



Behaviour Policy

February 2019

School Aims

- To value each child as an individual with special abilities, gifts and needs and to ensure that they have equal access to all aspects of school life and an enjoyable education.
- To create a stimulating yet orderly and safe environment conducive to learning in which children are encouraged to be creative, independent and confident, lifelong learners.
- To foster an environment that allows for creative and dynamic teaching where every member of staff feels valued and supported and has the opportunity for professional self-development.
- To work in partnership with parents, the community and local primary and secondary schools embracing trust, understanding and mutual support.
- To encourage children and staff to adopt healthy lifestyles by promoting physical activity as part of a lifelong healthy lifestyle, encouraging them to eat sensibly and helping them to form positive relationships.
- To provide a safe and nurturing environment that allows for the development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil regardless of gender, faith, nationality, disability or socio-economic status.
- To promote integrity, honesty and self-respect in each pupil and develop compassion, tolerance and respect for others.

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 Governors – 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

- Although good behaviour may be rewarded, it must also be expected and maintaining high expectations is fundamental to the policy and to behaviour management in the school.
- Praise is recognised as the most appropriate and effective form of reward and should be used often.
- Being sent to the Headteacher or Assistant Headteacher for praise.
- The Golden Book can be used to reward good behaviour
- Good behaviour over a sustained period of time may be rewarded with a certificate in assemblies.
- 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.

Sanctions

There will be times when children behave unacceptably. 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 caring, supportive and fair manner, having regard to the age of the child.
- Each case 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 include a verbal reprimand and reminder of expected behaviour, loss of free time (such as break times), moving in class to sit alone, writing a letter of apology, 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 Assistant Headteacher.
N.B. Children required to miss break times must be supervised by the teacher keeping them in or a member of the Senior Leadership Team

If the unacceptable behaviour is persistent or recurring, the Headteacher or Assistant Headteacher must be informed. In some 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

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 are dealt with in accordance with our S.E.N Policy and children's individual needs are taken into account.

Equal Opportunities

Expectations of behaviour are high for the whole school community and no distinction is made between girls and boys.

Internet Misuse

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, tolerance 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.

Major Breaches of Discipline

Where there are major breaches of discipline such as, physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class, 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.

Procedures for Dealing with Major Breaches of Discipline

Stage 1.

- An oral warning by the Head Teacher concerning future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.

Stage 2.

- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents and support agencies.
- Permanent or fixed term exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

If a child attacks another child or adult violently, refuses to calm down and may put themselves or others at risk, then physical restraint is necessary. The child is removed and taken to the Headteacher or member of the Senior Leadership Team, who contacts the child's parents.

A Behaviour Form (see appendix) is completed and the situation discussed with the Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc...

Behaviour Record

This is a file kept by the Headteacher and used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- 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).

Behaviour forms should be used to record all details, and are available from the Office.

(Persistent adverse behaviour or serious breaches will be recorded on a the Integris Management system)

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.

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

In 2018, the pupils of the school decided to adopt four key values:

Kindness
Respect
Determination
Honesty

These values are reinforced through assemblies and the curriculum and should be pervasive through all aspects of school life.

