



MAGDALEN COLLEGE SCHOOL

FOUNDED IN 1480
BY WILLIAM OF WAYNFLETE

Promoting Positive Behaviour Policy

Junior School

Contents

Introduction.....	3
Aims of our Positive Behaviour Policy	3
Encouraging Positive Behaviour.....	4
Rewards	5
House Points and House Captains.....	5
Whole School Positive Encouragement	6
Sanctions and Consequences.....	6
Levels of poor behaviour	7
Current Actions to Address Above Behaviours	7
Current Sanctions.....	8
Strategies for dealing with difficult situations	9
Suspension of Pupils	9
Monitoring and Evaluation.....	9
Parental Conduct.....	9

Introduction

In the Junior School we believe that positive behaviour is essential for effective teaching and learning. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. This environment should also be non-judgmental. 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 pupils learn best when they feel safe and happy in school.

The best results of promoting positive behaviour arise from emphasising 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 pupils in school set and well-developed, planned and stimulating learning opportunities, the pupils 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 pupils 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 pupil takes

responsibility for their own behaviour.

- A consistent approach to behaviour throughout the school with parental co-operation and involvement as necessary.
- Helping pupils develop appropriate self-esteem.
- Encouraging pupils 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 pupils to develop socially, academically and spiritually in preparation for a positive role in society.
- Ensuring that members of staff are clear about their role when managing a pupil's behaviour.
- Making the pupils aware of unacceptable behaviour.
- Allowing all pupils equal opportunities to learn.
- Allowing all adults in school equal opportunities to fulfil 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 pupils to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the pupil's voice through School Council, Prefect meetings, House Captain meetings, Sustainability Council and Class Discussions. There are also Pupil Drop-ins, post boxes in each form room for pupils to pass on their ideas and whole Junior School questionnaires.
- 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 and co-curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

Classes mutually agree sets of **Classroom 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 previously stated, we believe our pupils 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, a pupil’s best efforts will be celebrated through display and performance.

Members of staff will have their own system of class rewards. Rewards may include the following:

- Verbal praise and smiling at pupils
- Verbal or written praise to parents about their child
- A simple word of thanks
- Stickers
- Written comments in books
- House Points
- Commendations for all aspects of school life: social and academic (worth 5 house points)

House Points and House Captains

We have a House Points system which fosters a sense of belonging and identity. Pupils are divided into 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 pupil). 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 totalled each week during a Form Assembly and celebrated in Friday Assembly. At the end of each term Bronze, Silver, Gold and Platinum certificates are awarded to pupils 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 Prep Diaries 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 inspirational 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, members of staff should employ the following strategies:

- Be calm - all pupils must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken (tactical ignoring).
- Make clear that it is the behaviour which is being addressed.
- 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. Specific

proximity praise, i.e., I like it when you try hard to focus on the task – see how much you achieve when you focus.

- Make correct choices - remind a pupil of the importance of making good choices.
- Fresh start - although persistent or serious poor behaviour needs recording, every pupil 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 (Time Out)	Moderate (Time Out/ Conduct Slip)	Serious (Conduct Slip/ Detention/ Report Card)
Running in School corridors Noisy, e.g., talking/ shouting Failing to keep on task Leaving seat without permission Telling lies (one off) Untidiness Unhelpful comments Going against the Computer-use policy	Shouting out (persistently) Distracting others Continuously unprepared for work Running on/ around School site Disregarding/not listening to teachers Refusal to co-operate (persistent) Being untruthful (persistent) Bad language (one off) Unkind comments Use of a mobile phone/ Smartwatch during the school day will result in a Conduct Slip as per guidance stated in the Red Diary	Physical contact/fighting Vandalism, e.g., damage to school property/ graffiti Violent outbursts verbal or physical which hurt or frighten others Verbal or physical bullying Unkind behaviours Improper use of School technology/ (to include) the Computer-use Policy

Current Actions to Address Above Behaviours

- Moving a pupil if he is finding it hard to conform/concentrate.
- Talking with a pupil quietly advising a change of ‘choice’ of behaviour

- At playtime, sitting a pupil away from a game for a short period of time, giving him the opportunity to consider his actions. He can then re-join the game if the teacher sees fit or in extreme cases, be sent inside to his class teacher, the Head, or Deputy Heads of the Junior School.
- Asking a pupil to quietly apologise to another as and when appropriate
- Asking a pupil to write a note of apology to a member of staff when appropriate.
- Move the pupil away from the group for a short period. This models a non- aggressive response, gives “cooling off” time and a time for reflection. It also teaches that poor behaviour will not be tolerated and protects the rights of all.

Current Sanctions

- **Time Out** (a 10 min immediate supervised morning break time slot for rethinking behaviour 11.00-11.10am.) During this time, no snack is eaten, pupils sit quietly to contemplate their action and a note is written home in their prep diary. Depending on the seriousness of the behaviour, persistent Time Outs may give rise to the issue of a Conduct Slip. These are logged and discussed at the weekly staff meeting. Other subject teachers giving Time Outs must communicate with Deputy Head of Junior School (Pastoral) and the teacher supervising the Time Out sessions. An electronic register is kept of these by the duty member of staff.
- **Conduct Slip** (yellow) for an accumulation of frequent Time Outs or a more serious incidents of poor behaviour. This is a written record of the incident which is taken home to be signed by the pupil, including a reflection, and their parents, then returned to school. An electronic register is kept of these. Three Conduct Slips in a term leads to a Detention.
- **Detention** A Detention involves an hour’s activities helping the school supervised by the Head of the Junior School or Deputy Head (Pastoral). Detentions are given at the Head of the Junior School’s discretion and a letter outlining these is emailed home.
- **Report Card** If the above sanctions prove unhelpful or are inappropriate, a **Report Card** may be issued by the Class teacher which requires a lesson-by-lesson breakdown of a pupil’s attitude and output. This is issued in consultation with the pupil and his parents. Each lesson, each day is self-assessed by a pupil and his subject teacher. This is discussed with the class teacher on a daily basis, too, then followed up by the Deputy Head of the Junior School (Pastoral) at regular intervals. **Report Cards** are also used

as a supportive measure for organisation. Feedback/comments recorded are to be countersigned by parents. This sanction may last for several weeks.

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 pupil. 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
- Always remember to give a thought-driven professional response to a pupil's behaviour.

Members of staff should communicate with a pupil's form tutor when they wish a sanction to be imposed.

Suspension of Pupils

The Junior School follows the whole school Discipline, Exclusion, and Required Removal Policy.

Monitoring and Evaluation

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

Parental Conduct

Parents act as role models to their children and the school seeks to work in positive partnership with parents in support of pupils. Conversely, and as set out in the School's Parent Contract, the School may also require the removal of a pupil in circumstances where the Master considers

in their discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's and/or other children's progress at the School, and/or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute (among the School community or the general public); and/or is not in accordance with their obligations under the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds unacceptable parental behaviour or conduct includes the following:

- treating the School or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the School;
- communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and
- breaching the Parent Contract.

The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to School / School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

Reviewed	January 2025
By	Head of the Junior School Deputy Head Junior School (Pastoral)
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