



School Behaviour Policy

Version: 1.2

Valid From: October 2018

Overview

Good behaviour is central to all we do in Ivy Bank Primary School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school code of conduct will be learnt and followed by all. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home School Agreements will promote this policy.

Objectives

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper and empathy for others.
5. To use good behaviour to promote community cohesion.

Strategies

1. The school code of conduct will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, and well-behaved.
5. Each member of staff is held to be responsible for the good behaviour of the children in their care.
6. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the headteacher who will agree an appropriate strategy of help and support.
7. The headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
8. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
9. In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

Absconding

Pupils may seek to leave the school site as a "flight" response for example distressed, anxious or if they are motivated to access an area off the school site. As far as possible access off the school site is restricted to children; gates and doors are locked or secured with high level catches. Boundaries are clearly identifiable to pupils. Where it is not possible to lock an exit for a given period of time, for example during delivery of goods, staff should ensure that there is adequate supervision of the exit at all times.

The front entrance to school is supervised and clear signage reminds users to be vigilant about who is leaving. For the vast majority of pupils these measures are sufficient to prevent pupils absconding however there may occasionally be pupils who make a concerted effort to leave the site. If it becomes clear that a pupil has left the site and cannot be located in the immediate vicinity of the school the office team will notify the police followed by parents whilst other staff continue to try to locate the pupil.

If a pupil is identified as being at risk of absconding ie: where they have threatened, or actively sought to leave the site, a risk assessment containing a clear response procedure should be implemented and circulated to all relevant staff and parents. This will include likely "go to" places and a clear set of actions should the pupil be found to have left the site.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.