



Inmans Primary School

Behaviour Policy

| Date | Written By | Approved by | Review Date | Approved by Governors |
|-----------|------------|-------------|-------------|-----------------------|
| Sept 2020 | S Fellows | SLT | Sept 2021 | Pending |

CODE OF CONDUCT

The aim of the school is to recognise appropriate and considered behaviour and to promote the continuation of such behaviour. We aim to provide and maintain a positive and happy working environment for all our children. In order to do this we have placed an emphasis on recognising and rewarding good behaviour and work. We take steps to ensure that children conduct themselves in a manner which:

1. Is conducive to their own academic development and personal well-being.
2. Shows care and respect for the rights and property of others, children and adult.
3. Enables sharing and displays care of material and equipment.
4. Takes account of the needs of others and shows a growing willingness to act as a member of a group.

We communicate the above through 3 memorable school rules.

- Follow instructions
- Keep your hands, feet and objects to yourself
- Use positive language

This policy links closely with our Investors in Pupils work, the e-safety policy and the anti-bullying policy. Where incidents occur that involve any type of face to face bullying or cyber bullying, sanctions detailed in this behaviour policy may be implemented.

REWARDS – please see Appendix A

At Inmans Primary School we operate a house point system

We will reward positive attitudes in the following ways:

1. Working with each child to help them identify and celebrate effort, recognise resilience and develop a moral compass.
2. Overt verbal praise and/or giving specific privileges e.g. an enjoyable task.

3. Celebrating work with another adult, especially the Head teacher. Headteacher may send home a postcard to share the success with parents/carers
4. House point tokens are given to add to an ongoing total for an individual and their coloured team.
5. In Key stage 1 each ten stickers will earn a special certificate which will be presented in Good Work Assembly. The stickers will be collected on a personal bookmark.
6. In Key stage 2 house point tokens are totalled and certificates given at specific milestones - please see appendix a. for further details.
7. All classes use class wide rewards. A total of 8 allows the class to negotiate a reward which will benefit the whole class. These are given for full class efforts. E.g. changing promptly for PE
8. Celebration Assembly once a fortnight for chosen
9. 9. Inmans dollars are collected by Y5 and Y6 pupils who have a specific role/task within school. E.g. Bistro Buddy – helping in the bistro at lunchtime

SANCTIONS – please see appendix A

It is intended that the following are seen as guidelines for dealing with unacceptable physical or verbal behaviour including racial abuse and bullying. Individual judgements should be made as to the severity or persistence of the behaviour and appropriate action taken. Use of restorative practice will encourage the child to reflect and change their behaviour permanently. In the case of racial abuse a report may be made to the authority. In the case of bullying separate documentation will be used and sanctions/restorative practice will be formulated considering the actions made by the alleged bully. Also please refer to Appendix A, Future Behaviours, which is displayed in every classroom.

In the Early Year Foundation Stage a simple system of sunshine, cloud and rainy cloud are used to support children’s understanding concerning the severity of their actions. They also support the children in making amends. Rewards i.e. stickers once given should not be removed.

Unacceptable behaviour in KS1 and KS2 may include: not following instructions, distracting others, misusing equipment, hurting others to name a few. Ultimately any behaviour that does not follow the 3 school rules will result in the following:

| | | |
|--------------------------------|---|--|
| Verbal warning/reminder | Not recorded. Advice given. | |
| First Warning | Verbal warning recorded on class sheet | |
| Second Warning | Moved within class for 5 mins | 5 min reflection time in Catch-up club |
| Third Warning | Moved within class for rest of session | 10 min reflection time in Catch-Up club |

| | | |
|-------------------------------------|---|---|
| Fourth Warning | Sent to partner class for 15 mins | 15 min reflection time in Catch-Up club |
| Final Warning | Sent to partner class for rest of session | Phone call to parents and 30 mins in Catch-Up club |
| 3 Final warnings in one week | Internal exclusion and/or further discussions to be had with parents | |

Please note this list follows a hierarchal process for low level behaviours. If the behaviour is more serious, class teachers will discuss with phase leaders to decide on the appropriate sanctions and steps may be missed. If a pupil has had warnings recorded throughout the week, then they will have time taken off their free choice time or whole class reward time.

If the sanctions do not have the required effect and the behaviour exhibited from an individual becomes sustained and challenging i.e. several times throughout any 1 day. Or the pupil is not responding to the 3 basic school rules, then the following steps may be taken.

- A Positive Handling Plan may be written to provide advice about which strategies the child responds well to and the key person for sanction.
- Pupils may be placed on report. Reports are considered and used as a sort term tool to focus pupils on achieving small manageable targets within a set time period.
- Pupils who require extra support e.g. report are put on the behavioural register.
- Under certain circumstances we may adapt systems as appropriate for specific individuals or groups of pupils.
- If a pupil requires additional support from outside agencies they will be placed on the intervention register and outside agencies will be involved via the Education, Psychological and Behavioural Service. Children at this stage or in danger of exclusion will have a P.S.P. - Pastoral Support Plan and may have a fixed term exclusion from school as part of their sanctions.
- Children with an EHC plan with identified targets focused on behaviour will have some adult support in order to focus their behaviour and to minimise the educational effect of their difficulties. This may include individual programmes set up

between the pupil and the TA focusing on positive behaviours and choices

- Pupils who are on individual behaviour programmes should have their behaviour monitored by the class teacher in the first instance as their parents are by necessity already involved.

Clubs and educational visits

Visits

We are very proud that Inmans pupils are often praised for their exemplary behaviour during visits. If a pupil is not able to follow instructions and is disruptive, possibly putting themselves or others in danger –verbal reminders and short periods of reflection will be used. Pupils may be assigned to an adult leader. If, in the very rare occasion, behaviour does not improve parents will be contacted after a warning to the pupil and either asked to collect their child or members of staff will return to school with the pupil.

Clubs

All pupils are introduced to rules that are applicable to each club at the beginning of the first week. Again verbal reminders and periods of reflection are used. If these are not successful, pupils will be warned that they may have to miss a week or in the worst case scenario not attend again. This is also in place for out of school events such as school discos.

Exclusions

It is the Policy of the Inmans Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including specifically designed individual programmes, internal exclusion, to avoid such issues reaching the point of exclusion (included in the body of this policy).

However, should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the East Riding Policy. In summary:

The child will be excluded, initially for a fixed period of 1- 3 days.

Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.

They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.

The Chairman of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of East Riding County Council e.g. EWO

The school will also work to put in place a support plan for the pupil on his/her return be this fully after the 3 days or in stages.

The package will include input from staff at the school, parents, Educational, Psychological and Behavioural Support Team, EWO and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following an exclusion, the child will be able to return to school and that the support programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the School.

Exclusion is an extreme sanction and is only administered by the Head (or, in the absence of the Head, the Deputy Head who is acting in that role). Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour.

- Verbal abuse to Staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Serious actual or threatened violence against another pupil or a member of Staff
- Carrying an offensive weapon

- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour

This is not an exhaustive list and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing statutory testing (Key Stage 2 SATs).

Following the decision to excluded parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A reintegration meeting School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team, SENco Class teacher and other staff where appropriate.

It is School practice to have a readmission meeting with the parents on return to school, the Pastoral Support Plan will be reviewed. This needs to be agreed with the School, pupil and parents.

Internal exclusion from peers and year group with support staff is sometimes used as a means to reintegrate a pupil who has served an external exclusion.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

All exclusions are conducted in line with the latest DfE guidelines – September 2017

Restraint of Pupil

In isolated incidents with individual pupils it may be unavoidable to use restraint. These pupils will generally be known to the school. Handling policies and Individual risk assessments will be in place. SMT and support staff will have received appropriate training.

Please refer to the Positive Handling of Pupils policy for further details.