Iveson
Primary School
Where aspirations soar

Behaviour Policy

Approved by:	Governing Body
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Aims

We want our pupils to be happy, self-motivated, independent learners who are actively involved in school life. The school promotes a positive attitude and ethos where everything and everyone is respected.

Each member of the school has a right to work in a calm, peaceful environment. Children have the right to an appropriate curriculum, which will promote a sense of self-worth. We recognise and support the teachers' right to teach and the children's right to learn.

This policy aims to:
• Provide a consistent approach to behaviour management.
• Define what we consider to be unacceptable behaviour, including bullying.
• Outline how pupils are expected to behave.
• Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
• Outline our system of rewards and sanctions.

Our Expectations

We have high expectations of behaviour, attitude and appearance.

At Iveson Primary we expect everyone to:

- Treat others with politeness, respect and consideration
- Respect and care for the school environment and equipment
- Move around school in a safe and calm manner
- Work with care, enthusiasm and resilience
- Make the right choices and accept responsibility

All adults who work in our school are responsible for and are actively involved in the implementation of the Positive Behaviour Policy. As we move round school we will, as required, discuss behaviour or the rules with children. The whole school rules provide the framework for these interactions. There is no ambiguity if children are aware of what is expected of them by **all** members of staff, regardless of role. All staff are expected to support effective implementation of the policy through consistency and vigilance.

The Rules

Whole school rules are intended to support our aims and translate expectations into reality. They are there to provide structure for children, to make it clear what it is we expect of them. The school rules poster should be displayed in teaching areas and around school as an aid to refer to and as a

reminder.

1. We will show **respect** for everyone in school.
2. We will **keep safe** by keeping hands, feet and objects to ourselves.
3. We will **look and listen** at the person who is speaking
4. We will be **polite** and use good manners.

Individual classes may have a small number of additional rules, which are age appropriate. All rules should be phrased in a positive way, focusing on desired behaviour, not unacceptable behaviour.

The Positive Approach

To encourage good behaviour we should be quick to respond to children who are doing the right thing. We can do this by reinforcing positive behaviour and immediately dealing with negative behaviour by:

- Being clear and specific about the behaviour we expect.
- Noticing and affirming good behaviour when it occurs.
- Rewarding and recognising positive behaviour
- Establishing fair, predictable and consistent consequences for inappropriate behaviour.
- Supporting pupils who have difficulty experiencing success.
- Ensuring that all aspects of school organisation are consistent with policy.
- Stating and calmly repeating possible consequences of undesirable behaviour.

Moving Around School

The children are expected to walk around school in a sensible manner with minimum noise, we encourage good manners by thanking children if they open doors for staff and others and model good manners by doing the same for the children. We use praise and rewards to acknowledge and reinforce sensible movement around school.

Rewards

We believe that all staff should use a high rate of rule-related praise. We should all try to notice and affirm positive behaviour when we notice it - catching children being good. Using praise and affirmation is an important key to successful behaviour management. It:

- Contributes to a warm, friendly, supportive atmosphere
- Encourages positive self esteem
- Reinforces simple rule following
- Facilitates learning through positive feedback
- Draws attention to positive behaviour
- Emphasises the positive behaviour, rather than the negative or inappropriate
- Develops/extends social skills

- Can give pupils the attention they need in a positive way
- Makes reprimands more effective
- Recognition of those children who always set a good example

We believe that it is more productive to reward and reinforce good behavior than it is to punish unacceptable behavior as rewards emphasise the positive contributions made by children to the school. Staff and children were involved with deciding on the rewards offered at Iveson.
Children can be rewarded in a variety of ways –

- Smiles, a positive comment, praise, thumbs up, etc.
- Messages, notes or phone calls home
- Being given a responsibility
- Dojos linked to Iveson Essentials
- Stickers
- Bronze, Silver and Gold Certificates
- Gold Iveson pin badge
- A book (top prize)
- Being given a positive experience in school e.g. time in the secret garden
- Special Mentions afternoon tea with SLT and parents

