

Behaviour Policy

Policy reference and suggested key resources for staff:

- Behaviour and Discipline in Schools, Guidance for Governing Bodies, Sept 2015
- DfE Exclusion July 2017
- DfE School attendance July 2019

Our Aims

- To uphold the Behaviour Policy supported and followed by the whole school community, based on a sense of common purpose and shared values;
- To create a nurturing environment in which teaching and learning can take place in a safe, secure and positive environment, with a close knowledge of each child;
- To implement a Code of Conduct, which will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property;
- To encourage good behaviour by providing suitable recognition and acknowledgement;
- To have clear disciplinary measures that may be imposed on pupils not adhering to the Code of Conduct;
- To treat problems when they occur in a fair, just and consistent manner;
- At The Iona School we are working towards the highest standards of behaviour and discipline and have high expectations on these matters.

High standards of behaviour are essential to the school ethos, effective teaching and learning. It is essential that pupils, teachers and parents work together to ensure that a learning and social environment is maintained; where concern for others, positive behaviour, responsibility and respect are valued and achieved.

What we expect of Children

To enable children to demonstrate good behaviour it is important they understand clearly what is expected. These expectations are listed below and shall be known as the **Code of Conduct**.

1. Wear appropriate clothing, footwear and avoid jewellery (no watches, stud ear-rings only, no logos, no writing, no big images, no nail polish).
2. Never swear or shout aggressively at others.
3. Walk within the school building.
4. Take responsibility for one's own behaviour promoting a no blame culture.
5. Be ready for the start of each lesson, bringing the correct items needed each day.
6. Have the utmost respect for other people's property and for the school building itself.
7. Make sure everyone has a chance to do well in class, responding appropriately to answer questions.
8. Listen carefully to the teacher's instructions, first time responding.
9. Try your very best at all times. Completing all homework on time.
10. Sweets, sugary drinks, chewing gum or other confectionary are not allowed in school.
11. Take care of each other, the school buildings and outdoor areas, use litter bins and compost bins.
12. Treat others fairly; always think about how our actions will affect others.
13. Be courteous, respectful and polite to all adults and children, open doors for others when appropriate.
14. To not use mobile phones, gaming devices or any other such electronic devices during school hours (including Breakfast and After School Club).
15. To not swap or sell personal possessions (including swap cards) during school hours.

16. To always stay within the school boundaries and within sight of a responsible adult. Ask permission to leave the classroom.
17. To report to a teacher or responsible adult if they are not collected at home time.
18. To always encourage a 'telling' culture.
19. To never name call, bully or carry out hurtful behaviour, to not carry out any form of sexual harassment.
20. Arrive at school punctually and attend school regularly.

What we expect of Staff

To support good behaviour and discipline, staff working with the children will be professional at all times and:

- establish a safe, learning environment for all children;
- create a positive learning environment in which effort and achievement are recognised and rewarded;
- ensure their conduct with the children and each other is of the highest standard and sets a good example;
- prepare work carefully, ensure that it is suited to the abilities of the pupils and deliver the curriculum in a challenging and stimulating way;
- offer the opportunity for individual guidance to pupils to develop, monitor and review behaviour and achievement;
- allow pupils to show that they can assume responsibilities and act maturely and involve them actively in lessons;
- endeavour to ensure that written work is neat;
- ensure that the relationship between the teacher and children is friendly yet respectful;
- to learn and understand the children's Code of Conduct;
- to ensure that any form of sexual harassment between pupils is dealt with promptly and not dismissed as 'banter' or 'boys being boys';
- only restrain a pupil if it is to prevent injury to the pupil themselves, a staff member, a third party, or property, using the minimum of force to remedy a situation;
- deal with any problems with a calm and measured approach;
- be fair and consistent when dealing with pupils;
- ensure the child's dignity is maintained when dealing with any issues.

What we expect of Parents

In order to support their child/children in meeting the above expectations, we ask parents to:

- be acquainted with, and supportive of, the school's Code of Conduct;
- support children in completion of homework and its timely return;
- ensure that children arrive and are picked up punctually each day, to support the self-esteem of their child;
- ensure that children are safely delivered to their classroom door each morning;
- meet teachers promptly as and when requested for purposes of review and reflection.

Promoting a Positive Culture/Ethos

- Members of staff frequently use positive, encouraging language and gestures, both during lessons and around the school, so that good behaviour is immediately recognised and positively reinforced;
- Members of staff use praise appropriately, individually or sometimes highlighting this to the class as a whole;
- Appropriate reward for positive progress or for mastery of a difficult technique is praised verbally, voiced to the individual concerned or to the class as a whole, confirming the child's achievement and developing their confidence.

Strategies and Sanctions for Managing Poor Behaviour

Sanctions when needed are used to re-establish a boundary, or to help the child to become more self-aware, therefore improving their overall behaviour. Sanctions are age related and appropriate to the situation concerned.

When a pupil's behaviour does not meet the expectations of the Code of Conduct, the school has strategies that can be implemented immediately for cases of low level misbehaviour or unanticipated violence. In the first case, the teacher responsible for the pupils has authority to impose certain sanctions.

In an age appropriate way, the Lower School Class Teacher will set and maintain general rules for behaviour within the class as well as sanctions for misbehaviour. As the pupils get older, it will become more appropriate for them to be involved in developing and maintaining classroom rules.

Strategies - Temporary Exclusion from the Classroom or Play Area

Where a child's behaviour makes it unsafe for other pupils or difficult to maintain a working atmosphere, the teacher may send the child out of the class, to another classroom or the school office. Perceived risks and needs for supervision will be taken into account in this decision.

