

# Promoting Good Behaviour Policy

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*THIS POLICY REFERS TO ALL PUPILS INCLUDING THOSE IN EYFS*

## Promoting Good Behaviour Policy

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## Promoting Good Behaviour Policy

### 1. Policy Statement

Nottingham High Infant and Junior School is keen to promote positive attitudes and good behaviour. We believe in a positive behaviour policy which encourages appropriate attitudes and gives rewards and praise where possible.

We emphasise praise and encouragement in the Infant and Junior School, rather than negative criticism. On the occasions where criticism is necessary, it is constructive and includes advice on how to improve. It is the behaviour which is unacceptable, not the pupil.

Pupils should have a clear and consistent understanding of what is expected. We believe that our pupils want to behave well as they recognise that good behaviour benefits us all and the School provide many opportunities for pupils to succeed and to gain recognition.

### 2. Behaviour Expectations

Regardless of a pupil's age, there are clear expectations for how they should conduct themselves during the school day. Pupils are taught to make choices that will make our school a happy place and to always treat others as they would wish to be treated. At the start of the academic year each class/year group will agree a set of class/year rules or create a class/year charter detailing how pupils should conduct themselves. The pupils themselves lead on generating ideas for the points of these rules/charters. Certain rules, for example keeping one's hands and feet to one's self, apply to all pupils across the school.

'Banter' of any nature is not accepted and any incidents of a child intentionally annoying or upsetting one of their peers in relation to one of the protected characteristics (as defined by the 2010 Equality Act) will be recorded as bullying, even in the case of an isolated incident. See the IJS Anti-Bullying Policy for more details.

Bullying of any kind is totally unacceptable and is taken very seriously. Please see the IJS Anti-Bullying Policy for more details.

### 3. Managing Behaviour

The School acknowledges that we are responsible for managing children's behaviour in an appropriate way.

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Corporal punishment is not used or threatened in our School by teaching staff or anyone else who works at School. Staff will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger or personal injury to any person [including the child] or to manage a child's behaviour where absolutely necessary. All occasions of physical intervention are recorded and parents or carers informed.

### 4. Reasonable Adjustments

Within our policy, we acknowledge the need to make 'reasonable adjustments' to meet the needs of pupils with SEND or disabilities, thus ensuring they are not put at any kind of disadvantage.

### 5. Pastoral Care

All adults in the Infant and Junior School are responsible for the pastoral care of all the pupils. They should act as role models and encourage and praise them throughout each day. Collaborative work and links between year groups are fostered to develop good relationships between all pupils, for example, the House system at the Junior School.

Any changes in a pupil's pattern or work, behaviour and progress are discussed at weekly Progress and Concern staff meetings to make all teachers (and TAs where applicable) aware. This allows for reasons and relevance of any misbehaviour to be addressed.

### 6. Reward Systems

Focusing on rewarding positive behaviour, rather than negative behaviour, allows the pupils to see that positive behaviour gains more recognition than the opposite.

Praise will be given in a variety of ways throughout the school day and is seen as a natural part of all school activities and lessons either in or out of the classroom. Praise is given in an age appropriate manner and some of the ways are as follows:

- A written positive comment on the pupil's work.
- A sticker
- A visit to the Head or one of the Deputy Heads for praise and a sticker.
- A public word of praise in front of a group or class.
- A card or verbal feedback to parents informing them of a deserving action or achievement.

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- Public acknowledgement by a presentation at 'Achievement Assembly'. At Lovell House this entails either a 'Star' certificate for exceptional work (or another academic achievement worthy of recognition) or a 'Squirrel' certificate for a positive approach to the School's pastoral aims and/or code of conduct. In the Junior School academic achievements are rewarded with a 'Golden Pencil' and pastoral achievements with a 'Rainbow Rubber'.

### 7. Merits and House Points

In the Junior Department, Merit Points are awarded for worthwhile accomplishment in any area of School life, including effort, good work and behaviour. The aim is to promote an understanding that effort is valued regardless of the level of a pupil's attainment.

House Points are awarded on the accumulation of 10 merits and individuals are given certificates when they attain a selected number of House Points [5, 10, 15 & 30].

