

## 1. Introduction

The school policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion, is informed by research and is reviewed by the school's governing body annually. The implementation of this policy is the responsibility of all staff. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## 1. Aims

At Ingham Primary School we expect and enable children to behave in a sensible and orderly manner in all aspects of school life to ensure the safety and well-being of pupils, teachers and others; to protect children from bullying; to provide the best conditions for learning. We want:

- To encourage self-discipline, independence and responsibility within the children, so they become accountable for their own actions.
- To establish values and attitudes which determine behaviour throughout the school.
- To ensure the school and parents/carers work together in promoting good behaviour and discipline.

## 2. Principles

- 2.1. Prevention is by far the best strategy and so we use a wide **range of positive rewards to help motivate children and recognise their achievements publicly**. Inappropriate behaviour can change if good behaviour is positively reinforced.
- 2.2. Good behaviour starts with knowing children really well and developing strong and effective relationships.
- 2.3. Where children find it difficult to make the right choices, education has the ability to change things for the better.
- 2.4. The school's ethos is demonstrated in a consistent, positive and affirming attitude towards good behaviour, coupled with a culture of commendation and praise; forgiveness and the ability to move on are paramount.
- 2.5. All paid staff with responsibility for pupils have the responsibility to reward good behaviour and the responsibility to sanction unacceptable behaviour.
- 2.6. We believe that if a child makes the wrong behaviour choices this should be discussed with them privately; similarly, where a child makes good behaviour choices this should be recognised publicly.
- 2.7. Our school is a community that brings together children and adults; they have **rights and responsibilities**, both individually and as part of the wider community.

## 3. Prevention

Through supportive relationships, a powerful ethos and high expectations we create a climate for effective behaviour. We look for excellence in everything.

### Our Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property.

### Our Values:

- Community
- Love
- Fairness
- Respect
- Hope
- Endurance

### 3.1. Promotion of Good Behaviour

We **promote consideration towards others** by recognising acts of kindness; encouraging older children to look out for and take care of younger ones and all pupils to look out for and report incidents of teasing or bullying; educating children in managing feelings and behaviour and developing good relationships with others. Our buddy system with Year 6 and EYFS children being paired together fully supports this.

- 3.2. **Good behaviour will be rewarded by recognition**, either immediately to the child concerned or publicly in class or assembly. This may be through the award of **stickers** or other awards where a child has worked hard to improve their learning. Stickers and certificates are used by lunch time supervisors.
- 3.3. **Merit Points** are awarded for good conduct and good effort. Staff use discretion in giving merit points so that their value is maintained, with only one or two being awarded at any one time. Children achieve these merits individually.
  - Each child earns a certificate and small prize for every 12 merit points they achieve and a book prize on every third certificate.
- 3.4. Each Friday a **Celebration Assembly** is used to celebrate achievement, including the awarding of **Values Cups**. Special awards may be given to children who have made particular progress in any area.
- 3.5. **Golden time** will happen each Friday. This will take place for 20 minutes. All children begin the week with 20 minutes of Golden time. Golden time minutes may be deducted for poor behaviour choices in Y1 to Y6. Children will pay back those minutes during Golden time and will miss out for that amount of minutes. If children in EYFS make poor behaviour choices, immediate time out may be used in the classroom/at playtime rather than at Golden Time at the end of the week as the children need something more immediate.
- 3.6. **Value points/beads/marbles** given for showing our values. Value points will be totalled up in class at the end of each week and the winner announced in assembly. They receive 5 minutes of extra play on the following Monday.

#### **4. Sanctions**

- 4.1. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006); this power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants and Midday Supervisors or a member of staff authorised by the Headteacher.
- 4.2. Behaviour flow chart is followed (See Appendix 1)
- 4.3. At Ingham, any sanctions given should be:
  - **Rapid** - As soon as possible relative to the incident happening
  - **Restorative** - Wherever possible they should be restorative (ie. 'undo the damage caused) rather than punitive
  - **Proportionate** – relative to the misdemeanour and the child in question (see Section 91 of the *Education and Inspections Act 2006*)
  - Use the **professional judgement** of the adult dealing with the incident (or someone more senior when appropriate).
- 4.4. Sanctions should never be humiliating or designed to cause embarrassment and must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- 4.5. In the case of more serious breaches of the school's behaviour policy, the matter may be referred to the Headteacher who will deal with the matter in whichever way is felt appropriate.
- 4.6. For example sanctions, see Appendix 2
- 4.7. In all cases of serious inappropriate behaviour, parents will be informed.

