Relationships and Behaviour Policy

Status	Date
Date issued	September 2026
Prepared by	Andy Ruffell
Review date	June 2027
Date adopted by Governing Body	November 2026

Imagine, Make a Difference, Persevere, Succeed

Policy on a page

Our Relationships and Behaviour Policy is based on a belief that good relationships encourage good behaviour.

As a result, all members of the Ingleby Mill Primary School community have a responsibility to develop and model good relationships.

All members of the Ingleby Mill Primary School community are expected to follow and promote our three key rules: **Be Ready, Be Safe, and Be Kind**.

Adults in school will actively promote and model being ready, safe, and kind. Children will be reminded to be ready, safe, and kind. We will seek to recognise and celebrate people who embody our values and follow our key rules.

Sometimes children will make mistakes – this is a natural part of learning and growing up. When they do, our focus will be on helping them to understand and learn from their mistakes, rather than immediately seeking to punish. Our aim is for children to learn that being good can be its own reward, i.e. that by following our key rules, they will feel happier.

In lessons and during playtimes/lunchtimes, children in KS1 and KS2 will always be given two clear 'chances' (reminders of how to behave and an opportunity, or chance, to change their behaviour).

Children will be given support and a reasonable amount of 'take-up time' to help them make the necessary change to their behaviour.

Instructions to children will be delivered calmly and clearly and in a non-judgmental way.

Children who do not change their behaviour, despite being given support and their two chances, are likely to receive a consequence. Consequences are typically restorative and will seek to help a child make better decisions in the future.

In Early Years staff will manage behaviour through promoting self-regulation and positive relationships. In the rare event a consequence is needed, staff will ensure the consequence reflects the child's developmental stage and needs, and the severity of the incident. If staff are in doubt of what action to take, they should seek advice from the EY Leader.

In Key Stage 1, a child's two chances can reset at each transition point (e.g. a natural break caused by a change in lessons, or at breaktimes/lunchtimes – this is to be decided by the KS1 team and may change as children mature throughout the year).

In Key Stage 2, a child's two chances will reset at the end of the day.

If a child does not change their behaviour and needs more than their two chances to change, they will receive a consequence. If a child seriously breaches our rules and expectations (e.g. hurting someone else, swearing, being rude), they will receive a consequence. School will decide what constitutes a serious breach (breaches are not limited to those mentioned above).

As lunchtimes are a very different part of the school day, they will be treated as a standalone session. All children go into the lunchtime session with a fresh start and two chances to make the right decisions. If they struggle to behave, they will be reminded of their chances and be given a chance to take time away from difficult situations to help them regulate. If they still struggle to make the right choices, they will spend time with the member of SLT on duty and they are likely to have a consequence (typically a restorative conversation during the next lunchtime).

Introduction

Our Relationships and Behaviour Policy has been developed following consultation with pupils, parents and carers, and staff. We would also like to acknowledge the influence of the policies of Westgate Primary School, Abbey Hill Academy, and West Lea School, along with the guidance of The Children's Society's Behaviour Policy Checklist in the creation of our own Relationships and Behaviour Policy.

At Ingleby Mill Primary School, developing positive relationships across our school community and living our values, is at the core of our ethos and culture. Positive behaviour results from excellent relationships within a community, as well as a well-planned and delivered curriculum that inspires children to learn. Positive behaviour needs to be taught, modelled, expected and praised.

We aim to create an environment in which everyone feels safe, relationships are based on mutual respect and there is a good understanding of the needs of our learners. By creating a warm atmosphere and by striving to remove potential barriers to learning, we provide the foundations that enable Ingleby Mill learners to flourish. This can only be achieved through a consistent approach to promoting positive behaviour.

The ethos of the school reflects acceptance and respect for others, irrespective of their needs, background or ability. **Staff at Ingleby Mill Primary School recognise that behaviour is a form of communication and appreciate that learners have complex and wide- ranging needs; a child in distress may therefore exhibit behaviours that challenge us as adults**. This policy outlines the culture, purpose and management of learner behaviour at Ingleby Mill Primary School. **The fair and consistent implementation of our policy is everyone's responsibility!**

Culture and Aims

At Ingleby Mill Primary School we approach behaviour from a place of empathy and understanding, taking time to know members of our school community, their interests, individual needs and the context that our young people are growing up in. This includes their experiences of school, family and community life.

