



**MAGDALEN COLLEGE SCHOOL**

**POSITIVE BEHAVIOUR POLICY – JUNIOR SCHOOL**



## MAGDALEN COLLEGE SCHOOL

FOUNDED BY WILLIAM OF WAYNFLETE, 1480

### **Positive Behaviour Policy – Junior School Further Information**

In the Junior School we believe that positive behaviour is essential for effective learning and teaching. We also believe that boys and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The Junior School has defined a clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. It places self-discipline at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. We believe boys learn best when they feel safe and happy in school.

The best results of promoting positive behaviour arise from emphasizing potential, rewarding success and giving praise for effort and achievement. It is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which we adults who care for the boys in school set and well-developed planned and stimulating learning opportunities, the boys accept learning challenges and develop self-discipline. It is also the responsibility of parents to work with the school in helping to reinforce positive attitudes and behaviour.

Good behaviour means that everyone is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet when necessary and hardworking
- Respectful and tolerant

#### **Aims of our Positive Behaviour Policy**

This policy exists to provide a framework for supporting and ensuring the happiness and learning of everyone. It does this through;

- Encouraging a calm, purposeful and happy atmosphere.
- Helping our boys develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encouraging independence and self-discipline so that every boy takes responsibility

for their own behaviour.

- A consistent approach to behaviour throughout the school with parental co-operation and involvement as necessary
- Helping boys develop appropriate self-esteem.
- Encouraging boys to co-operate with one another and with the adults in school.
- Helping create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Encouraging boys to develop socially, academically and spiritually in preparation for a positive role in society.
- Ensuring that everyone is clear about their role when managing a pupil's behaviour.
- Making the boys aware of unacceptable behaviour.
- Allowing all boys equal opportunities to learn.
- Allowing all adults in school equal opportunities to fulfill their role.
- Rewarding good behaviour.
- Using sanctions where appropriate in accordance with this policy.
- Developing skills necessary to resolve conflict and differences of opinion with sensitivity.

### **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through;

- Encouraging boys to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the boys' voice through the School Council
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Offering a broad, balanced and challenging curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

Classes mutually agree sets of rules or a Code of Conduct. These are displayed in the classrooms. There is a Reward system that is transparent to the pupils which is applied consistently and fairly.

**Our one overriding whole school rule at Magdalen College School is 'To always behave sensibly and well'.**

### **Rewards**

In the Junior School we not only promote and teach positive behaviour and attitudes we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our boys learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of **class** rewards. Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Stickers for the younger boys
- Written comments in books
- House Points
- Commendations

### **House Points and House Captains**

We have a House Points system which fosters a sense of belonging and identity. Boys are divided in to one of six Houses: Holt, More, Millard, Ogle, Tyndale and Wolsey. These houses are named after notable historical Masters and Ushers of the school. Each house is led by a teacher and a House captain (J4 boy). House Points are awarded for positive attitudes towards each other, work and efforts across the curriculum including the following:

- Being careful and kind.
- Being polite, helpful and friendly.
- Working hard and trying our best.
- Being respectful and tolerant

House Points are totaled each week and celebrated in Friday Assembly. At the end of each term Bronze, Silver, Gold and Platinum certificates are awarded to boys depending on their totals.

### **Whole School Positive Encouragement**

Hard work across the Curriculum and adherence to behavioural expectations is rewarded by:

- Praise in exercise books, on Assessments (a call, email or handwritten postcard home to parents) and Reports
- House Points, (as above recorded in exercise books or in Boys' Planners by staff)
- Mention in Celebratory Assemblies (Fridays when individual and House totals are shared)
- Mention in School Publications, Junior School Journal, Views from The Bridge, nationally for Competitions and in latest news on our website.
- Commendations (certificates worth 5 House Points for outstanding effort or output or demonstrating excellent behaviour).

### **Sanctions and Consequences**

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes the Junior School recognises that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm - all boys must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished.
- Logical consequences - a logical consequence is a sanction that is proportional to and fits the misdemeanour.
- The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the boy that he needs to make good choices.
- Fresh start- although persistent or serious poor behaviour needs recording, every boy must feel that every day is a fresh start.

### Levels of poor behaviour

It is important to recognise that some poor behaviours are more serious than others. The frequency of occurrence also has a bearing on the sanction imposed.

Low Level	Moderate Level	Serious Level
Running in school corridors	Shouting out (persistently)	Fighting
Noisy e.g. talking/ shouting	Distracting others	Vandalism e.g. damage to school property/ graffiti
Failing to keep on task	Continuously unprepared for work	Violent outbursts verbal or physical which hurt or frighten others
Leaving seat without permission	Running on School site	
Telling lies (one off)	Disregarding/not listening to Duty teachers	
Untidiness	Refusal to co-operate	
	Telling lies (persistent)	
	Bad language (one off)	
	Unkind remarks	

### Current Sanctions

- Finishing an incomplete piece of work in a break time (supervised in the JS Library)
- Redoing a weaker piece of work at school or home
- Moving a boy if he is finding it hard to conform/concentrate.
- Talking with a boy quietly advising a change of 'choice' of behaviour
- At playtime, segregating a boy (sitting him away from a game for a short period of time) giving him the opportunity to consider his actions. He can then rejoin the game if the teachers sees fit or in extreme cases, be sent inside to Matron, the Library or the Head or Deputy Head.
- Asking a boy to write a note of apology to a member of staff when appropriate.
- Time Out (a 10 min immediate supervised morning break time slot for rethinking behaviour 10.55-11.05am) During this time, no snack is eaten, boys sit quietly to contemplate their action

and a note is written home in the boy's Planner/Prep Diary. Depending on the seriousness of the behaviour, persistent Time Outs give rise to the issue of a Conduct Slip. These are decided upon at the weekly staff meeting. Other subject teachers giving Time Outs must communicate immediately with a boy's Class teacher and the teacher supervising the Time Out sessions. A register is kept of these.

- Conduct Slip (yellow) for an accumulation of more frequent Time Outs or a more serious incidence of poor behaviour. This is a written record of the incident which is taken home to be signed by parents then returned to school. A register is kept of these. Three Conduct Slips in a term leads to a Detention involving an hour's activities helping the school supervised by the Head of the Junior School. Detentions are given at the Head's discretion and a letter outlining these is emailed home.
- If the above sanctions prove unhelpful, a Report Card is issued by the Class teacher which demands a lesson by lesson breakdown of a boy's attitude and output. This is issued in consultation with the boy and his parents. Each lesson, each day is self-assessed by a boy and his subject teacher. This is discussed with the Class teacher on a daily basis, too, then followed up by the Head of the Junior School at regular intervals. Feedback/comments recorded are to be countersigned by parents. This sanction may last for several weeks.

Classroom and Teaching Assistants should communicate with a boy's Class teacher when they wish a sanction to be imposed.

### **Suspension of Pupils**

The Junior School follows the whole school suspension policy.

### **Monitoring and Evaluation**

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of all staff but ultimately the Head and Deputy Head of the Junior School. It will be reviewed annually.

### **Links with other Policies**

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Safeguarding
- Anti-Bullying

### **Strategies for dealing with difficult situations**

In dealing with difficult situations teachers need to make professional judgements based on their experiences and the knowledge of the individual boy.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly

- Remind pupil of the consequences (use cautiously)
- State what will happen next
- Withdrawal- move the pupil away from the group for a short period. This models a non- violent response, gives “cooling off” time and a time for reflection. It also teaches that poor behaviours will not be tolerated and protects the rights of all
- Always remember to give a thought driven professional response to a boy’s behavior.