



*Believe. Achieve. Succeed Together.*

# **Iver Village Junior School**

## **Behaviour Policy 2023-2024**

### **(Version 11)**

### **Article 15, 28, 22, 23, 29, 31**

“Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of.”

Review Date	Reviewed by	Changes
September 2021	PC/SCA	Removed link to COVID-19 policy
March 2022	PC/JD	7.2 A headteacher should ensure that a full investigation takes place before a sanction is issued.
September 2022	PC/JD	2.1- Removed Stars 2.5 – Removed Listening Box Suspension replaces fixed term exclusion throughout
September 2023	SCA	Updated changes to link with equality and the Suspension and Permanent Exclusion guidance May 2023
September 2023	PC	1.4 – Step On / Step Up Updated Section 7 Suspension and permanent exclusion from maintained schools to match “Suspension_and_permanent_exclusion_guidance_september_23” Added Warning to consequences Added PE Stars.

Written by: Mr P Clifford and Mrs S Chapman-Allen

## **1 Aims and expectations**

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a clear and supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where children understand the procedures to help foster this. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN), and will apply this policy in accordance with those duties. We recognise that some children with Special Educational Needs (SEN) may require an individual behaviour plan based on their SEN needs, including if they are demonstrating social and behavioural difficulties (Social, Mental and Emotional Health). This will be discussed with the Inclusion Manager. Reference should also be made to the school's Equality and Cohesion Policy, Prejudice-Related Incident Policy, Child Protection Policy and Special Needs Policy.
- 1.2** All children have an entitlement to feel safe at Iver Village Junior School. We believe that the school has a central role in the children's social, moral and well-being development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's ability to develop and grow into positive members of society.
- 1.3** The school has 3 main rules designed to promote good relationships and encourage respect. These are:
- Follow instructions straight away.
  - Show good manners at all times.
  - Care for everyone and everything.
- 1.4** We know that effective behaviour management underpins successful teaching and learning. When a child faces challenges, they can sometimes misbehave or become difficult to manage. At IVJS we know that behaviour is communication, and we manage the needs of our pupils through a range of ways.

All teaching staff have been trained in the 'Step On' behaviour strategies. Step On is based on sound evidenced based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. Pupils displaying challenging behaviours have Positive Intervention Plans (PIP) to support behaviours and regulate a consistent positive approach in school. Key members of staff have also been trained on 'Step Up' which focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.

## **2 Rewards and repercussions**

- 2.1** The school rewards good behaviour and good manners as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour but in order to understand how it works; the sanctions need to be explained first.

Our system of rewards includes:

- Moving your peg to 'Super', 'Outstanding' or 'Ivertastic' as part of our Behaviour System for displaying one or more of our 3 school rules.
- 'Braniacs' are chosen or voted for each week. Pupils can become 'Braniacs' for good work, good behaviour or good manners.
- 'House Points' are given for good work. The points are collated and the winning house is announced in the Celebration Assembly on Friday.
- Pupils may be sent to the headteacher for a 'Headteacher's Award' sticker or special pencil if they present their amazing work.

- 2.2** In the DHT office there is a "Behaviour Record File" we are obliged to log incidents and sanctions. All staff are all responsible for promoting positive behaviour – if staff witness or log an incident regarding a child from another class, they should ensure that they inform the class teacher. This log can also be used in discussions with a member of SLT. All prejudice related incidents (including Level 1) should be logged here and on the prejudice related incident form/online record.

An essential part of behaviour management is that a student understands that unacceptable behaviour results in sanctions being imposed. We have a system of 3 levels which act as sanctions. These are;

Level 1 - a warning and pupils move their peg to level 1.

Level 2 - 15 mins time out in the classroom and chn write a letter to parents/carers explaining the misdemeanour and apologising for it. Recorded by the deputy hedteacher.

