

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. Inkpen Primary School has adopted a “Therapeutic Approach” towards behaviour. We focus on the reinforcement of **pro-social behaviour**, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote **pro-social behaviour**, rather than merely deter anti-social behaviour. Every member of the school community should feel valued and respected.

Aims:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage a consistent response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure the school’s expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in implementation of this policy

A positive Environment:

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- The example set by members of staff in their relationships and communications with children
- The support and relationships that members of staff have with one another
- The sense of community within the school and that all children are ambassadors
- Interesting and well-prepared lessons that cater for individual needs

Monitoring:

This policy is shared with all staff and reviewed on an annual basis. It is available to view on the school website and held in the school office.

The Head Teacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Any concerns about a child’s behaviour, either inside or outside of the classroom is recorded on CPOMS. These incidents may be recorded by teachers, teaching assistants,

lunchtime assistants or the headteacher and are communicated to parents as appropriate.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term or permanent exclusion.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Rights and Responsibilities

The rights and responsibilities of all are discussed at the beginning of each academic year when the children work with the class teachers to create class rules, which they understand will be of a positive nature. The rules will be discussed regularly with the children. Children will also understand that there are rules for other areas of the school, such as the playground and dining room and for different occasions e.g. moving around the school and taking part in assemblies and they will know and understand these rules too.

We ensure Inkpen is a happy and safe place to learn by making sure:

- Everyone has the right to learn and the responsibility to allow others to learn without intentionally disrupting the work of others
- Accepting everyone as individuals and respecting their rights, values and beliefs
- Fostering and promoting positive relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which everyone is fully aware of behavioural expectations
- Offering equality of opportunity in all aspects of school life and recognising and celebrating our differences
- Encouraging and praising and positively reinforcing good relationships, behaviour and work
- The school does not tolerate bullying of any kind (see anti-bullying policy)
- Caring for, and taking pride in, the physical environment of the school
- The school will not allow a child to attend a school trip if their behaviour in school is assessed to be a Health & safety risk.

Recognition of Children's Good Work and Behaviour:

As a school, our focus is on rewarding the achievements and *pro-social behaviour* that children display. To that end, we employ a wide range of strategies which recognise and reward both individual children and whole classes' attitude and behaviour. The strategies include:

- Achievement, effort and being a good citizen will be rewarded during weekly Celebration Assemblies.
- A positive, reward-based culture will be engendered through lots of praise, stickers, certificates, House Points and marbles in the jar which lead to a reward to encourage positive behaviour and a team spirit.

- Through the use of praise, the house system, responsibilities given by the class teacher and class based reward systems decided by the class teacher as well as recognition at Celebration and Special Awards Assemblies.
- Recognition of particular achievements in the Head Teacher's newsletter

Behaviour of staff:

The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.

When using social networking sites, staff should never accept as 'friends' pupils at the school and should be very mindful of being 'friends' with parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors:

Governors should always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the Head Teacher or any policy concerns to the appropriate committee or full board of governors. They can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends' pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

Classroom Management

We plan for an ensure positive behaviour and ethos through the management of our classrooms and the wider school environment by:

- Providing engaging teaching and a range of learning activities
- Using positive language, giving limited choices and ensuring a clear understanding of any possible consequences
- Ensuring all children are treated fairly and considering the needs of individual children
- Providing positive role models
- Ensuring all children feel safe and valued
- Providing timely feedback for classwork

At Inkpen Primary School, we **do not** use any form of public humiliation. These include:

- Writing names on the board
- Putting sad/happy faces on the board
- Isolating children from others as a punishment
- Using visible behaviour charts where pupils are asked to move their names up or down

Children will however be given consequences for unsocial behaviour. These might include:

- Continuing a piece of work for a short part of playtime
- Providing alternative provision at lunchtimes or playtimes
- Conversations around choices and behaviour with a teacher or headteacher

Dealing with anti-social Behaviour

All staff will deal with behaviour issues in a calm and consistent manner, treating all children fairly and following school policy. The school will follow the circle time method for behaviour management or if issues arise.

If children demonstrate anti-social behaviour within the school, the following could apply unless a child is particularly disruptive or displaying abusive or dangerous behaviour in which case they will be sent straight to the Headteacher and a more serious consequence may be applied:

1. Positive encouragement with explanation given e.g. *'I/we need you to do this because...'*
2. *Targeted ignoring (where a child's behaviour is not affecting other children in the class, this may be ignored by the teacher. When the child is displaying pro-social behaviour, positive reinforcement will be given)*
3. Warning with choices e.g. *'I/we need you to do this because... and if you don't the following will happen...'*
4. A quiet word or reminder of pro-social behaviour
5. Distraction techniques e.g. giving the child a job or having a sensory break
6. A consequence may be given at the member of staff's discretion e.g. *completing work at playtime/home*
7. Time out - 'Thinking Time', to reflect on misbehaviour however this will not be done in a public manner
8. If a child misbehaves at a playtime, alternative provision will be provided. This might include spending time in the classroom or the headteacher's office with a quiet activity.
9. Where a child is persistently misbehaving or there is a more serious incident, the child should be sent to the Headteacher (or the Senior teacher in her absence)
10. Where the Headteacher deems it necessary, parents will be contacted

