



Ilam C of E (VA) Primary School

“Learning, achieving and thriving as a school family through God’s love.”

This policy has been drawn up after consultation with staff, governors and with the involvement of the children in the school council and in classes.

The Behaviour Policy should be read in conjunction with the school’s Safeguarding Policy (which includes managing allegations against staff), Anti-bullying Policy, SEND Policy and Equality Policy. Reference has been made to the following legislation in the compiling of this policy:

- ❖ SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) 2014;
- ❖ Equality Act 2010;
- ❖ Children and Families Act 2014; The National Curriculum (primary) 2014;
- ❖ Teachers Standards 2012.

School Vision, Ethos and Aims

Ilam C of E School, is a close-knit loving family with a heart to see all in our care flourish. Within a warm, nurturing environment our children become caring, courageous, respectful individuals. Through our Christian values our children aspire for the very best for themselves and our community.

This is underpinned by our Christian Values:

Caring Courageous Forgiving Respectful Resilient

The guidance in the DfE document ‘Behaviour and Discipline in Schools’ (January 2016) supports this policy. It acknowledges the statutory authority teachers and paid staff of the school have to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006). If necessary, teachers can confiscate pupils’ property.

It is our belief that all children are of equal value, that every child in the school has the right to be taught without being interrupted or disturbed, and that all adults have the right to teach and work with children without having their authority or role undermined. In the school community, all children have a right to feel safe, secure, accepted and valued. The school will ensure that right wherever possible.

The children have discussed what they feel to be their rights and developed in the following bullet points.

- ❖ To have a good education and become good learners.
- ❖ To be kept safe.
- ❖ To be treated kindly at all times.
- ❖ To know that all our belongings are respected.
- ❖ To be listened to by others.

The children also discussed about the rights of school staff.

- ❖ Staff have the right to be listened to.
- ❖ Teach all the children in the class.
- ❖ All staff have the right to be spoken to politely.
- ❖ To be safe in school.

How parents can support and help:

- ❖ Ensure your child/children arrive in school for 8.40am.(School starts at 8.50am)
- ❖ Ensure your child/children have the correct items for each day. E.g. reading book and record, PE Kit, Forest School Clothing etc. These need to be clearly labelled.
- ❖ Support your child's learning, manners and behaviour at home.
- ❖ Talk to your child about their understanding of the rules and the need to follow them.
- ❖ Discuss any concerns with your child's class teacher.
- ❖ Collect your child promptly at the end of school at 3.15pm or at the end of After School Club.

Aims of this policy

We aim to:

- ❖ Ensure a consistent approach to behaviour management.
- ❖ Maintain a positive climate with high expectations and standards of behaviour.
- ❖ Support effective teaching and learning.
- ❖ Emphasise the importance of being valued, to celebrate success and raise the self-esteem of all children and adults within the school community.
- ❖ Be a caring community which fosters respect, honesty, truth, kindness, cooperation and tolerance.
- ❖ Encourage relationships built on mutual respect and understanding of the needs of others.
- ❖ Encourage children to take responsibilities so that they learn to be responsible.
- ❖ Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- ❖ Show appreciation of the efforts and contribution of all.
- ❖ Ensure the curriculum is relevant and matched to the individual's needs.
- ❖ Ensure that vulnerable children-such as those with special educational needs, physical or mental health needs- receive sensitive and well-matched behavioural support.
- ❖ Establish consistent behaviour management systems and teaching methods promote active pupil involvement and motivation to learn.
- ❖ Maintain a strong partnership between home and school which is vital to the success of our policy.

Objectives:

Our children will:

- ❖ Be aware that good behaviour is appreciated and valued.
- ❖ Be considerate of the needs of other people.
- ❖ Develop a sense of responsibility for their own behaviour. Be given the opportunity to contribute towards the drawing up of rules/codes of conduct for their own classes.
- ❖ Complete work tasks set.
- ❖ Understand the need to move around the school safely and quietly.
- ❖ Observe the high standards of conduct of all the adults working in the school as role models for good behaviour.

The children have also been involved in the development of this policy by devising their own Golden Rules. These are on display throughout the school to serve as a reminder of our expectations.

Ilam School Golden Rules

- ❖ Speak politely to each other.
- ❖ Be honest at all times.
- ❖ Look after our school.
- ❖ Keep our hands and feet to ourselves.
- ❖ Try your hardest to be the best you can be.

Classroom Rules/Classroom Charter

Rules are devised by pupils and staff and displayed within each classroom. They may vary from class to class as they need to be age appropriate.

Rewards and Sanctions

We believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. We also believe consistency in approaches across the whole school is essential to the success of this behaviour policy. Our system of rewards and consequences has been made clear to all the children so that they know exactly what behaviour is expected of them and the consequences of choosing not to follow the rules.

Rewards

- ❖ Classroom Dojo points
- ❖ Star of the Week
- ❖ Merits with Bronze, Silver, Gold and Diamond award certificates.
- ❖ Verbal Praise
- ❖ Postcard for outstanding behaviour
- ❖ Stickers
- ❖ Children can be sent to another member of staff/Head of School for praise and special sticker
- ❖ Lunch time stickers/merits
- ❖ Additional “golden time” which can be earned as whole class for regular continuity of polite, kind behaviour in and around school. This could be in the form of a Golden Tree
- ❖ Any other rewards particular to each class
- ❖ Presentation awards
- ❖ Special rewards for those pupils reaching Diamond level
- ❖ Good Samaritan award

Sanctions

At Ilam School, we make every effort to ensure that sanctions are applied calmly, firmly, fairly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of sanctions include:

- ✓ Use of visual representations of expectations.
- ✓ A focus on the misbehaviour rather than the child. E.g. “that was an unkind thing to do” rather than “you are very unkind”.
- ✓ A message about what the child has done wrong and what they should do in the future.
- ✓ An opportunity for the child to help ‘mend’ the situation.
- ✓ An emphasis on personal responsibility and ownership of one’s own behaviour.
- ✓ Timing immediately after the misbehaviour wherever possible.
- ✓ Sanctions appropriate to the misbehaviour.
- ✓ Looking for the possibility of praise after the sanction, to encourage more positive behaviour.