Level 3 - 1 hour time out with SLT, a letter home and the incident recorded by the deputy headteacher. This behaviour could lead to an internal suspension – parents called by SLT.

Each child has a peg that is moved according to the level they are on. Every child will start the day with no level and many children are rewarded throughout each term for not being on a level. Name Pegs cannot be moved back up the level system.

If a child misbehaves repeatedly in class or the playground a Behaviour Plan (Achievement Plan) will be drawn up. Parents/carers will be invited in to discuss their child's behaviour with relevant staff and the child. Outside agencies may also be involved. If the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, the safeguarding policy will be consulted. If the behaviour might be the result of unmet educational or other needs, a multi- agency assessment will be considered.

We expect parents and carers to support the school's actions as set out in the home-school agreement which is signed at the beginning of each school year.

In exceptional circumstances a child may receive a suspension. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

- 2.3** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Any specific bullying or prejudice-related incidents, are logged on an incident sheet and filed in the 'Behaviour Record File' and kept in the office so we can monitor incidents over the year. All staff will fill in a form for any prejudice-related incident for the attention of the headteacher/ deputy headteacher/ or a member of SLT. A prejudice-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of disability, religion/belief, gender identity, race, sex or sexual orientation.
- 2.4** We use circle time and PSHE to discuss issues to do with bullying, behaviour and peer support. The SLT will also discuss issues that arise with specific individuals or groups of individuals, as is appropriate.
- 2.5** Children know that they can approach members of staff about any issue.
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE-00295-2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. Staff can use reasonable force to prevent pupils hurting themselves or others, from damaging property, or from causing disorder. Reasonable force may be used, as a last resort, to prevent a pupil behaving in a way that risks the child's safety, to stop a fight, to restrain a pupil at risk of harming themselves through physical outburst or to prevent a pupil from attacking a member of staff or another pupil. The actions that we take are in line with government guidelines on the restraint of children.
- 2.7** Searching – School staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
- knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the pupil)
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- 2.8** As a school we follow the governments Searching, Screening and Confiscation (Advice for Schools) July 2022 document

- 2.9** Confiscation – School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

### **3 The role of the class teacher**

- 3.1** 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 the shared drive to enable all staff to see them.
- 3.2** It is the responsibility of the class teacher to advise the deputy headteacher if a child receives a Level 2 or above. The Deputy Head will complete a 'Serious Behaviour Incident Record' (See Appendix A) if there a child commits a serious offence (straight to Level 3 and above) as listed in Appendix C.
- 3.2** 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.
- 3.3** 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.

### **4 The role of the Senior Leadership Team (SLT)**

- 4.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The SLT keeps records of all reported serious incidents of misbehaviour. Recorded on form Appendix A.
- 4.4** The headteacher has the responsibility for suspending individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. The parents will be notified without delay and the school governors will be notified.

## **5 The role of parents/carers**

- 5.1** 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

## **6 The role of governors**

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. They also have particular responsibilities in relation to suspensions and exclusions, as set out below.

## **7 Suspension and permanent exclusion from maintained schools (taken from DfE "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 23"**

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

### **The headteacher's powers to use exclusion**

- 7.1** Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- 7.2** A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate. (See Section 9)
- 7.3** When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

- 7.4** Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

### **Suspension**

- 7.5** A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool.
- 7.6** A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
- 7.7** A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- 7.8** It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
- 7.9** A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
- 7.10** The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.



## **Permanent exclusion**

- 7.11** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
- in response to a serious breach or persistent breaches of the school's behaviour policy; and
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- 7.12** For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. **7.8** provides further guidance on utilising online pathways and the potential significance of SEND law.