Our culture is built on the following principles and core beliefs:

- Every child can flourish
- Positive relationships are fundamental to positive behaviour
- We maintain high expectations for all to 'Be Ready, Be Safe, Be Kind': however, some children may need additional support and reasonable adjustments to meet expectations
- Behaviour is a form of communication and can be an indication of a child in distress
- Knowing our learners is key! Understanding needs, circumstances and causes of their behaviour helps us to act in the fairest way possible for that child
- All children can be supported to change behaviours
- Through quality first teaching and holistic pastoral support we can help remove barriers to learning (graduated response)
- Creating a safe and nurturing environment supports resilience and prevents triggers
- Positive reinforcement is more likely to change behaviour than sanctions
- Our school values will guide decision making for adults and learners
- Adult behaviours affect children's responses and behaviours.

WHEN CULTURE CHANGES, EVERYTHING CHANGES



RIGHTS OF THE CHILD:

At Ingleby Mill Primary School we are hoping to become a UNICEF UK Rights Respecting School; we are committed to placing the UN Convention on the Rights of the Child at the heart of our culture and ethos. We firmly believe all learners (and all members of our community) have a right to:

- feel secure and safe (in an environment which meets their needs)
- feel valued and be treated with dignity, respect, kindness and understanding
- be treated fairly
- be listened to
- be able to learn in a supportive environment
- engage in choices and understand that choices have consequences
- express feelings in an open, honest and polite way
- be happy and build friendships
- be free from violence and abuse.

AIMS:

Through this policy we aim to:

- build a values-based community
- foster excellent relationships between all members of our community
- ensure a thorough understanding of needs and circumstances
- ensure expectations and strategies are widely known and understood by all
- set high expectations and provide support for learners to achieve these
- calmly and proactively de-escalate situations
- implement holistic, integrative and consistent approaches
- recognise behaviour that goes over and above our expectations
- promote restorative approaches in place of punishments
- ensure awareness of the boundaries and consequences
- ensure participation in school life is not restricted by behaviour
- promote equality, equity and celebrate diversity
- help learners develop life skills, encouraging self-confidence, self-regulation and independence
- develop and reinforce the principles of good citizenship, including the fundamentals of British values

- ensure that the use of restrictive physical interventions is only ever used as a last resort. The school endorses methods taught by “Team Teach” as safe and supportive techniques appropriate for the needs of our learners.

Roles and Responsibilities

The aims of this policy will be met by everyone, supported by our 3 agreed rules:



ALL STAFF:

Ingleby Mill Primary School adults will remember and apply the same principles as the children:

Be Ready (Plan, Personalise, Engage)

- Meet and greet children on arrival
- Know pupils’ interests, needs and associated behaviours
- Plan/support lessons that engage, challenge and promote independence
- Lessons are carefully adapted, matching levels of support to learner’s ability and developmental stage
- Personalise the learning by making reasonable adjustments where required to meet need
- Careful management of the environment, considering conditions and triggers for behaviours
- Understand behaviours associated with trauma and any SEMH needs

Be Safe (Pre-empt, Prevent, Redirect, Support)

- Refer to and reinforce ‘Be Ready, Be Safe and Be Kind’ and explicitly link to the behaviours we expect to see
- Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption
- Prevent and de-escalate before applying sanctions
- Be aware of and report behaviours that may have safeguarding implications or cause concern
- Never ignore or walk past learners who are making poor/unsafe choices (but accept that we might not be the best adult to deal with the situation – i.e. be prepared to seek out further help from another adult)
- Follow up every time, retain ownership and engage in reflective/restorative dialogue
- Share behaviour concerns with other team members, team leaders, SENCO and SLT as appropriate

Be Kind (Consistent, Calm, Listen)

- Model the values and build excellent relationships.
- Listen and give learners a chance to communicate
- Encourage and praise positive behaviours using visible recognition (house points on Arbor)

- Admonish the behaviour, not the individual
- Remain mindful of the unique challenge each learner experiences
- Be calm and give children take up time before progressing to the next stage of a behaviour intervention/sanction
- Collaborate with families and professionals