#### **5. The Teaching of Good Behaviour**

- 5.1. In the same way that children do not inherently know how to read or write, we understand that children need to be taught how to behave: how to speak appropriately to an adult, how to manage themselves when they feel upset or embarrassed. We set about using our professional skills and experience, love and energy, to do everything in our power to ensure they learn those things - if they don't know 'how to behave', then it is our job, as teachers, to teach them. This is embedded through our values.
- 5.2. Children have got to have the ability to make decisions and choices themselves about the best way to behave in a situation. We will not always be there helping them to think it through. That is the key difference in our approach to values-based learning; rules prescribe a set of appropriate/inappropriate context-specific behaviours (e.g. walk in the corridors), whereas values

give a set of aspirational guidelines within which children must choose the right behaviour in any context (e.g. how do I need to move around the school if I am taking responsibility for myself and others?). Through our curriculum and through other means, including collective worship, children will be given clear guidelines of what is acceptable and desirable conduct. Our aim is to be consistent in our approach, regardless of the child's background or gender identity.

- 5.3. Each class will discuss and agree its own set of classroom responsibilities.
- 5.4. Children need teaching about the above attitudes and our school values (Love, Community, Fairness, Endurance, Hope, and Respect), so they know what is acceptable and what is not. The school has termly values that are introduced through Collective Worship and encouraged by all staff and children. Children will be praised for displaying these values around school.
- 5.5. Pupils need to understand why certain types of behaviour are accepted and other types not.
- 5.6. Values are also learnt by children through the examples of the staff and other pupils.

## **6. Ongoing Behaviour Difficulties**

- 6.1. If a child is repeatedly struggling to maintain the expected standard of behaviour, this should be brought to parents' attention as soon as possible, as it might be the result of some out of school problems.
- 6.2. Where a child displays regular disruptive behaviour which may be the result of a Special Educational Need the school will, with the parent's permission, work with other local agencies to assess the needs of the pupil and may need to put in place a specific Behaviour Plan;
- 6.3. Where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, school staff should follow the schools' safeguarding policy.
- 6.4. Often an individual plan of approach may be agreed with the school and parents in order for everyone to feel clear about what is expected and what will not be tolerated.

## **7. Records**

- 7.1. Staff record on CPOMS any inappropriate behaviour which is a concern. CPOMS can be used as an assessment and analysis tool in order to discover patterns or triggers of challenging behaviour in order to better support children (individually and collectively) in making improvements.
- 7.2. In the case of more serious incidents, including bullying, the Headteacher keeps a record of the incidents and the actions taken.

## **8. Bullying**

- 8.1. Bullying usually involves behaviour by an individual or group, repeated over time, that is intended to hurt another individual or group either physically or emotionally. One isolated example is not usually bullying but a series of incidents over a period of time, usually premeditated, is quite definitely bullying and will not be tolerated.
- 8.2. Staff and governors will act quickly and firmly against any example of bullying. All children and parents are made aware that bullying will not be tolerated at school. Children are encouraged to inform staff, parents or older children if they or someone else are being bullied.
- 8.3. All incidents of bullying behaviour, however small, should be brought to the attention of a member of staff. Staff should take immediate action on the incident, so that parents and children will see that the school is firmly against bullying and will act quickly against all instances. Failure to respond to any instance can be seen as the incident and behaviour being condoned.

## **9. Physical Contact and Restraint**

- 9.1. Physical contact is acceptable when a distressed pupil needs comfort or reassurance. Offering physical comfort in these circumstances is normal and necessary but it is advisable to comfort the pupil in the presence of another member of staff and to ask the child's permission.
- 9.2. Some teachers come into physical contact with pupils as part of their teaching duties:
  - In the process of teaching a pupil a PE exercise or sporting technique
  - Adults who have first aid responsibilities will need to have physical contact with a pupil who requires treatment
  - As part of a physiotherapy programme, for example.
- 9.3. Touching a child indecently is an offence; hitting or slapping a child is an assault.
- 9.4. The Education Act 1996 10/98 allows teachers at school to use reasonable force to control or restrain pupils, this also applies to other staff provided they have been authorised by the

Headteacher. At Ingham Primary School all Teaching Staff, Support Staff (including TAs and Midday Supervisors) and Admin staff are authorised to use reasonable force.

- 9.5. Members of staff have the power to use reasonable force to prevent pupils from injuring themselves or others, from damaging property, or from causing disorder and to maintain good order and discipline in the classroom.
- 9.6. Everyone has the right to defend themselves against an attack. In an emergency, for example, if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.
- 9.7. The School Standards and Framework Act 1998 explicitly forbids a teacher or any member of staff to use any degree of physical contact to punish a pupil or to cause a pupil injury, pain or humiliation. Any force used should be the minimum needed to restrain a pupil to avoid harm to themselves or others.
- 9.8. Before intervening physically, the teacher or authorised member of staff should, where practicable, tell the pupil to stop and what will happen if he/she does not. The teacher or adult should continue to communicate calmly with the pupil throughout the incident, leaving space to allow for calming and should make it clear that physical contact or restraint will stop as soon it ceases to become necessary.
- 9.9. A calm approach is needed and the teacher/adult should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil.
- 9.10. In the face of an escalating incident the adult must send for the immediate support of other adults.
- 9.11. Examples of acceptable physical control are:
  - Physically interposing between pupils; blocking a pupil's path; holding; pushing/pulling; leading by the hand or arm; shepherding a pupil away by placing a hand in the centre of the back; more restrictive holds in extreme circumstances
- 9.12. Physical control that is NOT permissible:
  - Holding a pupil by the collar, ear, hair or around the neck in a way that may restrict breathing; slapping, punching or kicking a pupil; twisting or forcing against a joint; tripping up a pupil; holding a pupil face down on the ground
- 9.13. Staff should not touch or hold a pupil in a way that might be construed as offensive or indecent.
- 9.14. If a pupil is simply misbehaving in class, other methods should be used to stop the disruption
- 9.15. The circumstances of a teacher's physical intervention should be established by the following:
  - He or she has good grounds for believing that it was necessary to take immediate action to prevent a pupil from causing injury or damaging property
  - Steps were taken to avoid physically restraining the pupil. There may be an opportunity to call for assistance of another member of staff, who will be a witness to the incident
  - The restraint used involved the minimum force that was necessary to prevent injury or damage. The intervention was not an act of punishment and as soon as it was safe the restraint was released.
  - If restraint has been used, staff must enter the incident in the accident book and inform the Headteacher (or the teacher in charge if the Headteacher is absent.)

## **10. Searching Pupils**

- 10.1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 10.2. Members of staff have the power to search without consent for "prohibited items" including:
  - knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules.
- 10.3. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

- 10.4. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 10.5. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **11. Discipline beyond the school gate**

- 11.1. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- 11.2. Teachers may discipline pupils for misbehaviour when the pupil
  - is taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform or in some other way identifiable as a pupil at the school;
  - misbehaves in a way that could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public; could adversely affect the reputation of the school.
- 11.3. Where a pupil has been involved in non-criminal bad behaviour and bullying which occurred off the school premises, cases will be reviewed individually about whether the school needs to take further action. Any investigation and sanctions will take place on the school premises. Parents will be informed of the decision and any subsequent action taken.

## **12. Review**

- 12.1. The Headteacher and staff will review this policy in accordance with the schedule of policies for review. Any suggested amendments will be presented to the governing body for discussion at their next meeting.

