Policy for Behaviour

Status: Approved

CHANGE HISTORY

<table>
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<tr>
<th>Issue Number</th>
<th>Issued On</th>
<th>Next Review Due</th>
<th>List of Changes</th>
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<tbody>
<tr>
<td>1</td>
<td>16/03/16</td>
<td>March 2019</td>
<td>Initial version</td>
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<tr>
<td>2</td>
<td>15/01/18</td>
<td>January 2020</td>
<td>- All children are in school houses linked to class dojo</td>
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<td>- Children can be moved back up on the behaviour chart</td>
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<td>- Teachers may use own additional behaviour systems e.g. raffle tickets</td>
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<td>- Children sent to another class after 3 or more warnings</td>
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<td>- Changed Appendix 2 in line with discontinuation of Team Teach training</td>
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<tr>
<td>3</td>
<td>09/03/18</td>
<td>March 2020</td>
<td>On recommendation from Standards Committee 1.2.18, the operational aspects of the behaviour</td>
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1 ETHOS
Our School is dedicated to creating a happy, stimulating, safe and effective learning environment underpinned by our school values which we expect everyone working at Icknield, pupils and adults alike, to follow. We value everyone within our school as individuals and support them in their development academically, emotionally and socially whilst also encouraging talents and skills. We strive to equip children with the skills needed to be life-long learners as members of our local community within an ever-changing world.

We believe that a good behaviour system is an essential part of promoting this learning environment.

Within a positive behaviour approach it is expected that 80% (primary tier) of children will respond well to the approach. 15% (secondary tier) may need some short-term interventions to support their behaviour e.g. additional reminders and praise to reinforce clear, positive expectations. 5% (tertiary tier) will require further long-term intervention which will be laid out in an IBP (individual behaviour plan).

The aims of our behaviour policy are to:

- encourage a calm, purposeful and happy atmosphere within school
- make clear boundaries of acceptable and unacceptable behaviour clear and to ensure safety
- foster positive caring attitudes towards others
- promote children’s self-esteem
- encourage pupils to take responsibility for their actions and learn self-discipline
- encourage a good working atmosphere that enables pupils to do their best socially, emotionally and academically
- promote the safety and well-being of all our pupils
encourage respect and co-operation

where required, provide interventions that are proportional to behaviours displayed

provide for the Icknield Children’s Charter of Rights (see Appendix 1)

ensure consistency and continuity within and between classes and adult approach

ensure consistency and continuity between in-school and out-of-school expectations

promote the use of rigorous systems that are regularly monitored and reviewed

enable everyone at our school to value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community

ensure children are praised and encouraged and given opportunities to succeed

encourage children to become independent learners, confident individuals and responsible citizens

create a positive and open partnership between home and school

enable specific strategies for children with SEND so they can be supported

2 DESIRABLE BEHAVIOUR

Benefits of Desirable Behaviour:

For the children:

Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers

They can work in a calm and quiet atmosphere, concentrating on their learning, free from disruption from others

They learn to care for each other and the importance of friendship

They learn self-respect, develop self-confidence and increase self-esteem

They learn to always try their best in school and feel pride in their achievements

They appreciate the importance of completing assigned work.

For the staff:
With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from the worry of disruption.

Staff can spend more time with the children helping them to learn, rather than spending it sorting out behaviour problems.

There are fewer interruptions and more concentrated learning for all.

For the parents:

They can feel confident that their children are growing in a positive environment.

To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and can be supported and give support, as we are all working together.

To know their children will receive guidance, support and encouragement to behave well.

Expectations:

To achieve these benefits, children should:

- always follow instructions given by a member of staff.
- take pride in their achievement, academic and personal.
- use the internet safely and sensibly.