Class Dojo Skills and Points
Class dojo's will be awarded throughout the year and reset at the beginning of an academic year. Children can earn points based on skills linked to the Iveson Essentials to receive various rewards (See Appendix 3).
Children can be awarded points for the following skills:
Resilience – 5 points
Community – 5 points
Curiosity – 5 points
Helping others – 3 points
Being kind – 3 points
Focus and effort – 3 points

Special Mentions
Special Mentions are held each Friday (2-week rolling programme) with Yr1-3 and Yr4-6 alternating, at this time teachers nominate two children from their class to come up with their work and describe what they have done well and how their behaviour has had a positive impact. Parents / carers are invited to this celebration. The children are awarded a Special Mentions certificate and Headteacher's sticker.

Consequences

One off behaviour issues will be dealt with through age-appropriate consequences such as a short period of 'thinking time - payback' or removal of the child from the situation. Where a child persistently exhibits negative or anti-social behaviour, staff will involve parents/carers at an early stage, face to face and discuss joint approaches to behaviour modification (see Appendix 3).

Where negative behaviour continues there will be a discussion as to whether the child needs additional support. The staff will record the behaviour which is causing concern on CPOMs and will inform the AHT of Inclusion/SENCo. Outside agencies are available to come in and offer additional advice or resources e.g. The Gateway, AIP.

Praise will have a significant effect on the behaviour of most of our pupils but there may be a small number of pupils who do not readily respond to praise. One or two may find it difficult to respond immediately and may appear to be unaware of the effect their behaviour is having on others. (Class teachers are responsible for ensuring persistent or serious incidents that occur in their classrooms are recorded on CPOMs). Any teachers who are concerned about the behaviour of any child or group of children should inform the AHT/SENCo, this includes any persistent lower-level poor behaviour.

Each class will prominently display the following charts:
Whole School Rules - see Appendix 2
Rewards and Consequences - see Appendix 3
Non- Negotiables - see Appendix 4

These are also displayed around school in shared areas and teaching areas.

Thinking/Payback Time

In the first instance, children will be given a verbal warning. If the disruptive behaviour continues, 5 mins thinking/payback time will be given. This continues in 5-minute increments with a maximum of 15 minutes in total.

Thinking/Payback time is used when it is agreed to be the best sanction for the child and when it is the best consequence for the behaviour. Payback time for most children will be at morning playtime. The maximum time given will be 15 minutes. A note is put into the planner to inform the parent/carer that this consequence has been given. The responsibility for this lies with the teacher at break and lunchtime. For afternoon sessions, the child will complete payback in the adjacent classroom. It is expected that parents/carers will discuss this with their child and reinforce the school rule. CPOMS must then be completed to record this behaviour and phase leaders need to be alerted to this. With non-negotiables, SLT also needs to be alerted.

When reprimanding a child/children, adults should speak in a clear, calm, uncompromising way, facial

expression and tone of voice needs to indicate displeasure, this is particularly important so that children new to English have visual and auditory clues. They should refer to the rules and non–negotiables and the fact that children have choices about their behaviour

Individuals with Challenging Behaviour

There may occasionally be children who do not respond to the usual strategies already mentioned and who require individual support in the form of an individual behaviour plan (IBP). The AHT/SENCo should be informed if a child's behaviour is causing concern.

- The teacher and AHT/SENCo will devise and monitor IBPs (Individual Behaviour Plans) for children who are identified as displaying challenging behaviour and discuss and share these with parents.
- IBPs should be reviewed at least every half term with child, teachers, parents and AHT/SENCo
- These children need some processing time, to think about doing the right thing, to then do it. (e.g. 10 seconds to act on an instruction)
- Rewards need to be identified that are personal to each child.
- Nurture sessions may be timetabled to work with the pupil on an individual level or within a small group

Any child with a high level of need will have a daily management sheet / passport describing some background, and outlining the provision that is currently set out. This should be read in conjunction with the IBP.

