



The Irthlingborough and Finedon Learning Trust
'Stronger together for all our children'



Irthlingborough Junior school

Behaviour Policy

1.0 RATIONALE

1.1 We recognise that everyone has the right to work in a calm and peaceful environment. Everyone 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.

1.2 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.

1.3 Our school's guiding principles are:

- Respect – children respect each other, the adults in school and their school environment.
- Ready to learn – children come to school on time, in uniform, with the right equipment with an eagerness to learn.
- Safety – children behave in a positive manner to ensure they keep themselves and each other safe.

2.0 WORKING TOGETHER WITH PARENTS

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

2.2 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.

2.3 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.

3.0 CODE OF CONDUCT

Pupil's Charter

3.1 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 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.

3.2 Establishing rules – our values and principles

3.3 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).

3.4 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.

3.5 Recognising and rewarding good behaviour

3.6 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

3.7 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
- 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'

3.8 Responding to inappropriate behaviour

3.9 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.

3.10 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

3.11 As a school, we have an agreed sanctions procedure. An important part of this procedure is the use of 'Restorative Practice Sheets', which are kept by the head teacher and deputy head teacher. These are used to ensure the child reflects on their behaviour prior to returning to class.

3.12 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 children's voice is heard in relation to behaviour issues.

3.13 Behaviour incidents are recorded on My Concern. School leaders use the information to track patterns in children's behaviour.

Loss of Privileges

3.14 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). When a child is kept in at playtime or lunchtime, they are never left unsupervised.

Special Educational Needs

3.15 Where children are identified with a Social, Emotional or Mental Health issue that impacts on behaviour we follow these guidelines:

- Work closely and regularly with the parents to inform and co-operate in order to improve behaviour.
- Write a behaviour plan to identify triggers and reduce the number of behaviour incidents.
- Use LSAs to support children where and when appropriate.

- Provide support through interventions which are delivered through the school's pastoral support worker.
- Work with the Local Authority where appropriate to communicate concerns and access support.

Exclusion

3.16 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.

3.17 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 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

3.18 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.

3.19 The school follows the Department of Education's statutory guidance for exclusions.

4.0 BULLYING

4.1 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.

4.2 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.

4.3 All incidents of bullying are recorded on My Concern. 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.'

5.0 CURRICULUM

5.1 All children are involved in curriculum based activities that promote good behaviour and social skills. Our PSHE curriculum is delivered through the Jigsaw scheme of work which encourages children to reflect on their behaviour and be considerate to others.

6.0 PHYSICAL INTERVENTION

6.1 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.

Signed.....

Chair of Governors

Date

Written in March 2018

Next Review 2020