



# **CLEVE HOUSE INTERNATIONAL SCHOOL & PRESCHOOL**

## **Behaviour Policy**

This policy applies all pupils in the school, including in the EYFS  
It pays due regard to any policies and procedures in the Safeguarding Policy

# **CLEVE HOUSE INTERNATIONAL SCHOOL AND PRESCHOOL**

## **BEHAVIOUR POLICY**

### **This policy is applicable to all pupils, including those in the EYFS**

This policy takes account of information in the document “Behaviour and Discipline in schools (2014)”

#### **PURPOSE**

- At Cleve House International School and Preschool, it is our expressed aim to be a vibrantly happy and stimulating school and this can only occur if pupils, staff and parents work in harmony. All behaviour strategies are intended to be positive by nature and our goal is to help pupils on the road to self-discipline.
- This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

#### **AIMS**

Children should:

- Be tolerant and understanding with consideration for the rights, views and property of others and cherish the differences between people and avoid prejudice-based language
- Develop a responsible and co-operative attitude towards work and towards the community
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take a pride and responsible interest in caring for their environment

#### **RESPONSIBILITIES**

All members of the school community work towards the school’s aims by:

- Respecting the rights, values and beliefs of all other individuals, including duties under the Equality Act 2010 regarding issues related to pupils with SEND or disabilities
- Providing a well-ordered environment and fostering a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Rejecting all conduct involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour and applying these consistently

- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another

**THE LEADERSHIP TEAM** works towards the School's aims by:

- Implementing an effective Child Protection Policy and Anti-Bullying Policy which is overseen by the Staff
- Taking a lead in the establishment of a positive school ethos
- Implementing and evaluating a Teaching and Learning policy
- Monitoring behaviour throughout the School, evaluating and updating as required
- Recording and monitoring attendance and punctuality – and responding when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are well-maintained and that any damage is rectified as soon as possible

**TEACHERS** work towards the school's aims by:

- Implementing an effective Child Protection Policy and Anti-Bullying Policy
- Providing a challenging and stimulating Programme of Study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being aware of the individual's needs according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive
- Being good role models
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour
- Working in a co-operative manner with a shared philosophy and commonality of practice

**PUPILS** work towards the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Being punctual and organised
- Contributing to the development of the school's Code of Behaviour and conducting themselves accordingly
- Taking growing responsibility for their environment, their own learning and conduct

**PARENTS** work towards the school's aims by:

- Ensuring that children attend school punctually; in good health maintained by adequate diet, exercise and sleep
- Providing early information about absences
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Attending the regular parent interviews and providing feedback bringing to light any anxieties as early as feasible
- Taking an active interest in their child's learning by supporting any homework
- Allowing children to take increasing personal and social responsibilities as they progress throughout the school

## **PROCEDURES**

### **For ensuring involvement of all Members of the School Community include:**

- Regular meetings of Staff to review behavioural issues – every meeting agenda must have Child Protection issues dealt with
- Frank and open debate at Leadership Meetings

### **For developing good partnerships with parents include:**

- Regular, informal contact with teachers
- Good communication channels including regular newsletters, Parents' Evenings, Reports and our 'open door' policy
- A varied programme of events such as Open Mornings, Productions, Concerts, Carol Service, Speech Day, Sports Day, Parents' matches, School trips, Courses and Charity Fund Raising
- A taster day for new pupils
- Furnishing all new parents with a Cleve House International School Handbook containing vital school information
- Welcoming parental contributions such as accompanying educational visits, providing transport for children and helping with extra-curricular activity
- A clear policy for children with learning difficulties or disabilities

### **For providing children with opportunities to discuss appropriate behaviour include:**

- A programme of PSHE to promote mutual respect, self-discipline and social responsibility. Incorporated into this is a programme of Religious Education, mainly based on ethical and moral issues. PSHE also deals with elements of Child Protection issues when appropriate
- The compilation of a set of Rules 'The Cleve Way'
- Stage assemblies as needs arise
- Having a School Council comprising representatives elected by the children, from each form, from Year 1 - 6. The School Council meets twice every half term with the Headteacher. Topics raised by the children are discussed at these meetings.

### **For promoting desirable behaviour include:**

- Staff acting as role models
- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum that will stretch and engage each child
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of those children who act as positive role models
- Collaborative work within classes and across age groups which helps develop good relationships e.g. paired reading, productions, fundraising etc.
- Positive systems that reinforce vertical grouping and foster a "family" feeling in the school e.g. luncheon arrangements and table plan, a 'quiet area' Sport/Drama/Music/General Knowledge Competition, Prefects and Librarians
- Good work and behaviour is commended in Assembly and by the Headteacher and through House Point System.
- Rewarding children by displaying good pieces of work.
- Recognising achievements by presenting awards in Assemblies

- Promoting politeness and good manners at all times – "please" and "thank you", putting a hand up to answer and not calling out.
- Managing pupils' transition into, through and from the school.

