



POLICY FOR BEHAVIOUR

Aims

This policy aims to ensure that all members of the school community - staff, pupils, parents and governors - are fully involved in supporting a consistent approach to behaviour and in promoting inclusion. This means responding to the different needs of our pupils by identifying and minimising barriers to learning and maximising resources to support successful participation in school-life.

We aim to develop pupils' self esteem and their tolerance, respect for and understanding of all members of the community in order to equip them with the life skills to make a positive contribution to society.

Expectations

At Ivybridge we expect all individuals to:

- Have respect for others
- Be polite, kind and helpful to others
- Take care of things which belong to the school, other people and ourselves
- Treat others as they would wish to be treated themselves

Rights and Responsibilities

Every member of the school community has the right to be treated with respect. Children and staff have the right to work in a safe, secure and stress-free environment. Everyone in the school community has a responsibility to support these rights.

Adult responsibilities

All adults in our school are expected to be positive role models to encourage and inspire the children in our care. Teachers are expected to be on time, well-prepared and provide a differentiated curriculum. Parents are expected to ensure children attend school, arrive on time and support the school's policies.

Pupil responsibilities

Pupils are expected to come to school on time, bring equipment, follow instructions, co-operate with staff and peers and focus on learning.

The Home School Agreement outlines and reinforces these rights and responsibilities. A copy is included in Appendix 1.

Implementation

Rules and Routines

In order that we can all work and learn in a safe and happy environment it is necessary that there are specific rules which we all understand and agree to. Rules should, whenever possible comprise of positive statements of expected behaviours rather than a lists of 'must nots.' Routines underpin rules and reinforce order both in the classroom and around school. Clear rules and routines help pupils carry out their responsibilities and enjoy their rights.

Classroom Expectations

The expectations for each classroom will be decided at the start of each academic year in discussion with the pupils in that class. Once agreed, these expectations will be clearly displayed in the classroom with an accompanying explanation of rewards and sanctions.

Playground Rules

Playground rules are clearly displayed in both playgrounds. (See Appendix 2)

These have been discussed and agreed with children.

Promoting appropriate behaviour

We believe that children need to be taught social skills and to develop responsibility for their actions. They need to be given the strategies to respond to a range of situations and challenges. We aim to achieve this through:

- A clear framework for Personal, Social, Health and Citizenship Education (PSHCE), providing a broad, balanced and consistent programme to support the development of positive self esteem and social skills.
- Circle time providing opportunities for children to explore issues and build self-esteem
- School Council offering opportunities for children to develop a sense of responsibility and participate in decision-making
- Induction support for new staff and guidance for supply teachers to ensure consistency in routines and behaviour management

Reinforcing and Rewarding Appropriate Behaviour

We believe in utilising a rewards system in order to recognise positive behaviour and attitudes in our pupils. We ensure that it is clearly understood by all pupils as to why these

rewards are given. This system comprises stickers, Class Dojo, certificates, Head Teacher awards and our Gold Book.

Class Dojo

These points are awarded by class teachers and other adults to recognise achievement and positive behaviour in the classroom. For younger children, the more concrete reward of a sticker may be given. Each half term the Dojo points awarded to child class are totalled and the two pupils from each class with the greatest number of points are given a treat. This might be an extra trip out or something similar.

Head Teacher Award Stickers

These are given in recognition of particular effort or achievement by a pupil. The class teacher or other adult will send the pupils to the headteacher with an explanation of why the award is deserved.

The Gold Book

If a pupil produces an exceptional piece of work they will be sent, with their work, to the Head Teacher to have their name recorded in the Gold Book. This record will also indicate the nature of their achievement. The pupil will receive a Gold Award sticker for themselves and their work immediately and will be presented with a Gold Award certificate in the whole school assembly on the following Monday. The pupils should bring their work, if possible, to the assembly.

Behaviour Awards

Each week a pupil from each class who has demonstrated positive behaviour or attitudes during the week will be rewarded with the presentation of a red certificate.

Teachers may have additional reward systems in place within individual classrooms. Where this is the case, this system will be made explicit to the pupils in that class.

Lunchtime Awards

Lunchtime supervisors recognise positive or improved behaviour by awarding pupils special rosettes and certificates. Certificates are presented during the Monday assembly.

Communication with parents

Children's achievements and progress are reported to parents in a variety of ways - through open evenings, annual reports, informal meetings and on occasions by letter.

All pupils who receive achievement certificates have their names published in our weekly newsletter.

Responding to Incidents

We believe that the least intrusive approach should always be adopted first and that staff's approach and attitude should be a model for children in how to handle conflict or deal with anger and frustration etc.

When dealing with an incident it is important that staff use active listening skills to allow children the opportunity to explain in their own words what happened. Children should be encouraged to take responsibility for their actions by reflecting ('Stop and Think') and considering their choices ('good choice / bad choice'). They should be made aware of the consequences of their actions and given every opportunity to make amends for their mistakes.

Sanctioning Inappropriate Behaviour

Whilst we wish to promote good behaviour and attitudes through a system of rewards, we recognise that a system of sanctions is necessary for times when pupils are unable to keep rules or live up to expectations. As with rewards, sanctions, and the reasons for which they are used, need to be made explicit. As far as possible, the sanction imposed should relate clearly to the action which invoked it. For younger children any sanctions should be relevant and immediate. Sanctions which may be used are verbal warnings, the withdrawal of privileges, time out, referral to the Head Teacher, playtime or lunchtime detention, parents being contacted and, as a final sanction, exclusion. [Incidents of inappropriate behaviour which are sanctioned should be recorded on a behaviour log \(see Monitoring below\)](#)

Verbal Warnings

These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

Withdrawal of Privileges

This may occur when a verbal warning has already been given or for the first incidence of a more serious nature.

Time Out

This will be given when a pupil needs to be removed from a situation before a more serious incident occurs. The pupil should be given a specific time for which they will be withdrawn from the activity (e.g. a sand timer may be used with younger children - one minute for each year of age is quite a good guide) and clear expectations of their behaviour during the time-out period. A suitable place for time-out to be taken will be identified by the teacher, ensuring that the pupil remains under adult supervision at all times. The adult does not talk to, counsel or reprimand the child during this time. Soon after the child's re-entry into the room an opportunity is found to comment positively on their behaviour.

Referral to the Head Teacher

Pupils may be referred to the Head Teacher or Deputy Head Teacher for more serious incidents or when a particular behaviour recurs. Whenever a pupil is referred to a senior member of staff for a behaviour issue this will be recorded in a Behaviour Log for the individual pupil. For incidents of racist behaviour, a referral to the Head Teacher or Deputy Head Teacher will always be made and LA reporting procedure will be followed.

Notification of Parents

Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may just be a short conversation at the end of the day but should always take place privately.

Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action when monitoring of the Behaviour Logs identifies an ongoing behaviour concern or when involved in any serious incidents, including those of a racist nature.

All conversations with parents will be recorded by staff using the Parent Conversation Record, a copy of this is given to the parent.

Exclusion

We strive to be an inclusive school where exclusion from school is very rare and we would hope that no pupil is ever excluded from our school. However we recognise that in exceptional circumstances, when the safety or well-being of staff and pupils may be under threat, that exclusion may ultimately be used. Any pupil who is identified as being at risk of exclusion must have been given formal support through a Pastoral Support Plan. If appropriate, a period of 'internal exclusion' may be organised within the school in order to ensure the child is given every opportunity to reflect on and reform their behaviour. If exclusion is ultimately the only alternative, guidelines published by the DfE must be followed and the Chair of Governors will be informed.

The above are general guidelines for the use of rewards and sanctions within the school. We do recognise that not all eventualities can be accounted for and that individual circumstances and needs should always be taken into account when dealing with pupils. However adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved.

Persistent or Severe Behaviour

Pupils whose inappropriate behaviour is more frequent, persistent, or severe than others will be placed on the Special Educational Needs Register. Emotional and behavioural difficulties often prevent children's progress in learning and they will be given support towards improving their behaviour through an Individual Support Plan. External agencies such as Behaviour Support Services or the Educational Psychologist may be called upon to offer additional support, when necessary. (See our Policy for Special Educational Needs).

Physical Intervention

We follow the Hounslow guidelines for physical intervention with pupils (see Appendix 3). All staff should be aware of and follow these guidelines. Any incidents should be recorded in the Physical Intervention Incident Log (staff shared drive).

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including;

- Anti-bullying Policy
- Teaching and Learning policy
- SEN policy

Monitoring

Behaviour - Behaviour Log

A folder titled Behaviour Log is in the staff shared drive. Within this folder are behaviour logs for individual pupils whose behaviour is giving on-going cause for concern. Any adult who deals with an incident for one of these pupils must ensure that the details are entered into the log. This log is reviewed by the Headteacher at least once each half term. "Pupil's causing concern is a standing item on the agenda for the Senior Leadership Team weekly meetings. Staff may request a child to be discussed via their Key stage Leader.

Behaviour - Lunchtime Books

Each SMSA has a book in which they are able to record any incidents which occur at lunchtimes, they are responsible for communicating this to class teachers. These books are reviewed at least once each half term by the Headteacher. Any individual pupils causing concern or worrying patterns of behaviour will be raised and discuss at the weekly Senior Leadership Meeting.

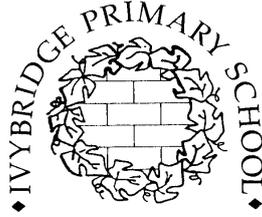
Policy and Practice

To ensure consistency the Head Teacher, Deputy Head Teacher, Assistant Head Teachers and Phase Leaders will monitor the implementation of this policy. All members of the school community will be consulted as and when the policy is reviewed.

Reports to Governors

Regular reports regarding behaviour within the school are made to governors through the termly Headteacher's report. Regular discussions are held at the termly meetings of the Pastoral Committee.

Appendix 1



HOME, SCHOOL AGREEMENT

As a school we will endeavour to:-

- encourage a caring, safe and welcoming environment
- provide a broad and balanced curriculum, meeting the needs of each individual child
- encourage a supportive atmosphere which respects all members of the community
- keep parents informed about school matters and their child’s progress
- acknowledge all completed homework assignments

As a parent I will endeavour to:-

- ensure the punctual and regular attendance of my child
- ensure the physical well being of my child, so that they may participate in all school activities.
- ensure that my child travels to and from school in safety
- ensure that my child is appropriately dressed and equipped for school
- inform the school of any absences or circumstances which may affect the support of my child
- attend school meetings and support any events
- support the school’s policy and guidelines for behaviour
- support my child in completing their school work and homework.

As a pupil I hope to:-

- keep our school rules
- ensure that I have everything I need for the school day
- complete my homework assignments promptly
- complete all my homework and class work as well as I can

“Together we will succeed, there is a winner in us all”

Signed (school)

CAROLINE McKAY, Head Teacher

..... (parent)

Print Name

..... (pupil)

Print Name

Appendix 2

Infant Playground Rules

- Treat other the way you would like to be treated
- Always try to let other people join in your game
- Talk to an adult if there are playground problems
- Respect and share our playground and school
- Keep everybody safe at school

Junior Playground Rules

- Treat others the way you would like to be treated
- Always try to let other people join in your game
- Talk to an adult if there are playground problems
- Respect and share our playground and school
- Violence is never acceptable
- Keep everybody safe at school

Appendix 3

Physical Intervention Policy

This policy is applicable to all school led activities whether on the school site or ontrips to other locations.

