

IVY LANE SCHOOL



BEHAVIOUR for LEARNING POLICY (IVY/POL049)

Review date	Date agreed	Next review
March 2012	March 2012	Term 4 13/14
October 2013	October 2013	Term 1 14/15
October 2014	October 2014	Term 2 15/16
January 2016	January 2016	Term 2 16/17
January 2017	January 2017	Term 2 17/18
December 2017	January 2017	Term 2 18/19

IVY LANE SCHOOL BEHAVIOUR for LEARNING POLICY

Rationale

There is a need for every child to develop socially and emotionally, both at school and in the wider community – recognising the need to consider their own behaviour and the impact it has for themselves and others.

'The goal of positive discipline is to teach students to choose positive behaviours and in so doing raise their self-esteem and increase their academic success.'

Effective School Management – Everard and Morris

Purpose

Ivy Lane Primary School will:

- Promote positive behaviours to support learning (Behaviour for Learning)
- Encourage children to take responsibility for their actions and choices
- Ensure the shared and agreed identification of unacceptable behaviours
- Develop in all pupils mutual respect (using the 'school values' and so a care of others, themselves) and develop an understanding of the moral and social values of wider society
- Acknowledge self-discipline as essential in children's development
- Deal with unacceptable behaviours fairly using this policy as guidance

Broad Guidelines

1. School and Class Rules

There are a few 'common sense' school rules. These are very simple expected behaviours that support safety, positive relationships, learning with the aim of a positive school experience for all. These include: good manners, walking inside, taking turns, being kind, looking after others and school property, listening to other people and putting effort into all we do. We call this '**Ivy Lane behaviour**'

In addition, within each classroom, pupils will agree basic rules to enable behaviour for learning using the school's 4 core values. These are used to develop individual and collective responsibility for behaviour.

2. Staff Responsibilities

There is a clearly defined system of responsibility for dealing with behavioural issues across the school:

1. Class Teacher (with support of the Pastoral Manager)



2. Member of Senior Leadership Team (SLT)



3. Head Teacher

3. Promoting Positive Behaviour

We believe that offering an engaging curriculum, with activities matched to children's skills to ensure progress and success, combined with all children learning in a variety of ways (to ensure engagement and enjoyment), which ultimately contributes to positive behaviour. The ethos and culture of the school will at all times be to promote self-discipline and positive behaviour.

As a school we will support this with:

- Making our school values a part of all that we do
- Having clear and consistent expectations (and a Home School Agreement)
- Ensure we model, explain, promote and reward '**Ivy Lane Behaviour**'

- Offering engaging & interesting learning activities matched to a child's attainment
- Adopting the '**Do the right, Do it again**' approach to unwanted behaviours
- Recognising every child's efforts, talents and successes
- Giving rewards (see below)
- Modelling & prompting positive relationships
- Teach 'positive behaviours' through PSHE & other opportunities (eg assemblies)
- Offer additional activities (eg Forest Schools, gardening, PE Boost) and flexible timetables when necessary
- Employing a Pastoral Manager to support 'Behaviour for Learning' and engage parents where necessary

Children are rewarded for displaying positive behaviours including:

- acts of kindness, courtesy or any good manners
- perseverance and effort in their learning
- progress in learning

Rewards given include:

- Verbal praise by adults and peers
- House Points (not in books or for learning activities) – for positive attitudes & manners etc
- Stickers
- A visit to the Head teacher's office where a special sticker is given
- Star Award Certificates - presented in celebration assembly & reported in the newsletter
- Individual postcards sent home

Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important for all children to experience.

4. Responding to low-level occasional unwanted behaviour

1. All staff are expected to intervene (to ignore it is to condone)
2. Every member of the team must strive for consistency and have high expectations
3. We aim to be clear about the behaviour we expect (Ivy Lane behaviour) so children can respond
4. We ask children to '**Do it right, Do it Again!**' and repeat something until they do it properly - the way we expect (It could be that they've interrupted others, made a half-hearted attempt to complete a task or be a whole class who didn't get it quite right when walking through the school)
5. For low-level unwanted behaviour we aim not to lecture, give immediate sanctions or shout - just ask children to repeat actions until its right
6. We aim to catch positive behaviour (especially those who often display unwanted behavior, for whom it is vital).

