



Inspiring minds through opportunity

Headteacher: Gillian Kemp

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www.cyriljackson.towerhamlets.sch.uk

BEHAVIOUR WRITTEN STATEMENT

Our Vision

Cyril Jackson is a safe and stimulating environment where children encounter positive, challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Our behaviour for learning policy is based on 4 key elements which are described in detail in the policy. They are:

1. Rights

According to the UNICEF convention on the rights of children, 'All children have a right to be educated' and 'All children have a right to a childhood (including protection from harm)'. Through our behaviour for learning policy we aim to assert both these rights on behalf of the children we teach.

2. Responsibility

At Cyril Jackson we believe that all members of the school community should take responsibility for learning. The ultimate responsibility lies with the headteacher to ensure that the aims of the school are met so that learning can happen successfully at the school.

3. Rules

The school rules are taken from Jenny Moseley's Circle time materials and form the basis of positive behaviour for learning. Classes are expected to display these rules and explore with children what each of these rules looks like in positive terms so that positive behaviour for learning can be supported.

4. Routines

Routines are the way that both adults and children ensure that behaviour has a positive impact on learning. We have agreed guidelines that support routines in school. We follow these clear guidelines calmly, consistently in a caring and positive way. We use the guidelines for both positive and negative behaviour to guide our expectations and everyday practice.

Behaviour guidelines to support learning

At Cyril Jackson we believe we should help children to become independent and be able to take on responsibilities so that they are increasingly able to take control of their learning. We offer staff a range of guidance to identify and reward positive behaviour and make clear what constitutes negative behaviour and how we sanction this at school.



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Behaviour guidelines to encourage positive behaviour

Rewards

At Cyril Jackson we believe that positive behaviour supports learning and will make clear to children what that behaviour is and how it helps them and their classmates to learn.

Behaviour guidelines to challenge negative behaviour

Sanctions

It is a fact that children learn through making mistakes. At Cyril Jackson we believe that by challenging negative behaviour we are offering children the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion. Disruptive or unacceptable behaviour will result in a series of warnings.

Physical Intervention

The health and safety of staff and pupils is paramount at Cyril Jackson Primary School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and should therefore be regarded seriously.

A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at Cyril Jackson must be the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's behaviour support plan (behaviour plan) and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum.

All physical interventions should be recorded, by the staff member involved, in the Physical Intervention Book kept in the office. Staff must report any incidents to the AHT-SENCO, Deputy Head and Head Teacher.

Physical interventions should only be used as a last resort when staff have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property.



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Children with extremely challenging behaviour

Where an individual child's behaviour is clearly outside of the scope of the behaviour policy due to potential SEMH, (Social, emotional, mental health difficulties) their behaviour might need additional support i.e. an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be done and relevant agencies will be involved. This may include

- Child and Adult Mental Health Services (CAMHS)
- Cherry Trees behaviour support
- Support for Learning services (SLS)

As assessments are completed, plans for the child will be modified in the light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input is a clear focus in any plan for the child.