



Behaviour and Expectations policy

Iver Heath Junior School's 3 Golden Rules

1. We treat everyone with respect, honesty and kindness.
2. We follow instructions the first time they are given.
3. We always try our best.

Good behaviour is expected at all times at Iver Heath Junior School. We identify good behaviour to be a combination of good conduct and good learning attitudes. Our 3 Golden Rules are central to these behaviours.

A consistent behaviour policy provides children with security allowing them to feel safe and valued as a member of the school community. This security allows them to develop and enhance their self-esteem, confidence and learning. Good behaviour will be taught and modelled by all staff throughout the school. It is the responsibility of all staff members to identify and manage behaviour within the school; rewarding positive behaviour and supporting to modify less desirable behaviour.

Aims:

At Iver Heath Junior School we aim to:

- Be caring and considerate to others
- Respect each other and show this through our actions and words
- Create and sustain a positive learning environment where learning is valued and at the core of the school community
- Ensure the school environment is safe and secure for all people within it
- Be polite and well mannered
- Be proactive in developing ourselves and others
- Take pride in and care for: our school, the people in it and the physical environment including all equipment
- Be honest and open in our dealing with others
- Learn from mistakes and constantly strive to improve in learning, behaviour and dealings with others

We strongly believe these aims are worthy and when achieved will create an outstanding, safe and positive learning environment where every member of the school community thrives and succeeds.

To achieve these aims we will work in partnership with children, parents, carers and all other relevant stakeholders.

Positive Behaviour

Identifying and recognising positive behaviour is fundamental to creating a positive learning environment. The aims of behaviour management within IHJS is to identify and celebrate the positive behaviours while dealing with inappropriate behaviours discretely so as not to shine a spotlight on it. As such we have a wide range of strategies to reward positive behaviours.

Examples:

Routine rewards:

- Verbal praise
- Identifying and sharing good behaviour
- Smiling, thumbs up, pat on the back etc
- Comment on written work
- House points for good behaviour & learning

Intermediate rewards:

- Name and Fame board
- Sticker from a teacher
- Stamps on a piece of good work
- Sharing positive action/ work with the class or year group
- Sharing positive action/work with member of staff from the year group who is not the one who identified it
- Holding a responsible job within the class, e.g. register monitor, letter monitor etc
- "We are proud of your learning attitude" stamp in Homework Diary at the end of the day
- House Captain award

Major rewards:

- Name and Fame Wall
- Extra playtime Friday
- Sharing positive action/work in whole school assembly
- Sharing positive action/work with an Assistant Head or the Head teacher
- Special Assistant Head sticker
- Special Head Teacher Sticker
- Star of the week in special mentions assembly
- Being mentioned in the school news letter
- A postcard/ well done note being sent home to parents or carers
- Holding a responsible job for the whole school, House captain, prefect, school councillor, eco monitor etc
- Golden card (large groups/ whole class being identified at once)
- Golden card reward afternoon
- Mention from House Captains in AHT assembly
- Other awards may be added at the discretion of the Head teacher or Assistant Head teacher

We Are Proud of You Stamps

When children are demonstrating both good conduct and good learning behaviour they will be recognised and their name will be written on the Name and Fame board in their classroom. A child remains there as long as these behaviours remain to a high standard. A high standard is identified as above and beyond the expected standard.

If a child gets their name on the name and fame board and manages to keep it there for the majority of the day including the end of the day, they will have a "We Are Proud of You" stamp in their homework diary. This will be done at 3:00 every day (occasionally this may not be possible such as after school trips etc so will be added the following morning).

If a child earns a "We Are Proud of You" stamp by getting their name on the Name and Fame board for 5 consecutive days between Friday of one week to the Thursday of the following week (due to special mentions assembly being on a Friday) they are invited to stay for 10 minutes of extra play after lunchtime every Friday. This will be facilitated by the Headteacher or another member of the senior leadership team. They will also be rewarded with a Headteacher sticker and have their name on the Name and Fame Wall - located outside the Head Teacher's office - for the following week.

Golden Card Rewards

We identify that working together in a positive way is a key skill for life so reward it as follows:

When a large group of children (majority of a class) or a whole class are identified as adhering to the code of conduct correctly, ensuring everyone in the identified group is, they can be awarded a golden card. Examples of this could be lining up and travelling around the school perfectly, coming in to and leaving assembly perfectly, showing a positive learning attitude etc. In each class they will keep a record of how many golden cards they get. Once the class receive 25 Golden cards, they trade them for a Golden Card Reward Afternoon. This is a whole or part of an afternoon reward which the children can select. Example rewards could include: class party, free time outside on the field or in the Junior Jungle, fun practical activities such as science experiments, music workshop etc. The whole class discusses and decides what reward they would like. Within sensible cost, staffing and whole school policy guidelines this reward can be anything. Once the children have received their Golden Card Afternoon Reward, they start again at 0 and can earn another. There is no limit to the amount of Golden Card Reward Afternoons a class can earn.

Inappropriate behaviour

At Iver Heath Junior School we recognise that part of learning is making mistakes and learning from them which can on occasion include poor behavioural choices, so we use sanctions that help children reflect on their choices and help them make better ones in the future. In the event that the safety of the child acting inappropriately or of other children is at risk, staff with appropriate training can physically move a child or safely restrain them.

