



Inmans Primary School

Relationships and behaviour Policy

Date	Written By	Approved by	Review Date
Sept 2026	S Fellows	SLT	Sept 2027

IPS Values

Our relationship policy links directly to the school values. Inspiring, Promoting and Supporting

The aim of the school is to support effective relationships and 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, the safeguarding policy and the anti-bullying policy. Where incidents occur that involve any type of face to face bullying or cyber bullying, responses detailed in this policy may be implemented.

Our relationships policy is based around

- Reward
- Reflection
- Response
- Revisit
- Replace
- Reinforce

Reward
At Inmans Primary School we have a system of social norms that all adults encourage – please see Appendix A

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. In EYFS stickers may be given to recognise good work or attitude to learning
5. Inmans coins are given to add to an ongoing total for each child
6. Across the school the coins may be swapped from Prizes from Inmans shop
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. being ready to start the lesson promptly
8. Celebration Assembly once a fortnight for chosen pupils – these are directly linked to IPS values
9. Inmans pounds are collected by Y5 and Y6 pupils who have a specific role/task within school. E.g. Reader Leader – helping in the bistro at lunchtime. These can be spent at Inmans shop.

Use of restorative practice

It is intended that the following are seen as guidelines for dealing with unacceptable physical or verbal behaviour including child on child abuse and/or 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.

In the Early Year Foundation Stage a simple system of reflection is 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:

Please note: Reflect is the key word when discussing incidents with children.

Some questions to consider – the age of the child will determine the amount of reflection and type.

Reflect and repair	Encourage the child to think about their actions and make a change		One off low level – e.g. tapping or talking
Respond and repair	A conversation regarding actions.	Encourage the child to think about their actions and make a change	Repeat of the above or middle level behaviour e.g. not following adult instruction
Revisit and repair	Actions require some reflection playtime/lunchtime. Name written on the board as reminder and then removed.	Restorative time with teacher/pod leader	Middle level or continued LL. Hands, feet and objects.
Replace	Action requires a change of face. Consider using the previous class teacher.	Length of time to be decided between existing class teacher and the other member of staff.	High level. Hands, feet and objects & likely to repeat
Reinforce	Serious action requiring SLT involvement	SLT to decide if parents/carers need to be informed.	Repeated behaviours at any level

Staff can indicate warnings on the board and should also be marked on the weekly sheet to support with communication between staff members.

Please note this list doesn't follow hierarchal process for unacceptable behaviour. If the behaviour is more serious, class teachers will discuss with pod leaders or SLT to decide on the appropriate response. **Pupils will always be given the opportunity to reflect and 'fix it'.** If in 'restorative time' children will be encouraged to reflect on their behaviour. Pupils will also receive support as there are often external reasons for behaviour. This includes looking closely at transitions which can be a trigger point for some pupils.

Teachers may also use restorative or catch up time if children (especially in Ochre pod) have not met work expectations. This includes reading homework, to prepare them for secondary school.

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.

- Pupils can complete linked 'community service'. Often they will identify what they should complete to fix their actions.
- 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 provision tracker
- Under certain circumstances we may adapt systems as appropriate for specific individuals or groups of pupils. E.g. After school reflection.
- 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.

All incidents that require a replace or more will be recorded on CPOMS. CPOMS codes are self-explanatory, however training is given on induction.

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. Alternatively – appropriate separate arrangements may be made for the pupil if there are concerns that verbal reminders and or reflection will not work. This may mean that the pupil will not attend the visit. Parents/carers will always be consulted.

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.

Suspensions

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 suspend 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

Specialist Provision Unit

Pupils who attend the unit will have individual behaviour support. These arrangements are detailed in their individual plans. Please liaise directly with the IPOD manager.

Positive Handling of Pupils

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

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

Other essential reading with this policy

Keeping Children Safe in Education (KCSIE 2024) and the safeguarding policy which details and defines child on child abuse. Depending upon the circumstances the behaviour policy will be used.

Mobile phone policy

Searching, screening and confiscation policy

Induction process/policy