



IRTLINGBOROUGH JUNIOR SCHOOL

BEHAVIOUR POLICY

RATIONALE

We recognise that everyone has the right to work in a calm and peaceful environment, has the right to be accepted and treated with fairness, and to be respected because of their worth as individuals. Above all, we seek to create an environment free from bullying.

We recognise that within this supportive atmosphere of caring, belonging, appreciation and success, learning throughout the school is enhanced.

We therefore encourage children to:

- Develop good behaviour and to control their behaviour appropriately
- Take responsibility for their own actions
- Seek to influence positively the behaviour of others
- Take pride in their environment
- Internalise good behaviour within the school and in the wider community
- Understand the importance of excellent learning behaviour and engagement in learning

Our school's guiding principle or "rule" is –

*Everyone will act with **care, courtesy** and have **consideration** for others at all times and adhere to the **values** and **principles** of our school.*

WORKING TOGETHER WITH PARENTS

Good behaviour is the result of a partnership between the parents, the child, the wider community and the school.

Our Home School Agreement signed by the school, parents and children on entry to the school formalises our agreement that we are all working together to promote good behaviour.

This policy includes information about how parents are involved in both celebrating / promoting good behaviour and are also involved in discussions / plans when behaviour support or intervention is needed.

CODE OF CONDUCT

Pupil's Charter

The children have developed and will maintain their own "Pupil Charter" as a framework to guide their behaviour and their behaviour towards one another.

Each class developing their own "rules" originally achieved this; these were combined and made into a whole school "Charter" for public display. Each statement was to be positive as opposed to negative.

At the beginning of each school year each class reviews the Pupil Charter and creates their own class rules.

CODE OF PRACTICE

The school adopts the principles of 'Assertive Discipline', whereby:

- Adults and children establish rules and directions that clearly define acceptable and unacceptable behaviour.
- Adults teach children to consistently follow these rules and directions throughout the school day and school year.
- Adults can expect the support of parents and other staff when needed in handling the behaviour of children.
- Children are taught by adults who set firm and consistent limits.
- Children are taught by adults who provide them with consistent and positive encouragement to motivate them to behave.
- Children know what behaviours they need to engage in that will enable them to succeed in the classroom.
- Children are taught by adults who take the time to teach them how to manage their behaviour.

Establishing rules – our values and principles

Clear expectations of behaviour are presented to the children that enable them to 'succeed' in their behaviour.

Many of these are standardised across the school, allowing for consistency and avoiding confusion or misbehaviour aimed at gaining attention through inappropriate actions.

In the classroom these include:

- All children should listen to adults and children when talking
- All children and adults should speak to each other in a way that they would wish to be spoken to

- Children should only use the possessions of other children with their permission (they should ask before opening another child's locker or drawer).

Across the school these include:

- Children walk quietly and sensibly around the school, keeping to the left
- Children are only allowed in the premises during break times with the permission and supervision of adults
- Children play and talk to each other appropriately.

Recognising and rewarding good behaviour

Consistent and positive rewards are used to highlight and recognise children when they demonstrate appropriate behaviour.

We believe that it is crucial that positive consequences heavily outweigh negative ones because recognition of good behaviour is a powerful motivator for children.

Consequently this will:

- Encourage children to behave appropriately
- Increase children's self esteem
- Reduce behaviour problems
- Create a positive classroom atmosphere

We put this into practise through:

- Verbal acknowledgement and praise
- Team points in line with the **Team Points Charter**
- Class/Year Group assemblies
- Termly **Awards Assemblies**
- Certificates and/or stickers
- Class prizes at the end of each academic year
- Letters/postcards of acknowledgement home for exceptionally good behaviour
- Nominations for the **Kim Gray Award** at the end of an academic year
- Class specific systems such as **Class Dojo** or earning '**Golden Time**'

(Appendix 5 – School Charters)

Responding to inappropriate behaviour

To ensure that the standards of behaviour that we expect are upheld it is necessary to challenge inappropriate behaviour at the first opportunity. Our children need to know that certain types of behaviour are unacceptable. This is done firmly but sensitively and impartially.