LEADERS OF LEARNING/ UPS TEACHERS:

Leaders are not expected to deal with behaviour referrals in isolation; the aim is to empower class teams and create a culture where there is respect for every adult's authority. Leaders are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners. They will:

- Model the values of the school at all times
- Meet and greet learners at the beginning of the day
- Be a visible presence
- Support staff with complex situations and hold restorative conversations where needed
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of recognition systems
- Ensure staff training needs are identified and targeted
- Use and analyse behaviour data to target and assess interventions

SENIOR LEADERS:

The school ensures sufficient capacity at Senior Leadership level to oversee behaviour and pastoral support. Senior leaders will:

- Model the values of the school at all times
- Meet and greet learners at the beginning of the day
- Be a visible presence across the school
- Celebrate staff, leaders and learners whose effort goes above and beyond
- Regularly share good practice
- Ensure all staff understand the school's culture, policy and expectations
- Support staff in understanding and meeting the range of needs through training and engagement with relevant experts (support the graduated response)
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure a whole school approach and consistency
- Regularly review provision to ensure it meets learners' needs

GOVERNORS:

Governors are responsible for:

- Reviewing and approving the Relationships and Behaviour Policy in conjunction with the SLT
- Monitoring the policy's effectiveness
- Scrutinising behaviour data and holding leaders to account

- Holding the Head Teacher and senior leaders to account for its implementation

Behaviour Culture

LEARNER EXPECTATIONS:

Expectations of learners remain consistent, whether in class, moving around school, or offsite, in order to create a culture of positive behaviour. We have three fundamental expectations for learners to 'Be Ready, Be Safe, Be Kind'. These have been agreed in conjunction with the learners and are displayed in every classroom (see poster at Appendix 6). Daily routines and consistent adult behaviour will reinforce these expectations.

ADULT DAILY ROUTINES

- Meet and greet learners at the start of the day and beginning of lesson changes (if with a different teacher).
- Create a culture where discussions about children's behaviour with parents/ carers are open and constructive
- Be aware of how the child presents (ask how they are)
- Provide opportunities to regulate if needed
- Follow agreed signals for asking for attention – "Give me your attention. Thank you."
- End the day with a highlight (ask children to give example of how a peer has embodied our 'Be Ready, Be Safe, Be Kind' rules)

CHILD DAILY ROUTINES

- Engage with check-ins (e.g. through use of Picture News feelings vocabulary/display)
- Point out when other children embody our key rules
- Participate in positive activities every day which support others (e.g. helping to tidy up)

CONSISTENCIES

In implementing this Relationship and Behaviour policy, Ingleby Mill Primary School acknowledges the need for consistency. **It is important that we understand that consistency does not mean a lack of flexibility or personalisation**. Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality.

How we ensure consistency can be defined as follows:

- Consistent culture - everybody living the Ingleby Mill Primary School values
- Consistent language with simple and clear expectations reflected in conversations about behaviour
- Consistent follow up ensuring "certainty" at the classroom and management level
- Consistent modelling of responsibility and accountability
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent boundaries and consequences defined, agreed and applied at individual level
- Consistent respect shown by adults- even/particularly in difficult situations
- Consistent modelling of emotional control and restraint

- Consistently reinforced routines in classrooms, around the site and in the wider community

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies. The key is to develop a consistency that ripples through every interaction on behaviour." Paul Dix

Specific Early Years Guidance

As with the rest of the school, our focus in Early Years is on developing good relationships between pupils, their families, and our staff. It is likely that the vast majority of behaviour issues will be dealt with through positive approaches to improving behaviour such as conversations, modelling, and social stories.

Consequences are likely only to be applied rarely. If a consequence is deemed necessary, it should take place as soon as possible after the event and must be appropriate and proportionate, bearing in mind the developmental stage of the child and the severity of the incident.

Where support or guidance is needed, staff should speak to the Early Years leader.

During the summer term, EY staff can consider preparing reception children for the transition to KS1 by beginning to move towards the system of chances and consequences that the rest of the school use. Again, any consequences (e.g. missing some free time in play or lunch time) that are used must be appropriate and proportionate.

