

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. Underpinning our policy is the teaching of Self-regulation skills to the children in order to manage their emotions effectively. These skills taught will be of benefit to the children in the wider world after they leave the Primary School environment. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. 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. All staff will receive training via the induction process for the implementation of this behaviour policy.

Aims of our policy

- To ensure that excellent behaviour is the expectation of all
- To ensure that all learners are treated fairly, shown respect and promote good relationships
- To help learners be responsible for their behaviours
- Provide opportunities to develop self-regulation skills
- Teaches appropriate behaviour through positive interventions

Purpose of our policy

- To provide a clear structure of behaviour expectations for staff and pupils
- To create a consistent approach to dealing with behaviour

High quality behaviour for learning is underpinned by strong relationships, an engaging curriculum and positive recognition. It is achieved through the explicit teaching of self-regulation techniques to allow the children to take responsibility for their behaviour and regulate their emotions effectively. A clear set of expectations and boundaries, alongside a consistent approach to consequences/sanctions will help to guide the children along the way.

At Irchester Community Primary School, our school rules – the **3Rs**: **Ready**, **Respectful** and **Responsible**, are based on these values.

A **consistent approach** is used to manage and modify behaviour will be clearly displayed across the school for referral by staff and children. This will provide clarity for staff and clear expectations for children. Learners are held responsible for their behaviour and staff are asked to fully adhere to the policy when addressing behaviours. Our approach is to enable them to develop internal regulation of behaviour through explicit teaching and modelling. We will deliver self-regulation lessons to the children to enable them to develop their awareness of self-regulation through the Zones of Regulation approach. Regulation Stations will be introduced, to support the children to self-regulate. Initially, co-regulation techniques may take place until the children have developed their own skills.

All children will be expected to follow the rules set out below. If these are not followed, then the sanctions outlined will be issued. All staff will follow school policy when dealing with behaviour, this will give the children a clear understanding of our expectations and a set of boundaries. Children will be expected to accept the consequences set out in the policy. The rules and sanctions are designed to ensure a consistent approach for the whole school to alleviate confusion for the children and staff. Parents will be kept informed about behaviour incidents and be asked to work with school to resolve any issues that arise. All measures set out in the behaviour policy are to avoid there being any forms of child-on-child abuse. If this was to occur however, the behaviour policy will be followed accordingly.

The 3 R's

At Irchester Community Primary School we have high expectations of how pupils should behave and have devised a clear set of guidance to reinforce this. The main focus is to support the children to manage their emotions in order to make good choices.

The 3 R's!

- Be respectful
- Be ready
- Be responsible

Rewards available:

- Verbal praise
- Show work to other class teachers/SLT
- Postcards
- Dojo points
- Stickers
- Celebration Awards

Behaviour sanctions protocol:

1. **Verbal reminder** – A reminder about behaviour choice.
2. **Name recorded (Amber card)** – An automatic 5 minutes off the next available break time/lunchtime spent reflecting e.g. *walking with an adult or staying in with class teacher.*
3. **Time out - (Blue card)** invited into the other year group classroom for 10 minutes time out to regulate and reflect before returning to their class.
4. **4a. Pastoral Team – (Red card)** invited to see the Pastoral Team to discuss behaviour, regulate and reflect (15 mins)
4b. Regulation Station at lunchtime (Red card) invited to attend Regulation Station to regulate, reflect and discuss behaviour choices before returning to the playground.
5. **Senior Leadership Team** – Invited to meet a member of SLT to regulate, reflect and discuss behaviour choices. (*Consequence and time frame to be decided by SLT*)

'Regulation Station' to be used where appropriate as a de-escalation technique to support behaviour management and not as a consequence for poor a behaviour choice (Regulation Station time) – 5 minute visit to the Regulation Station to access the toolkits to regulate their own emotions, returning to the 'Green zone' ready to return to the activity. (If child is unable to do this then, an adult will co-regulate with the child to support)

- **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 may be in the form of a 'Good News Chart' or a report card which 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 an Individual Behaviour Plan (IBP). 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).

- **Bullying**

Any reported incidence of bullying is taken very seriously by the school.

Thorough investigations will be carried out with both the victim and the perpetrator including witnesses and actions carried out as a result of the findings. All parents will be involved in the investigation process and informed of the outcomes. Sanctions for bullying will be delivered in line with the school's behaviour policy. All bullying incidents will be recorded on the school's internal system and reported to Governors.

- **Social, emotional and mental health needs (SEMH)**

Behaviour(s) 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.

- **Exclusion**

In the event of an incident of child-on-child abuse, including bullying and racism, then an Internal exclusion (*going to another class in school away from peers*) will be used to allow the child to reflect on their behaviour choices. In the event of an internal exclusion being issued, parents will be informed by the class teacher or member of SLT by the end of the school day (*this may be on collection at the end of the day*). In severe cases, a Fixed-Term exclusion may be issued at the discretion of the Head of School. After any fixed-term exclusion there will be a reintegration meeting with a member of SLT, where next steps will be discussed to ensure a successful return to the classroom. Exclusions are rare, but if deemed appropriate the school will follow the latest guidance from the Department for Education (DfE). All exclusions have to be reported on the child's profile.

When exclusion and suspension is being used, the head of School must consider the views of all involved in the incident including. A pupil's behaviour outside of school can be considered for suspension or exclusion. Any decision to suspend or exclude must be based on 'the balance of probability'.

The Head of School has the right to cancel any exclusion and/or suspension whilst it is under consideration by the Governing board.

- **Banned items**

- *Any sharp objects that could cause harm.*
- *'Prime' bottles*
- *Inappropriate objects that are not age appropriate such as but not limited to; vapes, laughing gas canisters or similar – further examples can be found in the guidance set out in 'Searching, Screening and confiscation advice for schools July 2022'*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

- **Searching**

In the event that the searching of a student is required (for being suspected of having banned items on their person) we will refer to and follow the guidance set out in 'Searching, Screening and confiscation advice for schools July 2022'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Staff are aware of this procedure and it will only be carried out in extreme circumstances and parents will be informed.

- **Monitoring and review**

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 any behaviour actions (such as child-on-child abuse, bullying or racism) are considered to be a safeguarding concern then reference to the procedures for reporting concerns is to be followed as stated in the school's Safeguarding Policy. New staff will be made aware of and receive training in the Behaviour Policy as part of the induction process.

