

Promoting Good Behaviour Policy

THIS POLICY REFERS TO ALL PUPILS INCLUDING THOSE IN EYFS

Contents

| | |
|----------------------------------|---|
| 1. Policy Statement | 3 |
| 2. Managing Behaviour | 3 |
| 3. Reasonable Adjustments | 4 |
| 4. Pastoral Care | 4 |
| 5. Reward Systems | 5 |
| 6. Merits and House Points | 5 |
| 7. Sanctions | 6 |

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.

The promotion of good behaviour is closely linked to the six strands and associated targets of the IJS Roadmap (IJS RM).

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.

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 intentionally put at disadvantage academically or pastorally. We aim to ensure that the confidence and/or mental health and wellbeing of pupils, including those with SEND or a disability, is not adversely affected by persistent sanctions.

Any reasonable adjustments relating to child's behaviour should be discussed with the Deputy Head Pastoral in order to agree the best and most supportive approach for the child both within the classroom and the wider school. All relevant staff should be made aware of these adjustments in order to provide consistency for the child and their parents. The adjustments made will be reviewed on an individual basis; acknowledging that what may work and be suitable for one pupil may not be for another. If staff are unsure about applying the procedures laid out in this policy for any particular pupil they should speak to the Deputy Head Pastoral.

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 helps give context and understanding of any misbehaviour and help with a plan/approach for how it will be addressed.

6. Reward Systems

Focusing on rewarding positive behaviour, rather than focussing on 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. Often, the praise will be linked to the strands and targets of the IJS RM. 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 note, e-mail or verbal feedback to parents informing them of a deserving action or achievement.
- The awarding of a 'smile token' (Infant School only)
- The awarding of a merit or honour point (Junior School only) – see below
- 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', pastoral achievements with a 'Rainbow Rubber' and co-curricular achievements with a 'Sharpener of Success'.

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 and/or personal development. 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. As such, staff dealing with any misdemeanours will always seek to understand the cause rather than just award a sanction.

Unfortunately, there may be times when a pupil displays an inappropriate behaviour or attitude. Pupils must always be given a chance to improve their behaviour with staff offering a verbal reminder. This may be referred to as a warning and will often feature the language of choice. The verbal reminder will often be linked to the six strands and associated targets of the IJS Roadmap to help the pupil understand the area of their behaviour/attitude that is not meeting expectations.

If the pupil(s) in question continue to display inappropriate behaviour, after a reminder, staff may:

- 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 – see below)
- Withdraw access to certain areas of the School grounds during lunchtimes or playtimes.
- Withdraw break or lunchtime privileges, for example attending a club or fixture
- Report the matter to one of the Deputy Heads, or, in their absence, the Head
- Contact parents

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. Pupils of all ages are encouraged to reflect on any poor choices they have made in relation to the behaviour, ensuring they have apologised to anyone they have wronged.

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).

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. The Restraint Policy outlines how staff may use appropriate physical contact to respond to a child's behaviour.