

Ingleby Mill Primary School



Behaviour Policy

December 2021

Next review date: December 2023

Head Teacher - Beth Atkinson

Ingleby Mill Primary School aims to provide an attractive and secure environment with an ethos which promotes positive attitudes to learning, high levels of self-esteem, care and consideration.

We endeavour to provide a quality-learning environment in which all our pupils feel happy, safe and secure. We want each child to achieve the highest possible standards of attainment and see behaviour as an integral part of the learning process. We hold very high expectations of pupil behaviour and promote an ethos within the school of community, tolerance and acceptance. We encourage all children to treat one another and property with respect and adopt socially acceptable behaviour traits.

We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. By doing this we will be offering our children the chance to participate in the life of our school, our community and in the wider world.

AIMS

We believe that pupils' behaviour will be more acceptable and appropriate if there are clear expectations in line with a consistently applied policy. We aim to promote the conditions in our school which allow the staff and children to teach and learn. We believe this is an entitlement.

Our school has three central aims in its approach to behaviour:

1. To promote high expectations of standards of behaviour;
2. To set clear rules and guidelines concerning acceptable behaviour;
3. To involve staff, children, parents and governors in promoting this policy.

OBJECTIVES

- To encourage children to take responsibility for their own behaviour;
- To develop self-respect and respect towards others;
- To show respect towards their environment;
- To show thoughtfulness, thankfulness and good manners.

RIGHTS

We believe adults and children have fundamental rights. These are:

- a right to learn
- a right to feel safe
- a right to be treated with respect and dignity

THE ROLE OF STAFF

Teachers and support staff have a vital role in supporting and maintaining standards of good behaviour within school. In order to achieve this staff are expected:

- To promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity;
- To promote high expectations concerning learning, behaviour, attitude and approach;
- To reinforce and praise good behaviour, caring attitudes and "doing your best", as well as rewarding success; using proximity praise - "Well Done X, you are ready for learning"
- To develop an awareness of each child as an individual;
- To understand that a sense of humour often diffuses a volatile situation;
- To have a fair and consistent approach on applying rules;
- To maintain a calm manner at all times;
- To demonstrate an ability to refer to the behaviour and not the child;
- To have a team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues;
- To make an acknowledgement that problems within school are a shared responsibility;

THE ROLE OF PARENTS

Parents have an important role in supporting staff. Most parents are willing and anxious to give this support but are not always sure how they can do this effectively.

It is always helpful when parents:

- Encourage children to respect school;
- Ask questions about their work and behaviour;
- Show interest in their child's progress;
- Praise good reports and certificates sent home;
- Support class teachers;
- Visit school not just when there is a problem;
- Discuss with the Head teacher or class teacher any problem that could affect their child emotionally or academically within school.
- Work in partnership with the school to address any ongoing or incidental behavioural concerns.

THE ROLE OF CHILDREN

Children should appreciate that there are certain codes of behaviour that are acceptable and generate approval. These should include:

- Learning what good behaviour means;
- Learning to care for one another;
- Learning to value friendship;
- Developing self-confidence and raising self-esteem;
- Speaking to all teachers, adults and children with respect;
- Achieving as much as possible in all areas of their work;
- Taking care of school and other people's property;
- Moving calmly and quietly around school;
- Following lining up and playground rules;
- Treating others as they would wish to be treated;
- Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently.
- The children should follow the school rules.

REWARDING GOOD BEHAVIOUR

Positive behaviour and hard work is recognised and rewarded. Each class (Y1-6) have a 'Good to be Green' chart displayed in their classroom which acknowledges children's positive behaviours with a green card. Reminders are given at regular intervals to motivate children towards a feeling of success. We try to link praise and rewards to our school motto which is clearly displayed in every classroom and throughout school – IMAGINE, MAKE A DIFFERENCE, PERSEVERE, SUCCEED. The following rewards are used at Ingleby Mill Primary School:

- Verbal and written praise;
- Stickers/Certificates/Stamps/Smiley faces etc.;
- Green all week/day reward
- 'IMPS points';
- Additional responsibility;
- Marvellous Me/letter of praise/certificates/verbal messages given to parent
- Lunchtime Tokens (to be re-introduced as soon as COVID-19 operational risk assessment allows)

UNACCEPTABLE AND DISRUPTIVE BEHAVIOUR

Implementation of this behaviour policy relies on a positive approach to behaviour management. However, there will be occasions when children exhibit behaviours or involve themselves in situations that are not acceptable. These may include rare occasions when a child may:

- Show a lack of respect for others including children and adults;
- Repeated low level disruption: talking over teacher/lack of engagement;
- Show a lack of respect for their environment and the property of others;
- Answer back, tut, sigh, mutter, shrug or sulk;
- Refuse to work, shout or walk away when spoken to;
- Throw things;
- Spoil other children's work;
- Swear, offer verbal abuse, homophobic, racial or sexual harassment, name call;
- Spit, use violence, bully, cyber-bully, threaten;
- Run around school, lie or steal.

Such behaviour will generally be exhibited in extreme situations and by children who may already have severe behavioural and emotional difficulties. However, the school accepts that these behaviours may occur occasionally with any child and as such, should be handled in a consistent manner. A positive approach should be adopted to try to help children recognise and understand why their behaviour is unacceptable and consider the consequences for their actions. It is also important to recognise the 'triggers' of such behaviours and attempt to avoid these and give the child strategies to deal with their behaviour. Our policy is applied consistently throughout the school so that all the children are aware of the possible consequences of their actions.

Whilst being consistent we are also prepared to retain a flexibility to meet the needs of individuals, e.g. a child who acts out of character, a child who is under unusual pressure due to emotional or personal problems etc.

The first stage of response to a child's inappropriate behaviour is to register 'disapproval' using the following strategies:

- Eye contact, non-verbal gesture of disapproval;
- Verbal check or reminder, calm and fair response;
- Rationalisation, prompt questions 'are you ready for learning?....'

Where these initial strategies fail to have an impact, a second stage should be employed which includes:

- 1. Teacher issues a verbal warning;**
- 2. Teacher issues a yellow reminder card**
- 3. Child is removed from situation in own class for an age appropriate length of time ie. sitting away from peers and/or distraction;**
- 4. Supervised time out in shared area with a view to calming down and getting back into learning**
- 5. Time out in another class for an age appropriate length of time ;**
- 6. Loss of privileges: break/lunch time;**
- 7. Isolation to Head Teacher/Deputy Head Teacher;**
- 8. Parents invited to meet with teacher/team leader/deputy head teacher and/or head teacher;**

Strategies are employed with the primary aim of enabling a child to get back into learning.

Special Educational Needs / Disabilities – behavioural issues.

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). If a child demonstrates significantly consistent and challenging behaviours then the SENCO will be informed. In accordance with the school SEND policy the need will be addressed through the code of practice. A detailed analysis of the child's behaviour patterns will be made and areas requiring support and development identified. Support for

the child during 'trigger' situations may then be offered and the school will attempt to put forward support programmes and intervention strategies tailored specifically for the individual child. These programmes may include strategies such as:

- Access to resources within the school sensory areas;
- Daily and weekly behaviour logs;
- Individual reward systems / stamp economy;
- Personal behaviour support programmes;
- Monitoring of playtime/lunchtime behaviour;
- 1:1 supervision during playtime/lunchtime;
- Within school reward systems – token economy, whole class reward systems etc.
- The use of a SEND Support Plan/IBP to modify and manage behaviours;
- The use of an anger management programme (SEN Intervention Strategy);

Where appropriate the school may also contact outside agencies for support and advice – Educational Psychologist, Behaviour Support Service, Play Therapy, Counselling etc.

Persistent inappropriate behaviours, serious incidents may also trigger the following responses:

- Removal from the class to the Team Leader;
- Removal from the class to the Head teacher or Deputy head teacher;
- Clear indication shared that the behaviour exhibited is not acceptable in Ingleby Mill and that this is not how we treat one another/property etc.
- Verbal warning that continued unacceptable behaviour will result in parents being contacted;
- Contact with parents – personal or by letter;
- SEN involvement: use of behaviour reward system with clear targets and star charts/stickers;
- Home/school link programmes to monitor behaviour;

In extreme cases, it may be necessary to employ the procedures for dealing with disruptive behaviours as listed in APPENDIX 2.

BULLYING

The school takes the issue of bullying very seriously and any incidents will be fully investigated and addressed. A written record of the incident, investigation and outcome will be kept by the Head teacher/teacher concerned.

As a school we do not advocate violence or retaliation but urge all children to tell an adult of any incident which has occurred. Class intervention strategies that address responses to behaviour can be used to help both the bullied and the bully.

Staff will be informed of the pupils involved and appropriate action taken to prevent further incidents. This action may include:

- Obtaining an apology;
- Imposition of sanctions;
- Informing all parents concerned – bully and victim;
- Providing support for both victim and bully;
- Incident and action logged on CPOMs;

(See also the school's Anti Bullying Policy.)

SAFE ONLINE BEHAVIOURS:

Safe online behaviour is embedded within the curriculum across the whole school. Our whole school approach to online safety aims to address in an age appropriate way, the four areas of risk:

Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation and extremism.

Contact; being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.

Conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Smoothwall filtering and incident logs ensure that any inappropriate searches on school equipment (on site and remotely) can be picked up and dealt with swiftly.

E-safety incidents (including cyber-bullying) are reported to the computing lead and/or HT and logged on CPOMs along with action taken. Actions can include discussion with child and parents, restricted use of school equipment or internet access, additional teaching support as a whole class, small group or 1-1, as appropriate.

EXCLUSION.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion. Serious physical violence towards other pupils and members of staff may also be grounds for exclusion. The school works within Stockton Borough Council's policy and guidance for Exclusion Procedures. The decision to exclude a child from school is never taken lightly and is a decision that can only be made by the Headteacher (or Deputy Headteacher in the Headteacher's absence) after a range of factors have been considered including: seriousness of the behaviour, impact on the running of the school, evidence of strategies used, level of remorse

EDUCATIONAL VISITS.

The school accepts its responsibility to provide all children with a safe working environment. As such, it may be necessary to exclude children from participation in external educational visits. This is primarily to do with the safety of the child. If a child has difficulty conforming to the normal behavioural expectations within the school setting then it may not be possible to guarantee their safety in the outside environment. Decisions taken will be based entirely on individual circumstances and will be done with the full co-operation of the parents and staff involved. Any outcomes will entirely serve the interests and safety of the child. Please refer to Educational Visits policy for further details.

LUNCHTIMES:

Lunchtimes at Ingleby Mill Primary School are governed by the same principles outlined above. Pre-COVID, the lunchtime assistants had their own token rewards which promoted good manners, helpfulness and positive lunchtime play. Children collected these on behalf of their houses (red, yellow, green or blue). House tokens were displayed in the hall and counted termly with a reward for the winning house. These physical token rewards will be reintroduced as soon as risk assessments allow.

PARENTS/CARERS:

The staff & Governors at Ingleby Mill Primary School realise that parents are the child's first educators and play a crucial role in shaping their child's behaviour. It is important therefore that parents should support the aims and values of the school, as explained in the Home/School Agreement.

DFE guidance (February 2014) clarifies teachers' powers. It makes clear the following:

- Schools should not have a 'no touch' policy. It is often necessary for a teacher to touch a child (e.g. when dealing with accidents, offering comfort to an upset/injured child or teaching musical instruments).
- Teachers have a legal power to use reasonable force. They can use force to remove a pupil who is disrupting a lesson or to prevent a child leaving a classroom.

REASONABLE FORCE:

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm. Designated staff are trained in 'Team Teach' methods to ensure that representative staff across school can offer appropriate support in times of crisis. This can include distraction, escorting a child to a safe area or in some cases restraint. All incidents of restraint are formally logged. One copy of this log remains in school, one is given to parents and one is forwarded to the Local Authority inclusion team. (See also the school Positive Handling Policy)

POWER TO SEARCH:

Designated Child Protection Teachers including the Head Teacher have the right to search a child with their permission in the presence of another adult and if there is concern that the child may be at risk of injury or in possession of articles that may injure others. The age of the child will be taken into consideration and if there is no immediate danger the parents/carers will be invited into school to discuss the situation.

Searches will be carried out without a child/parent/carers permission **only** if there is a risk of injury or harm to the child or others.

This is in line with DfE Advice 'Screening, Searching and Confiscation Advice for head teachers, staff and governing bodies available at www.education.gov.uk. Heads can search for an extended list of items including alcohol, illegal drugs and stolen property.

DfE guidance identifies that schools and their teachers also have the **power to discipline pupils who misbehave outside the schools premises and outside schools hours** and as such may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school –organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time which:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

The sanctions outlined above may be used in these circumstances.

The guidance also protects teachers from **malicious allegations** and strengthens their authority in the classroom. It makes clear:

- Heads can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances they may even press criminal charges against the pupil.
- The default position should be to assume the teacher has behaved reasonably unless a complainant can show that a teacher has behaved unreasonably.

All accusations will be investigated fully and with the advice of the LADO (Local Authority Designated Officer)

- Schools should not automatically suspend teachers accused of using force unreasonably.
- All but the tiny number of the most complex cases should be resolved within three months and the vast majority should be resolved in four weeks.
- Malicious allegations should not be included in employment records.

This Behaviour Policy will be reviewed every two years.

Appendix 1: Ingleby Mill Primary School Behaviour Code

Throughout the whole school, when staff want children to stop/listen, the phrase used should be:

GIVE ME YOUR ATTENTION PLEASE.

Praise will be used to reinforce expectations and children will be reminded of expectations on a regular basis.

All staff expect the following rules to be adhered to by all pupils:

Classroom:

- I follow instructions.
- I stay in my place.
- I keep my hands, feet and unkind words to myself.
- I stay on task.
- I use my inside voice
- I walk

Listening

- I stop what I am doing
- I empty my hands
- I look at the speaker **if able to do so**
- I keep my voice silent
- I keep my body still
- I listen to the message until it is over

Moving Around School:

- I walk sensibly
- I remember my manners;

Lining Up

- I walk to the line
- I join the end
- I leave a person space in front of me
- I keep my voice quiet

Dining Room:

- I walk
- I stay in my seat
- I raise my hand if I need help
- I speak only to the children on my table who are close by
- I use my inside voice
- I use good table manners

The school's approach is to promote POSITIVE LEARNING BEHAVIOUR

INGLEBY MILL PRIMARY SCHOOL

BEHAVIOUR PROGRAMME FOR DEALING WITH PERSISTENTLY DISRUPTIVE/AGGRESSIVE BEHAVIOURS

Implementation of this policy involves a positive approach to behaviour management. Instructions and requests are given in a firm but polite manner. The following strategies may be employed with children who exhibit aggressive, abusive, defiant or physical behavioural difficulties. They are to be used when child poses a threat of violence to themselves or peers or who may pose a potential threat to staff. The policy acknowledges the needs of the individual in relation to the safety needs and learning needs of other children within the school.

Initial responses / actions

Using behaviour analysis it may be possible to identify certain 'triggers' for behaviours. Awareness of these may allow the implementation of strategies to prevent disruptive outbursts before they occur.