Preventative approach towards behaviour

WORKING WITH FAMILIES

At Ingleby Mill Primary School, we believe that learners will only achieve the best possible outcomes when the school and family work closely together; parental support is essential to the school ethos. We will support parents to:

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained
- Encourage independence and self-discipline
- Highlight any concerns with the school and communicate significant changes in family circumstances, health/medical conditions, behaviour at home or any other factors which may impact on behaviour and wellbeing
- Engage in their child's learning and school experiences
- Foster good relationships with the school and support the implementation of this policy
- Be aware of the school rules and reinforce expectations
- Work in partnership to agree strategies ensuring consistency between home and school
- Attend Annual Reviews/meetings so that meaningful discussions take place

Parents/carers will always be informed if their child's behaviour is causing concern. (This does not, however, mean that we will contact parents every time their child makes a mistake!) The Senior Leadership Team and staff at Ingleby Mill Primary School are always willing and available to discuss behaviour and wellbeing with families, and where appropriate, may signpost to local/national services, charities, and other providers to access support.

ESTABLISHING GOOD RELATIONSHIPS

Research has established that a good relationship is a significant factor in promoting positive behaviour. This prevents difficult situations arising in the first place and provides a cushion when challenges do arise. Relationships develop through what is said and not said, and the messages that are given about values and expectations.

Specific actions in developing inclusion and good relationships can be summarised as follows:

- Greeting by name and knowing our learners
- Offering comfort in distress
- Finding positive qualities and strengths of EVERY child

- Giving regular positive feedback that is specific, genuine and brief
- Showing belief, trust and support to meet high expectations
- Avoid discussing learner's difficulties or behaviour in front of them or others (unless part of the intervention)
- Avoid discussing our own frustrations in front of learners
- Show acceptance of the person but not their behaviour
- Model and focus on what should be done as opposed to what shouldn't
- Not labelling – never referring to a child as naughty, difficult, challenging
- Giving choices which give the student some control and promote self-efficacy
- Ensuring experiences which guarantee success – however small
- Ensuring that there is fairness – giving each their turn
- Framing behaviour in terms of equity rights, e.g. "You are not allowed to hurt another person, and other people are not allowed to hurt you"
- Trusting learners by giving responsibility
- Never making unfavourable comparisons or put-downs
- Avoiding sarcasm (even if meant humorously, children with a negative self-image are likely to experience sarcasm as a put-down and/or see it as evidence of an adult's dislike of/frustration with them)
- Avoiding self-fulfilling prophecies
- Doing everything possible to avoid sanctions that are about removal or exclusion (although these sanctions may still be applied in particular circumstances)
- Welcoming students back if they have been absent
- Speaking about the student positively to others

RECOGNITION AND REWARDS

At Ingleby Mill Primary School, we prioritise recognition over rewards, as it is more meaningful for the learner and provides an intrinsic motivator which is far more successful than material rewards systems. We recognise learners (and staff) who go 'over and above' our behaviour standards and core values. Our staff understand that the use of meaningful and directed praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. A quiet word of personal praise can be as effective as public recognition.

Children are encouraged to show initiative by playing an active role in modelling our values rather than passive compliance e.g. learners making a real effort to help others, might be seen as more valued behaviour than simply being polite. Our approach is also to work towards being 'peer led' rather than adult led, where children recognise one another for demonstrating the core values.

We focus on the recognition of effort and positive characteristics in a range of ways outlined in Appendix 1, which is predominantly linked to our values and behaviour expectations. When implementing this policy there are some simple dos and don'ts which everybody must consistently adhere to:

Do	Don't
Focus on effort rather than achievement (it's more inclusive)	Offer recognition as a bribe for a learner to carry out a specific action
Make sure learners know what behaviour you are looking for – be explicit and link to our 3 rules	Use recognition to make an example of another learner or to publicly highlight negative behaviours
Encourage peer led recognition	Give recognition as a token gesture, it will devalue the process

Persistently look for positive behaviour but ensure praise has context and meaning e.g. you have shown real kindness by helping your classmate to xxx	Hold grudges - each lesson/day is an opportunity to start fresh.
Endeavour to share some positive praise/feedback with children's families every week – this will build positive, supportive relationships that extend beyond the classroom	Take away recognition/rewards as a result of negative behaviour. The two things are separate!

