



**IVY CHIMNEYS PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

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## **IVY CHIMNEYS PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

This Policy is based upon two basic principles:-

- The ethos of the school is one of care and respect for every individual.
- Each member of our community is asked to treat all others in the way in which he or she would like to be treated.

In writing this policy we would like to emphasise that we feel that the code of conduct set out here is one which we hope all parents would want to endorse and support, as set out in the home-school agreement. This positive support of school standards is of the utmost importance in promoting a successful working partnership between school and home and keeping our children safe.

See our Health and Safety Policy for further details about keeping children safe at school.

#### **AIMS OF OUR POLICY**

- to maintain a safe, happy, caring community.
- to provide acceptable, rational, consistent boundaries of behaviour, which are positively reinforced through our Code of Conduct.
- to encourage sensitive, courteous consideration towards staff, children, parents and visitors.
- to increase each child's awareness of self-discipline and responsibility.
- to gain balanced attitudes towards independence, interdependence and respectful obedience towards authority.
- to encourage parental involvement and co-operation in the implementation of this policy.

#### **CORE VALUES**

We are establishing a definitive list of Core Values that all members of the school community are expected to follow.

These are:

- Courage
- Respect
- Care
- Honesty
- Independence
- Teamwork
- Positivity
- Responsibility

## **CODE OF CONDUCT**

These principles are centred on the safety and comfort of children and adults.

- Children should move around the building sensibly and not to run indoors.
- The school is built on a slope - children are not allowed to play on the steep banks at the side of the playground or at the front of the school. The grassed areas around the playground get very muddy during the winter. Children are not allowed on these areas. In summer, when shade is needed, children may go under the trees.
- The School is situated on a busy road. For reasons of safety, children must only leave school by means of the correct paths and pedestrian gateway.
- Children should not come to school before 8.45 am (unless attending the breakfast club) when members of staff will be on duty in the playgrounds to receive them.
- Children may not leave school during the day unless a written request is received from home.
- Sweets, including cough/throat sweets, must not be brought to school.
- The only jewellery which is allowed to be worn to school is a watch and earring studs. However these must be removed for P.E. This is in line with County policy. All children must have the specified P.E. kit in school at all times. This should be in a drawstring bag.
- Good manners and thoughtful behaviour are expected at all times.

## **RIGHTS**

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. In addition, every member of the school community also has:

- The right to learn by listening and taking turns with consideration for others
- The right to feel safe in, and around, the whole school, classroom and playground
- The right to express themselves, ask questions and, share opinions and ideas
- The right to be treated fairly, with equality and respect
- The right to be listened to in a dispute and have difficulties with others settled
- The right to work in an environment in which everyone is cared for and equipment and belongings looked after

## **BEHAVIOUR**

- Children will be taught that the abuse of others, whether physical or verbal, is unacceptable.
- If a child receives an injury from another, they will be taught not to retaliate, but to report the incident to the supervising adult immediately.
- Any adult who receives a report of an incident will investigate the matter and deal with the problem - seeking advice if necessary.
- Any child who accidentally hurts another must immediately apologise and try to help the injured party.

## **BULLYING**

Bullying is the wilful, conscious desire to repeatedly hurt, threaten or frighten someone else. At Ivy Chimneys we identify bullying as persistent name-calling, verbal aggression, physical abuse, racial abuse, social exclusion, singling out, silent or vocal intimidation, threats, bribery, extortion, taking possessions, spoiling work and belittling. Ivy Chimneys takes bullying very seriously and it will not be tolerated.

We have a separate Anti-bullying policy. Please read this document for further information.

## **ACTION AGAINST BULLYING**

We encourage positive playground behaviour by respecting each other's personal and physical space and making proper use of any designated playground areas.

We consider successful classroom management by staff to be of crucial importance.

Teachers will continually promote children's awareness of the Code of Conduct and Core Values.

Awareness of all staff both teaching and non-teaching will be raised through in-service training and constant review of school systems and Behaviour Policy.

Close liaison between teaching and non-teaching staff will occur to ensure a consistent approach is applied throughout the whole school community.

## **DEALING WITH BULLYING**

All children should be encouraged to tell adults about incidents in which they are a victim or that they have witnessed or have reason to suspect. Children should not be encouraged to retaliate in a similar way. We do, however, encourage children to be proactive in response to a bully where appropriate. Verbal responses such as "I don't like it

when you do that”, “I don’t want to do that” (then walk away) are suggested as an initial response.

It is important that any incident of bullying should be dealt with immediately.

Give time to both the victim and the bully. Adults must be seen as listeners for the victim and the bully. Both parties must acknowledge that what has happened is wrong.

Teachers should note any incidents of bullying and inform the Head Teacher, Deputy Head or Senior Leaders; they will then investigate and enter it on the Incident Log. Bullying is best tackled by the staff acting as a team and eliciting the active co-operation of pupils and parents.

A constructive plan of action to help both the victim and the bully should be agreed. School and home can then work effectively together.

Where persistent bullying is an ongoing problem group work involving the bully, victim and peer is undertaken.