**For eliminating undesirable behaviour include:**

- Clear guidelines on responding to behavioural issues which have the full commitment of all staff
- Conscientious supervision of pupils at all times – see relevant sections on supervision.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment
- A varied programme of extra-curricular activities

For supporting pupils after incidents of poor behaviour

Liaison with external agencies

**For promoting care of the physical environment include:**

- Displays of children's work and photographs of children's activities to enhance the environment engage the children's interest in their surroundings and increase self-esteem
- The commitment of Friends funds towards enhancing the school environment

**GUIDELINES FOR STAFF RESPONSES TO BEHAVIOURAL ISSUES**

- Always be consistent
- Avoid sarcasm
- Avoid sending a child out of the class if at all possible
- Before reacting to a situation, stand back, investigate and if necessary have a cooling off period to establish the right of the situation
- Talk the problem through and make colleagues aware that a child has been reprimanded
- Avoid shouting – quiet controlled discipline is more effective
- Make sure any punishment fits the crime
- A more serious offence may lead to an extra work assignment being given.
- If it is thought that any issue is more serious and requires further sanction, then it must be brought to the attention of the Head Teacher or the Deputy Head to deal with
- Any pupil issues should be aired at the weekly Staff Meeting
- Staff should be aware that a child on the SEND Register may need extra special consideration and reasonable adjustments for their condition may need to be made.
- **Staff should not administer any punishment which may adversely affect a child's well-being.**

**The following are examples of unacceptable sanctions:**

Any punishment intended to cause pain, anxiety, humiliation, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents/independent listener or Helpline, requirement to wear distinctive clothing as a

punishment, use of or withholding medical treatment, deprivation of sleep or locking in a room or area of a building.

## **CORPORAL PUNISHMENT MUST NOT BE USED OR THREATENED**

### **SUSPENSION/EXCLUSION**

In the rare event that all attempts to resolve behavioural problems are unsuccessful, the Head teacher reserves the right to suspend or exclude a pupil.

- **SUSPENSION:** After a meeting with the parents, the Headteacher will send a letter confirming the reasons for suspension and the duration. Work will be set for this period so that the pupil is not disadvantaged
- **EXCLUSION:** If a pupil has been suspended twice, then it may be of benefit to all parties to exclude that pupil and organise a managed transfer to an alternative school

**N.B.** Parents have a right to appeal against exclusion which must be sent to the Headteacher within 5 days. A panel hearing will take place as detailed in the School's Complaints Policy.

## **GUIDELINES FOR TEACHERS ON CODE OF BEHAVIOUR**

It must be in the best interest of the school and the welfare of its pupils for all teachers to insist on a uniform standard of behaviour. Rules, morals and norms can only be implemented if every teacher is consistent in attitude and application.

### **Playground:**

Good supervision is the key to playground safety. Rotas must be enforced and playground rules are paramount.

- Boisterous games should be controlled and any aggressive behaviour should be dealt with by the supervisory teacher. Always remove protagonists from the game for a cool off period
- Certain areas are "out of bounds" during break: any area out of sight of supervising teachers, without express permission

### **Lunch and Meal Times:**

- Children should never be forced to eat against their will – refer any concerns to the Form teacher who will contact the child's parents
- Good table manners must be inculcated by gentle, positive reinforcement.
- Grace will be said before lunch
- Lunch will be conducted by two members of staff

## **DISCIPLINE**

### ***General Discipline:***

Each member of staff has his own style and this will be respected; it is, however, vital that we are consistent in our standards and expectations. Children are happier when they know where they stand and are baffled and unsettled by varying or even "double" standards.

All staff must be conversant with the Cleve Way and ensure that these rules are upheld at all times.

Children have a tremendously developed sense of the truth and before reacting to any situation Staff should stand back, investigate and, if necessary, establish a “cooling-off” period to establish the right of the situation. It is very important to be fair and to be seen by the children as a fair person - only in this way will the children feel safe enough to approach Staff about important matters.

On day to day issues, the member of Staff talks the problem through, gives a warning and then makes colleagues aware of what has happened. Any issues are discussed at the weekly Staff Meeting.

In general, it should not be necessary to shout at any pupil; quiet controlled discipline is usually much more effective.

Good manners are insisted upon at all times. ‘Please’ and ‘thank you’ should be the order of the day!

Children needing to speak to a member of Staff should knock on the Staff Room door and a member of Staff will deal with whatever the request may be.

Sanctions generally involve no more than depriving children of their free time, privileges or treats. All serious punishments are notified to the Headteacher.

Staff do not use nor threaten to use corporal punishment or threaten any punishment which could adversely affect a child’s well –being.

