

Icknield School **Behaviour Policy**

Article 19: “I have the right to be protected from being hurt or badly treated”

Icknield School... “your journey matters”

Icknield School Values Statement:-

Icknield School is passionate about providing an inclusive education. We value all students as unique and nurture their talents. We enable students to achieve to their best ability in a safe environment and to grow into the finest individuals they can be.

Our inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that all our pupils are included in the learning environment. We ensure that all pupils are listened to, openly valued, safe and have the confidence to participate in all activities.

Icknield School strives to remove barriers to learning, to celebrate diversity and through this we encourage and support a society of equality, acceptance and mutual respect.

By valuing and respecting human diversity, Icknield School fosters a sense of community and belonging, enabling all: children, teenagers and adults, to participate in every area of life possible.

The aims of the Icknield Behaviour Policy are:

- to enable pupils to learn and make progress,
- to enable pupils to become as independent as possible,
- to keep pupils and staff safe,
- to provide guidance and knowledge to staff on supporting behaviour,
- to work alongside parents to form a consistent approach,
- to enable pupils to manage their own behaviour appropriately.

We believe children and young people develop into responsible learners through living in an atmosphere, sometimes called the school ethos, in which the rights and dignity of each individual is recognised and actively promoted. Our school policy defines the entitlement of all pupils to be able to access the curriculum and inclusion within our school community.

For these reasons the behaviour policy needs to be read in conjunction with the associated policies of equal opportunity and inclusion.

Clear guidance is given to staff in school so that they can work together to create a positive school ethos in which behaviour is supported effectively. So as not to confuse the child/pupil a consistent parent/school relationship is essential.

Icknield is committed to improvement on all levels and to the development of all pupils. Their social, emotional and moral development is as important as their academic learning and achievements. We believe such learning depends upon learning to manage their behaviour appropriately and on emotional development. As a Rights Respecting School we actively promote values of consideration of others and self-worth.

We recognise that each child is an individual and as such needs an individual approach to their behaviour.

Appropriate behaviour: The pupils should:

- value themselves (have a positive attitude)
- respect the rights of others
- co-operate with others (both peers and staff)
- tolerate difference
- respect the property of others
- respect the school environment

This is encouraged by positive behaviour support strategies including:

- good/positive role models
- celebration of good behaviour
- positive individual teaching programmes
- equality, fairness and consistency of approach
- raised awareness of the needs and emotions of others
- realistic expectations
- involvement of pupil/student
- implementation of a Behaviour Support Plan
- developing individual interests
- awareness of individual needs for security through the use of routine, consistency and trust
- clear definitions of what constitutes appropriate behaviour and expected standard of behaviour
- implement the values of being a Gold Level Rights Respecting School

Positive Behaviour Management

Positive behaviour management includes a wide range of strategies including distraction, calm responses, mindful ignoring, allowing room for mistakes, verbal praise, concrete rewards such as stars, tokens and behaviour charts which are designed to meet the individual needs of each child where appropriate as well as whole class reward systems. Pupils who achieve their target are praised by the Headteacher or Assistant Headteachers on an individual basis. There is a weekly Star of the Week assembly at which certificates for pupils and students are presented. The Superstar of the week is pictured in the weekly newsletter with the list of each class Star of the Week.

Generally,

- Good behaviour is acknowledged as soon as it occurs
- All pupils have equal access to praise and rewards
- There is consistency by staff, both teaching and non-teaching
- Pupils/students know what they are being rewarded for
- The use of rewards encourages students to take responsibility for their own behaviour
- The use of rewards can provide opportunities for parental involvement e.g. consistency/back up of methods used where appropriate.

Discouraging Inappropriate Behaviour

There are a range of consequences from verbal, gestural and facial disapproval, to not achieving a reward.

Care is taken that:

- pupils are reminded of their class charter
- there is a hierarchy of consequences based upon the seriousness of the inappropriate behaviour
- the sanctions should not humiliate pupils
- parents are informed when there is serious inappropriate behaviour
- consequences are not applied indiscriminately to whole groups of pupils.

