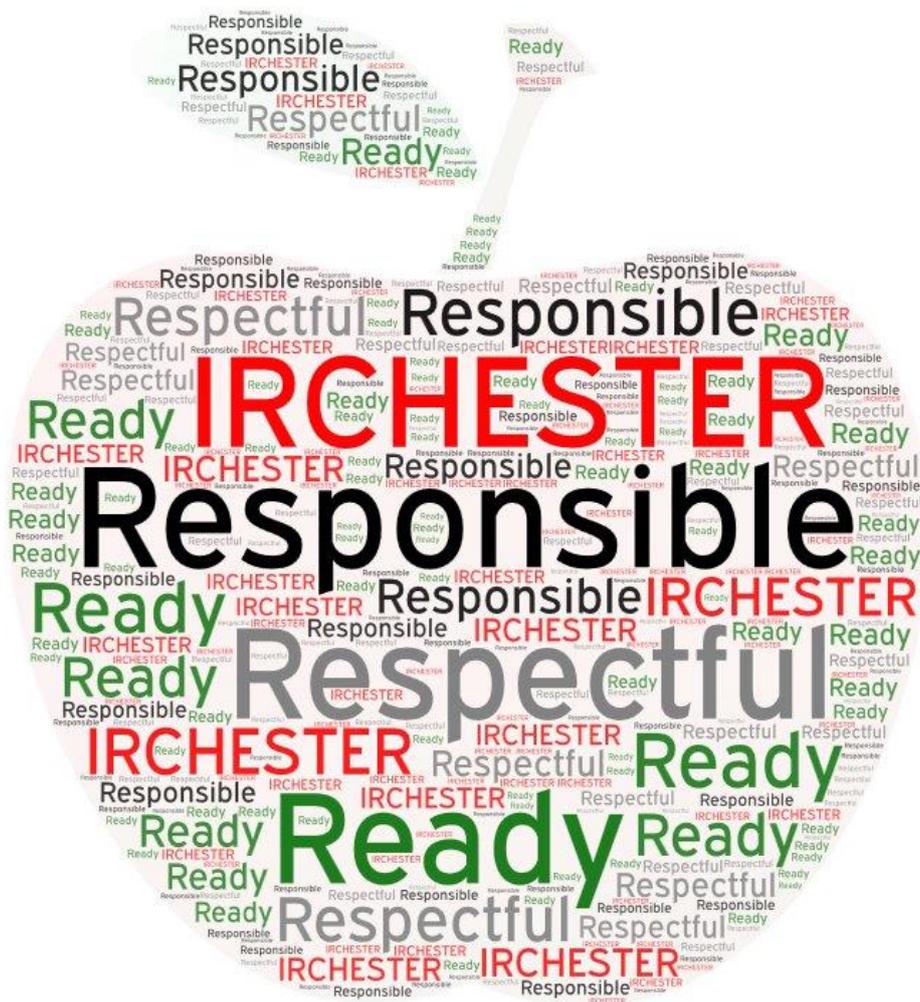


Irchester Community Primary School

# Behaviour Policy



## Our policy statement

Irchester Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our school values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

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## 1. Aims of our policy

- To create a culture of exceptionally good behaviour: for learning, for community life
- To ensure that all learners are treated fairly, shown respect and promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community built on positive relationships which values kindness, care, good humour and empathy for others
- To ensure that excellent behaviour is the expectation of all

## 2. Purpose of our policy

To provide simple, practical procedures for staff and learners that

- Recognise behavioural norms
- Positively praises and reinforces these expectations
- Promotes self – esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

High quality behaviour for learning is underpinned by strong relationships, an engaging curriculum and positive recognition. It is achieved through simplicity and consistency with a shared understanding of expectations and values.

At Irchester Community Primary School, we have created our charter which has been constructed using our ten **school values**.

Our school rules – the **3Rs**: **Ready**, **Respectful** and **Responsible** are based on these values.

### Our Charter

We show **respect** and **tolerance** to others.

We are **kind** and always play **fair**.

We accept **responsibility** and try to be **honest**.

We show our **courage** and build **resilience**.

We are all good **friends** who work together **as a team**.