For the very few children whose behaviour might be consistently poor, severe, violent, abusive or disruptive the Headteacher/Strategic Leadership Team will consider:

- Fixed term exclusion
- Support from Behaviour and Attendance Team / Educational Psychologist/ SENIT
- Daily report cards
- An alternative or personalised curriculum
- Dual registration with learning support centre (e.g. L2L) or Pupil Referral Unit (PRU)

Bullying

Bullying is antisocial behaviour and affects everyone. Any form of bullying is totally unacceptable at Iveson Primary. Iveson Primary School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential. Therefore, we aim to deal with any bullying complaints firmly, fairly and promptly. We treat bullying as a serious offence and take every possible action to keep it to a minimum. *The Iveson **'Anti-Bullying Policy'** provides detailed guidance on Iveson's approach to resolve any issues with involving all types of bullying including cyberbullying prejudice-based and discriminatory bullying. This can be found on our*

school website.

Sexual Harassment and Sexual Violence

Iveson take a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. T*he Iveson* ***'Sexual Harassment and Sexual Violence Policy'*** *provides detailed guidance on Iveson's approach to address issues and concerns involving peer on peer abuse, sexual harassment and sexual violence. This can be found on our school website.*

Exclusion

The school will only use fixed term exclusion as a last resort when all other strategies have failed or in the event of extreme circumstances such as violence towards another pupil or staff. It may also be used in the event of any child's behaviour being such that it is preventing teachers from teaching or children from learning.

Internal exclusion within school, but away from other children for a period of time, may be used in cases where it is felt that it would not be in the best interests of the school or the child to exclude them from the premises.

Lunchtime internal exclusion may be used for unacceptable or dangerous behaviour over lunchtime. This has to be recorded and reported in the same way as all other exclusions.

In cases of fixed term exclusion, procedures as outlined in DFES/LEA Circulars will be adopted. If ever a child is in danger of permanent exclusion a 'Pastoral Support Programme' will be initiated by the AHT/SENCo in line with DFES Circular 11/99.

Use of Restraint or the Physical Removal of a Child

The Care and Control of Pupils and Use of Physical Restraint policy provides guidance restraining or removal of a pupil. Please refer to this.

Searching Pupils and Confiscation

Searching pupils and confiscation is based on the Department for Education advice for Headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE January 2018, which outline the policy and legal powers the school has for screening and searching pupils. It also outlines the powers the school has to seize and then confiscate items found during a search.

Searching

School staff can search any pupil for any item, if the pupil agrees. The Headteacher, Deputy Head or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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 the property of, any person (including the pupil).

The headteacher and authorised staff can also search for any item listed above, which has been identified as an item which may be searched for.

Searching with consent:

School staff can search pupils with their consent for any item
Formal written consent is not required from the pupils (such as asking the pupils to turn out his or her pockets or if the teacher can look in a pupils' bag or locker and for the pupil to agree.
The behaviour policy, shared with children and parents, will clearly state any items which are banned.

If a member of staff suspects a pupil has a banned item in his/her bag and if the pupil refuses, the member of staff can apply an appropriate sanction as set out in the school's behaviour policy.

Searching without consent:

The headteacher or a member of staff authorised by the headteacher can search without consent of child or their parent/ carer if they have reasonable grounds for suspecting a child is in possession of an item on the prohibited list.
A member of staff must be the same sex as the pupil being searched; and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the pupil being searched.
If you believe the child is at risk of serious harm if you do not search immediately then the search can be conducted on a child of the opposite sex and with a witness.
Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupils, for example on school trips in England or Overseas.

During the search

The law states:
The person conducting the search may not request the pupils to remove clothing other than outer clothing

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be cause to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

It does NOT enable or allow an intimate search going further than that, which only a person with more extensive powers (e.g. police officer) can do.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned as listed above.