All staff use a traffic light system. At the start of each day, all children start on green. This system has been discussed and explained clearly to all the children and the staff. It is as follows:

1. All children start each day on green.
2. Verbal Warning given
3. Move to Amber and the child will miss some time at break/lunch time appropriate to their age. This is recorded in the class behaviour book.
4. If the child continues to not follow the rules and instructions from staff, the child is placed on red and they would then miss the whole of playtime. This could be on the following day. This is recorded again in a book.
5. If a child is placed on red, parents will be contacted, and the issues will be raised and discussed with them.
6. A child displaying persistently challenging behaviour will have their own behaviour book.

Anger Management

Very occasionally, a child can struggle to manage their feelings, particularly of anger. If this is the case, they are encouraged to develop an appropriate calming down strategy that allows them to regain control and safeguards themselves and others. This often involves finding an activity that the child feels calms them quickly and providing a safe, well supervised area to do so. The aim is to teach the child to recognise certain feelings and deal with them before responding, so that responses can be appropriate and constructive. As soon as they calm sufficiently, they talk to the supervising adult about the cause of their anger.

Serious Misbehaviour

Severe misbehaviour is extremely rare but might include: failure to respond to the above, fighting/physical abuse, verbal abuse/swearing, deliberate damage to property, stealing, refusal to comply with a reasonable request from any member of staff or aggressive, dangerous behaviour which may put themselves or others at risk. This type of behaviour is the immediate responsibility of the Head of School or the senior teacher if the Head of School is not on site. If a child refuses to follow a calming down strategy and there is a visible escalation of anger, the other children are instructed to ignore the behaviour and continue as normal. A sensible child is sent to fetch the head teacher and another member of staff. If the child refuses to leave the classroom, then the other children will be taken to another room/classroom to continue with their learning. They will be reassured that this is to allow the child to be able to calm down without distraction and that everything is ok. Where possible, two adults will remain with the child until he/she has calmed down. The child is not touched or restrained but if they are throwing things, then where possible moveable objects will be removed away from the child.

Informing Parents

- ❖ Parents will be informed immediately of the problem.
- ❖ There will be a meeting with parents to discuss strategies for improvement in the child's behaviour and/or a warning of the next stage if the problem is recurring.
- ❖ Outside agencies may well be involved such as Behaviour Support or Educational Psychologist. Discussions with outside agencies, the SENCO and parents/carers will be necessary to ensure that there is no underlying condition e.g. a communication difficulty or mental/emotional health issues causing the misbehaviour.
- ❖ A Behaviour Improvement Plan (BIP) may be formulated in consultation with the parents, class teacher, SENCO and child.
- ❖ The Head of School has the legal option of suspension on a short-term basis, or permanently excluding the pupil, should all else fail, following consultation with the Chair of Governors. We follow the DfE Exclusions procedures/policy as recommended by Staffordshire LA and Staffordshire LA documentation in relation to the exclusion procedure.
- ❖ Short term suspension or permanent exclusion is always a last resort solution after the school has tried everything else. However, on extremely rare occasions it may be used to protect other pupils and staff, and to ensure their right to teaching and learning is protected.

Bullying

Please see separate anti-bullying policy.

Supporting Children with Additional Needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children, they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children could include:

- ❖ Continued discussion, involvement and liaison with parents.
- ❖ Discussion with the child about the behaviours.
- ❖ Providing additional support in liaison with the SENCO.
- ❖ Implementation of a behaviour plan Consultation with outside specialist support e.g. medical advisors.
- ❖ Involving external agencies e.g. Behaviour Support/Autism Outreach .
- ❖ Any approaches used will be reviewed regularly and adapted as necessary.

At Ilam School, we value a strong and supportive teamwork approach. Where teaching staff are experiencing a child with behavioural difficulties in their class, we will all work together as a whole school to support, guide and help. The negative impact on staff wellbeing of having to manage sometimes complex and difficult behaviour, resulting from additional needs is strongly recognised. Priority will be given to resources and training aimed to resolve the difficulties swiftly.

The use of reasonable force to control and restrain pupils

Following the issue of guidance from the DfE (January 2016) these are the very limited circumstances in which the use of restraint is appropriate:

- ❖ Where a pupil's behaviour is at risk of causing injury to him/herself.
- ❖ Where a pupil's behaviour is likely to cause injury to others (adults or children).
- ❖ Where a pupil's behaviour is likely to cause serious damage to property.

❖ Misbehaviour by a pupil outside of the school day

Guidance from the DfE (January 2016) states: What the law allows: ‘Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (see par. 21 of guidance)

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when a pupil is:

- *taking part in any school organised or school related activity*
- *travelling to and from school wearing a school uniform*
- *in some other way identifiable as a pupil at the school.*

Or misbehaviour at any time, whether or not the conditions above apply, that:

- *could have repercussions for the orderly running of the school*
- *pose a threat to another pupil, a member of staff or a member of the public*
- *or could adversely affect the reputation of the school.*

Chair of Governors : Mr Jon Cushing

Head of School : Miss Emily Johnson

Policy written September 2019

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