

# Dronfield Junior School

## Positive Behaviour / Discipline Policy

### 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.*

### 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  
Mark work promptly and constructively  
Encourage discussion  
Keep an attractive, clean and tidy room  
Maintain interesting wall displays

Try to avoid

Humiliating	-	it breeds resentment
Shouting	-	it diminishes you
Over reacting	-	the problems will grow
Blanket punishment	-	the innocent will resent it
Sarcasm	-	it damages you

### 3) Class Rules

Teachers discuss class rules on changeover day and early in September. Each class draws up its own set of rules. Such rules may be along the lines of...

- Please be polite and well mannered at all times.
- Listen when others are speaking.

- Look after things, always ask before borrowing.
- Be kind and helpful to each other.
- Respect how others think and feel.
- Always try to do your best.
- Be tidy and well organised for your lessons.
- Remember to bring your kit for PE and Games.
- Hand your homework in on time.

#### **4) Promoting Positive Behaviour** **The Traffic Light System**

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

We give lots of verbal praise to individuals, groups and classes; reward points and stickers to recognise good work and positive behaviour. Whole class rewards (such as 5 minutes extra break, a fun quiz or an extra session of play on the adventure playground) may be used as a reward at the end of a week when appropriate.

##### Poor Behaviour

If a child misbehaves, a warning is given before he / she is moved to Amber. If the child misbehaves again he / she is moved to Red. Children could move straight to Red, skipping Amber, if the misbehaviour warrants it.

If a child is moved to Red he/she is sent to the deputy headteacher or to the headteacher and has to miss a break. Parents may be informed if appropriate, depending on the individual circumstances.

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

Children are 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 or if a child has talked too much or misbehaved. When making the assessment teachers do take into account if a pupil has special educational 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 sanction if pupils have not achieved what they are capable of during lessons.

##### Good behaviour

When the children are on Green they are then aiming to gain badges in sequence (Bronze, Silver and Gold). Children from each year group have written statements to show examples for each criteria on the reward chart. Each year group has their own chart. The examples are by no means an exhaustive list and teachers will take a rounded view as to how each child is behaving towards the criteria. In each box there may be one, two or three statements- the aim is for children to get three ticks by each statement to complete the box (as I have just said, if a child does an act which is not specifically mentioned on the chart, the teacher will still put a tick in the appropriate box). For the children to gain bronze, all statements need three ticks in every box. The children will then be awarded a bronze badge in assembly- this will be ongoing through the year.

The children will then work towards silver and finally Gold. It is not anticipated that any children will receive bronze badges before November to give them time to work towards completing the chart. No silver badges will be awarded before Christmas and no Gold badges before Easter. If a pupil has a gold badge in July the school will be holding a special event for those children. At the end of the year, the children can keep their badges but they will start back at the beginning for the new school year as they will work towards a new criteria.

Each week the teachers will update the charts with their 'ticks'. The chart is in the appendix.

If a child is awarded a badge, but his/her behaviour deteriorates then the badge will be removed and the child starts again.

### **c) Exclusions**

The final sanction for poor behaviour is exclusion, either for a fixed period (temporary) or permanent. 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 pupil improve his / her behaviour.

When things go wrong, the governors are not prepared to tolerate disruptive, violent or undisciplined behaviour which affects the education or safety of the pupil concerned and other pupils and staff of this school.

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 pupils
- 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.

Policy agreed 01.03.2015

Review March 2018.