Strategies - Tasks and Apologies

Children should be given the opportunity to redeem poor behaviour. Where another individual or a group has been affected by a child's behaviour, a teacher may ask the child to make a written apology or a sorry card, which may be done in a lost lunch or at home in cooperation with parents/guardians. Other restorative tasks may be set to reflect the child's behaviour, including helping a teacher, cleaning or performing chores in the school, or engaging in calming or focusing exercises. The older classes may be given tasks to do, such as sweeping the lunch room etc.

Strategies - Lost Lunch / Play Time

Children in classes 1 to 5 may be kept in at lunch break by a teacher for up to half an hour and set a task appropriate to their age and behaviour. This could be sitting in silence, discussing the behaviour and how it may be improved, and finishing work not done in the lesson, performing a task or making an apology. They must however, have their normal time for their meal.

Dangerous, Extreme and Unacceptable Behaviour (see Exclusion and Suspension Policy)

A record will be kept of all sanctions imposed on pupils for serious misbehaviour under this section, in accordance with paragraph 16 of The Education (Independent School Standards)(England) Regulations 2010.

Issue Date


This policy takes effect from September 2022.

Review Date

This policy will be reviewed and revised on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name:	Mr Martin Taylor
Position:	Trustee
Signed:	
Date:	1 st September 2022

Related Policies

- Pupil Code of Conduct and School Rules
- Exclusion and Suspension Policy
- Ant-Bullying Policy
- Physical Handling Policy

Appendix 1: Further support for staff

Consultation with Colleagues

The Teachers' Meeting provides a forum for teachers to discuss individual children, share observations and develop individual strategies. Where further observations and insights are necessary, a child study may be initiated with cooperation from parents/guardians. Discussions and child studies may lead to referral to other specialists.

Working with Parents and Guardians

Class Teachers should have regular contact with parents and guardians of the children in their care. Where ongoing concerns about a child's behaviour arise, the Class Teacher should contact or arrange to meet with parents/guardians. Another teacher may be invited to such meetings. Parents/guardians are encouraged to support the school in encouraging good behaviour at school and at home. Expectations, rewards and sanctions at home that reflect what is happening at school often prove highly effective.

Individual Behaviour Plans

The Class Teacher, in co-operation with a child, parents/guardians and the SENCO, may develop a Behavioural Individual Education Plan (IEP) for a child with particular needs or challenges. This should begin with meetings, assessment and self-assessment of the child's needs. The IEP should include: short term achievable goals; longer term objectives; strategies for achieving those goals; individual rewards and sanctions to support meeting them; and a risk assessment if the child's behaviour warrants it. The IEP should specify a review period.

Report Books

A book may be kept to record the good and less good behaviour of children when there is a need for increased awareness or record keeping. Depending on the nature of the case, the book may be for recording behaviour in the classroom and/or at break times. It may be that only teachers are aware of the book, but often it will be of benefit to a child to take responsibility for giving the book to the relevant teacher at the beginning of lessons or break times, raising awareness of the child and the teacher that improved behaviour is expected. It may or may not be appropriate for the book to be taken home at the end of each day for parents to review. Details of the report book will be decided by the Class Teacher in co-operation with the Teachers' Meeting, or as part of a Behavioural IEP, when it is initiated.

Child Protection Officer (DSL)

Staff should liaise with the Designated Safeguarding Lead where behaviour is extreme or consistently inappropriate.

Should ongoing efforts to manage a pupil's behaviour prove ineffective; teachers, parents and the College of Teachers will discuss how best to meet the pupil's needs and the Exclusion and Suspension Policy may be implemented.

Ways of Supporting Children who Demonstrate Challenging Behaviour

- Redirect the child to a new focus or activity;
- Gain the child's attention with a look, gesture or word to make him/her aware of our observations;
- Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables him/her to calm down. When appropriate the child returns to the group;
- If the disruption continues, keep the child inside for a short time to help tidy or prepare for story, while the others go out to play. After a while the child may join the others outside;
- If the child misbehaves during the time at the setting, on several days and the above steps have not been helpful, ask the parents to attend or be available to collect the child on their next day;

- If during the day the child is still disruptive, the parent will be there or available to take the child home. This may continue until the child stops the disruptive behaviour;
- The above process needs to be consistent and practised over days or weeks with parental consent and co-operation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive experience for the child.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include:

- Parent notification and consultation on a regular basis;
- Staff review on a regular basis (daily and/or weekly);
- Discussion with parents, teachers, and child where appropriate;
- Begin a 'Child Study' in meetings;
- Implementation of an action plan to target a particular concern or problem;
- Recommendation to consult with other professionals for help and support;
- Corporal punishment is strictly forbidden and not to be given to a child;
- We will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child;
- Staff will not threaten corporal punishment, and will not use or threaten any punishment which could adversely affect a child's well-being.

Physical Handling (For further information see the Positive Handling Policy)

Whenever a staff member is met with a situation where they need to consider holding a child, they must always have a second staff member present. Except in situations where delaying action may result in a child or member of staff being hurt.

Staff will first give verbal signals that are repetitive and familiar and that generally hold the group.

Examples are: 'hands are for work and play'; 'kind hands in the Kindergarten'; 'running feet are for outside'; 'only donkeys kick' etc.

Appendix 2: Parental Support

- In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to the children;
- Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may actively work against what we are doing in the Kindergarten;
- Any behavioural problems will be discussed with the parents and we will expect them to carry on our good work in the home environment.