### **Cleve House International School Policy for Physical Intervention and Restraint**

At Cleve House, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

#### **1. The Legal Framework**

Section 93 of the Education & Inspections Act 2006 allows ‘teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline’

## **2. Our approach**

At Cleve we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy is contained within our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement and common sense in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well-being.

Staff members are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## **3. Use of physical restraint**

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form, which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

### **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair



- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

#### **4. Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The headteacher should be informed of any incident as soon as possible and the parents on the day of the incident or as soon as is reasonably practical** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

**All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.**

**A copy should be given to the Head teacher and filed in the child's appropriate file and also in the Incident File in order to inform individual and school risk assessments.**

The Head teacher or the Deputy Head, will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

#### **5. Risk Assessments**

If we become aware that a pupil could possibly behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff
- Refusal to allow pupil on trips or outings

## 6. Complaints and Allegations

A clear restraint policy, adhered to by all staff should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils and parents about these procedures and the context in which they apply. The Behaviour Policy is published on the website. We will review this policy annually as part of the Behaviour Policy Review.

### **RECORD OF PHYSICAL INTERVENTION OR RESTRAINT**

**Date of incident: Time of incident:**

**Pupil Name: D.o.B:**

**Member(s) of staff involved:**

**Adult witnesses to restraint:**

**Pupil witnesses to restraint:**

**Outline of event leading to restraint:**

**Outline of incident of restraint (including restraint method used):**

**Outcome of restraint:**

**Description of any injury(ies) sustained by injured pupil and any subsequent treatment:**

|  |
|--|
|  |
| <b><u>Description of any injury(ies) sustained by adult restrainer:</u></b>  |
| <b><u>Date parent/carer informed of incident:</u></b><br><b><u>Time:</u></b><br><b><u>By whom informed:</u></b><br><b><u>Outline of parent/carer response:</u></b> |
| <b><u>Signature of staff completing report: Date:</u></b><br><b><u>Signature of Teacher-in-charge: Date:</u></b><br><b><u>Signature of Head STS: Date:</u></b>     |

### **SCHOOL REWARD SYSTEM**

- House Points, Dojos, Golden tickets may be awarded by a member of staff to a pupil who has done something considered outstanding in any aspect of school life
- Examples might be:
  - an outstanding piece of work in terms of achievement or effort
  - a situation where a child has acted extremely responsibly
  - for helping out without necessarily having been asked to do so
  - for an exceptional performance in an extra-curricular activity
  - House points are recorded on a chart in the classroom
  - A prize is awarded at Prize-giving for the pupil achieving the most House Points throughout the year and each term.

Good Work assemblies also reward pupil's achievements.

#### **Addendum 1: Refer to Anti-Bullying Policy**

This policy also applies to EYFS. Karen Ashe and Fallon Hobbs are the persons responsible for behaviour in the EYFS

#### **Addendum 2: Malicious Allegations against Staff:**

Malicious allegations against staff are treated as serious incidents and will lead to a thorough investigation and may lead to serious sanctions such as suspension or exclusion.

### **Addendum 3: Equality Protected Characteristics**

SLT will review behaviour and serious incidents log and identify the needs of different groups of pupils and to assess whether our policies, procedures or practices are likely to have a positive or negative impact on the behaviour of particular groups of pupils;

- Cleve House may undertake equality impact assessments of pupils who share a protected characteristic under equalities legislation (The Equality Act (2010) in England, Wales and Scotland, and section 75 of the Northern Ireland Act 1998 in Northern Ireland). Equality impact assessments of the behaviour policy should also include pupils with particular types of special educational needs (SEN)/Additional Support Needs (ASN)/ additional learning needs (ALN), pupils with caring responsibilities, looked after children and pupils from lower socio-economic backgrounds.

### **Addendum 4 - For pupils with Autism diagnosis**

- All staff working 1:1 with pupils with a formal diagnosis of autism should have or be working towards a Level 3 or higher accredited qualification in understanding autism.
- Pupils with diagnosed autism are to have reasonable adjustments made for professionally identified sensory sensitivities.
- Pupils with diagnosed autism may have allowances for sensory sensitivities related to clothing. Requirements to wear safety or specialist clothing, including but not limited to sporting, outdoor and science equipment, must be discussed in advance directly with the pupil and their supporting adult.
- Pupils with a formal diagnosis of autism may have alternative arrangements for assemblies, school plays and large school social events.
- A quiet area is available in school and a pupil with a formal diagnosis of autism may access this provision at any time with a supporting member of staff.
- Pupils with a formal diagnosis of autism are to be supported off the main school site in a ratio of 1:1 pupil to staff member.
- Pupils with a formal diagnosis of autism are protected under this policy from harassment and victimisation.

Last revised November 2023 - CF reviewed and added Equality and Protected Characteristics statement. Added Addendum 4- pupils with Autism.

Date for revision November 2024