Janvrin School

Behaviour Policy

Reviewed May 2026

1. Introduction

This behaviour policy is designed to promote inclusion and equity across the Janvrin school community. We recognise the diverse needs of our pupils, including those eligible for Jersey Premium, those who are Multilingual learners (ML), and those with Special Educational Needs and Disabilities (SEND). Our aim is to foster a safe, respectful, and supportive environment where all children can thrive.

We believe 'consistency' is of paramount importance when it comes to supporting all pupils with behaviour, including all staff knowing and understanding our approaches. We use a mixture of 'proactive' approaches to create conditions for good behaviour and 'reactive' approaches for dealing with challenging/concerning behaviours (see appendix 1.1).

2. Core Principles

Our Core Principles are based on Paul Dix's 'Ready, Respectful, Safe' framework. It is a simplified, relational approach to behaviour expectations. It's designed to be clear, memorable, and applicable across all age groups. In practice, we display these three principles prominently, refer to them in conversations about behaviour, use them as a basis for restorative conversations, and train staff to model and reinforce them consistently. (See appendix 1.2 for more detail about the core principles.)

3. Differentiated Support

We understand that some pupils may need additional support to meet our behavioural expectations. This includes reasonable adjustments for pupils with SEND, trauma informed approaches, and language support for ML learners. Individual Behaviour and Learning Plans may be developed in collaboration with our SENCO, our families, and outside, specialist agencies.

We use the tiered approach, detailed by the EEF (2021) – often used to include and support pupils with SEND - to also support pupils to meet our behavioural expectations (see appendix 1.3).

4. Predictable & Secure Environments and Routines

At Janvrin, we believe that a calm, secure, predictable environment, supports pupils to focus and to regulate their feelings and behaviour. Establishing clear routines is a way to normalise desired behaviours and establish them into school life as habits. Clear routines can reduce cognitive load for pupils. Making aspects of classroom life automatic, frees up time, energy, and mental effort for the task at hand. Staff use

consistent and clear 'directional language' to promote good conduct around the school e.g. 'Walking sensibly, thank you – looking this way, thank you – gentle hands, thank you.'

Pupils with SEND have a particular need for predictability and security. Features of a predictable, secure environment include:

- A strong, positive ethos where all pupils feel safe and included.
- Clear, high expectations for behaviour, which are upheld.
- Warm, trusting relationships between pupils and staff
- A clean, tidy, and well-organised physical environment

5. Recognition and Rewards

Positive behaviour is celebrated through inclusive systems such as praise, certificates, pupil responsibilities, class rewards, and whole-school rewards. We ensure all pupils have access to recognition, regardless of academic ability or background. (see appendix 1.4 for examples of these).

Janvrin School use a behaviour report card system is used to:

- Support pupils in developing positive behaviour habits
- Provide consistent, clear feedback across the school day
- Promote home–school communication
- Monitor progress over time and inform next steps

The focus is support and improvement, not punishment. **Who It Is For**

- Pupils requiring additional behaviour support
- Pupils with SEN or SEMH needs
- Short-term interventions following behaviour concerns

- Pupils needing structure and consistency across the day Use is timelimited and reviewed regularly.

6. Pupil Leadership

We have different opportunities for pupil leadership at Janvrin. This supports older pupils in taking responsibility and feeling part of the decision making in school, which leads to more responsible behaviour from them. It also allows them to support younger pupils with their behaviour, especially at breaks in the day which are naturally more unstructured. We currently have: Peer Mediators, Young Interpreters, Mental Health Ambassadors, and Corridor Monitors.

7. Procedures for Managing Behaviour

Incidents of concerning behaviour are managed consistently and fairly, with consideration for individual needs. Low-level disruptions are addressed through reminders and reflection time. Repeated behaviours may involve restorative conversations and parental involvement. Serious incidents are recorded and reviewed by senior staff. For serious incidents where pupils: physically hurt a member of staff or another pupil, destroy resources or an area of the school, or significantly disrupt teaching and learning in the classroom, a graduated approach of an internal suspension or an exclusion may be decided and applied by the Headship team (Headteacher & Deputy Headteacher).

At Janvrin, we have a clear 'Organisation Chart' where staff know who to report any issues or incidents to.

