

## Aim

At Inkpen Primary School we aim to create an environment which enables each child to participate purposefully and transfer peacefully through each stage of school by developing:

- a moral code
- self-discipline
- independence

and encouraging:

- co-operation
- honesty
- respect for all members of our school, buildings and resources

## Behaviour of pupils:

All children in the school will create class rules, which they will understand and which 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.

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.

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.

Good behaviour will be rewarded, 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.

If children break a rule 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 sanction may be applied:

1. Positive encouragement with explanation given e.g. *'I/we need you to do this because...'*
2. Warning with choices e.g. *'I/we need you to do this because... and if you don't the following will happen...'*
3. Teachers may choose to add a child's initials on board as a warning
4. A sanction may be given at the member of staff's discretion e.g. *completing work at playtime/home or time missed from a playtime*

5. A child may be sent to another class for a short period of time with a brief note to the receiving teacher - the child should be accompanied by an adult or, if absolutely necessary, another child to make sure they arrive safely
6. If a child misbehaves at a playtime they should miss a period of play by sitting on a bench or, if it is more serious, be sent to see the Head Teacher
7. 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)
8. Where the Headteacher deems it necessary, parents will be contacted

The above sanctions will start again each day. However, if a child persistently breaks one or two rules, parents will also be contacted.

Where a whole playtime is missed, children may still have their snack.

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 sanction 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.

Where a child is persistently breaking the rules or displaying continual inappropriate behaviour, more extreme responses may be needed, such as being placed on a Behaviour Support Plan with parental involvement and an agreed target with rewards (and possibly sanctions) built in, referral to the Educational Psychologist or Behaviour Intervention Team or in extreme cases temporary or permanent exclusion (see separate LA guidance).

An incident book will be kept in the Head Teacher's office to record any violent or extreme incidents. In addition, the West Berkshire electronic reporting system (Log-An-Incident) will be used by the School Office and Headteacher to keep a record of incidents which will enable the school to monitor behaviour trends more effectively.

#### **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 headteacher 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.

**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.

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

- 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.

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

It is acknowledged though, 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 .

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**

<b>Name of Child:</b>		
<b>Date of incident:</b>	<b>Time:</b>	
<b>Location:</b>		
<b>Staff Involved:</b>	<b>Witnesses:</b>	
<b>Reason for Intervention:</b>	<b>People informed:</b>	
<b>Describe events leading up to incident, including what was said by parties involved:</b>		
<b>Behaviours that were displayed by the child - Please tick</b>		
Verbal Abuse	Slapping	Punching
Biting	Pinching	Spitting
Kicking	Hair grab	Neck grab
Clothing grab	Body hold	Arm grab
Weapons/Missiles	Head Butting	Self-harm
Pushing	Disruption	Damage to property
<b>Other:</b>		
Who was at risk?		

**Physical Intervention used and duration:**

Eg: Help hug, wrap, sitting wrap, one person escort, two person escort

**Why was this in the best interest of the child?**

**Actions following the event:**

**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 **two** years by the Governing Body.

**Date Approved**

June 2008

Reviewed May 2010

Reviewed January 2012

Reviewed and updated March 2013

Reviewed & Updated May 2015

Reviewed & Updated April 2017