Electronic Devices

If it is suspected that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property then data or files on the device can be examined.
This can be done under the powers of 'without consent' search if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.
If inappropriate material is found on a pupil's device, the Designated Safeguarding Lead will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Any material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image must not be deleted and must be given to the police as soon as reasonably possible.
The school may delete files or data if they believe there is good reason (it could cause harm, disrupt teaching or break the school rules) to do so and they are not needed to be given to the police.

After the search

Senior leaders can use their discretion to confiscate, retain or to destroy any item found so long as it is reasonable in the circumstances.
Any offensive weapon, controlled drugs, stolen items (unless low value eg. Pencil cases), pornographic images that are a specified offence (ie. Extreme or child pornography) must be passed to the police.

The school will inform the individual pupil's parents or guardians where a search has taken place, though there is no legal requirement to do so.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct

a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Strip searches under stop and search may only be conducted at a nearby police station, medical premises or home address. Schools should be specifically excluded as an appropriate location for a strip search.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil **before** strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the pupil's parent would like to be the appropriate adult, the school should facilitate this where possible. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below
for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil
Not be a police officer or otherwise associated with the police
Not be the headteacher
Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where

the pupil could be seen by anyone else.

The search must not be carried out in a location where the pupil could be seen by anyone else

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline.

Parental Support and Involvement

We believe that working in partnership with parents and carers is always supportive of a positive ethos in school which promotes good behaviour. We believe that parents/carers can support the school by –

- Giving their children consistent messages about behaviour and attitude
- Backing up school staff and reinforcing school rules
- Coming into school to meet with staff when there are concerns
- Sharing information about any events or issues from home that may impact upon their child's behaviour in school

Teachers can support this by –

- Always informing parents promptly of any problems with their child's behaviour
- Asking parents/carers to support the school rules and policies
- Sharing good news and celebrating rewards with parents through notes home, phone calls and face to face discussion if possible
- Establishing positive relationships with parents/carers wherever possible.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy

https://ivesonprimaryschool.sharepoint.com/:w:/g/Ebp9-EV0doxBt3A8qqqoFAkBCvGwg1T8fDZzor9_NHnvEw?e=e0UAhE

- Anti-Bullying Policy

https://ivesonprimaryschool.sharepoint.com/:w:/g/EShrAHM8jKJMqF8PeJ2R71EBhq-SqR9TuZaAdTYJAOangQ?e=gWrq7q

- Sexual Violence and Sexual Harassment Policy

https://ivesonprimaryschool.sharepoint.com/:w:/g/ER4TmbfgxRtIpducPBeg7WwB0xNxUZqWus7p1fKETcciqA?e=dBx44f

- SEMH Policy

https://ivesonprimaryschool.sharepoint.com/:w:/g/EXM_sDnmB8FCi0bGdiws4ssBZCCaYUr951lXVtzSUgK8kA?e=PjyTZ5

- E-Safety Policy

https://ivesonprimaryschool.sharepoint.com/:w:/g/EVbCwUJ2IZlLjfSlpu-VkaoBqxLxCzFgA6sREqs0Jdl3iw?e=ihEtPA

- Care and Control of Pupils and Use of Physical Restraint Policy

https://ivesonprimaryschool.sharepoint.com/:w:/g/ERCBiaDtoNBGhEvM8L3bVcEBdRxEB9XcuWOPsq5Hs9XxXg?e=UpSccf

- Online Safety Policy

ICT and Internet Safer Use Policy Policy 2023 (2).docx

Appendix 1: Written Statement of Behaviour Principles

Iveson Primary School
Where aspirations soar

Iveson Primary School
Governing Body Behaviour Principles

The Education and Inspections Act 2006
https://www.legislation.gov.uk/id/ukpga/2006/40 requires the Governing Body to maintain a written statement of general principles to guide the Head teacher in promoting good behaviour and discipline amongst pupils at Iveson Primary School.

