



Behaviour Policy

June 2024

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and bad conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged. **DfE July 2022**

Aims of the school in terms of behaviour

- To ensure that the whole school community has high expectations of behaviour.
- To have a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Trustees – based on a sense of community and shared values.
- To foster a caring, community atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To maintain a curriculum, that underpins moral values and attitudes as well as knowledge and skills. A curriculum that promotes, positive relationships, responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To encourage all members of the school community to act as role models and to consider their own behaviour at all times.

Rewards

- Maintaining high expectations is fundamental to the policy and to behaviour management in the school. Although good behaviour may be rewarded, it must also be expected and children should not see good behaviour as a means of reward.
- Praise is recognised as the most appropriate and effective form of reward and should be used often.
- Being sent to the Headteacher or Deputy Headteacher for praise.
- The Golden Book can be used to reward good behaviour and is read out every week during Celebration Assembly. Any child mentioned in the Golden Book receives a House Point.
- Good behaviour over a sustained period of time may be rewarded with a certificate in assemblies and is also considered when choosing the recipient of the weekly Headteacher's Award for the class.
- Children in EYFS are taught to behave well and praised for behaviour such as good listening, playing together, sharing etc.
- Verbal and written feedback to parents including an Ickford Positive Praise Card sent home.

Examples of Minor Breaches of Discipline

- Not being on task during lessons after having been reminded.
- Continuing to talk when required not to during lessons or assemblies.
- Being in classrooms without permission during break times.
- Poor manners and being disrespectful to others.
- Not wearing correct uniform.
- Forgetting to bring in or complete Reading Records.
- Running in corridors or in classrooms during wet break times.

- Being disrespectful to midday supervisors.
- Disrupting lunch breaks.
- Being dishonest.

Major Breaches of Discipline

- Aggressive behaviour towards others resulting in physical contact.
- Swearing.
- Aggressive behaviour towards members of staff.
- Inappropriate use of school computers/tablets/internet.
- Vandalism.
- Persistent disruption of lessons.
- Bullying.
- Persistent dishonesty.
- Any behaviour that puts others at risk. Any incidents involving a child that result in personal injury.
- Loss, theft, or damage to property.
- Refusal to co-operate in the classroom.
- Incidents outside of school that bring the school name into disrepute.
- Any other incidents or matters of a serious nature.

Sanctions

There will be times when children's behaviour is unacceptable. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

- Minor breaches of discipline are dealt with by the class teacher or midday supervisor in a supportive and fair manner, having regard to the age of the child.
- Each pupil is treated individually. Generally, children are reminded that they are responsible for their own actions and that inappropriate and poor behaviour has a consequence.
- Normal sanctions may include a verbal reprimand and reminder of expected behaviour, loss of free time (such as break times), moving in class to sit alone, apologising, and loss of a responsibility.
- If a child's behaviour is felt to be having a negative impact on other children, they may be sent to another classroom to work under supervision of another teacher for a period of time.
- Children may be sent to the Headteacher or Deputy Headteacher to discuss their behaviour and, if necessary, take time out of the classroom. (See appendix 1 for more details)
- A child may be issued with a report card that records behaviour in each lesson for a minimum period of one week and is shown to a senior leader at the end of the day.

If the unacceptable behaviour is persistent or recurring, the Headteacher or Deputy Headteacher must be informed. In all cases, parents will be contacted either in writing or by telephone and expected to become involved.

Under no circumstances are physical sanctions acceptable.

Bullying

Bullying is dealt with separately in our Anti-Bullying and Harassment policy. However, it is expected that the effective implementation of the Behaviour Policy will help to minimise the incidence of bullying.

S.E.N.D

Although expectations of behaviour for all children are high, every behavioural incidence is treated on an individual basis and those involving children with S.E.N.D are dealt with in accordance with our S.E.N.D Policy. When considering a behavioural sanction for a pupil with SEND, the school will take into account whether the pupil was unable to act differently due to their particular SEND and will make reasonable adjustments.

Equal Opportunities

Expectations of behaviour are high for the whole school community and no distinction is made between girls and boys. As with racial incidents (see below) children are taught about positive relationships, gender difference, diversity and equality in the curriculum and through assemblies.

Internet Misuse

Pupils who misuse the Internet will (in accordance with the Internet usage policy) be prevented from using it in school. Parents will be informed of any misuse and, if necessary the Police or Local Authority will be informed.

Good Manners

Good manners are considered imperative to the education of the children and should be promoted at all times. Staff must be aware of the need to reinforce good manners among the children and also to act as role models themselves in their dealings with children and with other staff members.

Racial Incidents

As with all adverse behaviour the intention is to prevent it through teaching. In order to eliminate racial incidents, children are taught about positive relationships, diversity, acceptance and kindness. Any incidents involving racial discrimination are dealt with by the Headteacher who contacts parents. Racial incidents are also recorded and any occurrences reported to the Local Authority.

Searching, Screening and Confiscation

We use the DfE guidance of July 2022 which includes the following statements:

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons.
- Alcohol.

- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Mobile phones.
- Smart watches.
- Gaming equipment.
- Laser pens and key rings.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

Any searches that are carried out must be recorded and submitted to the DSL. A record of search must contain the following:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

The school reserves the right to confiscate prohibited items for any period up to a full term. Items will be returned to parents and not pupils. Items that are deemed to be illegal may be handed to the police.

Major Breaches of Discipline

Where there are major breaches of discipline, Ickford School has a standard procedure (see below). This type of behaviour is rare at Ickford School and it is the duty of the Head Teacher to deal with it promptly, particularly if the problem persists. An accumulation of minor breaches may also be considered as a major breach of discipline.

Major breaches of discipline include (note that this list provides some examples and is not exhaustive):

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.

- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Procedures for Dealing with Major Breaches of Discipline

Stage 1.

If a member of staff reports a major breach or there is an accumulation of adverse behavioural incidents that constitute a major breach of discipline, then a meeting is convened with the member of staff, the Headteacher and or the Deputy Headteacher. The member of staff must come to the meeting prepared with notes pertaining to the behaviour and may choose to use the report form (Appendix 1) or have separate notes. The behaviour is discussed and the Headteacher/Deputy Headteacher will decide on the course of action from the list below:

- Issue an oral warning to the pupil concerning future conduct.
- Authorise the withdrawal from the classroom for the rest of the day.
- Agree to exclusion from any extra curricular clubs or activities.
- Request a meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.

All of the above will be accompanied by a letter or email to the parents or guardians of the pupil and a response required to confirm that the letter has been received.

Follow up procedures may be put in place such as a further consultation with teachers and parents to ensure that any adverse behaviour has stopped or to agree a further course of action.

Stage 2

If adverse behaviour is severe or recurring, suspension (formerly fixed term exclusion) 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. A pupil may be suspended for a number of fixed periods up to but not exceeding 45 days. The school will set and assess work for the first 5 days of an exclusion or suspension.

Exclusion procedures are implemented as follows:

- The Headteacher will inform the Parents or Guardians of the pupil of the intention to exclude.
- The Headteacher will inform the Chair of Trustees of the intention to exclude.
- The Headteacher will inform the Local Authority and any other necessary external agencies such as social workers of the intention to exclude.
- The Headteacher will arrange for a meeting with parents.
- If necessary, the Headteacher will arrange a case conference with parents and support agencies.
- After consultation with the Board of Trustees, the parents will be notified of the exclusion details.
- Parents have the right of appeal to the Board of Trustees against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and parents being called to take a child from school immediately.

Restrictive Physical Intervention

Restrictive physical intervention would only be used in exceptional circumstances, with staff that know the pupil well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention; for example, stopping a younger child leaving the school site or if a child attacks another child or adult violently, refuses to calm down and may put themselves or others at risk.

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force and where we judge that there is no reasonably practicable less intrusive alternative. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

Behaviour Records

Any incidents of adverse behaviour may be recorded using CPOMS the on-line safeguarding tool.

All staff employed must make a written record of behavioural incidents that require intervention by the Headteacher or Deputy Headteacher or if there has been a request for a meeting to report adverse behaviour. The Headteacher/Deputy Headteacher shall decide if it should be kept on record.

All major breaches of discipline shall be kept on a pupil's record including:

- Any incidents involving a child that result in personal injury.
- Loss, theft, or damage to property.
- Refusal to co-operate in the classroom.
- Incidents outside of school that bring the school name into disrepute.
- Any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, etc).

Class Teachers can raise a concern directly on CPOMS. A notification is then sent to the Headteacher and Deputy Headteacher. The Headteacher and or Deputy Headteacher will then organise a meeting to discuss the concern. The Headteacher will make the decision as to whether the behaviour report will be kept on a pupil's record.

Summary

Ickford School believes that by using a positive system of rewards and reinforcing good behaviour, we create an environment that fosters children's positive self-esteem. It is the duty of all members of staff and the school community to see that the behaviour policy is consistently implemented and upheld and that break down in discipline is prevented before having to be dealt with.

Good behaviour should be reinforced through the curriculum and children should have the opportunity to have their 'voices' heard through such things as class discussion and circle times and meetings with staff members.

The children should also have some responsibility for maintaining standards of behaviour and should play a role in this through discussion with their teachers, support staff, Headteacher and Deputy Headteacher and helping to promote and support initiatives such as anti-bullying strategies, and peer mediation.

Ickford School has four key values: Kindness, Respect, Determination and Honesty. These values are reinforced through assemblies and the curriculum and should be pervasive through all aspects of school life.

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Appendix 1.

We make every endeavour to build our conversations with pupils from restorative paradigms. When incidents occur, every child involved is given the opportunity to explain events. Some example questions are:

- What happened?
- What were you thinking at the time?
- Do your actions reflect our school values?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- How do you think they feel?
- Do you understand why this behaviour is not acceptable in school?
- What do you think you need to do to make things right?
- Do you think we have been fair?
- What might you do next time something like this happens?