Children will also be made aware that using inappropriate language, being rude to or disobeying **any** member of staff, malicious teasing or bullying, not telling the truth, deliberately damaging school property or taking things that don't belong to them will carry an immediate consequence agreed with the Headteacher and that parents may be contacted immediately or after a notice to improve has failed to work. This will also apply to any comments or bullying related to the 2010 Equalities Act e.g. racism, homophobia, disabilities.

Emotional and Behavioural Difficulties

Despite efficient classroom management from staff, some children still present ***anti-social*** behaviour. Where a child is persistently displaying anti-social behaviour, more extreme responses may be needed, such as being placed on a Behaviour Support Plan with parental involvement and the support of the Therapeutic Thinking Support Team and agreed targets built in. In extreme cases temporary or permanent exclusion may be deemed necessary.

Any violent or extreme incidents will be recorded on CPOMS which will enable the school to monitor behaviour trends more effectively.

Exclusions

These are at the discretion of the Head teacher. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency of the child's actions. Aggressive and violent behaviour, putting others and themselves at risk, will lead to exclusion. Half day and full day exclusions may apply, depending on the severity of the situation.

Fixed term exclusions are imposed in response to breaches of the Positive Behaviour Policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions such as internal exclusions are considered inappropriate. They may be for items such as:

- Persistent refusal to do as asked (after many warnings & sanctions)
- Persistent rude, disrespectful and disruptive behaviour (after many warnings and sanctions)
- Sexual misconduct or accessing inappropriate images and content online
- Bullying
- Damage
- Physical assault against another pupil or an adult
- Racist abuse
- Theft
- Verbal abuse and threats to pupils or adults

Reintegration Following a Fixed Term Exclusion

Following DfE guidance, a reintegration interview with parents is arranged between the Head Teacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed. Inkpen Primary School follows the West Berkshire Reintegration Guidelines.

Permanent Exclusions

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour that might lead to permanent exclusion. For persistent breaches of the behaviour policy (ie: As a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success) it is acknowledged that the school has exhausted all available strategies. A permanent exclusion may be for repeated fixed term offences. For a

serious breach of the behaviour policy, there may be circumstances in which it is appropriate to permanently exclude a pupil for a first or 'one-off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct

Lunchtime exclusions

Some pupil's behaviour may be particularly difficult at lunchtime. Where this is the case, it may be necessary, through discussion and agreement with the parent, to arrange for the child to go home for lunch. This measure is seen as a short-term solution only and if anti-social behaviour continues, additional discussions will be had with parents and advice may be sought from the Therapeutic Thinking Support Team.

Behaviour of parents:

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites. Parents should refrain from personal contact with children they are not related to.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- Any behaviour verbal or physical that makes someone feel uncomfortable
- Bad language
- Bullying
- Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their licence to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

Use of Force

Although it is recognised that the vast majority of pupils in our school respond positively to our behaviour and conduct expectations, the well-being, welfare and safety of all pupils and staff at Inkpen Primary is of the paramount importance.

It is acknowledged, that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required, such as breaking up a fight, to remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so or where a student needs to be restrained to prevent violence or injury to themselves or others.

Positive handling will only be used as a last resort, when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

No definition of “reasonable force” exists; however, for the school’s purpose the clarification in the DfE guidance document “use of reasonable force”, 2013 is used as guidance for implementation by all staff.

Link to DfE guidance: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff at Inkpen understand that school cannot use force as a punishment; however, positive handling, following the DfE guidelines, uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. Every effort will be made to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary

Although parental consent is not required, in some cases, where restraint is sometimes required more often, a Positive Handling Plan is written with parents.

At all times, before physical intervention takes place, a range of diversion, distraction & de-escalation strategies will have been attempted first

Wider application:

This policy will also apply to pupils, staff, governors and parents during social events at the school or held in the name of the school, school/class visits or sporting events where it is important that Health and Safety rules *e.g. not going on the climbing frame*, appropriate relationships and the good name of the school are all maintained.

Other related policies/Statements:

Anti-bullying policy, Equalities Statement, Complaints Policy, Grievance Policy, Teachers’ Code of Practice, E-safety policy, Home-school Agreement

Review

This Policy will be reviewed every year by the Governing Body.

Date Approved

June 2008

Hereafter Annual Review by Head Teacher, Governors approval required if Changes are to be made.

Reviewed June 2022
Reviewed Jan 2023