Introduction:

The Governors at Iveson School believe that consistently high standards of behaviour are integral to creating a confident, happy and settled environment that supports learning. In striving to maintain an environment where children can achieve their best and aspirations soar, these principles will be created in collaboration with staff, parents and pupils.

The purpose of this statement is to set out a clear set of principles that the Head teacher can base the school's Behaviour Policy on. It is the responsibility of the Head teacher to create and maintain the Behaviour Policy in line with these principles, including regularly reviewing the policy and ensuring all necessary staff training is undertaken.

Principles:

- All children, staff and visitors have the right to feel safe at all times and the policy and procedures must consider the Education Act 2002 https://www.legislation.gov.uk/id/ukpga/2002/32 in actively promoting safeguarding and the welfare of children
- Iveson is an inclusive school that values each individual and wants to see children reaching their full potential. We believe that bullying or harassment of any description is unacceptable and that all members of the school community should be free from discrimination. Measures should be set out in the policy and reference other policies reflecting the school's responsibilities under the Equalities Act 2010
- There is an expectation of high standards of behaviour at all times, supported by the school rules being clearly set out in the Policy, displayed around the school and fair and consistent application of the rules by all staff
- The policy should set out guidance on the power to enforce the school rules and deal with misbehaviour outside of the school grounds, including reported incidents:

  - Taking part in a school organised trip or related activity
  - Travelling to and from school

- Wearing a school uniform or otherwise identifiable as an Iveson pupil

- It is important that the policy gives clear guidance and clarification for staff on their powers to search pupils and in the use of reasonable force or to make other contact with pupils. Both staff and parents should be clear and confident about the application of these parts of the policy
- The structure and use of rewards and sanctions should be clear and understood by all staff and pupils, consistently applied and regularly reviewed to ensure effectiveness
- Where there is an accusation of misconduct against a member of staff, the policy should clearly set out the school's procedures for dealing with this, including the necessary pastoral care that is in place for school staff. It should be noted that abuse, threatening behaviour or violence towards school staff, including vexatious accusations, will not be tolerated
- The Governors believe that exclusions, especially permanent, are a last resort. In dealing with continuous disruptive behaviour, all necessary steps to take into account special educational needs, disability, individual circumstances and vulnerable children should be clear. This includes, where identified and necessary, when multi-agency assessment should be considered
- Parents and staff should be aware of who the key contacts are and have clear routes for raising issues and concerns relating to behaviour

The Governors sincerely wish that all children at Iveson are able to aspire to reach their full potential, and that these principles help build the foundation for a community that is safe, respectful and enjoyable to be part of.