GRADUATED RESPONSE

High quality teaching, personalised for each child is the first step in meeting the needs of our learners (Tier 1). Most learners can make progress and engage in learning if they are taught in this way.

Where a learner or group of learners' needs cannot be met from within Tier 1, special consideration can be given to more targeted in-class support (Tier 2). This can involve specific grouping of children and in-class intervention. This does not automatically mean removing children from wider curriculum subjects to access interventions; this would deny them a valuable part of their curriculum. Many outcomes can be factored into allocated lesson times within personalised planning.

If behaviours and progress give cause for concern, the school can draw on internal resources (e.g. support from specific members of staff, SENCO, SLT). Tier 3 provision is provided in school by internal and external specialist staff and spans a range of disciplines, including SALT, Family Support, Educational Psychology, Counselling etc. The school will work in partnership with parents/carers and external agencies (if needed) to ensure children receive the support they need to flourish.

Tier 4 represents specialist support and intervention that takes place offsite.

HOLISTIC PASTORAL SUPPORT

The Senior Leadership Team and SENCO ensure access to a wide range of holistic in-house support which supports positive behaviour, some of which is delivered by external partners:

- Range of clubs, trips and enrichment
- Family Support (via Early Help)
- Worry boxes promoting the sharing of feelings
- Sports coaching and pupil leadership opportunities
- Displays and assemblies promoting wellbeing and support
- Transition support
- Therapeutic support:
- Low level support through wellbeing practitioners (e.g. through Early Help)
- Support via ABC Counselling
- Educational Psychology
- Speech and Language Therapy
- Physiotherapy and Occupational Therapy

LEARNING ENVIRONMENT

With regards to promoting positive behaviour some key environmental expectations include:

- Behaviour expectations clearly displayed and referred to (see poster at Appendix 6)
- Space to ensure learners are as regulated as possible, and have the opportunity to reflect/self-regulate in class where needed (e.g. multipurpose reading corner, access to fidget toys/calm box as needed)
- The classroom is set up to promote responsibility and independence e.g. labelled resources
- Recognition systems visible e.g., regular use of house points on Arbor
- Visual timetables/now and next boards clearly visible
- Communication strategies/equipment accessible
- Careful seating plans (ensuring visual/hearing needs are being met)
- Worry boxes to support learners to talk about their emotions

DE-ESCALATION

The school places a significant emphasis on de-escalation and we seek to develop a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise and recognises an individual's early behavioural signs (physical, emotional, communicative). Trained staff will have gained effective skills in preventing situations from escalating.

Principles

- Strategies include WIN statements (I wonder, I imagine, I notice…), use of PACE approaches (Playfulness, Acceptance, Curiosity, Empathy)
- Personalised strategies should be recorded on a learner's My Plan, EHCP, support plan (as appropriate)
- Staff will seek to de-escalate and manage the risk of a situation through non-physical interventions when possible (however, it should be noted that physical intervention, if necessary, may be used in school to keep pupils safe from harming themselves, others, or causing damage to property)

Responsive approach to behaviour

PROPORTIONATE AND PRODUCTIVE CONSEQUENCES:

Providing support and reinforcing boundaries are not mutually exclusive. Consequences, if applied in the right way, should support a child to understand the school rules/values as well as British values, and never be about 'punishment'. Staff should consistently praise behaviour they want to see and prevent negative behaviours through our preventative response. For the majority of learners, a gentle reminder is all that is needed. Many 'whole-school' strategies supporting high quality teaching will prevent escalating behaviour.

CLASSROOM SUPPORT PLAN:

In order to keep a fair and proportionate response to behaviour, staff will follow some simple and predictable steps which should always be gone through with care and consideration, taking individual needs into account. Staff will use the support plan (Appendix 2) for low level disruption and to support children to make better choices.

If a child has identified steps and strategies on their My Plan to better meet their needs, then these steps should be consistently followed by the class team instead.

