



Behaviour, Discipline and Exclusion Policy

Primary person responsible for updates to this policy: Raffaella Merolla

Job title: Deputy Head

Last review date: July 2024

Next review date: July 2025

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.



Policy Statement

This policy follows DFE guidance outlined in 'Behaviour and Discipline in Schools' (2016) and the Equality Act (2010). The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs and/or disabilities a pupil may have and the SEN Coordinator (Deputy Head) should be consulted.

At Ivy House School, we want to ensure that our children are safe and happy. Therefore, in addition to teaching them how to read and write, how to count and solve problems, we are also responsible for teaching them how to play together and how to behave towards one another. Children must be aware of moral issues such as right and wrong, fairness, tolerance and consideration of others. It is also important to remember that school is a close-knit community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too.

The philosophy of good behaviour is embedded at the heart of our school. Children learn best when there are clear structures in place and where positive modes of good behaviour, manners and consideration towards others are continually and consistently modelled and encouraged.

This policy applies to all children in the school.

At Ivy House School, we believe that because staff, children and parents value good behaviour:

Children will

- Learn what good behaviour is
- Learn to care for one another
- Learn to value friendship
- Develop self-confidence

Teachers

- Teach effectively with few behaviour problems
- Are caring, consistent and fair

Parents

- Feel confident that their children are developing not only academically but also personally and socially
- Know their children will receive support when they need it
- Are able to discuss issues openly in a positive atmosphere.



What we mean by good behaviour

Good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful and thoughtful to one another

We encourage children:

- To care for themselves, to be responsible for their own personal safety, to develop self-esteem and to take pride in their own achievements
- To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements
- To develop a feeling of joint responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world

This behaviour is encouraged in every aspect of school life and children are helped to recognise examples of good behaviour at all times.

How we encourage good behaviour

At Ivy House School, all staff take responsibility for encouraging positive behaviour, not only with children under their direct care but for all children in the school. We encourage ***The Ivy House School's Way***, where children are *kind, curious, inspiring, respectful* and *always forgiving* which underpin the ethos of our behaviour expectations across the school. These words are displayed in classrooms and staff refer to them when reminding children about positive behaviour.

- Recognise, highlight and praise good behaviour as it occurs
- Ensure that we are firm but fair
- Explain and demonstrate the behaviour that we wish to see
- Encourage children to be responsible for their own behaviour
- Acknowledge individuals and groups of children for behaving well
- Use relevant teaching materials to support our aims

Good behaviour is recognised through rewards and privileges. These may include:

- Verbal praise and recognition
- Awarding class or house points
- Awarding stickers or stars, etc.
- Giving additional time for children to pursue activities of their own choice
- Sending positive letters home
- Learning about examples of good behaviour in assembly
- Receiving awards/certificates and accompanying lapel badges in the termly whole school assembly



Managing transition

As children move up through the school, we recognise that it is essential to affect a smooth transition through each part of the school to enable them to adjust to the different expectations and challenges each year group presents. Our PSHEE programme is fundamental in supporting these changes and class teachers carry out a comprehensive 'handover' session at the end of every academic year which addresses both the academic and pastoral needs of every pupil.

Stopping inappropriate behaviour

Occasionally, children may forget our code for good behaviour and be inconsiderate towards others. In the majority of cases a firm reminder will be sufficient to prevent it from happening again. Staff should always discuss the behaviour with the child concerned and help her understand why that behaviour was a wrong choice. Children will be given a meaningful consequence to help them amend their actions. Sometimes, however, this may not be enough and, depending on the situation, it will be necessary to deal with persistent bad behaviour by applying appropriate sanctions as follows:

- Separating children within the class
- Class Teacher will log the behaviour in the pastoral log and monitor it to ensure Parental involvement when necessary
- Referring the behaviour to the Deputy Head or Head teacher as appropriate

Parents/guardians are always kept informed of lapses in behaviour, however minor. We believe that it is essential to work closely with the family/guardians to identify possible reasons for poor behaviour and to put in place positive strategies for improvement both at school and at home.

More Serious Misbehaviour and Exclusion

If a child persistently misbehaves then we would devise an individual behaviour programme which would help her to learn appropriate social behaviour. This would be done in conjunction with the parents and the Head teacher.

In the event of **sexting, cyber-bullying, challenging inappropriate behaviours, sexualised language**, we would devise an individual behaviour programme which would help her to learn appropriate social behaviour. This would be done in conjunction with the parents and the Head teacher.

Exclusion (either temporary or permanent) is at the Head teacher's discretion and is the final sanction for serious offences such as aggressive or violent behaviour against other children or members of staff, persistent bullying or theft. If a child is temporarily excluded, then arrangements will be put in place for the setting and marking of work and for the reintegration of the child when she returns to school. Where parents disagree with the decision of the Head teacher to exclude a child, then they should follow the school's Complaints Policy. Further guidance on sanctions for bullying is contained in the Anti-Bullying Policy.