Whenever possible inappropriate behaviours will be dealt with swiftly and quietly so as to minimise the attention the behaviour receives as well as minimise the impact it has on learning time.

To help create our culture of treating everyone with respect, honesty and kindness, when it comes to behaviour, every member of staff is trained to deal with inappropriate behaviours and as such deal with inappropriate behaviours.

Disruptive inappropriate behaviour (Green Band)

Disruptive inappropriate behaviours are identified as anything that disrupts the child or another person (including adults) from engaging in their task correctly or that stops a school action being completed as it should. These can include but are not limited to: a child talking when it is not appropriate, using equipment inappropriately in lessons so as to distract from the learning, not engaging with their learning to the best of their ability etc.

The expectation is that if staff identify green behaviour they will engage with the child/children in a discreet manner to make it clear that the behaviour being exhibited is not in line with the 3 Golden Rules. Children should always be given chances to rectify a minor behavioural infringement before moving towards the sanction. However, if the child continues to behave inappropriately or exhibits different but also disruptive behaviours after reasonable attempts have been made by the staff member(s), they will be sanctioned. This is true for all green behaviours unless stated otherwise.

If a child exhibits green behaviours and chooses not to rectify them after reasonable warning(s), a green card slip will be put in their homework diary to explain to parents why they received it (parents are asked to sign it).

Rude or unkind inappropriate behaviour (Orange band)

Behaviour that is rude or unkind can be identified as but is not limited to: name calling, pushing, answering adults back in a disrespectful way, ignoring people deliberately, saying things to upset or offend etc.

The expectation is that the staff member who observed the behaviour or who the behaviour was highlighted to deals with the situation. We believe that the use of Restorative Questions allows pupils an opportunity to reflect on the impact of their behaviour on themselves and others; they help pupils see different points of view. Therefore, as part of this process, staff will have a discussion with the child about their actions and use some or all of the following restorative questions to allow the child to critically reflect on their actions:

Restorative reflection questions:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could you have done things differently?
- What do you think needs to happen to make thing right?

Staff will record this meeting using the identified paperwork as well as gather witness statements, which will also be recorded.

If a member of staff feels they need support in dealing with a situation of this nature, they should ask SLT for support. The expectation is that SLT will be present and offer guidance but that the staff member should still lead the conversation.

Serious Level inappropriate behaviour (Red Band)

The following would be classified as red level Behaviours

- Deliberately trying to hurt another person with your body or an object, e.g. punching, kicking, hair pulling, pushing to the floor etc.
- Swearing or using racist language
- Stealing/ taking objects that don't belong to you without permission
- Damaging property either deliberately or through acting inappropriately or dangerously
- Lying about other people in a way that is hurtful or could get them in to trouble
- Bullying either physically, verbally, emotionally or cyber
- Deliberately spitting at someone

A member of the teaching staff should investigate a suspected red level situation initially and record what the children say on an incident form. They may want or need to take photographs as part of this investigation and should use school equipment to do this. If the teacher feels the situation is not a red level situation, then they should deal with it using the behaviour policy in the way they see fit. However, if they feel it is a red level situation, they can refer it to a member of SLT for support. Staff will record this meeting using the identified paperwork as well as gather witness statements, which will also be recorded.

If a child exhibits a behaviour recognised as a red level behaviour their parents will be contacted and they will receive an appropriate exclusion. The level of exclusion will depend on the severity of the incident, the level of intent related to the incident and whether the incident was a repeated inappropriate behaviour. The Head teacher or Assistant Head teacher will decide the level of exclusion once a red behaviour has been confirmed.

The exclusions can be as follows:

- Miss break and/or lunch time (up to 5 days)
- Half day internal exclusion
- Full day internal exclusion (up to 5 days)
- External fixed term exclusion (length at the discretion of the Head teacher or Assistant Head Teacher)¹
- Permanent exclusion¹

Support systems for pupils

Year 3

We recognise that the expectations for good behaviour at IHJS i.e. good conduct together with a good learning attitude, may be a transition from KS1. Therefore, we will support our year 3 pupils to fully understand the meaning and context and make this transition as comfortable as possible for them. To this end, year 3 pupils will (on top of class charters) have initial mistakes explained to them before any sanctions are put in place. They will then receive consequences should they further repeat wrong behaviours. We aim to allow the first half-term for the year 3 pupils to understand our behaviour policy before any cards are issued as sanctions. However, should members of SLT deem that a card sanction is appropriate before then, it will be discussed with parents and issued.

Within this behaviour and expectations policy the teaching staff are expected and encouraged to employ a wide range of behaviour management techniques and may introduce additional rewards such as class raffle tickets, coins, marbles in jars etc. They may also implement support tools to help children improve their behaviour such as reward chart, behaviour tracker charts, communication books with home etc.

¹ <https://www.bucksc.gov.uk/services/education/education-support/fixed-term-exclusions/> (guidance on fixed term and permanent exclusions)

Staff Support Network

Arrangements shall be made for any member of staff who is experiencing challenging behaviour from a class member, to receive weekly support from the SLT in the form of a regular, timetabled meeting. In the event of the staff member being SLT, the Head teacher will provide the support.