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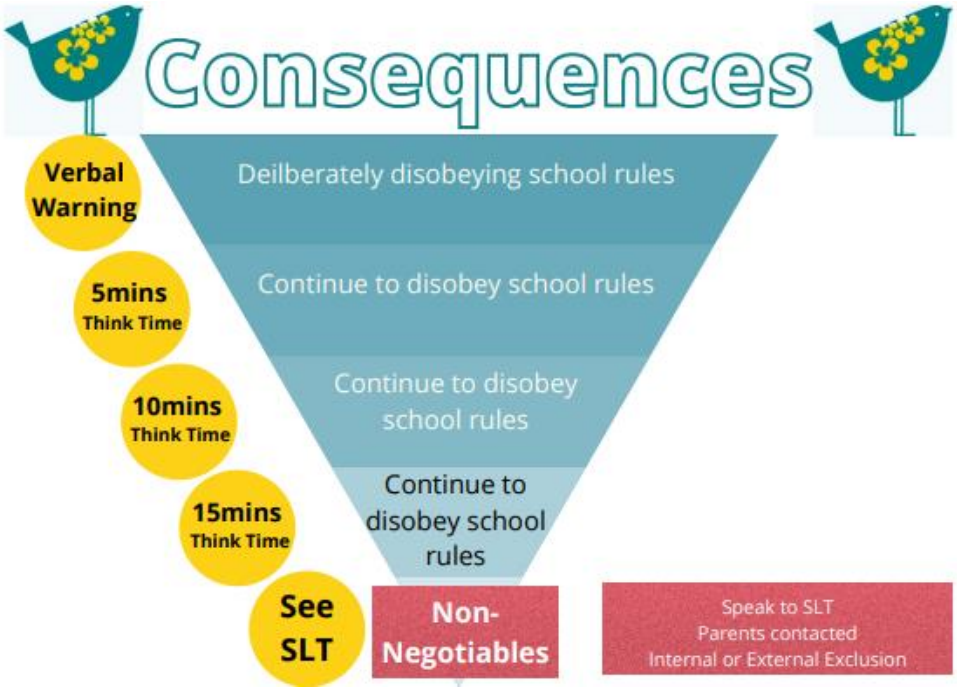
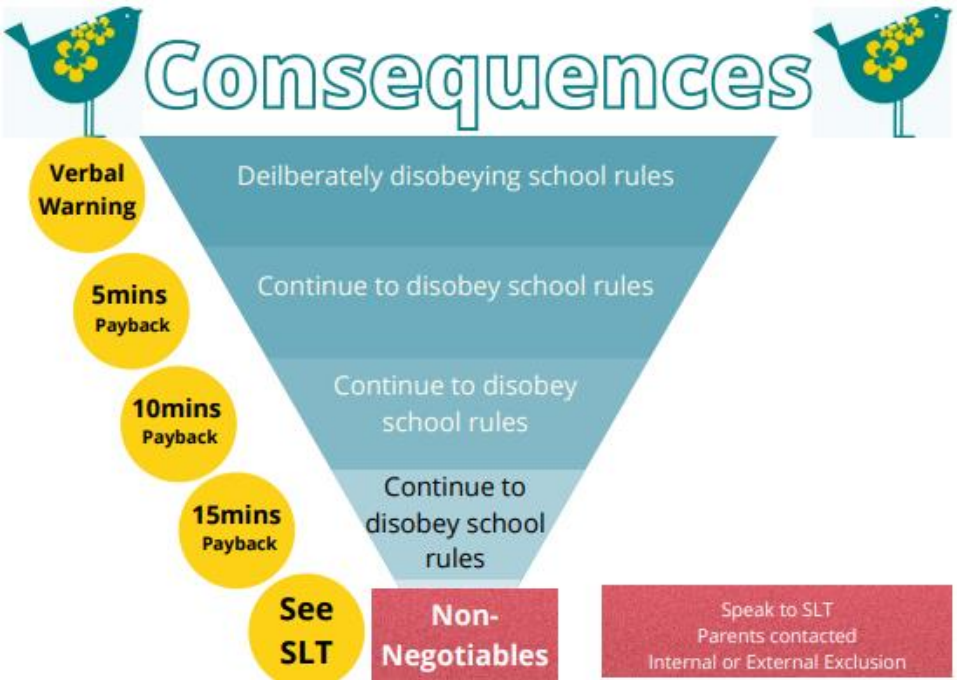
Appendix 2: School Rules Chart

Appendix 3: Rewards and Consequences

KS1



KS2



Appendix 4: Non-Negotiables

Non-Negotiables

Unacceptable Behaviours

We asked the children what type of behaviour would be their non-negotiables i.e. the sort of extreme behaviour we would NEVER want at Iveson Primary and they told us these would be:

- **Swearing**
- **Punching**
- **Pushing**
- **Kicking**
- **Vandalism (Damaging Property)**
- **Deliberately upsetting others by commenting on their race, , gender, culture, abilities or being rude about family members.**
- **Bullying**

If a child behaves in this way, we will follow our non-negotiable procedures (see Conequences Chart).