Physical Restraint

- Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the student or any other person.
- If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Staff should be trained in physical restraint techniques. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a student.
- Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.
- Every member of staff will inform the Deputy Head immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions, which includes the nature and date of the offence and the sanction imposed.
- The school can search and produce listings of these records so that any patterns may be identified by the school.
- We will always inform immediately a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

Reasonable force can be used to:

- Remove a disruptive child from the classroom if they have refused repeatedly to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit
- Prevent a child leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts others
- Prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a child at risk of harming herself through physical outbursts

Any occasion where physical intervention is used to manage a child's behaviour is recorded and parents are informed about it immediately. The Deputy Head keeps a record of any sanctions imposed on children for serious misbehaviour (Record of serious sanctions log in conjunction with the class Pastoral log).

Use of Restraint in EYFS

Physical restraint in EYFS will only be used in extreme circumstances when a child is in danger of hurting herself or others or is causing significant damage to property. Parents are informed about the incident immediately and it is recorded including details of the child, staff involved and the length and



time the event occurred. Where any concerns are raised about the incident and the restraint used, they should be dealt with through the school's complaint procedure.

All instances of where physical restraint has had to be used is logged in our Ivy House School Physical Intervention Record Form.

Corporal punishment is never threatened or used at Ivy House School.

Malicious Accusations

Disciplinary action will be taken in the event of a child making an accusation against a member of staff or another pupil which proves to be unfounded. The investigative procedures will follow that outlined in the Safeguarding Policy. Parents will be informed, and the child may be suspended or excluded.

Searching Students and Possessions

- Subject to the laws of the Country, the school reserves the right to search students and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks and pornographic images can be searched for according to law along with 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 others or to the student himself/herself, or damage to property.
- The Head of School or staff authorised by them may search a student, provided that the staff member is the same gender as the student being searched and there is another staff member as witness. The school may carry out a search of a student of the opposite gender to the staff member conducting the search and without a witness present but only where the school reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff.

Uniform and Appearance

- Personal pride is reflected in the students' behaviour, attitudes and attire.
 - Every Student must wear the school's full uniform at all times – Schools to add their specific uniform here
 - Students should not remodel or deface the uniform in any way.
 - Hair should be worn tidily, of natural colour and styled professionally (fully shaved, patterned buzz-cuts, dyed hair are not allowed).



- Whilst it is recognised that this is a difficult area to legislate upon and may conflict with students' own desire to express themselves, these expectations should be respected and parents should ensure that when students leave for school, they conform to the guidelines for uniform and appearance.

Appendix 1

Good Manners and Good Behaviour



At Ivy House School, we are very keen to encourage good behaviour because we want to ensure that all our children are safe and happy. Good behaviour means that everyone in school is careful, kind, polite, friendly, helpful, and thoughtful towards one another.

It is important that we all, as adults, model and reinforce good manners and behaviour in our school and are consistent when dealing with any breaches.

Children should:

- Walk around the building at all times
- Walk up and downstairs
- Move quietly between lessons
- If there is a fire alert or fire drill, children must line up and lead out of the building **in absolute silence.**
- Walk in and out of Assembly quietly
- Stand aside to allow a member of staff to pass when moving around the building and hold doors open if necessary
- Walk in pairs when moving around the school buildings or going to church
- Eat with a knife and fork at lunch
- Remember their manners and say 'please' and 'thank you'
- Speak to staff on duty courteously and with respect

Staff should:

- Be proactive during a duty. Mingle and socialise with the children and encourage positive, creative and inclusive play
- Never sit or chat to other staff during a playground or park duty. Staff should continually monitor the behaviour and safety of the children
- Walk up and down the aisle between the tables during a dining room duty encouraging good manners and quiet talking. Staff are not expected to serve the children. It is important to monitor the volume of chatter and to remind children when they become too loud. Attract their attention by clapping, not shouting
- Not allow more than one child at a time to leave the dining room for the toilet
- Ensure that children leave the dining room quietly to return to class or go out to play
- Ensure that children walk when leaving the dining room
- Monitor behaviour throughout the school day. We are all collectively responsible for sensible and considerate behaviour in our pupils and we should check and remind children who fall short of this wherever and whenever it occurs
- Never allow running or jumping on the stairway or running through corridors in either building



Ivy House School Physical Intervention Record Form	
<i>Details of student or students on whom force was used by a member of staff</i>	
Name	
Class	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.	
Reason for using force and description of force used	
Any injury suffered by staff or students and any first aid and/or medical attention Required.	
Reasons for making a record of the incident.	
Follow up, including post-incident support and any disciplinary action against students.	
Any information about the incident shared with staff not involved in it and external agencies	



<p>When and how those with parental responsibility were informed about the incident and any views they have expressed.</p>		
<p>Has any complaint been lodged (details should not be recorded here)?</p>		
<p>Report compiled by: Name and role</p>		<p>Signed Date</p>
<p>Report countersigned by: Name and role</p>		<p>Signed Date</p>



1. Commitment to working with Parents

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. Communicating with school

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.



- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
 - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
 - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.



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Guidance

This policy has been written with reference to the following guidance for schools:

KCSIE (DfE, 2024)



<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour and discipline in schools (DfE, 2022)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Preventing and responding to bullying (DfE, 2017)

<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Mental health and behaviour in schools (DfE, 2018)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Promoting children and young people's emotional health & wellbeing (DfE, 2021)

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>