### 3. Five key principles underpinning our behaviour policy

1. Promoting good relationships
2. Recognition of good behaviour
3. Relentless routines
4. Consistent approach
5. Restorative practice

3.1 **Promoting good relationships** is at the heart of our behaviour policy. Good relationships are central to our sense of belonging and to our emotional well-being for both adults and children. Opportunities to build these relationships are reinforced every day through the calm, consistent manner in which staff relate to the children. Staff do this by being role models: demonstrating our school values and exemplifying how to show **respect**, be **responsible** and be **ready** to listen and learn.

Parents are expected to show the same calm and controlled behaviour towards children and staff.

3.2 **Recognition of good behaviour** and rewards for effort are **given first attention**. We recognise and reward learners who go 'over and above' our standards. This is primarily achieved through a quiet word of praise which promotes personal well-being and a positive atmosphere in the classroom. Teachers praise the behaviour they want to see. Recognition boards are used in the classroom to highlight this.

3.3 Our **relentless routines** reinforce the good behaviour expected of all. Our 3Rs (**ready**, **respectful** and **responsible**) are relentlessly reinforced and pursued positively by all adults. They are referred to in every conversation about behaviour and emphasised in every aspect of school life. Our routines reinforce the positive and are simply explained and understood. When lining up and moving around school children know to '**stand proud and walk tall**'.

3.4 A **consistent approach** is used to manage and modify behaviour. Learners are held responsible for their behaviour. Our approach is to enable them to develop internal regulation of behaviour. Through explicit teaching and modelling, we support learners to self-regulate their behaviour.

We do this through short direct intervention.

#### **The reminder**

Firstly, a learner is reminded of the expectation to be **ready**, **respectful** and **responsible**. The teacher makes them aware of their behaviour and the learner has the opportunity to make the right choice.

#### **The caution**

A clear verbal caution is delivered privately to the learner making them aware of their behaviour and outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make the right choices.

### **Script for 30 second caution**

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which 3R it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour / learning as a model for desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next.  
If comments made as you walk away write them down and follow up later.

### **The time out**

If the learner does not respond favourably to the caution given then the teacher will speak to them away from others. They will reset boundaries and ask the learner to reflect on what happens next. Again, the teacher reminds them of previous good conduct and explains how they can make the right choice to reengage with the learning / follow instructions.

Sometimes a child may need time outside the classroom to cool down and / or to defuse a situation before they are ready to speak to an adult.

The teacher will deliver any sanction calmly and with care as it is in nobody's interest to confront poor behaviour with anger. Time outs and repeated cautions given, but not heeded, will be recorded on the class 'White Warning' card.

### **The reflection**

A **reflection card** (see appendix 1) is given when a child has not responded to cautions and timeouts. Only if an action is of a more serious nature will the teacher decide to give a reflection card straight away (actions listed on reflection card in appendix 1).

The teacher will record the child's and adult's comments about the incident preferably with the child. The teacher will inform the child's parent that day (in person or via telephone) when a reflection card has been given and the reasons why.

If given a reflection card then the child will spend time in the '**Thinking Zone**' at lunchtime. The class teacher will decide the length of time though not more than one lunch hour for each card (KS2) and half a lunch hour for KS1/FS. Thinking Zone is a designated room supervised at lunchtime by a senior teacher.

3.5 **Restorative practice** seeks to repair relationships. Through using this approach, we aim to challenge core beliefs rather than simply just managing the behaviour. Children exhibiting poor behaviour choices are given the opportunity to learn about the impact this has on others and are supported to make the right choices in the future.

Restorative approaches are based on the four key principles of: respect, responsibility, repair and re-integration.

- **Respect**: for everyone by listening to other opinions and learning to value them
- **Responsibility**: taking responsibility for your own actions
- **Repair**: developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm
- **Re-integration** – being **ready** to learn: working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated

When an incident occurs teachers will use the restorative questions to structure the conversation and support the child in reflecting on the reasons behind the incident, the effect this had on others and how to repair the relationship. Younger children will be supported to think about the severity of the incident by referring these to either Daddy Bear, Mummy Bear or Baby Bear problems. Minor (Baby Bear) incidents may be mediated by trained peers.

**Restorative questions**

What happened from your point of view?

What thoughts were going through your mind?

Who was affected and in what way?