All learners must be given "take up time" in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Staff will always deliver any of the consequences outlined in the support plan calmly and with care. In considering whether a consequence is reasonable, staff must consider whether it is proportionate in the circumstances of the case and consider any special circumstances including the learner's age, additional needs and any other contextual issues affecting them.

Do	Don't
Take a moment for yourself - sometimes adults need take up time	Issue a consequence when upset or angry - it will not encourage proportionately
Approach with empathy and consider needs, context and circumstance	Publicly name or shame learners who are not complying with the rules - it will only escalate a situation.
Be fair and proportionate in your response	Issue consequences which are not in line with the policy or seek to remove learning/enrichment opportunities. This will be only be issued if the child poses a risk and must be done in consultation with SLT.

REGULATION IN A CALM SPACE/BREAK OUT ROOM:

Engaging with learning is always the primary aim and every minute a learner is out of a lesson is one where they are not learning. However, there are occasions when it is necessary for a child to leave the classroom to take time out to regulate emotions (due to sensory/other needs rather than disciplinary action) may be required. This should be accommodated within the classroom wherever possible. Some circumstances may warrant regulation time outside of the class and are likely to be part of a planned response. This should only be a short time away from the classroom with a member of their class team in a quiet/calm space which will vary from pupil to pupil e.g. a separate classroom/intervention space, sensory room or outdoor space. It is time to provide support for the learner by helping them to regulate and reset e.g. movement break, walk and talk, zones of regulation etc.

How long they have a time out should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed). This will be for the shortest time possible and ideally not exceed 10mins. This should not be a regular occurrence throughout the day; if a pattern begins to emerge it must be escalated to SLT for Triage and Leadership Support. This will ensure a collaborative approach considering support and strategies to put in place.

Log the behaviour indicating dysregulation and also the action taken on CPOMS.

TRIAGE AND LEADERSHIP SUPPORT- SERIOUS CONCERNS OR BREACHES

If you are concerned about a child's behaviour or if a child displays a serious breach, a member of the leadership team should be notified as soon as possible. Serious breaches can include:

- Bullying or intimidation (including online)
- Verbal aggression towards peer or staff of an extreme nature and not an isolated incident
- Violence towards peer or staff (biting, spitting, pushing, kicking, punching, etc.)
- Stealing
- Prejudiced behaviour (i.e. behaviour which concerns a protected characteristic: age, disability, sex, gender reassignment, marriage and civil partnership, race, religion, sexual orientation, pregnancy and maternity)
- Deliberate damage to school property
- Persistent non-compliance

Each situation will be unique and therefore considered on a case-by-case basis as part of a triage process. Leaders (in consultation with class team) will:

- Consider whether the child's needs, understanding and context contributed to the behaviour (seek more information from parents/carers if appropriate)
- Consider triggers and review and amend any support plans as needed to ensure needs are being met
- Consider our graduated response and whether further reasonable adjustments need to be made to meet needs (assess, plan, do, review)
- Consider whether further pastoral support or external referrals may be required
- Consider any undiagnosed needs or any further assessments needed
- Consider whether consequences are fair/lawful having considered the above factors.

It is the responsibility of the leadership team to log serious breaches and actions taken on CPOMS. Only in extreme circumstances will removal or exclusions apply and only if all alternative strategies have been exhausted. **Any form of exclusion will be made only by the HT (or DHT in the HT's absence).**

REMOVAL FROM CLASS

Removal from class is considered a serious consequence and will only be used in extreme circumstances to maintain the safety of all learners and/or to restore stability and the efficient education of all learners. The decision to remove will only be taken by a member of the Senior Leadership Team (except in cases where the immediate health and safety of learners and staff are at risk). No warnings need to be given for this consequence. This will provide time out for regulation and reflection with a member of staff (preferably from their own class team and who has a well-established relationship with the child, but was not directly involved in the incident*). Support is provided for the learner by helping them to reset and understand their actions/feelings and expectations, using a restorative approach. The length of time should be based on circumstance/needs but communicated to the team and child. This will be for the shortest time possible and, in most cases, is unlikely to exceed 60 minutes (one full lesson).

In expectational circumstances where a longer period of removal may be required, it will be by the agreement of the HT (DHT, in the absence of the HT).

