

# Janvrin School



## Positive Behaviour and Anti-Bullying Policy

UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 14: You have the right to choose your own religious beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

UNRC Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 28: Discipline in schools must respect children's dignity and their rights.

UNRC Article 31: You have the right to play and rest.

UNRC Article 37: If you do the wrong thing, you have a right to be treated fairly.



# Janvrin Policy on Behaviour and Anti-Bullying

## 1 Aims and objectives.

- 1.1 It is a primary aim of Janvrin School that every member of the School community feels cared for, 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's behaviour policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe, secure and cared for ([Article 19](#))
- 1.2 The School has a number of expectations and rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This Policy supports the Janvrin School community in aiming to allow everyone to work together in an effective and considerate way. 'Restorative' outcomes are always our aim in responding to conflicts and concerns.
- 1.3 The School expects every member of the School community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this Behaviour Policy in a consistent way ([Article 37](#))
- 1.5 This Policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community.
- 1.6 The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 We recognise and praise positive behaviours much more regularly than we focus on inappropriate / negative behaviours.
- 1.8 Staff will not instigate or promote any responses to a child's behaviours that will put the child in 'shame' or embarrassment in front of their peers or others. Responses will always be discreet, professional and calm regardless of the degree of personal frustration experienced.
- 1.9 The application of trained methods of de-escalation should be applied throughout the school and each classroom: 'Zones of Regulation' and 'Decider' skills. Support, training and intervention with these is always available through the SENCO, ELSA and Pastoral staff.
- 2.0 Serious incidents will be reviewed and responded to through 'Restorative' action with the SENCO or other trained staff and the children involved and will be monitored and reviewed as the situation progresses alongside the class teacher.



## 2 Rewards and Responses

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - Teachers regularly congratulate children.
  - Each class teacher will develop systems of reward and acknowledgement of children's behaviour.
  - These systems will focus on immediate recognition of positive behaviours and dispositions.

- The systems will also encourage long term, collaborative behaviours and rewards which will encourage a developing sense of community responsibility and support within the class.
- Each term, staff will nominate children from each class who they feel have excelled in 4 specific areas of school:
  1. Attendance and Punctuality
  2. Effort and Determination
  3. Community Carer
  4. Active Excellence
- Children who receive these rewards will have their names scrolled onto the Excellence Boards in the main corridor and also receive a metal gold star badge. As children progress through the school they may receive more than one badge and are encouraged to proudly display these on their uniform each day.

2.2 The School endeavours to acknowledge and promote all the efforts and achievements of children, both in and out of School.

2.3 The School employs a number of responses by staff towards ensure a caring, safe and positive learning environment. We employ each response appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- If a child is disruptive in class, the teacher will ensure that the child is mindful of their actions and the impact on others and will encourage them to desist. If this happens they will be praised and thanked. If this doesn't occur and interruption to learning and safety of others is compounded the teacher will escalate actions (see appendix).
- If a child continues to be disruptive, they can be sent to work in another classroom for a short period of time (in agreement with the class teacher). The parents should be informed that this has happened. The teacher will meet and review the situation with the child and possibly the teacher before the start of the next day.
- If this is not seen to be effective, a meeting is held between the child and the Senior Leadership member.
- The final step in this process is a meeting between the child and the Head Teacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher will seek the immediate intervention of a senior leader and will record the incident.
- If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Where a child's persistent behaviours are seen as unsafe for themselves or others, senior leaders may make the decision to exclude the child from accessing specific events where the safety of others would be heightened e.g. school trips and visits; physical activities; residential stays.
- If a child's behaviours are disruptive and unsafe in specific lessons then SLT may make the decision to exclude the child from these lessons for a period of time. This will enable the other children to access the lessons safely but also provide staff time to work and review with the child the causes for the disruptions in these lessons. This work will largely be undertaken by the SENCo and ELSA/Pastoral teams and with the full awareness of the parents/carers.
- Restorative actions are always sought following incidents and these will be undertaken by the SENCo or other trained staff, in agreement with the parents and the children.

- 2.5 The School does not tolerate bullying of any kind or anti-social behaviour. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and inform parents of all children concerned. Instances of bullying are very rare at Janvrin.
- 2.6 Records are kept of any incidents of bullying that are reported.
- 2.7 RPI: restricted physical interventions are only to be undertaken by trained staff.



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

- 3.1 It is the responsibility of class teachers to ensure that the School ethos is upheld in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom expectations consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child presents with inappropriate or disruptive behaviour repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves on a level which will help the child realise the impact of their behaviours. This may also provide the child with a clear opportunity to highlight and discuss the possible reasons causing this behaviour so that this too can be responded to and supported. However, if these behaviours continue, the class teacher will seek help and advice from the Pastoral Lead, SENCo or from SLT.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



### **4 The role of the Head Teacher**

- 4.1 It is the responsibility of the Head teacher to implement the School Behaviour Policy consistently throughout Janvrin, and to report to the department, when requested, on the effectiveness of the policy. It is also the responsibility of Mr George to ensure the health, safety and welfare of all children in the school.
- 4.2 Mr George supports the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in their implementation of the Policy.
- 4.3 Mr George keeps records of all reported serious incidents of misbehaviour.
- 4.4 Mr George has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, he will escalate the concerns and behaviours to other agencies including 'Inclusion' at CYPES. Subsequent referrals may be made to SEMHIT, CAMHS or advice sought from the Inclusion team.

- 4.5 Where concerns may reflect a safeguarding concern, the DSL's may submit a referral to the Child and Family Hub.



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

- 5.1 The School collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the School ethos in the School/parent handbook, and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the School, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and Janvrin, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the School has to use interventions, resources or strategies (including sanctions) to support a child, we expect parents and carers to support the actions of the School. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Senior Leadership Team or Mr George. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented and the school will support and direct the parents/carers to their Senior Advisor at CYPES.

**Signed:**

**Iain George**  
(Headteacher)

