



BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This policy, which applies to the whole school, including the Reception class within the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Applies to all:

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: October 2024
Next Review: October 2025

Signed: Mrs. Chizzy Chukwukere

Headteacher

Proprietor who is the Chair of the Advisory Board

Legal Status and Related Documents: The Independent School Standards Regulations (DfE: currently in force); Behaviour in schools (DfE: in force September 2002), along with the following:

- Keeping Children Safe in Education (KCSIE: September 2022)
- Equality Act 2010
- The Education Act 1996
- Education and Inspections Act 2006
- Mental Health and Behaviour in Schools Guidance (DfE: Updated 2018)
- Teacher's Standards (DfE: Updated 2021)
- Special Educational Needs and Disability Regulations 2014
- The Children and Families Act 2014
- Education (Excluded Days of Detention) (England) Regulations 2007
- Behaviour in schools Advice for headteachers and school staff (DfE September 2022)

The above documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

Introduction and Purpose: Imperial Oak has a culture with high expectations of behaviour. Therefore, we implement a consistent approach to preventing and mitigating the effects of misbehaviour, and maintain an environment in which children feel calm and safe, and positive behaviour is appreciated and rewarded. This benefits both staff and children, and has established a calm, safe and supportive environment that is conducive to learning. Children want to learn at Imperial Oak and thrive here because they have been taught how to behave well. We aim that this will stay with them for life. As we are a SEND school whilst we recognise that some behaviours are more likely to be linked with particular types of SEND, it does not follow that every incident will be connected to their SEND and we will manage child behaviour effectively, regardless of children's additional needs. On each occasion the school will consider if a child's SEND has contributed to the misbehaviour and if

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appropriate to sanction the child – including reasonable adjustments to both a sanction and the child’s on-going additional support. We use the graduated approach when considering the support being provided including duties under the Equality Act 2010, the Children and Families Act 2014, and also refer to their Educational Health Care Plan (EHCP) . In meeting these duties, we anticipate likely triggers of misbehaviour and put in place support to prevent these using a range of recognised strategies.

Creating and maintaining high standards of behaviour: In order to create a culture that promotes excellent behaviour, Imperial Oak has a clear vision of what behaviour looks like and are clear about which behaviours are permitted and prohibited. This is because we know that this clarity best communicates the values, attitudes and beliefs we wish to promote, and the social norms we strive to encourage. This policy is the starting point for this vision and so all staff at Imperial Oak are committed to its effective implementation, in order to create and maintain the positive behaviour culture we aim for. Safeguarding is central to everything that happens within Imperial Oak, and Keeping Children Safe In Education (KCSIE) is at the heart of our behaviour policy. A whole-school approach to behaviour linked to safeguarding is essential.

We have expectations, commonly understood by staff and children, of a high standard of behaviour. These expectations are applied consistently and fairly by all staff, who are supported themselves by senior staff. When intervention is needed, Imperial Oak has a range of both general and targeted interventions to improve behaviour and support children to stop future misbehaviour. This synergises directly with our no tolerance stance on disruption and any instance of disruption is dealt with quickly and proportionately. Bullying, threats, abuse and intimidation are not tolerated and any such incidents at our school are dealt with quickly and efficiently. If a circumstance is such that a child or staff member is in danger, immediate action is taken to remove the threat.

Developing a school behaviour policy: In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-motivation in children and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in children an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

As such, Imperial Oak has high standards and clear rules to reflect the values we want our school to embody. Our behaviour policy outlines these expectations, as well as providing staff with details about how they can support children to meet these expectations. This is so that all members of the school community can behave in a way that manifests the culture and values outlined in this policy.

When determining measures to:

- encourage behaviour and respect for one another;
- secure an acceptable standard of child behaviour;
- promote self-discipline and a regard for authority;
- prevent all forms of bullying
- otherwise regulate the conduct of children,

our Headteacher acts in accordance with any relevant guidance made by the Advisory Board.

The Whole-School Approach to Behaviour: High standards and expectations of good behaviour are applied to all aspects of school life, and are the backbone of our ethos and values. It is vital that everyone treats each other with dignity, kindness and respect. As such, our behaviour management policy is implemented consistently and fairly.

The Role of the Headteacher: The Headteacher’s role is to communicate the standard of behaviour required by the school. The Headteacher has responsibility for maintaining day-to-day discipline in the school, which includes making rules and provisions for enforcing them. The Headteacher takes overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher. As well as implementing the above aims, the Headteacher works to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and

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- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Headteacher ensures that staff apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- have high expectations for children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage children's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Role of School Leaders: Our leadership team is highly visible and leaders routinely engage with children, parents and staff. Leaders make sure all new staff are inducted clearly into the school's behaviour culture, ensuring they understand our rules and routines. This includes supporting children with any additional needs and working with external agencies to help effective implementation of this policy.