## **Cancelling exclusions**

- 7.13** The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:
- The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
  - The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
  - Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
  - The pupil must be allowed back into the school from which they were excluded without delay.
  - Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year (see **7.6**).
- 7.14** A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.
- 7.15** The school will endeavour to follow the detailed guidance in <https://www.gov.uk/government/publications/school-exclusion>



## **8 Monitoring**

- 8.1** The class teacher will record the levels of every child on a daily basis on a tracker. This can be reviewed by SLT as and when appropriate. Any child who has repeatedly been on a level may be called to see the headteacher and explain the reasons for their behaviours.
- 8.2** SLT monitors the effectiveness of this policy on a regular basis. It also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.3** The school keeps a variety of records of incidents of misbehaviour. The class teacher records the 'levels' or sanctions that a child receives each day, on a centrally kept Excel spreadsheet. SLT records those incidents where a child is sent to one of them on account of bad behaviour on an 'Serious Behaviour Incident Record' (Appendix A). There is also a specific form for recording bullying and prejudice-related incidents (see paragraph 2.3 above).
- 8.4** The headteacher keeps a record of any pupil who is suspended, or who is permanently excluded.
- 8.5** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- 8.6** It is the responsibility of the class teacher to collect the 'parent return slip' at the bottom of the level letter and filed in the purple class folder. If this signed slip is not returned then The HT and deputy headteacher need to be informed so that the parent can be called.

## **9. Discipline beyond the school gate**

- 9.1** Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:
- Taking part in any school organised or school related activity
  - Travelling to or from school
  - Wearing school uniform or otherwise identifiable as a pupil of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school
- 9.2** In issuing sanctions, the following will be taken into account:
- The severity of the misbehaviour
  - The extent to which the reputation of the school has been affected
  - Whether pupils were directly identifiable as being a member of one of our schools
  - The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
  - Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **10. Malicious allegations against school staff**

All allegations made against school staff will be promptly and fully investigated in line with the DfE statutory guidance Keeping Children Safe in Education, the Buckinghamshire County Council document Managing Allegations Against Education Staff and Volunteers Working with Children and Young People, and the School's Child Protection Policy. These procedures include provision for the pastoral care and support of both pupils and staff in such situations.

Keeping Children Safe in Education states that, "If an allegation is determined to be unsubstantiated or malicious, the designated officers(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil."

A "malicious" allegation is one where "there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive" (as opposed to an allegation which is found to be merely false or unsubstantiated). Malicious allegations made by pupils against school staff are a breach of this behaviour policy, and may lead to disciplinary action which may include suspension or permanent exclusion.

## **11. Review**

- 11.1** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

# Appendix A



## **Serious Behaviour Incident Record (Level 2 or above)**

**Name of Child:**

**Class:**

Date of Record	Recorded by:		
Date of Incident			
Time of Incident:	Location of Incident		
Names and Classes of children involved:			
<b>Type of Incident:</b> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>◇ Fighting</li> <li>◇ Violent behaviour</li> <li>◇ Damaging property</li> <li>◇ Bullying</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◇ Swearing</li> <li>◇ Verbal Abuse</li> <li>◇ Classroom disruption</li> <li>◇ Disobedience</li> <li>◇ Rudeness/rudeness to adults</li> <li>◇ Other</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>◇ Fighting</li> <li>◇ Violent behaviour</li> <li>◇ Damaging property</li> <li>◇ Bullying</li> </ul>	<ul style="list-style-type: none"> <li>◇ Swearing</li> <li>◇ Verbal Abuse</li> <li>◇ Classroom disruption</li> <li>◇ Disobedience</li> <li>◇ Rudeness/rudeness to adults</li> <li>◇ Other</li> </ul>
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Brief description of Incident:			
<b>Action Taken</b> <ul style="list-style-type: none"> <li>◇ Children concerned interviewed</li> <li>◇ Class Teacher informed</li> <li>◇ Head/Deputy informed</li> <li>◇ Parent/Carer informed verbally</li> <li>◇ Level letter sent home</li> <li>◇ Other</li> </ul>			
Consequences/Further action			

CC: Behaviour file in DH's office

# Appendix B

## Handling Serious Breaches of School Discipline

### **Physical assault on staff**

In cases where a pupil deliberately and with intent, either offers violence or assaults a member of staff, then this should be viewed with severity and be punishable in the first instance by suspension. Depending on the circumstances permanent exclusion may be considered.

