

**New Invention Junior School**

**Behaviour policy and statement of behaviour principles**

October 2023-25

BEHAVIOUR POLIC**Y**

**INTRODUCTION**

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility.  These values include: care, respect and concern for oneself and others, care and respect for property and for the environment.  Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave.  For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education.  We aim to develop a more positive focus on improving children’s engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

Our whole school behaviour system is **GOOD TO BE GREEN**



**AIMS**

* for every member of the school community to feel valued and respected, and for all persons to be treated fairly
* provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
* teach children behaviour that is appropriate to different situations
* raise awareness amongst children of the need to recognise and manage their emotions and reactions
* support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

**OBJECTIVES**

* provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
* have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
* reinforce good behaviour so that children feel good about themselves
* for all staff to focus on de- escalation and preventative strategies rather than reactive
* all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
* prevent bullying

**EXPECTED BEHAVIOUR – The Behaviour Curriculum**

The school community have thought carefully about the behaviour we should expect of children in different situations.  These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

**ROLES, RIGHTS AND RESPONSIBILITIES**

In order to achieve our aims and objectives we recognise that different groups of people need to work together.  These groups include children, teachers, non-teaching staff, parents and governors.  Individual members of these groups play different roles and have different rights and responsibilities.

**The role of pupils**

* discuss the school code and class rules within their class
* understand the consequences of breaking the school rules
* vote for members of their class to represent them on School Council

**The role of teachers**

* agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
* ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
* have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
* arrive in class in time
* know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
* inform parents about expected behaviour and seeking their support
* avoid use of confrontational language
* use proximal praise to reinforce expectations
* ensure all children are noticed and receive attention in class
* treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
* ensure all adults working with children with SEMH are informed of individual challenges and strategies
* organise the classroom in a way that encourages successful learning by giving attention to:

1. space for working and movement
2. seating arrangements
3. access to materials and equipment
4. noise levels
5. routines

* plan activities appropriate to the ability, maturity and special educational needs of the children
* be aware of safety issues when planning activities
* establish procedures for giving directions about tasks
* teach children about behaviour skills
* plan and respond to individual needs to learn behaviour skills and self-regulation
* provide opportunities for children to develop different kinds of relationships with one another
* allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
* be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
* liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child
* ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
* when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo and DSL is set up.

**Non teaching staff**

**The role of the Learning Support Assistants**

* being aware of relevant and accepted expectations and reinforcing them
* being consistent and fair when giving rewards and relevant and proportionate when sanctions
* knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
* being aware of procedures for giving directions about tasks and reinforcing them
* teaching children about behaviour skills and self-regulation
* reassuring, re-focusing and reaffirming tasks set for children
* fulfilling roles identified within SEMH plans for children
* having high expectations of children
* providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
* allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
* responding to children’s needs swiftly
* observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
* encouraging respectful attitudes for others, the environment, property and equipment

**The role of MIDDAY staff members**

* being friendly and approachable
* being aware of relevant and accepted expectations and reinforcing them
* being consistent and fair when giving rewards or imposing agreed sanctions
* knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
* support children’s development of behaviour skills and self-regulation
* having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
* encouraging respectful attitudes for others, the environment, property and equipment
* support children with SEMH using agreed strategies

**The role of parents and carers**:

* the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school
* we explain the school rules at our introductory parents’ meeting and expect the parents to support the school in implementing these
* we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child’s behaviour or welfare. If the school has to use reasonable sanctions, parents Should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governor
* inform the school of any medical or social circumstance that might affect the behaviour of their child
* provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
* inform the school of any concerns about their own child’s behaviour
* keep in touch with their child’s teacher both formally and informally so that their child’s interests can be discussed whenever necessary
* support and co-operate with the school in implementing the behaviour policy
* respect the staff of the school and valuing their professional opinions
* promote positive attitudes towards school
* provide a good example of behaviour

**The role of Governors**

* responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines
* the head teacher has the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
* be involved in the development of the policy in accordance with the stated aims of the school
* be informed about the successes of the policy in maintaining high standards of behaviour
* ensure that the school has a behaviour and discipline policy
* support staff in implementing the policy
* monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
* report on the effectiveness of the policy to parents
* provide opportunities for dialogue with children, staff and parents

**WHOLE SCHOOL STRATEGIES**

**Code of Conduct:**

We have an agreed code of conduct for the school community.