5. Support for children regular displaying unwanted behaviour

- Pastoral Manager support (including counselling and Emotional Literacy Support programmes)
- Distraction techniques (including Bertie the school dog)
- Use of different adults or those with whom a child has a positive relationship
- Emotional Literacy Support Assistants (ELSA) groups
- Partnerships with parents
- The Ivy Squad (peer mediators) & Buddy System (positive play partners)
- Counselling (Y2-Y6) via 'Time to Talk' (Relate)
- Individual Behaviour Plans

6. Sanctions (Stage 1-7)

Repeated behaviour which distracts from learning, positive relationships, is more concerning or repeated failure to keep to school rules results in sanctions and/or also a loss of privileges. To ensure consistency across the whole school the initial stages of dealing these behaviours are through the 'Ladder' system:

Stage 1: A verbal warning, given by the teacher or adult

Stage 2: The child is moved to another area of the room

Stage 3: Time Out – the child is moved to another classroom for a short period of time

Stage 4: The child misses a playtime or any non-curricular special events*

Stage 5: A member of SLT is informed and the child is sent to discuss their behaviour. Privileges can be removed temporarily (including participation in playtime and events, extra-curricular activities or representing the school)

(* this time can be used to 'catch up' on any missed learning or repeat any tasks until they meet the expected standard)

The vast majority of unwanted behaviours are easily dealt with using the ladder system. The Pastoral Manager may become involved from Stage 3 onwards. If a child reaches Stage 5 on three** separate occasions their parent(s) will be informed and their support requested (Stage 6).

At all times there will be clear reference to the Home/School agreement. Where a child frequently displays unacceptable behaviours and the 'ladder system' is not sustaining 'behaviour for learning' staff will liaise with parents to draw up an Individual Behaviour Plan (IBP – Stage 7). Agreed targets are listed against which progress can be measured. For the frequency of the IBP parent and teacher meetings will occur regularly with frequent correspondence in between to support the implementation of the IBP. (**dependent of the severity of the problem behaviour this may occur before then)

Where a child persistently displays inappropriate behaviour during playtimes there are separate sanctions (Stage P). A short period (not exceeding 5 days) of lost playtime will be enforced. A phased re-entry into the playground is then optional. This re-entry period can take up to 6 weeks and will comprise of: time eating lunch; time in the classroom on agreed activities; and an increasing amount of 'free' time on the playground. Throughout this period there will be continuous contact with the parents. Should serious negative behaviour persist during playtimes or lunchtimes, the Head Teacher will contact the parents and inform them that their child will be excluded from the school premises at lunchtimes for one day (no learning time will be missed). This may be extended depending upon the severity of the negative behaviour. Parents will always be given prior warning to enable them to make the necessary arrangements.

7. Restorative Approaches to resolving issues

We aim to use restorative approaches to dealing with behaviour problems, these include:

1. RESPECT: for everyone by listening to other opinions
2. RESPONSIBILITY: ensuring children take responsibility for your own actions and choices
3. REPAIR: help children develop skills to identify solutions that repair harm or damage and aim for unwanted behaviour not to be repeated (apologising, writing letters, collecting litter, weeding, tidying, doing jobs or cleaning)
4. RE-INTEGRATION: working through a structured, supportive process (see below) that aims to resolve the problems and enables children to participate as much as possible people

e to remain in mainstream education.

8. Internal Exclusions (Stage 8)

There are additional sanctions for serious or persistent negative behaviour: for example wilful injury to another person; open defiance; damage to property; frequently reaching Stage 5; bullying and using inappropriate language. The use of the ladder system may not be appropriate for more extreme behaviours.

For these occasions an internal exclusion will be used in the short term in order that the majority of pupils can continue to learn without interruption or there is 'space' for relationships to heal.

Where internal exclusions are implemented the learner will:

- Continue with agreed learning in a 'remove room' – (separate learning area)
- Be supervised by the Pastoral Manager, Senior Leader or teaching assistant
- Remain in internal exclusion for the length of time as agreed by the class teacher (this should be for the shortest time necessary)

Remove rooms will be used when a potentially explosive situation can be resolved by placing a pupil away from their peer group. Reasons for the internal inclusion will always be discussed with the pupil and their parents (at the earliest opportunity)

Detailed records of internal exclusions will be kept either in the exclusions file or on the SIMS data base. Frequent use of internal exclusions for any child may lead to a fixed-term exclusion.