## **STRATEGIES FOR DEALING WITH MISBEHAVIOUR**

1. Member of staff witnessing it or hearing a complaint should deal with it in the first instance.
2. If necessary, inform Class Teachers so they can monitor it.
3. If necessary inform Head Teacher/Deputy Head Teacher/Phase Leader who will record and liaise with Class Teacher.
4. If necessary, parents will be requested to meet with Head Teacher/Deputy Head Teacher and/or Class Teacher.

Children will be counselled and a sensible solution sought, through discussion with all involved.

Those who continually demonstrate poor attitudes and behaviour will be dealt with as follows:-

- Further discussion with a higher authority such as Head / Phase Leaders.
- Sanctions such as loss of playtime on a short or long term basis, suitable activities will be found in line with the offence:

e.g.

- letters of apology
- stories around the theme of the offence
- five w’s – (details of the event including what, when, why, where, who)

Other sanctions which may be employed are:-

- withdrawal of privileges
  - removal from school teams
  - exclusion from outings
  - exclusion from activities
- Children who constantly have behaviour problems at lunch time during the longer break may be excluded between 12.00 and 1.10 p.m. In this case parents will be contacted warning that this action may have to be taken. This action is only taken in full consultation with the parents.
  - Children who have a history of long term difficulties with behaviour/relationships with others, may work on a behaviour programme which is drawn up with child and teacher, targets set and evaluated, by both, each week. A suggested format is in place, but this may be adapted by the class teacher in consultation with the child as and when necessary.
  - Records of incidents/problematical behaviour are kept by all staff, and a file is kept in the school office to which all staff have access, using an agreed format.
  - A secure online site is used to record significant behaviours and this is accessible by Senior Leaders.
  - The headteacher has the right to exclude a child permanently in extreme cases. This will always be done with the support of the governing body. Parents can obtain a copy of the DfE Document on Exclusions from the internet.

## **EXCLUSION**

Ivy Chimneys aims to stop negative behaviours through early intervention. Exclusion will only occur if:

- the school feels that all other routes have been explored without a positive outcome; or
- if the safety of children or adults is being put at risk and cannot be guaranteed; or
- the negative behaviours are having an extremely detrimental affect upon the learning of others.

## **INTERNAL / EXTERNAL EXCLUSION**

The sanction of internal or external fixed term and permanent exclusion will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial abuse
- Bullying

The following can be applied:

1. In-school internal exclusion in which a child is removed from her/his class and placed with another member of staff for a given period of time.
2. Fixed term exclusion where a child is not permitted to attend school for a defined period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Ivy Chimneys Primary School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed term exclusion will be applied.

Permanent exclusion is the ultimate sanction and will only be used when:

- All other avenues of support have proved unsuccessful – details of this support are available from the SENCO.
- A child's behaviour or demeanour puts the well-being, safety and dignity of others in jeopardy. This may include: extreme violence, carrying offensive weapons, bringing illegal substances on to school premises.
- Repeated aggressive behaviour towards adults and pupils, repeated use of offensive language, repeated racist behaviour, repeated bullying incidents,

## **REINTEGRATION OF EXCLUDED PUPILS**

All pupils being reintegrated following exclusion will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a named worker for a short period of time.

## **GUIDANCE FOR STAFF TO REINFORCE PRINCIPLES OF THE BEHAVIOUR POLICY**

### **REWARDS**

We have a positive approach to managing behaviour and we believe we should ensure children are rewarded for demonstrating expected behaviour.

- house points / table points / Dojo points / additional playground time / raffle ticket.
- Head Teacher's Gold Award
- Positive note home
- Wonderwall entry ([wonderwall.ivychimneys.net](http://wonderwall.ivychimneys.net))
- Class tweet
- Sharing work with other pupils / teachers
- Sharing work with senior leaders / deputy head / head teacher
- Governors' Award

### **SANCTIONS**

- the 'look' / verbal instruction / ignoring behaviour / proximity praise
- individual conversation with pupil / redirection of task
- traffic light / cloud system
- isolation from others
- time-out within class
- timeout in partner class / conversation with parents
- time-out (breaktime / lunchtime) - letter sent home

After three repeated occasions:

- involvement of senior leaders / Deputy Head Teacher / Head Teacher
- consider using behaviour target chart

This policy has been approved by the Governing Body and will be reviewed annually.

# INTERVENTION FOR LOW LEVEL BEHAVIOURS

## Level 3

## Level 2

## Level 1

1. Praise  
(use proximity praise)
2. Tactically ignore behaviour.
3. The Look.
4. Shake Head.
5. Non-verbal reminder, e.g. pointing, finger on lips, etc.

1. Proximity praise – you can use house points to reward.
2. Positive rules reminder, e.g. remember our rule about ...
3. Simple direction/ question, e.g. When you have ... then I will ...  
or  
Sit on the chair. Thank you.  
(Turn away)  
or  
Where should you be?  
What should you be doing?  
How will I see you doing that?

If behaviour continues use warning and choice, e.g. you can sit here quietly and work or ...

At this point you may decide to use one of the sanctions listed on the previous page.