



POSITIVE BEHAVIOUR POLICY 2022

Our Core Framework

Learning for Life, Learning to Live

Mission Statement	School Values
To live by our school values.	Respect Honesty Kindness Friendship Perseverance Excellence Motivation & Hard Work Politeness & Good Manners
Vision	
To be the best we can be.	

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Black Horse Hill Junior School is committed to creating a calm and orderly environment in and around school, where exemplary behaviour is at the heart of mastery learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

Strong, positive relationships are the core of our ethos. Relationships, along with our core framework, form the foundations for our school community.

This policy guides staff to teach and model self-awareness and self-respect, which echoes our school values. There is an emphasis on respectful behaviour and managing poor behaviour choices with structured interventions that support children and staff.

Aims of the Policy

- To ensure that all members of our school community consistently apply our school values.
- To ensure that through building strong relationships with the children and all adults responding to behaviour consistently, we will see positive improvements in the behaviour of all of our children.
- To create a culture of exceptionally good behaviour – for learning, community and life, helping children to meet their aspirations and fulfil their potential.
- To ensure that all children are treated fairly, shown respect and encouraged through good relationships.
- To help children to take control of their behaviour and be responsible for the consequences of it.
- To build a community which values and “lives by” our school values.
- To recognise children’s positive behaviour choices.
- To ensure that excellent behaviour is a minimum expectation for all.

Consistency of Approach

Consistency lies in the behaviour of the adults in school, where every member of staff is determined to follow this approach.

All staff will:

1. Always live by the expectations of our school values
2. Meet and greet at the door
3. Refer to our school values
4. Model positive behaviours to build relationships
5. Plan lessons that engage, challenge and meet the needs of all children
6. Use a visible recognition system throughout every lesson
7. Write positive notes, make positive phone calls, award team points – not just for children in their class

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8. Encourage “Wonderful Walking” and “Lovely Lining up.”
9. Be calm
10. Relentlessly follow up incidents where school values have not been followed and engage in restorative conversations with children.

Senior Leaders

1. Model our school values consistently
2. Meet and greet at the beginning of the day
3. Are a visible presence in the school to encourage appropriate behaviour
4. Support staff by sitting in on conversations and restorative meetings where requested or where necessary
5. Regularly celebrate staff and children whose efforts go above and beyond expectations
6. Ensure staff training needs are identified and targeted

Rewards

Children will be rewarded for regularly displaying our school values. Rewards may include: extra playtimes, certificates, afternoon tea, non-uniform day, certificates, stickers, etc

Where behaviour becomes a concern

Consequences for children who do not demonstrate our school values will be discussed between the child and adult during a restorative conversation, which will be in the following format:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did your actions make people feel?
- Who has been affected?
- How have they been affected?
- What should be done to put things right?
- How can we do things differently in the future?

Consequences may include missing parts or all of break time or lunch time; spending time in another classroom; completing work that has been missed or writing letters of apology.

A small minority of children, who repeatedly have to be reminded about their behaviour, will be referred to the senior leadership team, where consequences will be discussed. Parents will be informed and fully involved in discussions and support systems, if this should happen. A behaviour plan may be completed.

Examples of such behaviour include:

- Disrespect
- Disrupting learning
- Damaging property
- Not following instructions
- Threatening behaviour
- Violence
- Bullying behaviour
- Sexual harassment
- Child on child abuse

Any incidents where violence is involved will always result in an Incident Report Form being completed and stored.

At all times, we aim to show sensitivity and respect to both the child's and their parents' emotional and mental health, ensuring that a calm approach is used to respond.

Fixed term suspension and permanent exclusion

We will endeavour to avoid exclusion/ suspension from school wherever possible. A decision to exclude/ suspend a child for a fixed period is taken only in response to very serious breaches of our rules or where their behaviour means that it is not safe for them, or for other children or staff to remain in school at that time. The Headteacher will decide on the length of suspension and whether it is to be fixed term or permanent exclusion. Where suspension/exclusion is used for persistent choices not to follow our school values, a written warning will be issued before any take place.

The final decision will be made by the Headteacher when they are satisfied that they have considered all of the relevant evidence in relation to the incident or incidents. When establishing the facts in relation to a suspension/ exclusion, the Headteacher must be satisfied on the balance of probabilities that it is more likely than not that a fact is true. It will usually be the final step in a process for dealing with incidents following a wide range of other strategies which have been tried without success.

Parents have the right to make representation to the governing body following both fixed term suspensions and permanent exclusion.

Further information can be found in the "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" document.