**The school’s behaviour strategy is Good To Be Green**

Every pupil has a green card, these are displayed in the classroom.

In addition to this each class has agreed its own rules which are displayed in the classroom.

Every member of the school community should apply the following principles:

* We do not condone inappropriate behaviour
* You own your own behaviour

**Support**

Children can be supported in behaving as we expect through the following means:

* Speaking to their class teacher
* DSL/SENco/Headteacher/Deputy involvement in support programmes
* Educational Psychologist and Assessment Service
* Use positive rather than negative phrasing eg. stand next to me, walk beside me to… stay seated in your chair
* Limited choice eg where shall we talk, here or in the office?

**Rewards**

We recognise children’s efforts to behave as expected by:

* Praise for appropriate behaviour
* Drawing the attention of others to their good behaviour
* Rewards including stickers, house points, stars of the week, Lunchtime awards, postcards home
* Rewards are given in accordance with individual support plans when necessary
* Visit to the head teacher
* Recognition of children who are strong role models/ always make the right choices

**Sanctions**: in the classroom

Unfortunately there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These steps outline an approach for within the classroom:

1. A verbal warning will be given
2. Their green card will be turned to white (this can be earned back)
3. Should the behaviour continue, the child is given a yellow card (This and any red cards should be recorded on our behaviour system (CPOMS)
4. Should the behaviour continue, the child is given a red card. As a result of this they will need to see a member of SMT to explain their behaviour choices.

This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place

**Sanctions**: play and lunch times

Lunch staff are able to use the Good To Be Green system or refer behaviours to another member of staff.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play.

Parents will be informed if playtime behaviour is repeated or serious

**Dealing with serious misconduct**

Serious misconduct, in or out of the classroom will be referred to the Head Teacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on CPOMS and investigated by the DSL/SENco and/or Head Teacher/Deputy. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour may mean the school seeks the advice of external agencies such a s the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans and drawn up and may follow different steps of interventions and sanctions.

**Physical restraint/reasonable force**

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force.  Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property.  In all cases, members of staff are guided by Team Teach training; children’s dignity and rights are respected at all times.  The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary

Refer to our intimate care policy:

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Reasonable force can be used to**

* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

**Reasonable force cannot be used**

* as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded.

The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

**Confiscation, banned item and Searching Pupils**

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

Only the headteacher, and members of the senior leadership team, have the right to search any pupil or pupil’s belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will seek cooperation from the pupil and both will be present for the search.  This will only be outer clothing and a staff member of the same gender will be actioned.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

* alcohol
* illegal drugs
* stolen items
* knives
* weapons
* cigarettes, tobacco paper, e-cigarettes and vapes
* pornographic images
* anything else perceived to pose a threat to pupils at the school
* fireworks

any article that the member of staff reasonably suspects has been, or is likely to be used:

* to commit an offence, or
* to cause personal injury to, or damage to property of; any person (including the pupil).

**Discipline beyond the school gate**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

* continued bullying of a pupil outside of school
* use of cyber bullying outside of school
* inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
* behaviour that poses a threat to another pupil or member of the public
* behaviour that could have repercussions for the orderly running of the school
* behaviour that could adversely affect the reputation of the school

**Exclusion**

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the Chair of Governors and seek advice from the Local Authority. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements. The school will consider whether a pupil’s SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Reference will be made to the Equality Act 2010 and schools’ guidance.

Examples of types of behaviour which may result in exclusion:

* physical assault against an adult
* physical assault against a pupil
* verbal abuse or threatening behaviour against a pupil
* verbal abuse or threatening behaviour against an adult
* bullying
* cyber bullying
* possession of illegal drugs
* possession of weapons
* racist abuse
* abuse relating to disability
* serious breaches of this behaviour policy
* in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

**Focus Assemblies**

From time to time we will have an assembly when there will be a focus on one particular type of behaviour, eg coming into assembly quietly, playing with someone you don’t usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

**Monitoring**

* The Head Teacher monitors the effectiveness of this policy on a regular basis. He also makes reports to the governing body on the effectiveness of the policy and. If necessary, makes recommendations for further improvements
* The school keeps a record of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to him on account of seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give written details of any incident in the incident books.
* The Head teacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded
* It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently
* The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved