

# ICKWORTH PARK PRIMARY SCHOOL



## Behaviour Policy

<b>DATE ADOPTED / REVIEWED</b>	Autumn 2023
<b>PRINT NAME</b>	
<b>SIGNED</b>	
<b>DATE</b>	
<b>DUE FOR NEXT REVIEW</b>	Autumn 2024
<b>COMMITTEE TO APPROVE</b>	Learning & Attainment (FGB)

At Ickworth Park Primary we promote positive behaviour. As a school we will consistently uphold high standards and expectations in everything we do. We are proud to be part of our school community and, because of this, we want our pupils to be happy, confident, caring and central to the life of our community.

At Ickworth Park Primary we aim to:

- create an environment that is safe for everyone
- create a calm environment that limits disruption
- support all pupils regardless of background or ability
- support pupils to fulfil their potential and be the best they can be
- encourage pupils to play an active role in our community
- promote kindness, understanding, respect, and tolerance of others, thus building mutual trust
- model and teach the behaviours and learning attitudes we want to see.

### **Rationale:**

This policy offers clarity about the expectations of behaviour at Ickworth Park Primary School, setting out what positive behaviour should look like. It sets to ensure a consistent approach across the school leading to high quality provision for every pupil.

### **Statutory Requirements:**

This behaviour policy has been written with reference to the Department of Education's current guidance; [Behaviour in Schools September 2022](#), [Use of Reasonable Force July 2013](#)

This behaviour policy acknowledges the school's legal duties under the [Equality Act 2010](#), in respect of safeguarding and in respect of pupils with special educational needs.

### **General Principles:**

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the headteacher, school staff, parents and pupils when developing these principles.

#### **Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are informed of significant behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body

### **Roles and Responsibilities:**

In line with the [Education and Inspections Act 2006](#) the governing body, in consultation with the headteacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. It will ensure that it is available to pupils, parents/carers, is non-discriminatory and that expectations regarding pupils' behaviour are clear.

All staff (and volunteers) will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the headteacher of the effectiveness of these.

The governing body, headteacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their children both inside and outside of the school. All parent/carers will be encouraged to work in partnership with the school in maintaining high standards of behaviour, to support the children, school and agencies to seek solutions to any difficulties incurred.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

### **Strategies used by staff to promote positive behaviour:**

All staff will utilise management strategies and use positive approaches to support students to make the right choices;

- staff will be present to warmly greet children when they come in to the classroom
- staff will focus on positive behaviour and praise those children getting it right
- the class will compose an agreed set of rules (Code of Behaviour) at the beginning of the school year, focussing on positive behaviour; this will be displayed in the classroom and revisited/reviewed as needed
- staff will give clear and concise instructions (children will know what they need to be doing)
- all staff will use positive 'do' commands, followed by 'thank you' (see Appendix 1)

*'Walk in the corridor, thank you.'*

- work will be accessible to learners at a level appropriate to their need/stage of development
- staff will speak calmly, clearly and respectfully, also being discrete when giving behaviour reminders or warnings
- all staff will remind children of the expectations, wherever they are within the school
- staff will take a restorative approach with students and help them to put things right when things have gone wrong
- staff will be consistent with all children and will ensure that consequences are fair and delivered in a timely manner
- staff will give children consequence and expectation reminders when needed.

**Our Positive Behaviour Policy consists of four main elements: Expectations, Responding to positive behaviour, Responding to misbehaviour and Restoration.**

### **Expectations:**

Behaviour, like everything we do at Ickworth Park, is underpinned by our Core Values. We believe that by adhering to these values all children can achieve their full potential and enjoy success. Our Core Values are: for children to belong to our school community and to be nurtured, challenged and inspired. Through these values we aim to equip our children with the confidence, knowledge and skills to enable them to connect positively with the wider world.

**Responding to positive behaviour:**

Positive behaviour is recognised and rewarded in a variety of ways, for example: verbal praise, communicating praise to parents, table of the week, stickers, Dojo points, house points and house team reward, marbles in a jar, smiles on the board, achievement certificates, headteacher golden tokens and golden time. These are awarded when children demonstrate positive behaviour in class and around the school.

**Responding to misbehaviour:**

Staff responses to misbehaviour will be predictable, relevant, prompt and assertive in order to keep the school community safe and to restore calm.

Any sanctions will take into account the pupil's age, any SEND and possible home-life issues. All staff will utilise classroom management strategies and use positive approaches to encourage children to reflect and make amends when appropriate before making a fresh start.

Possible sanctions used may include:

- a verbal reprimand and reminder
- time away from others to reflect
- setting of written tasks (e.g. an account of incident, an apology)
- loss of privileges (e.g. playtime)
- given task (e.g. tidying of mess made)
- behaviour chart for monitoring
- reporting to another staff member
- If behaviour escalates to a serious level, suspension or exclusion.

If a child is repeatedly having behavioural difficulties the class teacher will discuss with the relevant SLT who may arrange to meet with the child's family to discuss solutions to difficulties.

If a child's behaviour continually impacts on teaching and learning, or on the safety of others, they may be moved to another class for time-out; they may have to make up missed learning time at break or lunch on the same day (the child will be given time to drink, eat their snack and use toilet). Full reasons for the child being asked to leave the classroom will be recorded. If a child leaves the classroom of their own accord a member of SLT will be informed.

If a pupil is causing significant disruption or presenting ongoing challenging behaviour, a member of SLT will be called for. The pupil will be supported to settle to task, pupils will not return to class if they continue to be disruptive or oppositional.

**Restoration:**

Following a sanction, the child will be supported in repairing (e.g. apologising if relevant) and rebuilding (e.g. reminding of expectations and opportunity for a fresh start). Following any formal class removal, suspension or exclusion there will be a reintegration meeting with parents and the pupil will be supported in their reintroduction to the classroom. (See Appendix 2.)

**Early Support for challenging behaviour:**

Through recording incidents of challenging behaviour, children requiring further support will be identified. Any child that regularly has behavioural issues reported will be raised for discussion amongst DSLs. In order to support behaviour we may consider, and adopt, a range of strategies including:

- ABC charts (Antecedent, Behaviour, Consequence) to identify triggers and key moments which impact negatively on behaviour.
- After identifying difficulties, create individual and bespoke behaviour support plans for the child.
- Seek support from outside agencies to provide strategies and support for children presenting challenging behaviour.
- Risk Management plans will be created to support the management of challenging behaviour.

All measures will take into account the specific circumstances and requirements of the individual (e.g. SEND, medical needs, mental health needs).

**Removal from classroom:**

If classroom behaviour strategies are not responded to and a child's behaviour consistently impacts on their own and others' learning and wellbeing, a planned removal may take place. This strategy is not to be confused with a 'time-out' session but should be a planned, considered response to serious cases of unacceptable behaviour.

Use of this strategy will:

- be agreed with the headteacher
- be communicated with parents
- ensure that staff, parents and pupil understand the reason
- ensure that the space used is supervised by staff and resourced appropriately
- ensure that the pupil is provided with meaningful, relevant schoolwork
- ensure that appropriate comfort breaks are included

- provide reflection time for the pupil in order to support the restoring of desirable behaviour
- include staff record keeping and discussion to analyse and discuss the pupil's needs and next steps
- Include a reintegration meeting and steps to support the pupil once a return to the classroom is agreed.

### **Suspension and permanent exclusion:**

A partial or full day suspension may be decided by a member of SLT but must be agreed, and confirmed, by the headteacher. Families should be informed if this decision is made.

The headteacher will decide whether to exclude a child. This can be for a fixed number of days or permanently. When making this decision the headteacher will take into account all circumstances, the evidence available to them and consider the needs of both the child and whole school community. Families have the right to make representation to the governing body and the governing body will review the exclusion.

Only the headteacher has the authority to exclude permanently. In the absence of the headteacher, the deputy headteacher can issue fixed term exclusions for extreme violence or violations of the Behaviour Policy.

