



Infant Junior School & Camp Education Behaviour Policy

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The Infant Junior School & Camp Education has three core values - respect, resilience and curiosity - that underpin our behaviours. This behaviour policy outlines the school's approach to supporting and ensuring those behaviours in our pupils. Pupils have the right to learn and teachers have the right to teach; no one has the right to disrupt lessons, to prevent others from learning or to violate the rights of others.

This policy outlines our approach to implementing that approach with operational detail provided in the appendices. Other associated policies include the Exclusions Policy.

Our Aims

- To build a culture of achievement and an ethos of success
- To develop self-esteem and self-worth
- To build, maintain and repair relationships in a restorative style.
- To maintain a clear structure of rewards and sanctions, communicating this to all members of the school community
- To offer clear guidance for all staff, giving consistent and coherent responses to pupil behaviour
- To enable the children to learn how to manage their own behaviour
- To enable all staff to manage the behaviour of pupils consistently and effectively
- To ensure that in managing and responding to behaviours, individual needs are considered – including Special Educational Needs - appropriately.

Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour including building, maintaining and repairing relationships
- Using a personalised approach to the specific behavioural needs of pupils, making reasonable adjustments to support pupils in meeting expectations
- Recording behaviour incidents in a timely fashion.

Parents

Parents are expected to:

- Support their child in adhering to the school's values, expectations and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teachers promptly or contact the school secretary

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Be appropriately dressed at all times
- Take responsibility for their own behaviour and play their part in building, maintaining and repairing relationships.
- Accept sanctions when given

Behaviour management

Behaviour management at Infant Junior School & Camp Education is based around consistency of actions by all staff. Teachers are expected to manage behaviour in line with Teacher Standards supported by the use of our normal classroom expectations – Class Behaviour Ladder, Rewards and Sanctions

Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the school **Behaviour Essentials** and normal classroom expectations in their classroom
- Ensure that the needs of all pupils are met through quality first teaching in line with the Teaching and Learning Policy and SEND policies.
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils at the start of sessions
 - Establishing clear routines
 - Communicating expectations of behaviour in verbally and non-verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Following the behaviour system for dealing with behavioural issues
 - Using positive reinforcement by, for example, the use of house points

Unstructured “Out of lesson” management

All staff are responsible for setting the tone and context for positive behaviour at unstructured times – including breaks and lesson transitions. They will:

- Arrive at their duties punctually
- Create a positive environment through their language (including body language) and interactions with pupils – engaging in conversation with pupils as appropriate
- Actively seek to acknowledge and praise positive behaviours whilst monitoring and intervening in any negative behaviours that are displayed.

If a pupil fails to display the school’s values, or breaches the code of conduct whilst entering or leaving the building, during breaktimes, in common areas, or at lesson transitions then the member of staff discovering the incident will:

- Respond and intervene as appropriate with a view to de-escalating and managing the situation
- Seek support from colleagues as appropriate
- Take actions in line with either the low-level or high level disruption
- As soon as is possible log the event on CPOMS

Rewards and sanctions

Rewards and Celebrating Achievement

At Infant Junior School & Camp Education we embed a culture of rewards. This is supported through for example the use of Class Dojo, house points, post cards and positive phone calls home. **See Appendix A**

House points

All pupils can collect house points for good work and positive behaviours; house points can be awarded by any member of staff. Receipt of house points is acknowledged and praised in the weekly celebration assembly.

Learning Ladder Awards

Good work and learning behaviour are also celebrated with the Weekly Outstanding Learner and Great Work awards. Pupils who remain on the Outstanding Step or Great Work Step will receive a postcard home and class teachers will nominate one pupil from each class who has stood out that week to receive a certificate in the weekly celebration assembly. Each half-term those pupils who have stayed on the outstanding step of the Learning Ladder will receive a 'Gold Star' pin badge. Those pupils who have stayed on the 'Ready to Learn' step of the Learning Ladder for the whole of the half term will have a postcard recognising this sent home. Awards are displayed in school, shared in the weekly celebration assembly, communicated to pupils and parents.

