**Jubilee**

**Primary School**



**Behaviour Policy**

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| **Approved by:** | FGB | Date: Dec 2020 |
| **Last reviewed on:** | Dec 2020 | |
| **Next review due by:** | Dec 2021 | |



**BEHAVIOUR POLICY**

1. **Statement of Intent**

Jubilee Primary School is a level 3 (Gold) Rights Respecting School. The right of children to an education which develops every child’s personality, talents and abilities to the fullest is at the heart of everything we do. (Taken from article 29 of the UN Convention on the Rights of the Child.)

1. **Aims**

* To create an environment where children and staff feel safe.
* To promote behaviour, confidence and a positive attitude to learning through

clear expectations.

* To ensure consistency throughout the school in dealing with behaviour.
* To promote self esteem through success, self-discipline and positive relationships.
* To create an environment in which children understand the consequences of their behaviour and one that encourages and reinforces positive behaviour choices.

1. **Key Principles**

* We aim to work together as a whole staff, governors, children and families to be fair and consistent. Our school ethos, environment and organization promotes positive interactions.
* All staff and pupils at Jubilee will constantly reflect our vision as a Rights Respecting School, using the language of rights and demonstrating our understanding of this through our actions.
* We acknowledge that pupils have the right to enjoy their learning in a safe environment and to develop into successful citizens with high self-esteem, ready to take their place in their community.
* Pupils are expected to respect the rights of all other children to learn and play at Jubilee. We address the behaviour and understand that behaviour occurs within a context.
* All staff have the right to make a difference to the lives of all children by delivering a challenging and interesting curriculum.
* They have a responsibility to do this by modelling a thirst for learning and by showing respect for all adults and children in their interactions. Adults model assertive not aggressive behaviour management and use a non-confrontational approach
* Families have the right to work in partnership with the school to get the very best for their child. They have a responsibility to do so by working with the staff to implement the right of all children to learn.

**4. Agreed rights and responsibilities of pupils, staff and parents / carers at Jubilee**

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| Rights and respect for the rights of pupils at Jubilee | |
| **Rights**     * To have a say in matters affecting them and to have their views taken seriously (taken from Article 12) * To play an active part in school life regardless of SEN or disability (taken from Article 23) * To learn to the best of their ability (taken from Articles 28 & 29) * To enjoy a range of play, sporting, cultural and artistic activities (taken form Article 31) * To feel safe and supported (taken form Article 27)      * To be treated fairly (Taken from Article 3) | **Respect for Rights**   * To follow the school’s SMART 5 Rules * To treat others with respect and consideration * To learn to the best of their abilities and allow others to do the same * To take responsibility for their own learning and behaviour * To follow instructions from all staff the first time of asking * To be responsible role models |
| Rights and responsibilities of staff at Jubilee | |
| **Rights**     * To be treated with respect by colleagues, parents, carers and children * To be able to contribute to the ethos and vision of the school * To receive appropriate CPD to act in their role successfully and progress professionally | **Responsibilities**   * To treat children, colleagues and parents/carers with professionalism, consistency and respect * To deliver a challenging, interesting and relevant curriculum * To ensure that the curriculum delivered directly meets the needs of all children - including those with SEMH needs. * To recognise that each child is an individual, and be aware of their particular needs * To follow the school's policies and procedures * To share with pupils and parents when things are going well |
| Rights and responsibilities of parents/ carers at Jubilee | |
| **Rights**   * To be treated with respect * To be informed about any behaviour issues relating to their child * To be informed when their child is demonstrating excellent or markedly improved behaviour * To be able to inform staff about any concerns regarding their child and feel listened to | **Responsibilities**   * To be aware of and promote the school’s SMART 5 Rules and expectations * To keep the school informed about home issues that may affect the behaviour of their children * To support the school in the implementation of this policy by modelling the same respectful language and behaviour * To show an interest in all that their child does in school * To make their children aware of appropriate behaviour in all situations |

**Jubilee’s S.M.A.R.T Rules**

As well as promoting positive behaviour through our Rights Respecting work, we also follow the SMART 5 rules.

**Safe** – We will all feel safe and supported within our school.

**Mindful** – We will all be considerate when moving around school and looking after all property.

**Ambitious** – We will all strive to do our best with our learning, even when we are finding it difficult, and allow for others to do the same.

**Respectful** – We will all communicate with everyone respectfully.

**Truthful** – We will all be honest and listen carefully to each other’s point of view.

As with our Rights Respecting work, the language around the SMART 5 will be used by adults and children when addressing both positive and negative behaviour.

Every class will create their own ‘Class Charter’ based on the SMART 5 rules and the UN Convention of the Rights of the Child each September which will be discussed, agreed and written in positive, child–friendly language. The Rights of all children are reinforced in all contexts.

Pupils who have excelled with their SMART 5 behaviour are recognised with certificates during our weekly Star Achievers Assembly. Two pupils in each class are awarded the Start Achiever of the Term prize.

### Rewards

We use a system of rewards to encourage good behaviour.

These include: team points, team reward afternoons, star achiever certificates, individual class rewards and golden time. Positive praise is used constantly to reinforce positive behaviour.

We also have a citizenship programme where children are encouraged to make a difference by contributing to school life and helping others, eg, team captains, school council, reading buddies, playground angels, sports leaders, junior librarians and digital leaders.

This positive approach is successful the vast majority of the time.

**Team Points**

Jubilee operates a team system. All children and adults are in one of four teams. Two year 6 children are appointed as team captains for each team. The team with the most points is announced every other Monday in assembly with the winning team for those 2 weeks receiving an extra ten minutes play time. At the end of every term a Team Reward Afternoon takes place for the team who won the most weeks over the course of the term.

