

Woodbridge Junior School



Promoting Positive Behaviour Policy



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Ethos and Guiding Principles




At Woodbridge Junior School, we seek to create a happy, secure, inclusive and stimulating environment in which all can experience success and reach their unique potential.

It is a fundamental aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's behaviour policy is therefore not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. It aims to promote an environment where everyone feels happy, safe and secure.





At Woodbridge, all staff understand that the most effective way of promoting good behaviour is for all members of staff to model and promote genuine, respectful, calm, caring, trustworthy and fair relationships with all adults and children in classrooms and around the school.

Adults are positive, respectful and genuine in their relationships with children and each other. They are the arbiters of fairness, kindness and justice. Children are therefore able to trust adults implicitly.

The Governors and staff believe that all members of the school community should:

-  Show respect for one another
-  Avoid confrontation by approaching conflict and challenging behaviour constructively
-  Work together to enhance everyone's self-esteem

It is our aim to promote positive behaviour in our pupils so as to:

-  establish a stable safe social and learning environment
-  develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
-  show appropriate respect for the school environment and its resources
-  involve pupils in reflecting on their behaviour

Woodbridge Junior School

Woodbridge Junior School is a community based on values:

British Values

In common with every school in England, we teach and embed these vital values in everything we do.









Woodbridge Values

Our Behaviour Plan at Woodbridge Junior School is based on our seven values. These values underpin everything we do at school. They are values that we at Woodbridge believe are essential to successful relationships and lifelong learning. They are displayed and constantly referred to in each classroom and around school. Each week we focus on a different value and look at what this value means and how it can support us with our behaviour and learning.

- ★ **Aspiration**
- ★ **Respect**
- ★ **Confidence**
- ★ **Responsibility**
- ★ **Resilience**
- ★ **Pride**
- ★ **Creativity**

Woodbridge Learning Attitudes

The following learning behaviours are well-established at Woodbridge Junior School and are represented by animal characters. They support children with understanding the behaviours which will help them to learn and achieve in each lesson. These are rewarded through Class Dojo points.

-  **More than just me**
-  **Aim high**
-  **Dare to be different**
-  **How well did I do?**
-  **I can do it!**
-  **Thinking for myself**



Roles and Responsibilities:

1. Governors

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

2. Headteacher

The Headteacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Governors at least annually on its implementation. The Headteacher, Deputy Head and Senior Leadership Team members are responsible for monitoring behaviour on a daily basis and supporting staff and children as needed.

3. The SENCO and Pastoral Care Lead

The SENCO and Pastoral Care Manager are responsible for:

- Supporting staff with writing Behaviour Support Plans
- Regular monitoring and evaluating of Support Plans
- Ensuring that One Page Profiles are written and shared with appropriate staff so that children are managed consistently.
- Supporting staff with writing risk assessments where necessary.
- Identifying training needs and sourcing appropriate CPD for all staff.

4. Phase Team Leaders

Phase Team leaders are responsible for ensuring that:

- The Positive Behaviour Policy is active in their areas and that the Woodbridge Values are high profile and central to the work of every class.
- Staff make full use of the Phase Team meeting agenda to facilitate solution focussed, problem solving and teamwork to support children in their team who are experiencing difficulties.
- Staff are supported in implementing strategies to support pupils.
- Individual Behaviour Support Plans are in place for pupils needing extra support and the effectiveness of these is continually reviewed.

5. Class Teachers

Class teachers are responsible for:

- Building genuine mutually respectful relationships with the children in their care.
- Keeping the Woodbridge Values in the centre of everything we do; displaying them prominently and referring to them often.
- Promoting and using the Woodbridge Behaviour Reward systems fairly and consistently.
- Holding high expectations of behaviour in their classroom and communicating these clearly.
- Supporting all children by working with pastoral staff, phase leaders and SLT to create behavioural IEPs and Behaviour Plans for children needing support outside of the universal plan.
- Giving and receiving support within the staff team.

6. Whole School Staff

All school staff are responsible for working together to implement the Promoting Positive Behaviour Policy, using a consistent approach and acting as positive role models.

Supporting and Understanding Pupil Behaviour

At Woodbridge, staff understand that the most effective tool in promoting positive behaviour is the quality of their relationships with the children in their care. The key elements in these relationships are genuine, authentic care and high expectations.

Care

Staff show authentic, unconditional positive regard for all children. They genuinely care and children believe that they do. Staff show that they care by:

1. **Warmth** – accepting their students for who they are and caring for them as a good parent cares for their child. Staff show children that they are important to them.
2. **Empathy** – understanding how their children think and feel about what is going on around them.
3. **Time** – taking the time to be physically and mentally present when talking with the children in their care.

