hours, unless impractical to do so (appendix ii). This will be shared with the class teacher, Inclusion Leader, Deputy Head, Head Teacher and parent/carer.

FURTHER CONSEQUENCES

Whilst the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences.

Repeated 'red' behaviours will require further, out-of-class, consequences.

The table on page 9 aims to outline the consequences of a variety of behaviours, but is not exhaustive. Behaviours outside those listed, such as possible racist incidents, allegations of bullying, stealing, refusing to do what a member of staff has asked, serious and deliberate violence to a peer, swearing at a member of staff and deliberate violence to a member of staff will automatically be escalated to a member of the Senior Leadership Team.

All allegations of bullying and racist behaviour are recorded and investigated by the Senior Leadership Team.

EXCLUSIONS

Exclusions of pupils (temporary or permanent) may be imposed at the discretion of the Head Teacher in cases of:

- Serious or persistent physical or emotional aggression
- Verbal or physical attacks on staff
- Serious breaches of health and safety
- Weapons or illegal substances being brought to school

The decision to exclude a child is always a last resort and will always follow Newham Local Authority's protocols and policies

The school also reserves the right to ban Parents/Carers or other visitors from the school premises if their behaviour towards staff, children or other adults is considered to be unacceptable, particularly if they are:

- Verbally or physically aggressive
- A danger to themselves or others

Positive Handling Plan



Child's name:	Date of Birth:	Date of plan:
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Is it reasonable, proportionate and necessary? Have de-escalation strategies been used?
Behaviours/situations likely to result in physical intervention. What is the behaviour like? When is it likely to occur? Where does it occur?

Strategies to be used (where possible) before physical intervention:								
Give time		Distraction		State alternatives/ consequences		Praise partial compliance		Language of 'choice'
Give space		Reassure/ remind		Other staff intervene		Repeat request		Other: (list)
Talk calmly		Give a count		Instruct other pupils		Remove stimulus		

Preferred handling strategies to be used:			
Friendly hold	Single elbow	Shield	Chair
Single hold	Double elbow	Walking	
Figure of four	Wrap	Standing	
Only staff who are trained in 'Positive Handling' will hold children			

De-brief process required after physical intervention e.g. space, talk through etc.

Signatures: Child (where appropriate)..... Parent/carer..... Teacher Deputy Head Teacher..... Inclusion Leader Head Teacher.....	Review:
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Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.

Article 3: The best interest of the child must be top priority in all decisions and actions that affect children

Positive Handling Incident Record

Name of child:	Date of Birth:	Date of incident:	Name of person completing record:
Member(s) of staff who were involved and their roles: (e.g. class teacher, TA in another class etc)			

Behaviour/situation which resulted in physical intervention.
What was the behaviour like? When did it occur? Where did it occur?

Strategies which were used before physical intervention:

Give time		Distraction		State alternatives/ consequences		Praise partial compliance		Language of 'choice'	
Give space		Reassure/ remind		Other staff intervene		Repeat request		Other: (list)	
Talk calmly		Give a count		Instruct other pupils		Remove stimulus			
Other:									

Handling strategies which were used:

Friendly hold	Single elbow	Shield	Chair
Single hold	Double elbow	Walking	
Figure of four	Wrap	Standing	
Was/were the member(s) of staff involved familiar with the child's Positive Handling Plan? Yes/No Only staff who are trained in 'Positive Handling' will hold children			

De-brief process which took place after physical intervention e.g. space, talk through etc.

Were parents/carers informed? Yes/No
Were other adults who work with the child informed of the incident? Yes/No

Signatures: 'Positive Handling' trained staff member: Inclusion Leader: Deputy Head Teacher: Head Teacher:	Review:
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Article 3: The best interest of the child must be top priority in all decisions and actions that affect children.

PASTORAL SUPPORT PLAN

Name:

Class:

Date:

Attendees:

Please rate whether the four measures below are satisfactory:

Academic Progress	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Behaviour	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Social engagement	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Engagement in Learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Reason for PSP:

Outline the strengths of the child and areas where progress has been made:

Outline the key areas of concern regarding the child's social, emotional and behavioural difficulties:

What are the strategies currently in place to address the social, emotional and/or behavioural difficulties listed above?

What needs to happen to remove the risk of exclusion/disaffection?
The pupil will:
The school will:
The child's Parents/Carers will:

Date of review:

Article 3: The best interest of the child must be top priority in all decisions and actions that affect children.

My Thoughts About School

Name: _____

Class: _____

Date: _____

The things I like best at school are:



Important information about me:



The people I like best at school are:

Adults:

Children:



The things I don't like are:



The things I find difficult are:



I think school would be better for me if:



At school I would also like:



Article 12: Promoting the right for every child to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



GODWIN JUNIOR SCHOOL

Article 28: Every child has the right to education. Discipline must respect children's dignity and their rights



INCIDENT	Date			
	Name of person incident reported to			
	Name of Person Completing Form			
	Date of Completion of Form			
Who is involved?	Name	Description of Incident		
	D.O.B.			
	Class			
	Name			
	D.O.B.			
	Class			
	Witnesses			
Action Taken			Supporting Documents (attached if appropriate)	
LA Informed Yes/ No		Chair of Govs Informed Yes/No	Governors Informed Yes/No	Inclusion Lead Informed Yes/No

Follow-Up (including changes or revisions to policies or procedures)	
Date	Action
Date	Action
Date	Action
Form circulated to:	
<input type="checkbox"/> Head Teacher	<input type="checkbox"/> Deputy Head
<input type="checkbox"/> Inclusion Leader	<input type="checkbox"/> Class Teacher
<input type="checkbox"/> Year Leader	

Thinking about my behaviour



Name: _____ Class: _____ Date: _____

Explain clearly what happened and where:

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Which learning power/s do I need to develop?

<input type="checkbox"/> Being curious	<input type="checkbox"/> Persevering	<input type="checkbox"/> Evaluating	
<input type="checkbox"/> Collaborating	<input type="checkbox"/> Embracing mistakes	<input type="checkbox"/> Explaining reasoning	<input type="checkbox"/> Considering choices

How did my actions affect other people?

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How can I put things right?

.....

.....

.....

.....

.....

Article 12: Promoting the right for every child to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Godwin Junior School



Achievement Award



presented to



for



Date _____ Signed _____

Article 29 - Promoting every child's right to an education which develops their personality, respect for others' rights and the environment.