To achieve these benefits, adults should:

- set a positive example in manner and courtesy.
- care for and appreciate others and attempt to understand them.
- give plenty of praise where appropriate, not only for academic achievement, but for being helpful, kind and considerate.
- make it clear to the child it is the behaviour of the child we don't like, not the child.
- have individual behaviour plans to support any children within the 5% of the positive behaviour approach who require further, more long-term intervention with the aim of reducing negative behaviours.
- Work collaboratively with their class at the beginning of the year to create a ‘class charter’ which all children agree to adhere to.
To achieve these benefits, children and adults should:

- respect the rights of others, the fabric of the school and other people's property.
- act in a courteous and considerate manner. It is important to say 'please' and 'thank you', open doors for others, avoid interrupting a conversation and listen to other people's point of view.
- use appropriate language
- show each other mutual respect
- enter, walk around the school and leave the school building in a calm, controlled way.
- be positive representatives of the school
- be role models for others, especially those younger and/or more vulnerable
- be self-disciplined
- listen well
- express an opinion appropriately
- reconcile any differences
- acceptant differences
- co-operate
- show personal tidiness
- care for the environment inside and outside the classroom
- Show appropriate behaviour towards others online
3 The Icknield School Values:
Our agreed school values are listed below and should be consistently and positively highlighted to encourage desirable behaviour wherever possible. They provide a simple way of looking at these behaviours.

BE HONEST
BE TOLERANT
BE PATIENT
BE RESPECTFUL
BE PEACEFUL
BE KIND
BE CARING
BE COURAGEOUS
BE UNDERSTANDING

The school values should form the basis of class and whole school assemblies wherever possible. They should be displayed and promoted regularly, with children invited to reflect on their application regularly. Class charters, which link to these school values, are discussed and agreed with the pupils at the beginning of every year, monitored and developed regularly as the year goes on to meet the ever-changing needs of the class, and displayed clearly in each class room. The Icknield School Children’s Charter of Rights (see appendix) should underpin these rules.

4 POSITIVE REINFORCEMENT
It is important to be clear about the kinds of behaviour we want to encourage – good manners, thoughtfulness, respect for others’ opinions and property, sharing, good time keeping, self-discipline and self-motivation. Good behaviour should be frequently rewarded to provide children with good peer role models and to avoid patterns of unacceptable behaviour becoming established. At Icknield all adults should try to ‘catch a child being good’ and emphasise the behaviour which is desirable.

The school acknowledges and encourages appropriate behaviour and attitudes to learning through:

Verbal or written praise from an adult or a peer, which may include class stickers, raffle tickets or stamps, at the teacher’s discretion, recognising effort and/or achievement and/or contributions.
Class Dojo points are collected on an individual and whole class basis (for achievement and good learning behaviours). Children are also given milestone certificates.

All children in the school are placed in houses. This is linked to Class Dojo and points and updated regularly for all to see.

A visit to a senior leader which may include the receiving of a sticker, certificate and/or a phone call home (for exceptional attainment, progress or behaviour)

Increased responsibility for the child

Celebration/showing assemblies

Class teachers may have their own additional positive behaviour systems to complement the existing systems e.g. raffle tickets/class marbles.

5 UNACCEPTABLE BEHAVIOUR

We will not accept, and must work together as a school and with parents to discourage:

Sexual, racial, physical or verbal harassment or other prejudices

Fighting or violent behaviour

Threatening/aggressive behaviour or bullying (see attached Bullying Guidelines)

Destruction of property or vandalism

Dishonesty, stealing and cheating

Disrespect and disobedience

Swearing or bad language

Leaving class without permission

Under achievement due to lack of hard work

Disruption

Lack of consideration

Selfishness

Inappropriate use of the internet / ICT or cyber bullying
6 SANCTIONS AND PROCEDURE FOR UNACCEPTABLE BEHAVIOUR

Sanctions for behaviour we wish to discourage and procedures to follow.

In order for children to fully understand the pleasure of rewards we must also apply the same principles of encouragement to inappropriate behaviour. Children need to fully understand the consequences of their actions. Again this can be done in informal ways, such as by eye-contact, a frown, a gesture or words. It can be done privately and should be enough to warn the child that this is not the sensible way to behave.

If this does not work, then the school will follow a procedure of sanctions which must be applied consistently, firmly, fairly and without confrontation. These sanctions will follow a progressive whole school system which will step up in accordance with the severity of the situation and the impact this behaviour has upon others.