Key principles when a child is removed from class:

- No blame environment – if appropriate, use Appendix 5 to support reflection and the learner's understanding of the incident, their feelings and reinforce expectations (the child does not have to complete the sheet – it can simply be used as a prompt for conversation)
- Time limited (not to exceed one full lesson unless HT/DHT deems it necessary)
- Location is suitable for learning
- Opportunity for a reset and for learner to refocus
- Learning should continue if child is regulated enough to do so
- Reintegrate with kindness (non-judgemental)
- Class teacher to follow up and explain any further next steps

Any removal needs to be logged on CPOMS by SLT, including length of time and circumstances. Removal data will be carefully monitored by SLT. Parents should be notified as soon as possible.

* (However, it is recognised that this is not always possible as staffing cannot always be flexible enough to facilitate this)

SUSPENSION AND EXCLUSION

The decision to suspend (also know as a Fixed Term Exclusion) is taken very seriously and only considered where there is a serious and/or repeated breach of our behaviour policy, alternative strategies have been exhausted (or are not appropriate) and the behaviour is seriously detrimental to the education/welfare/ health & safety of themselves and/or others.

Before any consideration of suspension, the school will consider the pupil's needs and whether this has impacted on the pupil's behaviour, making any necessary reasonable adjustments. The school will consider specific strategies relating to SEN, and support learners to regulate their emotions where needed.

Where there is a serious concern about the behaviour of a learner, or there is a risk of suspension or permanent exclusion, the school will triage the situation in partnership with others (including where relevant, the local authority), considering what additional support may be required and an assessment of the suitability of provision for a pupil's SEN or disability.

In cases where an exclusion (fixed or permanent) is issued, the process will be in strict accordance with policies and practice laid down by Stockton-on-Tees Local Authority and DfE guidelines: Suspension and permanent exclusion guidance

We will provide meaningful and relevant work to learners for the first five days. From the sixth day of a fixed period of exclusion schools are responsible for providing full time education. Only the HT (or member of staff with delegated responsibility) can suspend or exclude a learner.

We will notify parents at the earliest opportunity including the reason for the exclusion. This will be confirmed in writing within 24 hours. Parents are responsible for a child in the first five days of every exclusion, ensuring they are not present in a public place during school hours.

We will also notify the Local Authority and, if a learner has a social worker, or if a learner is looked- after, notify the social worker and/or VSH, as applicable.

SUPPORT AND REINTEGRATION

Parents will be invited to attend a meeting to discuss the reintegration programme. Behaviour expectations and next steps will be agreed at the meeting and a review date set. If needed, parents will co-create a positive behaviour support plan with school to ensure consistency of approach.

Consideration of undiagnosed additional needs may also be considered and external advice/assessments sought if appropriate.

The Senior Leadership Team will consider support and reintegration as part of our triage process, considering support needs and whether potential external referrals or assessments are needed.

POSITIVE BEHAVIOUR SUPPORT PLAN

We will also consider strategies which will be documented on a My Plan. These are used to support dysregulated learners and as part of the reintegration process where appropriate. My Plans may identify a range of strategies to promote positive behaviour and also when an individual's behaviour makes it necessary to consider the use of supportive physical interventions after all de- escalation techniques have been unsuccessful.

We may also use behaviour contracts with individual children, where appropriate, outlining the unacceptable and expected behaviour, specific rewards and sanctions if the contract is breached. This is usually carried out with the child

and parent, who agree the sanction to ensure consistency at home and at school. They can be very effective if used proportionately and consistently.

Supporting staff

All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

When learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by Senior leaders who will:

- Discuss how staff member is feeling, provide nurture and support
- Provide post incident support, ensuring the immediate physical and emotional wellbeing of all involved. It is not about learning about the incident and how it can be avoided in the future. This kind of learning will be carried out as part of a debrief at a later stage.
- Allow them time away from the child
- Debrief of the incident to take place at an appropriate time to allow for reflection, identify next steps in order to avoid a repeat
- Explain the next steps for the child and adult so that the member of staff is fully briefed
- SLT to carry out a restorative meeting with child and adult as soon as possible and before any possibility of a repeat incident
- Ensure the member of staff feels safe to continue with their duties
- Ensure staff are aware of the support systems available
- Support the staff member with completion of any assault forms (if necessary)

Where there is a risk of violence towards others, leaders will take steps to remove the risk, or where removal of the risk is not possible, reduce the risk by any necessary changes or by introducing appropriate protective or supportive measures. These steps should be addressed via a risk assessment. The risk assessment must be kept under review and updated as necessary. Leaders will continuously monitor the effectiveness of control measures.