Organisational Factors To Consider To Support Positive Behaviour (Primary Strategies)

These factors are taken into account in the organisation of the school day:

- movement of pupils
- cover arrangements
- timetabling
- pupil groupings
- curriculum balance and variety (relevance and differentiation)
- appropriate resources
- individual learning styles
- physical environment e.g. classroom layout, toilet location, playground
- planned and prepared environment
- staff management
- stimulation and safe environment
- visitors (when appropriate to visit classes/come into classroom and when not)

If additional Behaviour Support is needed for a pupil the class teacher will:

- seek support from the Behaviour Lead, who will organise support from the Behaviour Team.
- write a Behaviour Support Plan - using approved forms in conjunction with the Behaviour Team
- liaise with parents
- contact Headteacher or Assistant Headteacher
- consult outside agencies.

Roles and Responsibilities

There are four PRICE tutors, one of whom is the Behaviour Lead, one member of the behaviour team is part of the SLT. The Behaviour Team are responsible for the development and operation of the Behaviour Support Plan in conjunction with staff, parents and governors. Clear guidance and training is given to all staff, teaching and non-teaching in how to implement a plan.

The following should be made clear:

- lines of referral and expressions of concern
- who is available to advise and support staff
- roles and responsibilities in relation to referral to outside agencies
- specified roles in relation to communication with parents

Training

This is a central part of improving and maintaining the highest quality of teaching and learning.

The Behaviour Lead's role is to ensure that:

- staff receive Induction about positive behaviour support strategies
- staff receive initial PRICE training from tutors and have refresher training every half term.
- PRICE tutors are available for advice and support for individual pupils and to promote/support good practice in class staff meetings
- whole school discussions on behavioural issues are facilitated at meetings
- relevant courses in behaviour, communication and/or play are organised
- visits to other establishments e.g. other TEACCH classes are organised.

Working With Parents

In order for the policy to be effective the school must work with parents to

- seek their views
- work as partners
- offer parents support from Family Support Practitioner
- ensure parents are informed about school, class and individual strategies (for acknowledging appropriate behaviour)
- specify clear strategies and roles for working with parents when support is needed with behaviour difficulties
- make available contents in a form which is accessible to all parents e.g. those with English as a second language
- contact parents quickly/immediately when there is a serious problem.

Monitoring and Evaluating the Impact of the Behaviour Support Plan

This is the responsibility of the Behaviour Lead and the Headteacher.

They will ensure that:

- data is recorded on the frequency/intensity of an existing inappropriate behaviour
- monitoring arrangements are clear
- roles and responsibilities for monitoring are clearly specified
- there is day to day support of behaviour
- existing resources are used as effectively as possible
- equal opportunities for all pupils are promoted
- bureaucracy is reduced e.g. written communication record keeping
- there are clear criteria for evaluating the success of the plan
- teachers to review and update individual behaviour support plans termly in conjunction with the Behaviour Lead.
- Parents sign and agree to the Behaviour Support plan and are updated with any changes termly.
- Behaviour Policy is evaluated at least annually

Physical Intervention

The school physical intervention policy is followed:

- staff must familiarise themselves with the policy annually
- only staff who hold a current PRICE certificate can take charge of or support a physical intervention situation.
- all incidents of physical interventions must be reported on the physical intervention form
- headteacher or assistant head teacher notified on the day of the incident
- any injury sustained must be reported on the physical intervention form
- physical intervention forms scanned in and uploaded to CPOMS
- parents should be notified on the day of the incident
- Debrief for staff involved and the pupil (if appropriate) to take place after the incident

Exclusions

Exclusion will only be considered if there is no other alternative – see separate exclusions policy.

Harassment and Bullying

This can be between pupils, adults or adult to pupil or pupil to adult. This should first be dealt with at a class level after which the Headteacher should be involved. If it involves the Headteacher then the Chair of Governors should be involved.

Child on Child abuse

This will be dealt with as appropriate to the circumstances and needs of the individuals.

Mobile Phones

Responsible use of mobile phones is encouraged to aid independence. The vast majority of our students do not use a mobile phone. Mobile phone use will be strictly supervised.

Staff - Headteacher
Chair of Governors

Reviewed: January 2025

Due for review: July 2026