9. Fixed-Term Exclusions (Stage 9)

This is an extremely serious sanction, which will be used only if all other stages have been unsuccessful or for extreme behaviours. If problems continue after all strategies have been tried, and no improvement in the child's behaviour is evident, the Head teacher will inform the parents that their child is to be excluded from the school for a fixed period of between 1 and 3 days. At this point the Chair of the Governors and the Local Authority will be informed. In very extreme cases this sanction can be extended upto 10 days or even a permanent exclusion (Stage 10). No exclusion will be imposed by the Head Teacher (or in his absence the Deputy Head) without the parents being fully aware of the unacceptable behaviours and all the strategies that have been tried.

This sanction is only ever imposed as a last resort and tasks is always provided to enable learning to continue at home.

At all times during the sanction the parents have the right of appeal. There is an Appeals Panel of Governors set up for such instances and arrangements can be made through the Chair of Governors.

10. Use of Force or Restraint (Stage R)

There are some difficult to manage behaviours which may require the use force or control to restrain a pupil. The school follows 'The Use of reasonable force in school' guidance (DFE 2012).

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or for a pupil under the age of criminal responsibility, behaving in a way that would be an offence)
- Causing personal injury or damage to property: or
- Prejudicing good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or elsewhere.

The staff to which this applies are:

- Any member of staff at the school
- Any other person who the Head has authorised to have control or charge of pupils (including unpaid or parent) volunteers
- Does not include any pupils

Before any physical intervention is considered every effort will be made to resolve the situation to ensure acceptable behaviour from a child. Most staff receive de-escalation training to ensure they use strategies to prevent escalation of negative behaviour.

If force or restraint is necessary, at least two adults will be involved (and both or at least one should be 'Team Teach' trained – an accredited training in positive handling strategies for children's services). Other children and adults will be vacated from the area. During any physical intervention, one staff member will continue attempting to communicate with the pupil throughout the incident, and will make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. At all times a calm and measured approach to a situation will be used and at no time will physical contact be used as a means of punishing the pupil.

Physical intervention may involve staff in any of the following:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Using more restrictive holds in extreme circumstances
- Recording & Reporting: As per Section 246 of the Apprenticeships, Skills, Children & Learning (ASCL) Act 2009 the governing body ensure a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting the incident to parents as soon as practicable after the incident. At Ivy Lane a clear record of the use of force to control and restraint will be completed using the Wiltshire approved reporting form in the red book (kept in the office). This shared with the pupil and parents, at the earliest opportunity and a scanned copy is e-mailed to IYSreferrals@wiltshire.gov.uk.

11. Isolation

Children displaying disruptive behaviour may be placed in an area away from other pupils for a limited amount of time (this maybe The Nest, Think Tank or the Headteachers office). Children will always be supervised during this period and parents informed. If this is repeated for a child an Individual Behaviour Plan will be agreed.

We have a separate Anti-Bullying (IVY/POL/013) policy to try to prevent bullying at school or on-line (cyber-bullying) and the lasting damage it can cause. Bullying is severe unwanted behaviour and will be dealt with in line with this policy using restorative approaches and stages 6-9 of our sanctions or even permanent exclusion (see policy).

Children and parents can easily **confuse bullying with social conflict** (peer and friendship issues which are part of a child's development). We have 'Is it bullying?' posters to ensure children **understand the difference between rude, mean and bullying behaviour**.

We define bullying as behaviour that is:

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain individuals, for example because of race, religion, or other difference*

It takes many forms and can include:

- *physically hurting others*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (for example messaging, social networks or gaming)*

13. Staff Support & Training

At any stage of promoting positive behaviour any member of staff may liaise with the Pastoral Manager, Senior Leadership Team (who can seek advice and support from external agencies if to support children presenting social, emotional or behavioural difficulties (SEBD).

The school is committed to continued professional development for all staff to support the promotion of positive behaviour and the school's implementation of this policy will be regularly reviewed at staff meetings. Each year group team will have at least one 'Team Teach' trained adult. This number is increased if the potential for the use of the intervention is higher.