High Expectations

Staff genuinely believe that all children can achieve and they encourage and support them to do so. Staff believe and teach that improvement comes from hard work and effort. However they understand that some children need more support than others to meet their expectations.

Pupils need to be familiar with the expectations of staff over their behaviour. Therefore clarity, consistency and the regular maintenance of high standards is highly important for the child to feel safe.

Research shows that high quality relationships between staff and children is the most effective way to promote positive behaviour and also to promote learning.

It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.

John Hattie

Challenging Behaviour

Woodbridge staff understand that all inappropriate or challenging behaviour is an expression of unmet need. Staff seek to understand the need and work with children on strategies to support.

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. if they hurt another child they need to apologise. Staff at Woodbridge will ensure that an appropriate consequence follows an incident. Staff use a restorative approach to support children to understand the consequences of their behaviour and to try to put right the harm caused by it.

Promoting Positive behaviour in the Curriculum

At Woodbridge, we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

Positive Role Modelling:

Staff have an unrelenting focus on celebrating, promoting and positively reinforcing Woodbridge Values and positive behaviour.

PSHCE:

The carefully planned PSHCE curriculum is designed to meet the needs of all children in our community and supports the acquisition of the social, emotional and behavioural skills that children need to be safe and happy at school and in the wider world.

Assemblies:

- The Values Assembly on a Monday morning teaches about one of our values each week. This value is reinforced throughout the week by all staff.
- Two children are chosen to be rewarded for demonstrating the value in the Woodbridge Stars assembly on Friday mornings. One child is chosen by the teacher and the other is chosen by the class.
- The School Council and Eco Councils lead regular assemblies to represent and act on children's views about how to make the school even better.
- Each class gets two opportunities a year to reinforce their self-esteem, build self-confidence and celebrate their achievements in their Class Assembly.

Equal Opportunities and Inclusion:

Regular opportunities are made for staff training and INSETs to support staff in developing inclusive curriculum opportunities and practice. Participation in local and national theme weeks and events such as Black History Month and Anti-Bullying Week support the delivery of the emotional health, moral, social and safeguarding curriculum.

Structure and Routines:

Whole school, class and individual routines are clear and consistent to promote and improve positive attitudes to learning. Class and individual visual timetables are used to support our pupils throughout the school day and whole school structures such as Good Listening Rules are in place in every classroom to clarify and reinforce consistent expectations.

Pupil Leaders and Democracy:

At Woodbridge, children know that their voices are heard and that they can play a part in shaping Woodbridge Junior School through the School Council and class councils. Class Council discussions take place at the end of each weekly Circle Time and children's ideas and concerns are fed back to the School Council through the Class School Councillor.

Children can hold a variety of leadership roles in school – School Council, Eco Council, Librarians, Anti-Bullying Ambassadors and Play Buddies.


Dinner times and playtimes:


Midday Supervisors promote and reinforce the Woodbridge Values and each member of midday staff chooses one child from their class who has demonstrated the value of the week to receive a Lunchtime Award certificate in the Friday assembly.

The school behaviour policy is in place at lunchtime and there is a clear system to deal with challenging behaviour.

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A Play Leader is employed to organise a variety of play opportunities at lunchtimes to keep children active and positively engaged.

 **Music and the performing arts:** At Woodbridge we place great value on the positive effect that music can have on self-esteem, confidence and happiness. All children take part in weekly music lessons and whole class singing, but they also have the opportunity to learn a musical instrument. These lessons have a cost but this can be discounted or waived in the case of a child who attracts Pupil Premium funding to the school.

 **PE Curriculum:** At Woodbridge, our main priority is to promote a positive attitude towards physical activity and a love of sport so that our children develop the active habits that will support their physical and mental health throughout their lives. . Inclusive PE and School Sport sessions are delivered by specialist teachers across the whole school. Emphasis is placed on developing confidence, core skills, and partner work and team games. This happens through inter school opportunities, links with local schools, opportunities for team competitions and festivals and celebrations.

Clubs:

A variety of after school clubs are offered to children to support self-esteem and develop interests and skills. These currently include:

- Choir
- Sports (changes termly)
- Gardening
- Dance
- Minecraft

Forest Schools

At Woodbridge Junior School, we extending our successful Forest Schools sessions this year (2019-20) to all children so that all children can benefit. Forest Schools is an educational scheme for the whole school, which involves outdoor learning activities, targeting children's self-esteem, confidence, independent learning and team building skills.

Interventions

At Woodbridge, we offer a wide range of interventions designed to support children's social and emotional wellbeing.

Positive Play is a 1:1 intervention that assesses and supports children's social, emotional and behavioural difficulties. Using Boxall Profiles, children's needs are identifies and a program of activities and interventions is created to meet these needs and develop positive behaviour strategies.