1. Encourage the child to respond to clear signals – **STOP AND THINK**.
2. Give secret signals from an adult to remind the child such as pointing to eyes and ears as **LOOK AND LISTEN** signal;
3. Praise and reward controlled behaviour – 'catch the child being good';
4. Train the child to count to ten before acting;
5. Planning ignoring of attention seeking behaviours;
6. Diversion of attention to other activities / areas etc;
7. Use solution type questions 'can you remember what helped last time?'
8. Acknowledge the child's feelings 'I can see that you are angry ...'

Time Out

Where a child continues to exhibit negative / disruptive behaviour then adult intervention in the form of '**time out**' should be employed. This involves a specific sequence of events, which the child is clearly aware of and is applied consistently. Primarily the sanction system of time out should work as follows:

1. Give a general instruction, '***I would like you to ...***';
2. Give a more specific instruction related directly to the behaviour;
3. Say '***this is your warning...***' along with a repeat of the specific instruction;
4. Say '***go to time out please***'. This should involve the child moving themselves to a pre-designated area of the classroom;
5. Child remains in 'time out' for **3-5 minutes**;
6. After 'time out' ask the child why they were asked to have 'time out';
7. Give the child permission to leave the 'time out' area with a positive comment about how they may do better next time.

During 'time out', several expectations of the child's behaviour exist:

- The child remains on the seat;
- The child keeps their hands and feet to themselves;
- The child keeps their body as still as possible;
- The child remains silent.
- The child clearly understands why they are placed in time out;
- The child leaves time out only when given permission.

Immediate 'time out' sanctions can be given for: ***Hitting, swearing, blatant defiance, destructive / damaging behaviour.***

Isolation

This involves the removal of the child from the classroom / playground where the behaviour is occurring. The child should be taken to a quiet area such as the shared area, Head or Deputy Headteacher's office. Involvement of a senior member of the teaching staff is required – this member of staff will arrange supervision which is ALWAYS required.

During 'isolation', several expectations of the child's behaviour exist:

- The child follows adult instructions, does what is requested – ***'please sit down'***;
- The child uses appropriate speech;
- The child demonstrates appropriate behaviours;
- The child is calm enough to talk about and discuss the incident;
- The child may return to the classroom when normal behaviour resumes.

Parents will be informed of any serious incident requiring isolation for a sustained period.

Isolation will be used when:

Refused time out, failed time out, made verbal threats towards an adult, displays or outbursts of physical aggression, physically attacked another pupil, threatened physical attack towards a member of staff.



INGLEBY MILL PRIMARY SCHOOL - HOME SCHOOL AGREEMENT

WORKING TOGETHER IN PARTNERSHIP



Family

We will try our best to:

- Support the school in promoting good behaviour and a positive attitude to learning
- Support the school's homework policy and provide our child with the opportunities to learn at home
- Make the school aware of any concern or problem that might affect the child's work or behaviour
- See that our child attends regularly and on time, informing school of reasons for absence as soon as possible
- Attend parent / teacher consultation evenings to discuss our child's progress
- Encourage our child to dress according to the school dress code and is properly equipped for lessons

PARENT /CARER _____

Child

I _____ will try
my best to:

- Do my work as well as I can at all times
- Be well-mannered and well behaved
- Respect, help and care for others
- Listen carefully to the teacher
- Be responsible for my own belongings and be properly prepared for lessons
- Respect other people's belongings
- Complete homework on time

CHILD _____

School

We will try our best to:

- Provide the highest standard of education possible
- Maintain a safe, friendly and secure environment
- Ensure that your child feels valued as a member of our school community
- Make you, as a family, feel welcome and keep you informed of your child's progress and needs
- Encourage your child to do their best at all times
- Encourage all children to take care of themselves, each other and their surroundings
- Keep parents informed of school activities through regular newsletters and notices of special events

SCHOOL _____