If a child reaches Stage 9 (fixed-term exclusion) or Stage R (use of force of restraint) it could be that they fall into the category of having a high level of need. At this point it may be appropriate to call a professionals meeting (and complete a Common Assessment Framework form) to discuss

alternative strategies or receive external support. People called to a Multi-Agency Forum may include:

- The Headteacher
- The Class teacher
- Pastoral Manager
- any Teaching Assistant involved with the child
- The SENCo
- Members of the relevant external agencies: BSS; social services; health services, educational psychologists

Any pupil who is found to have made malicious accusations against a member of staff will be excluded at either Stage 8, 9 or 10 of the sanctions (as detailed previously), following discussion with the governing body.

14. Off –site Visits & Non-curricular Activities (including residential trips and clubs)

Any child whose behaviour is above Stage 5 or on Stage P (or has been involved in a Stage R incident during the previous 6 months) may pose a risk to themselves and the safety and enjoyment of others during activities off-site. As part of our general risk assessment for off-site visits any child on Stage 6 or above, Stage R or Stage P currently (or during the last 6 months) will be excluded from off-site activities - unless a formal agreement is reached between a senior leader, parents and any other relevant professionals. This will also apply to extra-curricular activities and clubs.

15. Pupil Behaviour off the School Premises & Outside School Hours

The school has the right to impose sanctions for any inappropriate behaviour when pupils are:

- Taking part in any school organised or school-related activity
- Travelling to and from school
- Wearing the Ivy Lane school uniform or
- In any other way identifiable as a pupil of Ivy Lane School
- Behaving in ways out of school which impact on another pupils attitude to, enjoyment of or relationships at school

Cyber-bullying or poor behaviour on-line to other pupils (outside or at school) is an example of when the school has the right to impose sanctions at school.

We inform and involve parents when issues outside of school are having a negative impact at Ivy Lane.

16. Confiscating Pupils Property

All staff have are able to confiscate items from a child that are banned, age inappropriate or items that can cause harm.

These include: expensive electronic devices, mobile phones, items with inter-net access, inappropriate clothing (theme or wording), or items outside of the school uniform (hoop or dangly earrings).

Parents will be informed and the items must be collected by an adult from the Headteacher's office.

17. Parent Partnership

At all times the school will work closely with the parents and support any pupil with the aim of improving behaviour. At Ivy Lane we believe in shared responsibility for all pupils' behaviour - between the school, parents and the pupil. At every stage beyond Stage 5, parents will be fully consulted by the staff responsible for behaviour. Concerns of parents will be recorded and discussed at Senior Leadership Meetings, Staff Meetings and Governors Meetings (as appropriate).

18. Managing Pupil Transition

With its aim of supporting positive behaviour, Ivy Lane School will seek to provide extended transition arrangements for any vulnerable or SEND children when moving from pre-school into a reception class or from Year 6 to secondary school. In addition the school's 'Moving Up' days in July support smooth in-school transition, the Pastoral Manager or SENCo will take the lead in making additional arrangements.

19. Pupils with Special Educational Needs

At Ivy Lane School we ensure that all steps are taken not to discriminate against children with a special educational need and/or a disability when implementing our consistent approach to behaviour.

The school will consider, on an individual basis interventions that can be realistically implemented through SEND arrangements (*My Plans*) or whether a statutory assessment is required. These include (see the SEND Code of Practice 2014):

- flexible teaching arrangements
- support with development of social and emotional literacy
- support in adjusting to school expectations and routines
- support in developing positive relationships skills with other children and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of systems which control or censure negative or difficult behaviours and encourage positive behaviour
- provision of a safe and supportive environment

Conclusion

Ivy Lane School promotes 'Behaviour for Learning' in the primary years through a consistent approach and high expectations of behaviour. This establishes behaviour to support our vision of 'Learning for Life', our school values and enables every pupil's self-esteem to grow whilst increasing their understanding of individual responsibilities.

This policy must be read in conjunction with the following school policies:

Additional Needs (IVY/POL/065)
 Equalities (IVY/POL/061)
 Anti-Bullying (IVY/POL/013)
 PSHE & RSE (IVY/POL/041)
 Home / School Agreement (IVY/POL/065)

Updated using the Behaviour & Discipline in Schools Guidance for Governors & Headteachers (2016) by:

Reviewed by: Chris Cannings
 Date: December 2017

Agreed by Staff & Governors:

January 2018
 Signed (Chair of Governors):