Following exclusion a meeting will take place between the child, family and staff prior to return to the classroom.

### **Searching, screening and confiscation:**

School staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child's age or other factors)

The headteacher and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- 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 the property of, any person (including the child).

The headteacher and authorised staff can also search for any item banned by the school rules.

Staff are able to retain a child's property as a sanction. If lawful and appropriate, property will be returned to the pupil or family at the end of the day.

Staff are protected from liability for damage to, or loss of any confiscated item; they must ensure that property is kept in a safe (locked) area.

### **Use of reasonable force**

All members of school staff have a legal power to use reasonable force. In our school staff are trained in positive handling and restraint and the headteacher holds a list of trained and authorised staff. Reasonable force can be used to prevent children from hurting themselves or others, damaging property or from causing disorder. However, unless an extreme situation, only SLT will be required to use reasonable force. All cases of reasonable force being used will be logged. The headteacher retains overall responsibility for this.

### **Involvement of outside agencies:**

The school works alongside families to meet the need of the child. A behaviour report will be developed for children presenting ongoing behaviour difficulties. Should continued behaviour reports not have a positive impact, a Behaviour Inclusion Plan (see Appendix 3) will be implemented. The school works with parent/carers and agencies to ensure that the child's needs are met under Early Help intervention. This may take the form of a specialist referral and/ or gathering evidence and meeting needs within school guided by the [SEND Code of Practice 2014](#) including an application for an EHCP (Education Health and Care Plan), where relevant. The school employs a graduated approach in line with the Code to ensure clear identification, monitoring and targeted provision to meet individual needs. This process is underpinned within school and across agencies by the 'Signs of Safety' methodology. This is good practice and is a multi-agency approach, used by Children's Services and other organisations, to identify barriers and put together plans to remove them. We will use this to write a plan for pupils where needed, alongside the pupil, their parents, teaching and non-teaching staff and any other relevant agencies.



## **Anti-Bullying**

See Anti-Bullying Policy.

### **Significant incidents are -**

- harm to others with intent (injury or repeated emotional harm)
- verbal or physical abuse to staff
- leaving the premises without permission
- causing deliberate serious damage
- Accumulation of incidents with no positive aptitude shown.

Any of the above may result in sessions in seclusion/fixed term exclusions (at discretion of SLT/headteacher).

### **Flow chart and overview of Behaviour Strategies:**

Step 1: Reminder of expected behaviour

Step 2: Give take-up time

Step 3: Warning given / take-up time

Step 4: A second warning given / take-up time

Step 5: Time out, possibly to another class

Step 6: Repair / fresh Start (this can happen between any step)

Step 7: Families will be involved if steps 1 to 6 are not having the desired impact over time or for extreme behaviours. Behaviour report cards may be introduced.

Step 8: Behaviour Inclusion Plan may be formulated with parents (may involve removal from classroom and/or outside agencies)

Step 9: If persistent undesirable behaviour continues then privileges may be withdrawn e.g.: before and after school clubs, day trips and residential visits

Step 10: Suspension or permanent exclusion may be considered by headteacher with parental involvement.

## Appendix 1: Examples of useful scripts

Staff will use scripts such as 'when/then'

*'When you are doing X, then you won't have to do Y'*

*'When you have completed the task, then you can go to break'*

*'When you come in from the playground, then I can stop the timer for make-up time.'*

*'I can see that you are upset, can you tell me what happened?'*

*'When you are calm we can talk about what happened.'*

*'I can see that things have gone wrong, how can I help you to put them right?'* Best conduct example phrases:

Identifying best conduct first is one of the most successful ways of supporting and promoting positive behaviour in school. Below are a selection of phrases that should be used to do this:

*'Thank you to... for being ready to listen'*

*'I noticed that you walked quietly to the hall just as we practiced'*

*'I see you're remembering to...'*

*'I love how you ... demonstrating' [one of our core values.]*

*'I am impressed by your perseverance.'*

When having a behaviour conversation with a child remember the following:

- have the conversation side by side with the child, at their level, in a non-threatening or dominating manner
- do not argue with the child (ignore any defensive reactions)
- if they try to argue, just reply 'I understand' because it's not agreement, it's a confirmation that you're listening.
- a useful phrase could be 'I know what you're saying and you may well be right but our rule is...'
- remind them of previously successful behaviour.