Re-admission will follow a meeting with parents and the pupil will be placed on report under strict terms and conditions for a minimum 5 days. A further automatic suspension will follow for failing 'on report'.

Where the assault was unintentional as the result of careless or reckless behaviour, then parents should be notified as soon as practicable, one formal warning will be issued to the pupil together with a school sanction which may involve suspension.

### **Verbal abuse of staff**

Where a pupil deliberately and maliciously directs verbal insults or abuse at a member of staff, subject to confirmation, the pupil will be automatically suspended. On the pupil's return to the School parents will be interviewed and the pupil will be subject to a strict report.

Where a pupil swears or utters insults in such a manner that there is some doubt as to whom the abuse is directed at or is, for example, muttered whilst walking away from the incident, parents will be informed as a matter of course and one formal warning issued. A repeat offence will attract an automatic exclusion with strict terms for re-admission.

### **Malicious damage to school property**

For incidents of deliberate, significant and malicious damage to School property, pupils will be excluded and, where possible will be required to help make good the damage. Parents will be billed for repairs where appropriate.

### **Other behaviour deemed to be criminal including sexual abuse and assault**

As a matter of course the Police will be involved if the incident is of a serious nature. In minor cases of petty theft between pupils, parents will be informed and unless the matter can be resolved internally to everyone's satisfaction further appropriate sanctions such as detention or, in more serious cases, suspension will be considered.

Where such a crime is committed against a member of staff, subject to evidence, the pupil will be punished in the first instance by suspension pending further investigation, possible police action or meeting with parents.

Carrying an offensive weapon in the School will result in permanent exclusion.

# Appendix C

## Behaviour Procedures

The procedures will make clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

It is essential that all staff take responsibility for behaviour in our consequences system. All staff should use positive behaviour management strategies in order to focus students on their learning and to prevent students going further down the Level system.

### Responsibilities

This policy should also provide education with a full awareness of their responsibilities/school rules which are:

- Follow instructions straight away.
- Show good manners at all times.
- Care for everyone and everything.

### Aims of behaviour guidance

- Create a safe, happy and caring learning environment where children realise their full potential.
- Teach the importance of good manners, self-discipline and respect for others.
- Emphasise the positive.
- Set high expectations.
- Teach respect for religious and moral values with an understanding of all races, religions and ways of life.
- Encourage children to follow school rules and to cooperate with all adults and respect their decisions.
- Help children develop a sense of identity, achievement and self-worth and personal responsibility.

## Guidelines

- Adults in school always try to model the behaviour they expect of children
- Punishments which humiliate children are never used.
- Whole groups of children are never punished for the misdemeanors of a few (the School Rights Respecting Council, ARRC, feel strongly about this point)
- The use of sarcasm is unacceptable.
- Parents will always be informed of any serious incidents of poor behaviour from their child. Every effort will be made to ensure that the child sees the home and school working together.
- Underpinning behaviour across the School is the School Charter (three rules) and the UNICEF Convention on the rights of the child. RRS language will be used when speaking with children about behavioural problems. Pupils are reminded of their rights but also of the rights respecting actions that ensure that positive behaviour is encouraged.

At Iver Village Junior School we operate a Level system to monitor pupil behaviour. Every child starts every day on 'GOOD DAY'. Good behaviour means that the child remains on 'GOOD DAY' and can move onto 'SUPER' or for exceptional behaviour onto 'OUTSTANDING'. If the behaviour is exemplary then they could move onto 'IVERTASTIC'.