In accordance with its caring ethos and values, Ivybridge Primary School aims to use de-escalation techniques and approaches as far as possible to prevent situations occurring in which physical intervention may be necessary. However, the duty of care that is placed on all staff towards all pupils of the school means that in some circumstances it may be necessary to physically intervene and/or use force. It will never be used in anger or as a means of punishment.

Where physical intervention is necessary, staff will act in accordance with the policy as set out below.

1) Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do the following:

- Committing an offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. The use of force should be shown to be reasonable, proportionate and necessary.

2) Reasonable adjustments for children with a disability or SEN

The Disability Discrimination Act 1995, places a duty on schools to make reasonable adjustments for disabled children and children with SEN. Certain circumstances may therefore occur where school staff do not physically intervene with children, where they might otherwise do so with children who are not covered by this act, or where they may intervene physically with a child in circumstances where they might not ordinarily otherwise do so.

For example: for children who are hyper sensitive to touch, careful planning and consideration may be required as to when it is appropriate to physically intervene. For

children who have significant speech and language difficulties it may be also be necessary to plan how and when to physically intervene.

This consideration will always be made on the basis of the individual child concerned.

3) What is 'reasonable' force?

The level of risk determines the level of force that is reasonable. It can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

4) Who can use force?

All members of school staff have a legal power to use reasonable force as part of their duty of care towards pupils.

Other adults whom the Head Teacher has authorised to have control or charge of pupils also have a legal power to use force in this way. This could include parents on a school trip, or parent volunteers.

Parental consent is not required.

5) When may force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The 2011 Guidance on the Use of Reasonable Force cites some examples of situations where reasonable force may be used are:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom or school premises where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

All reasonable measures will be employed to intervene non physically where possible, and staff will aim to predict and pre-empt situations where force may otherwise have to be used.

6) When may force not be used?

It is unlawful to use force as a punishment.

Certain approaches will not be used as they put the child at risk of positional asphyxia, such as the 'seated double embrace' (involving leaning a person far forward in a seated position) or the 'double basket hold' (which involves holding a person's arms across their chest)

Force will be used for the minimum time necessary, and be proportionate to size of the child.

7) Positive Handling Plans

Once it has been necessary to physically intervene or use force for a child, it becomes a known risk that physical intervention may need to be used again in future. In this instance a Positive Handling Plan will be written for the child, noting environments and triggers, de-escalation techniques that have proved effective, the level of risk his/her behaviour poses and what behaviours may be seen, the preferred handling strategy to employ, as well as any staff who may be known to help the situation. The positive handling plan is a working document shared with child's parents, which may be adapted and added to.

8) Help protocol

Should the need for physical intervention be necessary and only one adult is present, the adult in question will always send a message for a further adult to be present by sending a pupil to the school office. The member of staff present may still physically intervene without a further staff member present, in order to exercise their duty of care towards the child and in line with their legal power to use force.

9) Recording

When physical intervention has taken place, an incident report will be completed. Staff will record it concisely, noting the circumstances surrounding the event, where and when it took place, what type of physical intervention was used and why. The staff member who intervened will write the account ensuring that their name is clearly on the record.

An incident log, in a bound book, will be kept noting the time, date, staff/pupils involved and where/when the intervention took place. Records are required to be kept for at least 10 years.

10) Reporting

The school will aim to speak to parents about serious incidents involving the use of force as soon as possible and reasonable afterwards, either by phone or in person. We will follow up with a written account of the incident where this is appropriate.

School staff will decide whether it is appropriate to report the use of force to parents, staff members will use their professional judgement to determine what constitutes a serious incident. In this decision, teachers will consider the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, the effect on the pupil or member of staff and the child's age, i.e. having to 'escort' a child would not generally constitute a serious incident.

11) Complaints

All complaints made about the use of force will be thoroughly, quickly and appropriately investigated through the school's complaint procedure in line with guidance documents.

In accordance with the 2011 Guidance on the Use of Force, the person making the complaint is responsible for proving that his/her allegations are true, not for the member of staff to show that s/he has acted reasonably.