Being consistent in this approach is vital, as this provides security to children whose behaviour is the most challenging.

If the child is meeting with you post-behaviour incident and the immediate demands made for behavioural change have already happened then a simple congratulations and explanation of the good learning or achievement is enough. If the demand was not met, then use the restorative approach as shown below.

## **Appendix 2: Restorative Approach:**

Throughout this process children are supported within a Restorative Approach:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

The following question prompts can help support a restorative conversation:

*‘What has happened?’*

*‘What were you thinking at the time?’*

*‘Who has been affected?’*

*‘How have they been affected?’*

*‘What needs to be done now to make things right?’*

*‘How can we do things differently in the future?’*

Don’t always expect an apology.

Our intention is modify behaviour not receive an apology.

### Appendix 3: Example of Inclusion Plan and Blank template

Pupil name:

Inclusion Plan (example)

	The pupil will...	The school will...	Child's parent/carer will...
1.	Meet with ELSA staff when getting off the bus. Come into class when 'class ready'. Take medication.	Provide a member of staff to ensure XXX is 'class ready'.	Remind XXX what being 'school ready' looks like daily.
2.	Choose appropriate concentrators from school selection.	Provide appropriate concentrators.	Check bag before getting on the bus for unnecessary toys/books etc.
3.	On visit days be 'class ready' before being allowed to participate.	Judge whether XXX is 'class ready' and able to participate in activities safely.	Check XXX has everything required for school – nothing extra. XXX can bring small item for the bus journey if needed but must be handed to an adult at school.
4.	When in class XXX will follow class routines. Use break system respectfully. Talk to adult when needed.	Make reasonable adjustments and suggest strategies to promote inclusion in class. School expectations are adjusted and realistic.	Support school fully in implementing this plan.

What is 'class ready'?	What happens if I'm not 'class ready'?	
<ul style="list-style-type: none"> <li>I am calm</li> <li>I am able to follow instructions ready to complete morning work</li> <li>Anything unnecessary brought from home is left with the adult for collection at day's end</li> </ul>	<ul style="list-style-type: none"> <li>I will not be allowed in class</li> <li>My work will be delivered to another room in school to be completed under supervision.</li> <li>Once calm, I can go back to class.</li> <li>If the class is going on an out of school visit the adult will judge whether I am 'class ready'. If not I will not be allowed to attend for my own safety.</li> <li>By 9:30am HT will be informed to monitor and make further decisions.</li> </ul>	<p>Persistent displays of undesirable or inappropriate behaviour will result in loss of privileges this will include trips, residential and other activities.</p> <p>This is to ensure child's own safety.</p>

Unacceptable Behaviours	Consequences
<ul style="list-style-type: none"> <li>• Hurting others</li> <li>• Use of foul language or gestures</li> <li>• Disruptive behaviour e.g. interrupting the learning of others, calling out, moving around the classroom</li> <li>• Non-compliance e.g. not doing as an adult asks</li> <li>• Risky or dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Not allowed to participate in class based learning. Work will be provided in a separate room.</li> <li>• Judged whether 'school ready' (able to be in school).</li> <li>• Exclusion by Head Teacher</li> </ul>

Date created:

Review date:

Parent signed:

Teacher signed:

HT signed:

Pupil Name

Inclusion Plan

	The pupil will...	The school will...	Child's parent/carer will...
1.			
2.			
3.			
4.			

What is 'class ready'?	What happens if I'm not 'class ready'?	

Unacceptable Behaviours	Consequences

Date created:

Review date:

Parent signed:

Teacher signed:

HT signed: