



## Ingfield Manor School

### **Behaviour Policy and Principles (Inclusive of anti-bullying / child on child abuse protocol)**

#### **School Ethos**

Our school provides a climate where students enjoy learning, participate in activities with optimal potential and access the curriculum achieving high standards. The school environment and staff/student relationships are based on trust and co-operation and foster the desire to learn. The staff of this school aim to offer a secure, yet enjoyable learning environment. Good behaviour in school is central to a good education. We provide a safe and calm learning environment. Expectations at Ingfield Manor school are clear, and conflict is minimised so that everyone's self-esteem can be enhanced.

Our behaviour policy supports these aims by:

- Ensuring students are taught explicitly what good behaviour looks like
- following positive behavioural support strategies,
- ensuring a person-centered approach,
- showing and encouraging respect and tolerance for each other and the school,
- valuing the contribution of each person in the team,
- working in partnership with parents/carers/governors/local authorities to achieve our aims.
- Ensuring no-one is discriminated against because of their disability, race, gender or sexual orientation.

We believe that:

- The encouragement and reinforcement of good behaviour is a matter of collective responsibility.
- Every student, adult and visitor to the school has the right to feel safe and unthreatened by verbal or physical abuse.
- Students and adults should be fully aware of the consequences of behaviour that is unacceptable.

***In implementing the behaviour policy, we must be clear that each student is valued and that it is behavioural elements being challenged, not the whole child.***

## **Our students**

The holistic approach adopted by all staff is targeted to meet each student's needs. Individual's experience what it is like to learn in a group, to share, and communicate with a positive attitude which aids collaborative learning and helps underpin good behavior.

- We have high expectations of our student's conduct and behaviour
- We expect that the students will respect other students in the way that they talk to and treat each other.
- We expect that the students will look after one another by letting an adult know if they are worried about another student.
- We expect students to undertake assigned work and engage with their education
- Where students' understanding is limited, we will work towards encouraging greater understanding and awareness.
- We actively educate our students on the principles of right and wrong, British Values and preparation for living in 'Modern Britain'

From these expectations we have a set of common-sense rules

- be kind to each other.
- mutual respect between staff and students at all times.
- take care of your school.

## **Our Staff Team**

Staff have a vital role to play as they are at the forefront of behaviour management. They have the closest knowledge of the students in their care and will wish to build up a relationship involving mutual support, trust and respect. All school leaders support staff in managing student behaviour.

We expect that our staff will:

- be a good role model.
- provide students with a framework of behaviour that supports the whole school policy.
- agree and implement appropriate strategies, guidelines and support measures.
- Show consistency by following agreed methods in responding to behaviour issues.
- positively reinforce examples of good behaviour, by using school approved award systems (see rewards section)
- share information appropriately around student's behavior.
- Challenge low level incidents 'in the moment'

- keep parents fully informed about issues concerning behaviour.
- Value the mental health and wellbeing of all students
- Follow behaviour management support plans effectively
- Complete positive behaviour support training where appropriate.
- Ensure that students are safe whatever the activity being conducted
- Ensure a sense of order and purpose in the planning and delivery of all aspects of the school day
- Refer to a senior colleague for advice when needed
- All students will have an allocated team member (ATM). The ATM can aid the sharing of any behavioral support strategies amongst colleagues.
- Engage in training relevant to their role and around behaviour. This includes awareness of how a student's special educational needs, disability and /or emotional health may affect an individual's behaviour.

## **Parents and Carers**

We expect that parents will:

- be involved and support us in helping to meet the needs of their child.
- share appropriate information about their child's behaviour to enable their child to be fully supported and feel happy and safe in school.
- discuss any concerns with the appropriate team staff.
- Provide feedback on any behavioural support plan and work towards mutually agreed strategies.

## **Governors / Proprietors**

We expect that governors / proprietors will:

- ensure staff are constantly striving to provide a safe, happy and stimulating environment.
- support the Principal and Senior Management Team at the school in the implementation of this policy.
- Quality assure any logged Behavioral incidences and overall procedures, to satisfy that school are taking appropriate actions and following good practice .

## **Rewards**

We know that effective praise helps the students appreciate how his/her achievement is helped by his/her own attitude; it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation. Staff are careful to ensure that each student is given recognition.

Rewards we give include:

- approving look, nod, smile, private praise.
- Acknowledgement of good work – marking, and teacher feedback
- public praise, certificates, stickers, 'student of the week', special acknowledgement within assemblies.
- Class awards (ie, acrons, Lion points etc)
- House awards (merit points)
- informing parents through home / school books, e-mail, phone calls and individual postcards.
- displays.

## **Unacceptable behaviour**

Unacceptable behaviour is that which:

- Makes anyone in the school feel threatened and/or unhappy.
- Negatively impacts on the emotional and/ or physical health and well being of others
- Inflicts harm on self or others
- Negatively impacts on own or others learning, whereby the individual has purposely defied school / class rules or boundaries.
- Shows disrespect to students, adults, and our school.
- Contradicts the school's Safeguarding policies and procedures.
- Includes potential risk to self or others (ie. Absconsion from school grounds)

Staff responses as a direct result of unacceptable behaviour may include:

- use of a non-verbal signal
- ignoring the behaviour (where safe to do so)
- Make use of school reward systems
- a private verbal rebuke and reminder of acceptable behaviour
- implementation of a student's individual positive behaviour plan

- repetition of task if necessary
- informing and discussing with parents if necessary.
- Student being asked to see a member of the senior leadership team
- Use of sanctions (as defined in this policy)

## **Banned items**

It is unacceptable for students to bring into school or have in their possession the following items;

- chewing gum
- fizzy drinks including high energy drinks
- Any Jewellery that could be deemed a risk to self or others (a watch, and stud earrings are acceptable)
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these.
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

The following items are not permitted by day students, but may be bought in an overnight bag by residential students with staff permission, as long as items remain within Acorns, and / or suitably locked away.

- glass bottles including perfume bottles
- aerosol deodorants
- Small amount of Money

If there is a suspicion that any student is in possession of anything that is; a banned school item, something with potential to cause harm to self or others, or, an illegal item, then staff may exercise the right to screen and / or search students. Any such act must be in agreement with a senior leadership team member of staff, and in accordance to the DFE guidelines; 'Searching, Screening and Confiscation, Advice for Schools, July 2022'

## **Anti-bullying (child on child abuse)**

*This information is also included within our school's local safeguarding policy. .*

An unacceptable behaviour is child on child abuse.

At Ingfield Manor School, we recognise that children are capable of abusing other children. Any incidents of alleged or suspected abuse by children or young people will be taken seriously and reported to the DSL immediately. Staff must also be alert to the possibility that a child or young person who has harmed another may also be a victim and, as such, they may have significant unmet needs themselves. Child on child abuse might take various forms; for example (and the following list is not exhaustive):

- Sexual bullying and harassment (including within pre-established intimate relationships and covers coercion of a sexual activity without an individual's consent ie. Forcing someone to strip);
- Prejudiced-based and discriminatory bullying - Racial, homophobic, gender or culture-related bullying or abuse;
- Via the use of ICT e.g. sexting, 'revenge pornography', non-consensual sharing of indecent images - staff should be particularly mindful of the potential for the misuse of information technology for bullying and abusive purposes;
- Grooming by 'peers' as part of child sexual exploitation;
- Abuse linked to gang-related activity;
- Sexual violence; which includes online material which facilitates, threatens and/or encourages sexual violence
- Upskirting – taking a picture under a person's clothing without their permission.
- Physical abuse – which includes online material which facilitates, threatens and/or encourages physical abuse
- Initiation / hazing type violence

It is within the ethos of the school that students respect and care for each other. However, it is recognised that there could be incidents of bullying and that staff need to be mindful of this and vigilant in their observations of students.

Staff should directly challenge any form of child on child abuse in an appropriate way.

We support victims of bullying, and students with bullying behaviour are also given suitable guidance

Students who are being bullied / harassed may show changes in behaviour, such as becoming shy and nervous, feigning illness, or clinging to adults. There may be evidence of changes in work patterns, or lack of concentration. Staff must remain vigilant to possible signs and indicators of child-on-child abuse. Students must be encouraged to report any child on child abuse.

If allegations or observations of child on child abuse occur, staff should:

- Ensure student safety is prioritised
- follow the school's safeguarding policy and report to a DSL / deputy DSL
- listen to students
- remain impartial and treated all students fairly
- work positively with the student who is bullying.
- ensure that students know who they can talk to if they have any concerns

All incidents of child on child abuse should be formally recorded. Initially staff can use a 'file note' record as per safeguarding procedures. Subsequent to this a DSL/Deputy would record this onto Nourish. The DSL's will discuss and update the safeguarding team at their weekly safeguarding meeting of any incidents or behaviour issues in the school.

## **Sanctions**

Wherever possible we encourage negotiated sanctions that are proportionate to the behaviour. Any measures taken to respond to unacceptable behaviour should be appropriate to the age, understanding and individual needs of the student. Staff need to be mindful of any underlying reasons as to why an individual may display behaviours that challenge. Illness, disability (physical, mental, or cognitive), sensory needs or communication difficulties are possible contributing factors. All actions must be in line with the students support plan or behavioural support plan, unless there is a significant risk of harm to themselves or others.

In discussion with the student, as a school we:

- ask the student that they understand why their behaviour is unacceptable.
- explore the effect that behaviour has on others.
- examine strategies for avoiding the same situation in the future.
- encourage students to think of or offer some alternative strategies.
- problem solve.
- support students to develop their communication.

Acceptable sanctions include (All actions to be in line with the students support plan or behavioral plan):

- a mild verbal rebuke, with reminder of expectations of behaviour
- removal from scene of disruption (if identified within student's plan)

- opportunity for self-imposed withdrawal time out (1 – 5 mins)
- informing of parents
- Re-direction to a more appropriate sensory environment (where this is an identified need) .
- Potential withdrawal or reduction of personal and social privileges (that are extraneous to the whole curriculum) provided they do not break the principles of the School Policy as set out above. This sanction should be in consultation with a member of the senior leadership team.
- Student being sent to see a senior member of staff to be spoken to
- Asking students to catch up on missed work (due to unacceptable behaviour)

### **Prohibited Sanctions**

No unreasonable or excessive sanctions are used by staff or others at the school, including any sanction intended to cause pain, anxiety or humiliation. Examples of this may include;

- Any action which contradicts the school's Safeguarding policies and procedures
- Any form of physical harm of a student (including hitting, pinching, smacking a student)
- Any form of humiliation
- Over reaction to a situation and over punishments
- Blanket punishments
- Left in a room they cannot exit
- Any unnecessary segregation, containment, or restraint
- Withholding of any aids or equipment needed by a student (including tuning off power to power chair without student's approval)
- Use of an aid or equipment to restrict movement or free access to school areas
- Deprivation of access to food or drink
- Willful neglect
- Enforced eating or drinking
- Withdrawal of medical treatment or care needs
- Prevention of contact with parents or any appropriate independent listener or helpline



Please note:

- whenever possible, unacceptable behaviour is dealt with in the classroom situation by avoiding confrontation.
- All student's are entitled to access the whole curriculum.

In the event of potential significant harm to self or others and a student is needed to be redirected to an alternative area of the school (or this is an approved sanction within an individual's plan), it may be necessary to intervene physically using 'reasonable force'.

All physical interventions should be in accordance with the company's restrictive practice policies and procedures. Where an intervention sits outside of a 'one off', then staff need to undertake necessary training in physical intervention (restraint) practice.

**Use of physical intervention may include:**

- guiding using gentle pressure
- physically blocking the student's path in order to speak to them (ie. to prevent absconding, or them hurting another child).

Any physical interventions that sit outside of the above is likely to constitute 'restraint'.

Any further physical intervention will only be formally approved as expressly indicated in a student's Individual Behaviour Management Plan and can only be carried out by staff formally trained in appropriate and safe techniques. Any use of physical intervention would need to be recorded on the company's 'restrictive practice' form.

**The role of School Management**

Records of serious incidents of unacceptable behaviour are recorded.

The following aspects need to be recorded at the time the incident occurred:

- what led to the incident
- what behaviour occurred
- what the consequences of the behaviour were
- what action was taken, and if a sanction was imposed
- was physical intervention necessary, and what form did it take

An entry on the restrictive practice form may be necessary and should be completed by the staff member directly involved and signed. This is notified **immediately** to the relevant Head of Department who will discuss the incident with the Head of Care and/or Principal. A decision to inform the parents will be made. Incident of physical interventions will be recorded on Nourish. Strategies to support the student and measures to avoid recurrence are discussed with the team at the team meeting. If needed, a behaviour strategy is discussed, considered and agreed (in collaboration with parents) and the team staff retain a copy.

The school leadership team will work in partnership with the local authority and any other external organisations that may be relevant for any student who displays continuing disruptive behaviours.

## **Exclusion:**

In extreme cases, exclusion from school will be considered. In such instances this decision will be taken by the Principal in consultation with the divisional director, the governors and the placing local authority.

The decision must be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate

The decision to exclude a student from school will be taken after all other actions have been exhausted and is always seen as the last resort. The school will take into account the student's special educational needs and how this affects the individual's behaviour.

If this decision is made, parents will be notified without delay, in writing, stating:

- The reason for the exclusion
- The length of the exclusion (fixed-period or permanent)
- Arrangements for any alternative provision
- Parents' rights to respond/appeal

The vulnerability of staff and students is recognised and this is considered in any Management response.

Written by Nicola Dodds, Principal  
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5<sup>th</sup> Draft 15<sup>th</sup> February 2022  
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References; 'Behaviour in Schools – Advice for Headteachers and school staff' September 2022. DfE