Nurture Group is a small group intervention which is run by trained staff, following a structured session approach to supporting children's social and emotional skills. Children are assessed using the Boxall Profile and targets are then generated to aid their ongoing development.

Circle of Friends is a small group intervention aimed at helping children who find social relationships difficult to make and sustain friendships.

Finer Diners is a small group lunchtime intervention run on nurturing principles to support children's social and emotional learning.



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Team Lego HQ is a lego based group run on nurture principles, providing social and emotional learning through the use of lego (staff have been trained on both Nurture and Lego Therapy) based on Boxall Profile targets.

Promoting Positive Behaviour in the Classroom

At the beginning of the academic year, each class looks at the Woodbridge Values and what good behaviour looks like. From this each class produces their own code of conduct (a set of mutually agreed rules) which are displayed in the classroom throughout the year. In this way, every child in the school knows the standard of behaviour that we expect in our school. These expectations follow the seven Woodbridge Values.

Staff have an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour. There is an extensive system of rewards to reinforce positive behaviour.

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers, adults and other staff.
- Written comment in books.
- Displaying good work.
- .

Woodbridge Reward Systems

Class Rewards

- Target selected by class and teacher in response to a class issue
- Children involved in choosing the recording method
- Reward for reaching class target chosen by children
- Reward should not cost money
- Reward should last 30 mins if achieved in half a term, less if achieved more quickly eg 15 mins if achieved in 3 weeks
- Success to be recorded on website class page

Class Dojo

- These are given for the Woodbridge Learning Attitudes and are recorded on Class Dojo, with an instant message going to parents or carers when these are given.
- Recognition built in for reaching set targets – 50, 100, 150, 200, 250, 300. These are rewarded by enamel pin badges each featuring a different Dojo character.

Woodbridge Stars Assembly

- Presented in Friday Reward Assembly



- Parents invited to 9 am assembly
- Two certificates per class:
- One chosen by teacher one by class or child (nominated + vote?)

Attendance Rewards

- Weekly Class attendance reward presented in Friday assembly (message to parents)
- Recorded on hall display and celebrated on website
- 15 mins extra play
- Woody Woodbridge visit
- Certificate to display on classroom door.

Lunchtime Rewards

- Linked to Woodbridge Values
- One chosen by each midday supervisor each week
- Certificate given with reason for choice
- Presented by Mary in Friday assembly
- A record kept by middays of children chosen each week
- Termly prize for class with most recipients – they choose the lunch menu for one day.
- Celebrated on website

School Council Rewards

- School Councillors positioned in corridors on way to and from assemblies and playtimes-give tokens for aspirational behaviour
- Tokens put in pot in School Council Assembly- 2 drawn and given Woodbridge Pencil
- Celebrated on website

Consequences

We believe that it is both the responsibility of the Class Teacher and the child to manage behaviour. Class Teachers are expected to provide stimulating, well organised lessons which cater for a range of learning styles to engage the children and avoid inappropriate behaviour. Teachers should take ownership of the behaviour in their class and consider a variety of ways in which they can affect the negative behaviour in their room. Genuine, mutually respectful relationships between teacher and children and an overriding emphasis on praise and rewards are the most powerful tools in maintaining good behaviour. All children know that they have our unconditional positive regard. This ensures that all children have the best opportunity to engage in a positive manner during all sessions. However, in some specific circumstances, when needed, our school uses a number of sanctions to ensure a safe and positive environment for all.

The 4 Rs – We expect children to respect the teacher and their peers by listening and to work hard allowing their peers to do the same. The 4 Rs are used to promote and reinforce these positive behaviours.

Reminder – I'm getting distracted so an adult will come over and remind me of the school rules.

Redirection – an adult will come over and show me what I should be doing.

Relocation – an adult will move me away from distractions so I can concentrate on my work.

Reflection – I will go to our ‘Buddy’ classroom where I can reflect on my behaviour and consequences.

Alongside this:

- We expect children to take pride in their learning and themselves, if they do not do so, we may ask them to redo a task, at playtime, lunchtime or at home.
- If there are repeated minor incidents during a day or week, the incidents should be recorded on My Concern. This is so the behaviour can be monitored and support given to that child.
- Lunchtime behaviour incidents will be logged on My Concern by the Senior Midday Assistant at the end of the lunch break.
- Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover if needed following an incident (see Appendix 1- Breakwell Assault Cycle). Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and their recovery will be nurtured by the member of staff dealing with the incident. This may include offering comfort, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc. The child will then be involved in thinking about what consequences should be so that the harm that has been done can be addressed.

The restorative conversation will explore:

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences might include:

- Apologising to victims- this should be carefully supervised and may be verbally or in writing. The apology should include an acknowledgement of the harm that has been done.
- Repairing or cleaning resources
- Staying inside for a set amount of time at playtime or lunchtimes
- Completing the work they have missed during playtime or lunch
- Working in another room for an appropriate length of time to allow others to recover.
- Major incidents are recorded on My Concern by the staff member dealing with it initially as a Behaviour Incident. A member of the SLT will classify as a ‘Serious Behaviour Incident’ when dealing with the incident and consequences as appropriate. The SLT member will discuss this with the parents or carers of the child. A Serious Behaviour Incident may include one the behaviours as follows:
 - Verbal abuse (deliberate and/or one-sided)
 - Rudeness and deliberate disrespect

- Disrupting learning
- Refusal
- Racism
- Removal of self from the class/site
- Diversity bullying
- Cyberbullying

The individual context and circumstances will be taken into account when classifying Serious Behaviour Incidents. We aim to work in partnership with the parents or carers of the child to seek a resolution and support the child in moving towards more positive outcomes.

A debriefing meeting between the member/s of staff dealing with the original incident and the SLT member dealing should take place after a Serious Behaviour Incident has occurred. Staff need to consider the wellbeing of staff involved as well as that of the children. A reflective conversation should take place around the origins of the incident as well as the consequences. Any learning about the child's needs should be recorded on My Concern and all appropriate staff should be alerted through the system. This may involve further information gathering (eg logging ongoing behaviours using an ABBC Chart) and advice and support for the classteacher or other staff members from the Phase Team Leader, Behaviour Lead, SENCO and any outside agencies as appropriate. The approach will be solution focused; aiming to nurture the child and helping to identify, understand and address their needs and promote their emotional and behavioural development.

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or discrimination has taken place, then we act immediately to stop any further occurrences of such behaviour.

Individualised Support for those with more complex needs

When children's behaviour becomes difficult to manage, a reflective, analytical approach should be used to consider what the purpose of the behaviour is (what children are communicating), what the triggers might be and how the severity and frequency of the behaviours can be reduced. A variety of documents are available to support staff in this process and the Pastoral Lead will support staff with the process.

- Individual behaviour plans to identify the child's individual triggers and how these can be avoided. It will also include their preferred environment, the messages they are trying to convey with their challenging behaviour and the most effective ways of supporting them if there is an incident. These should be shared with all staff involved with the child and any supply staff so consistently is ensured.
- Risk Assessments for children who have displayed challenging or unsafe behaviours in school. The assessment highlights the risks to the child, their peers and staff and also provides preventative strategies to avoid potential incidents. The assessment will also include a detailed plan of appropriate actions if there is a risk to anyone.

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Parents will be involved with the planning and are asked to consent to all strategies put in place.

- Personalised Timetables and Curriculums for children who have identified social, emotional and behavioural needs a differentiated timetable and curriculum will be provided to meet their individual needs and address any difficulties they experience such as lack of concentration and attention, impulsive behaviours and disruptive behaviours.
- Individual Education Plans children with behavioural issues have specific, individual targets to support their access to education and address any identified needs.

Exclusion

Exclusion is only used as a last resort when children's behaviour shows us that they are not able to cope safely and successfully with the support and provision in place. It will be used as a 'breathing space' for staff to reflect review, plan and adapt provision to maximise the chance of the child being able to manage successfully in school.

Recording and Monitoring Behaviour

- Staff maintain records of the children who have received Woodbridge Star Awards each week and their photos are put on the website.
- Dojo points are recorded on the system and badges are awarded in Friday assemblies
- Class rewards and Fantastic Four rewards are displayed in the classroom
- Attendance awards are celebrated on the hall display and on the website
- Each class teacher keeps Reflections sheets for their class in a folder in the classroom. They also keep a record of the reflections given that week. If a child has more than two reflection times in the week, the classteacher records this on My Concern and the Pastoral Lead. Phase Leader and SENCO are consulted. Support is offered and reflective tools such as ABC charts are out in place to try to identify the possible triggers to challenging behaviour. The SENCO or Pastoral Lead may also observe the child to gather more information. If there is no improvement, the child is discussed at SLT meetings and further support and external referrals are agreed. Parents are kept up to date at all times and invited in to discuss strategies and support as soon as feel feels it would be helpful.
- The Senior Leadership Team create reports on the MY Concern system to inform governors of the incidence, location and times of the day when behaviour incidents are most prevalent. Actions are then planned to address the issues that are highlighted.
- An annual pupil survey is carried out to find out how children feel about behaviour in school and where and when they feel more or less safe at school. The School Council are involved in planning actions to address any issues that are found.

Appendices:





Behaviour Reflection Sheet

What happened? Write or draw what happened

What were you thinking about at the time?

What have your thoughts been since the incident?

How did it make you feel? Draw your facial expression

Who was affected by your actions? How did they feel?

How are we going to make things right?

My name: _____

Date: _____

Feelings Chart