## Praise for Good Behaviour

At Iver Village Junior School the focus is on rewarding positive behaviour so that children with a poor attitude can see the benefits of behaving well and working hard. There are many ways in which a child is praised for displaying good behaviour and working exceptionally hard:

- verbal praise
- house points
- a sticker
- showing work to an adult other than their teacher
- pupil given extra responsibilities
- moving their peg onto 'SUPER' 'OUTSTANDING' or 'IVERTASTIC'
- being chosen as a 'Brainiac' or 'Sportiac' and given a certificate in celebration assembly
- PE STARS are given out as recognition of hard work in PE lessons. Those children that have received the most PE STARS will receive a PE MEDAL each term
- grades/comments awarded in the termly reports
- the issue of messages to parents - phone call
- 'praise postcards' may be sent home

## Sanctions/Consequences

Poor behaviour can result in a child moving to a Level 1-3. Any children that reach Level 3 are sent to the headteacher or deputy headteacher. They then write down the child's name and record the behaviour in the behaviour log.

### What Constitutes A 'Warning' Offence?

- talking when the teacher is teaching
- a lack of effort to complete tasks
- saying or doing something unkind to another child
- running down a corridor
- deliberately defacing books/work
- misusing school property
- distracting themselves/others
- failing to line-up as requested at break/lunch/between lessons

### What Constitutes serious offence (straight to Level 2 and above)

Parents will be contacted by the School on the same day if such an incident takes place.

- being heard to swear by an adult
- physically harming a child
- refusing to do what an adult has said
- homophobia/racism/sexism
- deliberately damaging school property
- stealing

Sometimes sanctions are required for pupils who have not followed the 3 school rules or respected the school values. We operate a clear set of stages which outline what will happen to a child who is misbehaving. We believe in restorative justice and giving pupils the opportunity to improve their own behaviour.

Warning – children may receive a warning before they move on to a level

Level 1 - pupils move their peg to level 1 if they break a rule after their warning.

Level 2 - 15 mins time out in the classroom and chn write a letter to parents/carer explaining the misdemeanour and apologising for it. Recorded by deputy headteacher.

Level 3 - 1 hour time out with SLT, a letter home and the incident recorded by deputy headteacher. This behaviour could lead to an internal suspension – parents called by SLT.



## Next Stages

**Stage 1** - If the child's behaviour does not improve then a meeting will be held with the child, the parents, the class teacher and the Principal. A behaviour plan (Achievement Plan) will be drawn up. The SLT will review this plan after one week and feedback to the child and their parents.

**Stage 2** - If the behaviour plan (Achievement Plan) is not producing an improvement in the child's behaviour then a meeting will be set up with the child, the parents, the class teacher, the Deputy and the Headteacher. The SLT will review this plan after one week and feedback to the child and their parents.

**Stage 3** - Internal suspension. The child will work independently away from their peers for a set number of days. This may include morning and lunch break times.

**Stage 4** - Internal suspension and lunchtime suspension - The same as stage 3 but the child is not allowed on school premises during the lunch hour.

Parents/carers must make alternative arrangements.

**Stage 5** - Suspension. The child is suspended from school for a period of 1-5 days with work set for completion at home. The Education Welfare Service and the Chair of Governors will all be informed of the suspension.

**Stage 6** - Second and third suspension within the same academic year.

**Stage 7** - Permanent exclusion.

Please note - in cases of very poor behaviour 'stages' can be by-passed.

A copy of our Level System

IVERTASTIC	Logged on the Simply Behave Tracker.
OUTSTANDING	Logged on the Simply Behave Tracker.
SUPER	Logged on the Simply Behave Tracker.
GOOD DAY	Where every child begins the day
LEVEL 1	Warning - Peg moved to Level 1
LEVEL 2	15 mins time out in the classroom and chn write a letter to parents/carer explaining the misdemeanour and apologising for it. Recorded by the deputy headteacher.
LEVEL 3	1 hour time out with SLT, a letter home and the incident recorded by the deputy headteacher. This behaviour could lead to an internal suspension - parents called by SLT.