What needs to happen so things can move on?

How can we work together to put things right?

We explicitly teach this approach in lesson time through activities such as Circle Time.

#### **4. Pupils requiring additional support**

A small number of pupils may require additional individualised support to learn how to self-regulate their behaviour.

Firstly, the class teacher will monitor the learner's behaviour to identify patterns and triggers and set simple targets accordingly. This report card will be shared at least weekly with parents and progress reviewed after three to four weeks.

If no improvement is noted then the parent, child, class teacher and SENCO will meet to agree the positive behaviours that need to be learnt. These become personal targets on a Behaviour Support Plan. They will plan together how the learner will be supported to achieve them. At the meeting, success criteria will be agreed along with rewards and consequences, and a review date set.

If at the review date the learner has not been able to achieve their targets, then additional support will be given by the SENCO and external advice may be sought. On rare occasions physical handling and restraint options may need to be included as part of a pupil's individual behaviour support plan (see Positive Handling Policy).

Any serious major incidents of inappropriate behaviour are recorded on separate blue forms which are collated by the SENCO as evidence for additional support.

#### **4.1 Bullying**

Any reported incidence of bullying is taken very seriously by the school. It is investigated in accordance with the NVP anti-bullying and harassment policy.

Actions taken are in line with this policy.

#### **4.2 Social, emotional and mental health needs (SEMH)**

Behaviours demonstrated by a learner can be indicative of underlying medical conditions, which require a diagnosis by a medical professional. The SENCO will liaise with parents and the class teacher to obtain the required evidence for referral. Medical advice received will form part of the learner's individual support plan.

#### **4.3 Exclusion**

Any child at threat of exclusion will have a pastoral support plan (PSP). This document will be a signed agreement between the school, the child's parents and the child. It is designed to prevent exclusion: fixed term or permanent and may involve external support agencies. The PSP is formally reviewed every two to three weeks.

Exclusions are rare, but if deemed appropriate the school will follow the latest guidance from the Department for Education (DfE): *Exclusion from maintained schools, academies and pupil referral units in England*.

Following any incident that leads to a period of exclusion a reintegration meeting is held with a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

## **5 Monitoring and review**

Learners are consulted and contribute regularly to the Behaviour policy. Teachers constantly support and review learners' behaviour.

Senior leaders monitor and record application of this policy and the effectiveness of all in working to achieve an environment where exemplary behaviour is at the heart of productive learning. Reports are shared regularly with the governors.

This policy is reviewed annually by the school's local governing board and published on the school website.

***If there is a recurrence of COVID restrictions, then the following addendum to this policy will apply as agreed previously.***

### ***COVID addendum***

*Teachers will explain to all children organisational changes, behaviour expectations and additional restrictions that are in place following updated DfE Guidance for Schools.*

*Pupils involved in any behaviour that staff deem not to be adhering to the DfE guidelines will be spoken to directly by the adult in charge, who will explain why the behaviour is unsafe. The class teacher will then inform the parent at the end of the day in person or via telephone.*

*If the child refuses to manage their behaviour in line with COVID guidelines, their parents will be called to take them off the premises. A reintegration will be held the next day to confirm expectations of behaviour. Repeated failure to adhere to these expectations may result in a fixed term exclusion.*

Irchester Community Primary School  
Reflection card



Name: \_\_\_\_\_ Class \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Adult completing Reflection Card \_\_\_\_\_

Place incident happened: \_\_\_\_\_

You have been observed as being the cause or directly involved in the following unacceptable behaviour

- Repeatedly disturbing others children learning
- Hurting someone, or trying to hurt someone
- Name calling, swearing and making comments to deliberately upset someone
- Taking something that doesn't belong to you
- Telling lies which hurt, upset or waste time
- Repeatedly not following adult instructions
- Being disrespectful towards others i.e. deliberate cheekiness / rudeness / answering back
- Leaving the class / school building without permission
- Deliberate damage to property / vandalism
- OTHER :

**What happened**-write up incident on reverse, using names of those involved, and include sanction given

The Head or deputy been informed- please tick & date when done so

Parent or parents has been informed- please tick & date when done so, if needed.

First Aid given please tick if given and add initials

Irchester Community Primary School  
Reflection card



Child's comment

Adult's comment