8. Stakeholder Responsibilities

It is important that all stakeholders within the school community take responsibility for the behaviour of pupils. The stakeholders being: staff, parents/carers, and pupils. (see appendix 1.5 for responsibilities)

9. Monitoring and Review

This policy is reviewed, when necessary, with input from staff, pupils, and families. Behaviour data is analysed on our online system, 'MyConcern' to identify patterns and address inequalities. Adjustments are made to ensure the policy remains inclusive and effective.

Appendices:

1.1 Proactive & Reactive Approaches (EEF 2021)

Proactive Approaches

- Inclusive and positive culture
- Consistent routines and environments in classrooms
- High-quality teaching
- Whole-school reward system
- School leaders visible; modelling high ambitions for behaviour
- Consistent language and principles (Ready, Respectful, Safe)

Reactive Approaches

- Consistent responses by staff
- Additional Pastoral support for pupils who struggle to meet behavioural expectations
- Bespoke behaviour plans for specific pupils; this will involve Pastoral staff and school leaders

1.2 Core Principles

(Paul Dix – 'When Adults Change, Everything Changes: Seismic Shifts in School Behaviour,
2017)

Ready

- **Being prepared to learn**: Pupils are expected to be mentally and physically ready for lessons—this includes having the right equipment, being on time, and showing a willingness to engage.
- **Emotional readiness**: Teachers help pupils regulate their emotions so they can participate positively.
- **Consistency in routines**: Adults model and reinforce what "ready" looks like, creating predictability and safety.

Respectful

- **Respect for self and others**: Pupils are taught to value themselves, their peers, and adults.
- **Respectful communication**: Language and tone matter—students learn to speak and listen with kindness.
- **Respect for the environment**: Includes caring for school property and shared spaces.

Safe

- **Physical safety**: Clear boundaries and expectations help prevent harm.
- **Emotional safety**: A calm, predictable adult response ensures children feel secure.
- **Safe choices**: Pupils are supported to make decisions that protect themselves and others.

1.3 Tiered approach (EEF 2021)

Specialist – Intervention and support by a trained professional to support pupils and school staff (ASCIT, SEMHIT, Wellbeing).

Targeted – Additional, 1:1 or small group intervention: school staff working together to support pupils.

Whole Class – High-quality teaching to engage and motivate all pupils.

1.4 Recognition & Rewards

Class Rewards – teachers us a variety of class reward systems that best suit their pupils. Examples of these are: star of the week, secret student, raffle tickets, pebbles in a jar, sticker charts etc. Prizes can take the form of 'special themed days', trips out, pyjama days etc.

Whole School Rewards – we have a 'Janvrin Gems' reward scheme, where pupils earn gems for positive behaviour during break times lunch times. When pupils earn them, they fill up the letters that spell out Janvrin – it goes letter by letter. When all letters are filled, pupils earn a reward that teachers can do as a year group or individual class.

Certificates - Pupils earn certificates for some of their online learning: Times Tables Rockstars, Reading Eggs, and Rollama. These are celebrated in assemblies.

Gold Star Awards – These are termly awards awarded in key stages (Foundation, KS1 & KS2) to pupils in the following 5 categories: Creativity, School Community, Active Excellence, Attendance & Punctuality, and Effort & Determination. Children receive a Gold Star badge to wear.

Oracy Awards – Each half term we focus one of the Oracy strands. Class teachers nominate a pupil who has made great improvement and effort toward the particular strand of Oracy and they receive an award.

Reading star of the week – Class teachers nominate a pupil each week who has impressed them with their reading. This could be reading habits, reading responses, reading fluency, book recommendations etc. The star receives a token and chooses a book from the vending machine.

1.5 Stakeholder Responsibilities

Staff Responsibilities: Staff are central to modelling, implementing, and reinforcing the behaviour policy.

- Model positive behaviour

- Set clear expectations
- Use consistent directional language and strategies (Paul Dix: Ready, Respectful, Safe)
- Record and report incidents
- Support all learners
- Collaborate with families

Pupil Responsibilities: Pupils should be supported to understand and take ownership of their behaviour.

- Follow the core principles: Be Ready, Respectful, and Safe
- Show respect to each other
- Take responsibility for their own behaviour
- Seek help when needed
- Contribute to a positive environment

Parent/Carer Responsibilities: Parents and carers play a vital role in reinforcing behaviour expectations and supporting their child.

- Support the school's behaviour policy
- Communicate proactively
- Attend meetings and events
- Reinforce expectations at home
- Work in partnership **Further Information:**

P Positive Behaviour and Exclusions Policy 20231030JLA.pdf