Sanctions

We want pupils to take responsibility for their own behaviour and to support them in making good choices. Our sanctions system is applied systematically when pupils do not make good choices – to support pupils to make better choices, improve their behaviour, and repair relationships, IJS & CE sanctions are based around a restorative approach. Appendix B

Staff are expected to remind pupils of IJS & CE about expectations and refer to the **behaviour essentials** when dealing with or challenging disruptive behaviour.

Low level disruptive behaviour

Low level disruptive behaviours are not overtly confrontational or challenging, but distract from teaching and learning. All staff should have a shared understanding of the definition of low-level disruptive behaviour and be consistent in their approach. Appendix C

Examples of low level disruptive behaviour are:

- Disruption in lessons, in the corridors between lessons, and at break and lunchtimes
- Calling out/interrupting
- Name calling
- Fiddling
- Off task/speaking when not appropriate
- Not paying attention

Low level behaviour is addressed by teachers following the normal classroom expectations. Teachers challenge poor behaviour using the Learning Ladder and associated interventions. If the pupil fails to modify their behaviour through these interventions, then they are referred to the Phase Leader or On Call member of SLT. At all times the aim of staff is to de-escalate situations and modify negative behaviours to minimise disruption to learning.

The Deputy Principal and Phase Leaders will monitor repeated patterns of low-level disruption and respond using a range of strategies which may include:

- Monitoring of behaviour by class teachers, Phase Leader or senior staff
- Contact with parents
- Home/School Behaviour Card – Appendix D

Repeated breaches of the school behaviour policy and/or persistent disruption may result in more significant sanctions – e.g. missing breaktimes, Internal Exclusion, External Exclusion

High level disruptive behaviour

High level disruptive behaviour is typified by confrontational and challenging behaviours and makes it difficult for teaching and learning to take place. It is likely to be a “one off incident”.

Serious Misbehaviour

Some behaviour is considered to be serious enough that it will be recorded in CPOMS and in most cases will be dealt with by a member of the Senior Leadership Team. We will inform parents at the earliest opportunity. In the following circumstances, the Principal or Deputy Principal will be involved. The incident will be recorded in CPOMS along with action taken and parents informed.

Examples of high-level disruptive behaviour are:

- Defiant and aggressive behaviour
- Physical behaviour towards staff or pupils
- Non co-operation: a pupil not willing to cooperate with staff and follow the behaviour essentials.
- Dangerous behaviour: behaviour, which could put pupil’s or staff’s safety at risk.
- Inappropriate language directed towards staff
- Vandalism to school property or facilities
- Prejudice-based bullying i.e. SEN, sexual orientation, sex, race, religion & belief or disability.
- Extremist behaviour.

Where there is an incident of high-level disruption, the school will respond utilising a range of strategies which may include:

- Parental meetings, Referrals to in school support or outside agencies
- Additional sanctions e.g. missing breaktimes, internal exclusion, external exclusion

Any sanction that is applied will take into account the context of an incident and any relevant learning needs.

Appendix A- What is good behaviour?

Good behaviour is that which ensures a safe and happy environment where all involved have respect for each other, the learning environment and resources.

We define good behaviour in terms of:

Good discipline and conduct – this is about the way we look after each other, show respect, good manners, how we move around and look after things.

Good behaviour for learning- this is about taking an active part in learning e.g. working with a partner, asking questions, responding to comments from the teacher.

In both cases, staff understand the need to actively promote and model this behaviour. This ensures that teachers can teach and children can learn. To support this, we have clear systems of rules, rewards and sanctions that we apply consistently and fairly. We remind children that they are making choices to behave in a particular way and actively encourage them to make good choices.

Behaviour Essentials

These are a clear set of expectations, displayed in classrooms and other areas around school. Children are taught and reminded about them in assemblies and PSHCE sessions. It is expected that all staff in school will model and promote these behaviours. They are:

Do your best in all you do

Use friendly language

Respect everyone and everything

Listen and follow instructions quickly

Manage emotions positively

Promoting Good Behaviour for Learning

To acknowledge positive behaviour and support teaching and learning at IJS & CE we have our 'Behaviour for Learning Ladder'. The ladder is displayed in all classrooms and work areas. The procedures for this are discussed with staff annually and are included in staff induction. Copies of this and procedures are stored on the school system.

