



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 will 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 that are underpinned by the key values of 'Respect, Ready and Safety'.

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

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 with respect and kindness.

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 negative behaviours.
- Create a positive classroom atmosphere.

3.7 We put this into practice through:

- Verbal acknowledgement and praise.
- Dojo points in line with our Team Points Charter.
- Class/Year Group assemblies.
- Termly Awards Assemblies.
- Head Teacher and Deputy Head Teacher Certificates.
- Class prizes at the end of each academic year.
- 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 (See Appendix 1 'Staff Guidelines').

3.11 As a school, we have an agreed sanctions procedure. An important part of this procedure is the use of 'Restorative Practice'. These questions are used to ensure the child reflects on their behaviour prior to returning to class. (See Appendix 2 for 'Restorative Justice' guidance).

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 need 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 learning mentors.
- 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.
- Possession of an offensive weapon with intent.

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.

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 a 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

Reviewed February 2019

Next review: February 2020

Appendix 1:

Irthlingborough Junior School

Managing Behaviour

Staff Guidelines

We are presented with a range of behaviours every day in school and the vast majority of the time our children are polite, well behaved, hard-working pupils.

On occasions our children make mistakes where their behaviour falls short of our expectations. In the event of this happening, this document is a guide to how we manage that behaviour. It sets out everyone's roles and responsibilities when dealing with inappropriate behaviour.

Classifying Behaviour

The following provides a guide to some of the challenges we face when dealing with inappropriate behaviour. It is not an exhaustive list and there are behaviours that will not be recorded here. In those situation and in all situations when dealing with behaviour, we rely on the common sense and professional judgement of class teachers and adults in school.

Example 1

On a daily basis there may be children who display the following behaviours:

- General silliness and lack of focus.
- Disagreements and falling out with peers.
- Not listening to staff.
- Running in corridors.
- Dropping litter.
- Habitual damaging of school property – eg flicking rulers.
- Not following instructions.
- Use of inappropriate phrases or language.

Response

1. All staff should challenge this behaviour as and when it arises.
2. We challenge in a calm manner and clearly address the mistake.
3. We counsel and point out what the mistake is and ask the child what the behaviour expectations are.
4. This does not need formally reporting.

Example 2

On occasions there may be children who display these behaviours:

- Play that becomes rough and there is inappropriate use of hands and feet – pushing, kicking or punching.
- Damaging of school property caused by inappropriate play.
- Purposeful name calling intended to hurt feelings.
- Being disrespectful to adults by not following instructions or answering back to adults.
- Leaving the classroom without permission.
- Using inappropriate language – swearing and using expletives.

Actions

1. All staff should challenge this behaviour as and when it arises.
2. The class teacher needs informing of the names of the children involved and it is the class teacher who manages the reflection and consequences.
3. We counsel and ask children to reflect on the mistake and what the behaviour expectations are using the restorative justice approach.

4. Children complete a written restorative justice sheet to aid the reflection process.
5. If the class teacher deems it appropriate a letter of apology should be written.
6. If the child missed playtime or lunchtime play, they are never left unsupervised. Children should not sit in a public space when consequences are carried out.

Administration

1. Behaviour is recorded on My Concern. Any victims are linked to the incident.
2. Parents are contacted and informed of the details and the consequences.

Example 3

There are rare occurrences where children may display extreme behaviour:

- Bullying with reference to sexism, racism or homophobia.
- Physical harming of another child that is intentional.
- Intentional vandalism to school property.
- Leaving the school site without permission or adult supervision during the school day.

Actions:

1. All staff should challenge this behaviour with the focus on de-escalation.
2. If children are in a heightened emotional state, they are given time and space to calm with the adult who is dealing with the situation unless they have one to one support then that member of staff is called.
3. This behaviour is dealt with by the class teacher but the presence of a senior leader is required. This can be the Year Team Leader, the Deputy Head Teacher or the Head Teacher.
4. Accounts of the incident are gathered verbally and later in writing from any staff or witnesses.
5. The Head Teacher and Deputy Head Teacher will discuss the possibility of an exclusion.
6. Counselling takes place through the restorative justice approach and the perpetrator will complete some reflective writing. This might be a letter of apology to the victim.
7. There may be a longer term consequence of missing a sequence of playtimes or lunchtime play. During this period a suitable activity will be given to the child and this child is never left unsupervised. Children should not sit in a public space when consequences are carried out.
7. Parents of the perpetrator and the victims are contacted. Parents may request a meeting. The class teacher will attend with a senior leader.

Administration

1. Recorded on My Concern with any victims attached to the concern.
2. DSL creates a team around the incident so all adults can keep informed.
3. Eye witness accounts are kept as paper copies and scanned as attachments.
4. Any exclusion documentation is completed by the Head Teacher and in their absence, the Deputy Head Teacher.

Children with Behaviour Plans

There are children with individual behaviour plans. They should follow the same rules as the other children. Staff should engage with any inappropriate behaviour displayed by these children in line with their behaviour plan.

Repeat Offences

We record behavioural issues on My Concern to look for patterns and trends. It can help us identify if the same children are involved and whether there are signs of bullying. We also record to spot patterns for children who continually struggle with their behaviour. If there is a child who is struggling to control their behaviour, we recognise that this could be a consequence of a need and a referral is made to the Inclusion Leader. This may lead to a behavioural plan, counselling in school or a referral to an Educational Psychologist or behavioural specialist.

Appendix 2:

Restorative Justice Guidance

Closing the Loop – children need to know something has been done with regard to mistakes in behaviour. Allowing children to talk through the incident and discuss their feelings is the first step to making appropriate reparations for mistakes.

Children are spoken to in a calm manner and the following questions are explored with the perpetrator:

1. What happened?
2. How did it affect others?
3. How did it make other children feel?
4. What might we need to do to make it right? (Consequences).

WE NEVER ASK THE QUESTION WHY – WHY DID YOU DO THAT?

The same questions are asked to the victim:

1. What happened?
2. How did it affect you?
3. How did it make you feel?
4. What do you want to happen to make it right?

Where there is no clear victim/perpetrator, both children talk through the issue and both find an appropriate outcome that enables learning from the event.

With guidance from the adult, the conversation can be guided to ensure that the victim can feel that justice has been done and the loop is closed.

For serious behaviours such as bullying, physical violence, theft or racist/homophobic/sexist comments, we need to record the behaviour, report it to a senior leader and report it to parents.