**To be approved by the Governing Body at the meeting held in October**

## Appendix 1: Behaviour Non-Negotiables

### Corridors

- Always walk quietly, unless you need to walk silently
- Always walk down or up any steps
- Shirts are always tucked in in the school building.

Manners-these are important for the children to learn and are part of our values.

- Always stop to let an adult past
- Always hold doors open for adults
- Always remember to say please and thank you
- If a visitor speaks to you, be polite.
- Listen and speak to others with respect.

### Lockers

- Always make sure your locker door is closed (if you need help – ask an adult)
- Always make sure that strings from PE bags and straps from bags are inside the locker before you close the door
- Never stick stickers on (or inside) your locker
- Don't put things on top of (or under) the lockers

### Assemblies

- Always walk in silence on the way to, and the way back from assembly
- Sit with your legs crossed (unless sitting on a bench)
- Sit smartly – don't slouch or rest your chin in your hands
- Listen carefully
- You are not usually allowed to go to the toilet during assembly
- Only ask the adults sitting at the side a question if it is an emergency

### Playground

- Always walk on the paths
- No ball games on the top playground
- Please do not stand on any benches
- At the end of playtime, when the whistle goes, please line up silently
- Walk back into the classrooms in silence
- In the KS1 playground, do not jump off the wall
- Always use kind hands
- Look for people who have no-one to play with and try to include them

### Lunchtime in the Hall

- Always walk quietly to and from the Hall
- Always remember to say please and thank you when speaking to adults
- Always talk quietly so that no-one needs to shout to each other

### In the Classroom

- Sit smartly – don't slouch or rest your chin in your hands#

### When going to the Staffroom

- Knock on the door and wait for an adult to come to the door.

## Appendix 2: Behaviour Flow chart

Excellent/Good attitude, effort and behaviour for learning	Praise for making good choices Where extra effort has been made with making the right choice or in improving behaviour this may result in a merit, phone call, sent to Headteacher for HT award or note home from the class teacher/head teacher to recognise this.
Low level disruption such as talking while the teacher is talking, not concentrating, distracting others, running in the corridor not tidying up after yourself, not completing work Other behaviour non-negotiables	Reminder
Second incident of above	Warning
Third incident	Sanction-Golden time minute/minutes taken away or other appropriate sanction such as going to another classroom, time out in library
Minor damage to property Rudeness Significant Loss of temper Persistent lack of concentration	Sanction with Parents Informed (Recorded on CPOMS)
Serious Incidents such as: <ul style="list-style-type: none"> <li>• Major damage to property</li> <li>• Theft</li> <li>• Physical Violence</li> <li>• Bullying</li> </ul>	Discussion with Headteacher (or Senior Leader if HT is absent) Parents informed (Recorded on CPOMS)
Persistent disruptive behaviour over time	Discussion with Headteacher (or Senior Leader) Parents informed Behaviour Plan Recorded on CPOMS

## Appendix 3: Example Sanctions

We believe strongly that wherever possible any sanctions needed should seek to undo or repair any damage caused by the wrong choice that the child has made. For example:

Example behaviours	Example Sanctions
In class low-level disruption such as talking or not concentrating	A verbal reminder or warning given in a calm and controlled manner
	Being asked to move seats in the classroom or other location such as another classroom/area
Not working hard enough/not completing work	Golden time minutes taken away or missing some or all of break time/lunch-time play. Completing or repeating unsatisfactory work in own time until it meets the required standard.
Running in the corridor	Practising walking in the corridor (in own time)
Not behaving appropriately in assembly	Practising sitting still and listening (in own time)
Making a mess, graffiti	School based community service – clearing up the mess that the child has made; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
Lack of respect for adults	Loss of privileges – for instance the loss of a prized responsibility Written apology to the adult in question (or verbal)
Being unkind to another child or rude to an adult; making a mess deliberately	Writing an apology to a person the child has upset
Throwing objects; bringing in items from home without permission.	Confiscation of property, where that property is related to the poor behaviour.

In extreme cases punishment may include exclusion (suspension), permanent or temporary, from school. For more details see the school's Inclusion policy.