6.1 Exclusions

In exceptional circumstances where a child has seriously breached the school’s behaviour policy and is involved in an extremely serious incident the Headteacher will exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A pupil can be excluded from the school premises during term time or just lunchtime periods. It can be for a short-period, a longer-period or permanently. The Headteacher will consider the severity of the situation as well as whether this is a first-time offence or a repeated incident. Exclusion is considered a last resort as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

A child may be excluded for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil.
- Verbal abuse/ threatening behaviour against adult
- Persistent bullying
- Racist Abuse
- Serious damage to school property
Theft

Persistent disruptive behaviour

Weapons in school

Illegal drugs or alcohol

When an exclusion is made, a letter will be sent to both the Local Authority and the Chair of Governors as well as the parent(s). If the exclusion involves a child with SEND, the SENCo will also be informed.

Before a re-admittance after an exclusion, the Headteacher (or designated SLT member in his/her absence) will have a parent meeting (with/without the child as deemed by the school to be appropriate).

7  PHYSICAL INTERVENTION
On rare occasions there is no alternative to restraining pupils physically, in their and others’ interests and safety. Such interventions should be made only in accordance with DfE recommendations regarding the use of ‘reasonable force’.

8  LUNCHTIME BEHAVIOUR GUIDELINES
The school has clear guidelines for behaviour which are regularly communicated with all those to whom they apply. The school’s system for managing behaviour at lunchtime and its expectations for behaviour is in line with what is expected within lessons.

OUT-OF-SCHOOL BEHAVIOUR GUIDELINES
Teachers are able to discipline pupils for events that occur beyond the school gates e.g. non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline pupils for misbehaviour when the pupil is:

Taking part in school - organised or school – related activity

Travelling to or from school

Wearing school uniform

Teachers may only discipline pupils on school premises or elsewhere when the pupil is under the lawful control of the staff member.
TFU (Time for You) is an after-school club for Icknield pupils and children are expected to behave in an appropriate way as outlined above. Staff at TFU should use the school’s behaviour system

CONFISCATION

The DfE publication ‘Behaviour and Discipline in Schools’ (January 2016) enables a staff member to confiscate or dispose of a pupil’s property, so long as it is reasonable.

Teachers have powers to search with consent. They may also search without consent and, if necessary, with reasonable force, for prohibited items (e.g. drugs, stolen articles).

9   RECORD KEEPING

A report of all plans to support children with their behaviour is kept securely at school. These may be shared with parents and/or staff members and/or other parties such as for transition between schools, liaison with other agencies etc.

Incidences of bullying or any form of unacceptable behaviour will be recorded. Where there are issues of racist or homophobic abuse, the incident will be logged in line with LA requirements.

10 PARTNERSHIP WITH PARENTS AND CARERS

It is important to establish and maintain a strong working partnership between school and home so that pupils see that we are working towards the same goals. All parents, carers and pupils will be asked to sign the Home School Agreement on admission.

BULLYING

The school takes bullying very serious. Staff dealing with bullying will follow clear procedures for supporting both the victim and perpetrator and communicating effectively outcomes and resolutions with all affected members of the school community including parents and carers. Governors will be informed of any incidences relating to bullying.

SCHOOL COUNCIL’S ROLE

Wherever possible, children will be included in the development of the school’s behaviour policy, often through the work of the School Council.
11 CONCERN AND COMPLAINTS
As with all aspects of our practice, any parent wishing to raise a concern or a complaint should follow
the procedures as outlined in our ‘Complaints’ policy.

Appendix 1

CHARTER OF RIGHTS
At Icknield School we believe every child has the right to:

- be safe and happy
- learn and be encouraged to have a belief in themselves and their ability to succeed
- feel special, be listened to and have their opinions taken into account
- be treated fairly and with respect - everyone should treat others as they would like to be treated
- be called only by their chosen name
- enjoy playtimes

Equalities Impact Statement:
1. Has this policy fully considered the School’s Equality objectives and statement agreed? Yes
2. Are there any impacts of the School’s Equality objectives and statement on this policy
   Yes
3. If “Yes” are these clearly described and their impact assessed within the policy document?
   Yes

Child Protection Statement
At Icknield Primary School the welfare of the child is paramount. All children, whatever their age,
culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to
protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously
and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to
report any concerns to one of the designated child protection officers.