Examples of Recognition and Rewards

We recognise good and appropriate behaviour in the following ways. In particular, we reward children for making good choices, showing great effort, determination or resilience:

- With a smile
- With verbal praise
- With stickers and stampers
- With house points
- Class Dojo
- With certificates in assembly
- With notes / postcards home/phone call home
- With a special visit to the Headteacher / Deputy Headteacher
- With house team time and activities for children who demonstrate the behaviour essentials

Appendix B- Restorative Conversation Procedures

Restorative Conversation (RC)

A restorative conversation is designed to repair and rebuild a relationship and minimise the chances of poor behaviours repeating. At IJS & CE we use the “WARM” approach to structure the RC:

- What happened?
- Who was **A**ffected?
- How can we **R**epair?
- How do we **M**ove forward?

The member of staff is expected to:

- Welcome pupil to the RC and create a positive environment for the conversation
- Take into account the individual needs of pupils and any additional arrangements required (i.e., supported conversation, or alternative conversation)
- Use the WARM approach
- Use PACE approach
- Listen to the pupils’ view/recollection of what has happened
- Discuss the impact of their actions on any others involved
- Ask the pupil how they can be supported to get the behaviours right the next time
- Log that the RC has been completed or re-schedule (if the pupil does not engage then a member of staff will support the pupil to engage e.g. phone home, support from another member of staff)

The pupil is expected to:

- Listen to the teachers’ view/recollection of what has happen
- Give their own recollection of what happened respectfully - **W**hat happened, who was **A**ffected?
- Suggest and agree strategies with the teacher to **R**epair and **M**ove forwards



Positive Handling

In cases where a child is deemed to be ‘in crisis’ and may hurt themselves or others or are known to have hurt themselves or others or are known to have hurt others in the past, there will be a ‘Positive Handling/Behaviour Plan’ in place. These set out clear, individually tailored responses for vulnerable individuals. These are specific and done in liaison with external agencies. They are designed to negate the need for physical intervention, but set out what should happen if this, as a last resort is needed. Where physical intervention is used as a last resort, a record is kept in line with the policy and procedures.

Sometimes positive handling is required as a last resort where it has not been planned. When positive handling has been used in any context, all incidents are logged and an account of the incident is written up and added to CPOMS.

Appendix C – SANCTIONS/CONSEQUENCES

Dealing with Unacceptable Behaviour

Though every effort is made to encourage pupils at IJS & CE to develop good behaviour through the promotion of the behaviour essentials and the use of the behaviour ladder, staff also need to use a variety of strategies for different situations.

Appropriate consequences/actions (in approximate hierarchy)

- Ignoring negatives but focus on a positive
- Non-verbal reminders – a ‘look’
- Indirect prompts
- Quiet, assertive reminder of the expectations
- Time out in the classroom
- Restorative Conversation
- Repetition of task
- Withdrawal of a privilege
- Removal from the group
- Withdrawal from lesson or group. (Agreed with other staff, NOT standing in a corridor)
- Completion of assigned or extra work. (this may be done at playtimes and supervised by their class teacher).
- Introduce a Home School Behaviour for Learning Card

Appendix D – Home/School Behaviour Card Procedures

Home/School Behaviour cards provide a useful mechanism for staff to monitor and support pupils' behaviour, and to encourage, recognise, and praise improvements.

The Deputy Principal and Phase Leaders monitor trends in behaviour on CPOMS. Where there is repeated poor behaviour a pupil will be placed initially on a report to their Phase Leader. At the end of the reporting period a decision is made by the Deputy Principal who will decide on one of three courses of action based on the report.

- Take the pupil "off report"
- Continue to monitor on the same level (i.e. Phase Leader report)
- Move the pupil to a more significant level of reporting

The next levels of report are, in order of hierarchy: Phase Lead report and SLT – Senior Leadership Team report. Each level of report is designed to reflect the significance of that stage, and whilst exclusions can be made at any time in line with the Exclusions Policy, failure to successfully complete the SLT's Report Card will result in a recommendation of exclusion to the Principal.