When dealing with incidents, we therefore use the following principles:

- Staff remain calm, quiet and empathetic to the needs of the individuals that they are dealing with
- Staff take care to specify and criticise the behaviour not the child
- Facts are established from all parties involved
- The severity of the incident is considered
- Where appropriate staff seek support from another member of staff

As a school, we have an agreed sanctions procedure. These are outlined in the 'Consequences' procedures and 'Lunchtime Sanctions' procedures (*Appendices 2 & 3*).

An important part of the 'Consequences' procedure is the use of 'Reflection Sheets', which are kept by the class teacher. These are used to ensure the child reflects on their behaviour prior to returning to class. (*Appendix 4*).

For repeated acts of inappropriate behaviour the Year Leader or Class Teacher will contact the parent/carer. If it is deemed necessary the school (or at the parents request) will involve the services of the Family Support Worker. If necessary a Behaviour Plan will be written in consultation with the SENCo / Behaviour Lead.

When children are feeling vulnerable or in need of support, then the Team Captains work alongside them to provide guidance and assistance as appropriate. The School Council support the work of the school through regular fortnightly meetings to ensure that

Loss of Privileges

Where it is deemed appropriate children may be asked to think about their actions and / or complete work that they have missed during their own time (ie break or lunchtime).

Exclusion

In exceptional circumstances the Head Teacher may exclude the pupil from school for a fixed period. In such cases, the school follows the online LA / DfE procedures for exclusion. The decision to exclude is taken if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Reasons for exclusion may include:

- Actual or threatened violence to children or staff
- Verbal abuse or intimidation of children or staff
- Racist abuse
- Damage to school or personal property
- Persistent disruptive behaviour

We recognise that particular environmental factors are often a major influence in the severe misbehaviour of a child that would warrant fixed-term exclusion. In such instances, every effort

to support a child who may be vulnerable to the risk of fixed-term or permanent exclusion is made through the procedures of a Pastoral Support Plan. This may also include an Early Help Assessment to involve other agencies and / or a Risk of Exclusion Plan.

BULLYING

The school's approach to bullying is outlined in detail in the *Anti-Bullying Policy*.

Essentially, we:

- Seek to foster a safe caring environment free from bullying.
- Acknowledge bullying can be verbal, physical, mental and racial or homophobic
- Recognise that bullies may also be victims.

We encourage:

- Pupils to talk to someone they trust i.e. Team Captains or School Council member – we are a Telling School.
- Victims and those who are accused of bullying to discuss common concerns where appropriate, with the support of an adult.
- Those involved to suggest solutions (report back in a week)
- Children to write a letter to the victim or each other, in their own time, if appropriate.

All incidents of bullying are recorded on either an Incident form (or a Racist Incident form / E Safety form if more appropriate).

If any of the above constitutes abuse of a very serious nature than reference will be made to the *Safeguarding Policy* as it may constitute 'Peer on Peer abuse.'

CURRICULUM

All children are involved in curriculum based activities that promote good behaviour and social skills.

Some children may have the opportunity to follow specific social skills programmes within their class, small groups or 1:1 as appropriate to their needs.

PHYSICAL INTERVENTION

Very occasionally situation may arise when staff need to restrain a child for their own or others' safety. This is a last resort and only staff who have accredited TEAM TEACH training are permitted to do so. The **Positive Handling Policy** details the school's policy and procedure for physical intervention.

REVIEW AND EVALUATION

The School Governors will review the Behaviour Policy as necessary after the date of adoption of the Policy.

It will be reviewed against informal and formal observations of behaviour practice in the school and in consultation with school staff.

Related Policies:

- *IFLT – Behaviour Statement*
- *Attendance and Punctuality Policy*
- *Anti-Bullying Policy*
- *Positive Handling Policy*
- *IFLT - Safeguarding Policy (including Child Protection Policy)*

Policy rewritten by S. Drake – December 2004

Ratified by Governors – March 17th 2005

Reviewed March 2007

Reviewed September 2009

Reviewed September 2010

Reviewed September 2012

Ratified by the Governing Body on 11.10.12

Reviewed November 2016

Ratified by the Governing Body on 21.11.16

Next Review Due – Autumn 2019