The overall House results are issued at the end of each half term. At the end of the School year, each House's total of House Points contributes towards their overall House total in their pursuit the coveted 'Crane Efficiency Cup' (awarded to the House with the greatest number of successes in House events over the course of the academic year).

### 8. Sanctions

In the belief that pupils want to behave well and to expectations, we look at infringements on our rules as an indication that a pupil needs help with an aspect of their life. We believe that this means that adult intervention is needed to help guide the child through that aspect of their life. It is often the case that to punish poor behaviour without finding the reasons for it will only have a short-term effect.

Unfortunately, there may be times when a pupil displays inappropriate behaviour or attitude. Pupils should always be given a chance to improve their behaviour. Staff may:

- Give a verbal reminder.
- Give a 'Yellow Card' resulting in a 'time out', which may be used inside School or in the playground (Infant School only)
- Issue a Caution (Junior School only)
- Withdraw access to certain areas of the School grounds during lunchtimes or playtimes.
- Withdraw break or lunchtime privileges.
- Report the matter to the Head or one of the Deputy Heads.
- Contact parents

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Throughout the school we encourage all pupils to take ownership of their behaviour and make 'good choices'. Whilst we firmly believe in positive reinforcement there are occasions when it is appropriate for pupils in the Junior School to be given a more formal sanction. There is a two-tier sanction system in place in the Junior School.

### Cautions:

A Caution is sanctioned for a variety of reasons such as (but not limited to), low level classroom distraction, poor behaviour, lack of effort, rude or unkind behaviour. All Cautions are recorded digitally. Once a week, the Deputy Head (Pastoral), will speak to all pupils receiving a Caution. Cautions are a means to make a pupil realise they have made a mistake from which we expect them to learn. As part of the conversation the pupil will be guided towards enabling them to make a more appropriate choice in the future. Pupils are advised to discuss the Caution with parents/guardians at home. The Deputy Head (Pastoral) will regularly track each pupil to monitor patterns that arise and to intervene quickly to enable a pupil to rectify any behavioural issues. Patterns of the Cautions awarded to year groups and the Junior School pupils as a whole over time are also tracked. This data helps inform pastoral and behavioural targets for different year groups or the Junior School pupils as a whole.

### Notices:

A pupil receiving 3 Cautions in any one half-term will receive a Notice. The Deputy Head (Pastoral) fill in a Notice Card with information about the 3 Cautions received. This will then be sent home to inform and be signed by parents/guardians. An e-mail will also be sent to the parents/guardians of the pupil in question offering more information about each of the Cautions. Pupils are expected to explain to their parents about each of the Cautions including how they plan to avoid making similar mistakes in the future. Parents should sign the Notice card and the pupil will then return the Notice to the Head of the Infant and Junior School on the next school day. Notices are only given as a cumulative punishment, not as a one-off punishment. Of course, most pupils will never receive a Notice.

### Behaviour and Learning Support Cards:

Behaviour/Learning Support Cards are used on occasion for pupils at the Junior School if disciplinary or work problems persist. These are usually issued only after consultation with parents and entail a lesson by lesson check on the pupil's work, attitude and conduct. They are viewed as a support to the child's progress rather than a sanction. Any Behaviour/Learning Support Card will typically feature three or four simple targets relating to their child's conduct/areas for development. At the end of each day the child will share their completed card with their Form Tutor/Class Teacher and their parent. At the end of the week they may also be asked to share it with the Deputy Head Pastoral (Behaviour Support Cards) or the Deputy Head Academic (Learning Support Cards).

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Pupils at Lovell House may be given a sticker chart linked to clear behaviour/learning targets as mentioned above, as a more age appropriate aid to improving their conduct/progress.

Consistency of sanctions and communication between staff about individual sanctions are essential and therefore each week staff discuss any significant concerns or sanctions that have been put in place during Progress and Concerns meetings.

### 9. Related Policies

The school also publishes an Anti-Bullying Policy and members of staff are given guidance in how it is to be implemented. The Safeguarding and Child Protection Policy includes information from Keeping Children Safe in Education and is updated annually.