Racial incidents

The Equality Act 2010 says you must not be discriminated against because of your race. In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. This type of discrimination impacts not just on the individual, but on their families and others perceived to be from that group. At Ingleby Mill Primary School we promote acceptance and respect and seek to educate learners on the impact of racism and bullying. We support initiatives in our community that promote equity and equality and provide the children with lessons, experiences and information to support this. We consider any form of racist incident to be a serious breach of our rules and take swift action as part of the triage process.

STAFF ARE EXPECTED TO:

- Understand and adhere to the Equality and Cohesion Policy, Safeguarding and Child Protection and Anti-Bullying policies and their commitments, procedures and their expectations with regard to staff responsibilities.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend training and receive information as necessary to enact this policy and keep up to date with equality and cohesion legislation.
- To be models of equal opportunities through their words and actions.

SPECIFIC STAFF:

- PSHE co-ordinator and teachers will ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school (known as 'Life Lessons' at Ingleby Mill Primary School).
- Leaders and teaching staff ensure that RE is in line with national guidance and stereotypical views of particular faith groups or beliefs are not perpetuated (we follow the locally agreed RE syllabus at Ingleby Mill Primary School).
- Visitors (e.g. parent helpers, contractors) to be aware of and comply with Ingleby Mill Primary School's Equality and Cohesion Policy
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy and make every attempt to uphold the values of the school.

Child on Child Abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it (KCSIE 22).

Ingleby Mill Primary School staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally

hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

THIS ABUSE CAN:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long-lasting and traumatic isolation, intimidation or violence to the victim; vulnerable children and young adults are at particular risk of harm.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can be as damaging than physical. School staff, alongside their DSL and/or Deputy DSL, will treat any incident on a case-by-case basis using KCSIE and the school's safeguarding and Child Protection Policy and Child on Child Abuse policy guidance to help. Evidence suggests that children who harm others may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have complex needs and issues with their educational development. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must also address their needs.

INCIDENTS ONLINE OR OUTSIDE OF SCHOOL

In response to behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, we will assess each situation case by case. This includes conduct outside the school premises that poses a threat to another learner, or when there could be repercussions or reputational damage for the school. This includes:

- behaviour online
- when taking part in any school-organised or school-related activity;
- travelling to or from school
- when wearing school uniform or when identifiable as a learner at the school;

Negative interactions online can have damaging and long-lasting effects on a person, and also damage the school's culture. The same standards of behaviour are expected online as apply offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with our policy and approach for offline behaviour, including following the child protection policy and speaking to the DSL (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy) who will advise on the response by following the principles as set out in Keeping Children Safe in Education and the school's CP policy. For further support the DSL will refer to The UK Council for Internet Safety which provides the following guidance:

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education- settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for- education-settings-working-with-children-and-young-people#sec2

RESTRICTIVE PHYSICAL INTERVENTION

In line with the DfE's Use of Reasonable Force Guidance (DfE advice template) staff (and other adults authorized by the Head Teacher) at Ingleby Mill Primary School may, when necessary, use proportionate and reasonable force to guide, control, or physically restrain a child if they are putting themselves, others, or property at risk of harm, or are at risk of causing disorder.

Physical intervention will be used as a last resort and is **never** used as a punishment.

Screening and searching:

The Head Teacher and staff authorised by them will follow the DFE Searching, Screening and Confiscation Advice for schools July 2022: Searching, Screening and Confiscation

The Headteacher and staff authorised by them have a statutory power to search learners or their possessions, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

Prohibited items are:

i. knives or weapons

ii. alcohol

iii. illegal drugs

iv. stolen items

v. tobacco, cigarette papers, vaping equipment

vi. fireworks

vii. pornographic images

viii. any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the learner)

Confiscation:

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.