**Golden Time**

Golden time needs to be meaningful and an incentive to children. All children are able to earn five minutes golden time a day, making up to 25 minutes of golden time available per week. The earning of Golden Time can be linked to being on the positive side of a child’s class reward system. Anyone that is on the negative side of the class’ chosen system at the end of the day will not earn their 5 minutes, and this will be discussed with children just before home time.

**Attendance and Punctuality**

Attendance and punctuality can have a significant impact upon behaviour. Termly class rewards are given to the classes with the highest attendance and highest punctuality figures. Individuals with 98%, 99% and 100% attendance over the term and whole year receive certificates and prizes in our termly attendance and punctuality assembly. We award prizes to pupils who have been in throughout a week using In to Win, during our Star Achievers assemblies.

**7. Consequences**

On occasion we need to use sanctions when a child has not respected the rights of another child or adult.

We operate a card system for when children are unable to comply within their class room and need time out to refocus. The card system is hierarchical with more minor indiscretions going to yellow cards and the child being sent to their parallel class, green cards which are referred to lead teachers and red cards which are sent to members of the senior leadership team.

When using the card system, we ensure that the adult in class goes through stages leading up to a yellow card. These are; a polite request to stop the negative behaviour (using rights respecting language), a warning that a card will be issued if the negative behaviour is still continuing, followed by a yellow card and time out in partner class if the behaviour still does not improve. When a child goes on time out an adult must speak to the child ensuring they are clear and understand why they are receiving the sanction- this is a responsibility of all staff. When children go on a time out they should have work or a reflection sheet to complete and each class should have a designated timeout space for them to work in.

Green cards and red cards may be issued where staff feel that the behaviour displayed is sufficiently serious as to necessitate bringing to the attention of a more senior member of staff immediately.

Red card behaviours include serious incidents such as fighting, using sexist, racist or homophobic language, bullying, ignoring repeated instructions, acting in a dangerous or abusive fashion or using the internet inappropriately.

We expect staff to use their professional judgement when issuing red cards. Red cards will always be dealt with by a senior member of staff and usually result in the child’s family being contacted and can on occasion lead to an internal or external exclusion.

All cards received in a class are brought to weekly phase meetings and any children whose behaviour is a cause for concern can be discussed in this meeting if appropriate. If a child has received 3 or more cards in the same week then parents will be contacted.

Red card behaviours could also indicate a safeguarding concern. Pink forms should be completed and the designated safeguarding officer informed. (See Safeguarding Policy for further details).

Racist, sexist or homophobic incidents are recorded in the school’s serious incident file as are incidents of bullying. (See section 8)

Families will always be notified if behaviour has escalated or is severe. We expect families to support the school in addressing this. (See section 10)

**8. Bullying**

Bullying is rare at Jubilee but is taken very seriously. Bullying is defined as being intentional, sustained and targeted. Bullying is not children falling out with their friends or one off accidental injuries. Neither is it one off fights or unkindness. We do of course consider these behaviours unacceptable and deal with them in line with our policy.

When bullying has occurred, we talk to both children involved and investigate the incident fully. We record on our red cards the children involved and incidents are logged in a separate confidential file. We then follow our policy – sanctions are given and families informed. We continue to monitor both children informally in the playground and at SLT (Senior Leadership Team) meetings. The SENCO is also notified and will work closely with SLT to support and monitor both children.

We also discuss how we expect the children to interact at assemblies and during circle time and PSHE lessons in class. All children are expected to tell an adult in school or at home if anything worrying happens to themselves or another child.

**Cyber bullying** has become an issue nationally with more and more children using social media. As a school we are clear that sites such as Facebook, Instagram, Snapchat, YouTube and Whatsapp are not recommended for under 11s. We expect families to support this. We strongly recommend that all parents and carers monitor their children’s online activity and actively discourage the use of all social media. This is a parental responsibility. We take unsafe online activity extremely seriously and will use our safeguarding procedures if it appears a child is putting themselves in danger.

At Jubilee we regularly promote online safety in assembles , within computing lessons and during circle time. We offer cyber safety workshops and advice in order to support parents in ensuring their children are accessing the internet safely at home.

1. **Playground Behaviour**

We have the same behaviour expectations in the playground and in all out of class situations such as trips, swimming or outdoor learning. Most of the same rewards and sanctions apply. Minutes cannot be lost from Golden Time however.

Any incidents of unacceptable behaviour should be recorded and communicated to relevant class teachers / members of staff as soon as possible after the event.

Injuries should be recorded on accident slips and a copy sent home. Class teachers and TAs should be notified by playground staff.

1. **Parental Engagement**

We expect families to support the behaviour policy of the school. There may be additional strategies put in place by the schools SLT to support families manage their child’s behaviour.

We understand that behaviour does not appear in a vacuum and that addressing deeper issues in order to turn behaviour around may take time. We will always seek to work closely with families, outside agencies and all professionals within the school team to address these issues wherever required. The greater engagement from families in this process, the better the school can meet the needs of all children.

1. **Exclusion**

Failure to comply with the strategies outlined in this policy may result in exclusion from school. A decision to exclude a pupil should only be taken;

* In response to serious breaches of a school’s behaviour policy and once a range of alternative strategies have been tried and have failed.
* If allowing the pupil to remain in school would harm the welfare or education of those in the school.

1. **Adult Misconduct or Misbehaviour**

Any instance of adult misconduct whether by staff or by parents/carers whilst they are on school premises, will be dealt with by the Headteacher, in accordance with the policies adopted via Lambeth HR and / or the school’s Acceptable Use Policy.