



Review Date	Reviewed by	Changes
May 2023	Head Teacher	Peer on peer changed to child on child Expectations of teachers Suspension information updated
July 2023	Kate Sibley	Removal of Recognition board Addition of Dojo rewards Recording on CPOMS not Arbor

Iver Village Infant School and Nursery Behaviour Policy

Rationale

Iver Village Infant 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 through always being Ready, Respectful, Safe not blind compliance. It echoes our core values of respect for the rule of law, individual liberty, democracy, mutual respect for and tolerance of different faiths and beliefs; with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Being Ready, Respectful and Safe is a key driver for behaviour at Iver Village Infant School.

Aims of the Policy

To create a culture of exceptionally good behaviour; for learning, for community, for life.

To ensure that all learners are treated fairly, shown respect and to promote good relationships.

To recognise and reward good behaviour.

To help learners take control over their behaviour and be responsible for the consequences of it.

To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

To promote community cohesion through improved relationships

To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that will:

Recognise behavioural norms

Positively reinforces behavioural norms

Promote self-esteem and self-discipline

Teach appropriate behaviour through positive interventions

Child on Child Abuse

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour.

Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm, and we will make every effort to ensure that the perpetrator is supported appropriately.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate manner. It is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Expectations for Staff

It is the responsibility of the class teacher to support the school's behaviour policy and to keep records of all the children in their class, recording levels daily on CPOMS to enable SLT to see them.

It is the responsibility of the class teacher to advise SLT if a child receives a Level 2 or above. This will be recorded on CPOMS and SLT alerted.

It is the responsibility of the class teacher to engage all pupils in their learning in every lesson so that no pupil is off task.

It is the responsibility of the class teacher to ensure that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Class teachers also have responsibility, with the support of the SLT, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Meet and greet pupils

Refer to '**Ready, Respectful, Safe**'

Model positive behaviours and build relationships

Plan lessons that engage, challenge and meet the needs of all learners

Use a **visible recognition** mechanism throughout every lesson

Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions

Follow up every time, retain ownership and engage in reflective dialogue with learners

Never ignore or walk past learners who are behaving badly

Expectations for learners

High quality behaviour for learning which is underpinned by being:

Ready: magnet eyes, good sitting, good listening, following instructions quickly

Respectful: kind words, caring for equipment and people, staying in the classroom and wonderful walking

Safe: kind hands and feet, kind actions, caring for people and the environment

Working with parents

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. For it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour through informal and formal discussions with individuals and groups of parents/carers.
- Being fair, non-judgmental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g., new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff in implementing positive behaviour strategies.
- Be a positive role-model for their child.

It is the role of the parents to support their child's learning and behaviour in school, as set out in the home-school agreement. Parents should support school in its sanctions and rewards. Parents are always welcome into school to discuss how school and home can work together

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach.

At Iver Village Infant School, we encourage children to have a positive attitude towards their learning. We teach children that it is okay to make mistakes and that most of our learning happens when we find things challenging. We promote resilience and persistence by saying 'I can't do it...yet!' and praise effort rather than success. Here at IVIS we are capable of anything.

My Brilliant Brain

Marvelous Mistakes

I can't do it...yet (persistence and resilience)

I embrace challenge

I can learn from others (cooperation)

I try my best

Rewards:

Verbal praise - specific to Growth Mindset

Class Dojo's - for every child, rewards linked to Ready, Respectful and Safe behaviours

Wow of the week certificates

Treat Friday certificates

Head Teachers Award

Ping Pong in the jar: whole class reward when jar is full

Having a growth mindset is an attitude towards learning. When students believe they can get smarter, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement – Carol Dweck

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Level 1

- Verbal warning
- Second verbal warning
- Miss 5 mins play or lunchtime
- Complete a reflection form

Level 2

- Verbal warning
- Loss of playtime/half of lunchtime
- Repeated: reflection form completed and phone call home from class teacher
- Home/school communication sheet daily
- Sheet reviewed at end of week

Level 3

- Verbal warning
- Internal suspension
- Phone call to parent from SLT
- Home/school communication sheet
- External suspension

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Children with special educational needs or disability

For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is appropriate and proportionate this response may differ from the expected steps taken in order to positively manage their behaviour. The aim is for all children to work within school parameters while recognising that some children will find this more difficult than others.

Children with SEND will be supported through individual plans, which may include one or more of the following:

- Behaviour Support Plan
- Risk Assessment
- SEND Support Plans
- External Agency Involvement
- ELSA
- Curriculum adaptation and organisation
- Part-time timetable
- Local Authority Involvement
- PSP

Restore

Staff will take responsibility for repairing the relationship with the learner by meeting them and discussing what happened, who feels harmed and why? What behaviours will each show next time? Teachers will reaffirm their commitment to building a trusting relationship.

Suspension

All efforts will be made to avoid exclusion. The decision to suspend a learner will be taken in response to a serious breach of the School's Behaviour Policy if allowing the pupil to remain in school would seriously harm the education or welfare of the learners or staff in the school.

Only the headteacher (or the acting headteacher) can impose a suspension from school. The headteacher may suspend a pupil for one or more periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. However, permanent exclusion should only be used as a last resort.

The headteacher should ensure that a full investigation takes place before a sanction is issued. This may mean that the pupil is in isolation until a full investigation is carried out, which would then determine the level of the sanction. Any further period of suspension must be based on new

evidence, which must not have been available when the decision was made in relation to the initial suspension.

Where the school decides to externally suspend a pupil, the parents will be informed immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal. Written notification (complying with statutory requirements) will be provided to parents without delay thereafter.

The governing body itself cannot either exclude a pupil or extend the suspension period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any appeals on behalf of the governors. If the committee does not offer reinstatement, parents may appeal to an Independent Review Panel. The request for this must be received within 15 school days of the parent receiving notification from the committee of their decision not to offer reinstatement. Where the notice is sent by first class post, it is treated as having been given on the second working day after it was posted.

When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was permanently excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The school will endeavour to follow the detailed guidance in DFE-57501-2012 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (or any replacement guidance).

During the period of the suspension, the pupil will not be allowed on the school grounds, including for extra-curricular activities. The pupil, parents and staff will meet, prior to the pupil returning to school following a suspension in a reintegration meeting. In this meeting, expectations will be reinforced, and any reasonable adjustments made will be explained.



Behaviour reflection

To be completed with an adult

Name _____ Date _____

You have made a choice to do something that means you need to stop and think about the following things:

1. What was I doing?











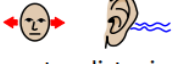





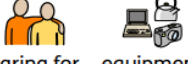
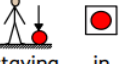


2. Why was my behaviour a problem? Was I being Ready, Respectful, Safe?


3. What am I going to do to change it?

4. What can my teachers/parents do to help/support me?


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Appendix B


 <p>Ready =</p>	 <p>Magnet eyes</p>	 <p>good sitting</p>	 <p>good listening</p>	 <p>following instructions</p>  <p>quickly</p>
 <p>magnet eyes</p>  <p>eyes</p>	 <p>not sitting</p>  <p>still</p>	 <p>not listening</p>	 <p>ignore</p>  <p>instructions</p>	
 <p>Respectful =</p>	 <p>kind</p>  <p>words</p>	 <p>caring for equipment</p> <p>+ and people</p>	 <p>staying in the</p>  <p>classroom</p>	 <p>wonderful walking</p>




unkind



words



damaging



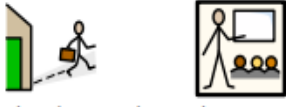
equipment




hurting




people



leaving the classroom




without permission




running




Safe =




kind




hands




and feet




kind




actions




caring for people




and environment




unkind




hands



and feet



unkind



actions



hurting people



damaging the environment



swearing

Behaviour Framework: Graduated Approach

Level	Behaviours	Consequences	Who
1	<p>We expect children to be: Ready: magnet eyes, good sitting, good listening, following instructions quickly Respectful: kind words, caring for equipment and people, staying in the classroom, wonderful walking Safe: kind hands and feet, kind actions, caring for people and environment</p> <p>Any behaviours showing not ready to learn will see the consequences applied</p>	<ol style="list-style-type: none"> 1. Verbal warning 2. 2nd verbal warning 3. Miss 5 mins playtime or lunchtime 4. Complete a reflection form 	
2	<p>Not following instructions e.g., defiance, refusal to comply, shouting out in the classroom, disrupting other children.</p> <p>Lack of respect towards adults e.g., extreme impoliteness, walking off, 'stopping and tutting', rolling of eyes, mumbling under breath, arguing back, shouting at staff.</p> <p>Breach of online safety policy.</p>	<ol style="list-style-type: none"> 1. Verbal warning 2. Loss of play or lunchtime 3. Repeated: reflection form completed and phone call home from class teacher 4. Home/school communication sheet 5. Sheet reviewed at end of week 	
3	<p>Dis-regulation/unacceptable rudeness/swearing, damaging school property e.g., shoving/throwing furniture.</p> <p>Sexual harassment/violence, physical violence, vandalism, bullying behaviours.</p> <p>Assault on a member of staff is likely to lead to fixed term suspension from the school</p>	<ol style="list-style-type: none"> 1. Verbal warning 2. Internal suspension 3. Phone call to parents from SLT 4. Home/school communication sheet 5. External suspension 	