Role of Teachers and Staff: Staff have an important role in developing a calm and safe environment for children and establishing clear boundaries of acceptable child behaviour. Staff uphold our whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships and will challenge children when they do not meet these. Our staff receive clear guidance about school expectations of their own conduct also through our Staff Code of Conduct Policy. We believe that mutual support amongst staff in the implementation of this policy is essential to creating a positive and nurturing learning environment for our young children.

Role of the Class Teacher and Classroom Management: The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour management (see Managing and Changing Children's Behaviour Document).

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headteacher and a points or house system. School reports are also seen as a means of constructive praise.

Role of Children: Every child is made aware of their role in following the school's behaviour standards, expectations, pastoral support, and consequence processes, so that they can learn in a safe and supportive environment. We ask children about their experience of behaviour and to provide feedback on the school's behaviour culture, supporting the evaluation, improvement and implementation of the behaviour policy. Every child is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture and is revisited throughout the year.

Children are introduced to the concept of a school community and their responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported to a trusted adult. Imperial Oak believes in the importance of ensuring children understand why reporting issues helps to build and maintain a positive environment.

Role of Parents: We recognise the crucial role of parents in helping the school develop and maintain good behaviour. We

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encourage parents to get to know the school's behaviour policy, reinforce this at home as appropriate and, where possible, take part in the life of the school and its culture. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

We strongly encourage an ethos and culture whereby there is clear communication with and support of parents. In doing so, we build and maintain positive relationships with our parents by keeping them updated about their children's behaviour, celebrating children's successes, or holding sessions for parents to help them understand the school's behaviour policy, including attending reviews of specific behaviour interventions in place.

Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

Other Agencies: Imperial Oak has access to Counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

The School Environment: We wish to promote a school environment where:

- all children have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- to benefit fully from lessons children should have all necessary equipment and books;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all members of staff refrain where possible from physical contact with the children, except for example when first aid is required;
- all have a right to attend school without the fear of being bullied;
- praise, rather than blame, is the norm;
- children should put all litter in bins and leave classrooms clean and tidy;
- they should also adhere to the school uniform/dress code.

The School Rules:

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and children. However the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. Whilst we would expect all staff to provide mutual support, there is a hierarchy of referral via key workers through to the Headteacher. In serious cases, staff should enlist the support of colleagues and senior staff, whilst maintaining their involvement and responsibility.

OUR GOLDEN SCHOOL RULES

- Treat others as you would like to be treated
- Be kind, polite and caring to others
- Wear your uniform with pride
- Respect the school environment
- Always try your best

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Duties under the Equality Act 2010 (SEND)

In accordance with the Equalities Act 2010, the school acknowledges its legal duties with respect to safeguarding and special educational needs. Particular consideration will be given to those children with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a child. Children will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Differentiation is made in our behaviour policy, and further steps could include behaviour modification strategies and requesting external help with the child. Adjustments will be made according to the children's specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Responding to Behaviour: Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

There is constant, hard work put into maintaining the positive culture at Imperial Oak and we make every effort to positively reinforce behaviour by children. In the case a child's behaviour is unacceptable, we make it clear there will be reasonable and proportionate sanctions as a consequence.

Responding to Good Behaviour: We frequently acknowledge good behaviour at Imperial Oak. This encourages repetition and positively communicates our expectations and values to all children. We apply positive reinforcement and rewards clearly and fairly. Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity.

Responding to Misbehaviour: When our school becomes aware of misbehaviour, staff respond predictably, promptly and assertively in line with this policy. We respond first by ensuring the safety of all children and restoring a calm environment. We aim to use de-escalation techniques as often as possible to help prevent further behaviour issues and restore the calm. Our response to any misbehaviour is entirely consistent with maintaining the calm, safe and thriving environment, which is the norm at Imperial Oak, as well as aiming to prevent the recurrence of misbehaviour. In general, our responses to misbehaviour have the following three purposes:

Deterrence: of further misbehaviour;

Protection: of all children, for example removing a child from a lesson;

Improvement: supporting children to understand and meet the behaviour expectations of the school. These responses take many forms at Imperial Oak, so that the specific needs of children are best addressed.

We take full account of any contributing factors when responding to misbehaviour .e.g. bereavement, abuse or neglect, SEND

The Headteacher will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents for a meeting about their general behaviour and a daily/weekly behavioural chart may be set up by the class teacher and monitored by the Headteacher. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Children are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are dealt with firmly by the Headteacher, but taking into account the intentions of the individual child as we recognise that very young children may not yet be able to act considering all the

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consequences of doing so. Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Acceptable forms of sanction: Imperial Oak has a wide range of sanctions used in response to misbehaviour. This allows for more individualised responses to misbehaviour, allowing us to improve the behaviour of children more effectively. Examples of sanctions include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- detention;
- school based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Strategies for supporting children in EYFS:

- When younger children behave in unacceptable ways, we recognise that strategies for supporting them need to be developmentally appropriate and differ from those used for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress, and require sensitive adults to help them do this.
- Common unacceptable behaviours of children include tantrums, biting and fighting. We require staff to be calm and patient, to offer comfort to intense emotions, to help children manage their feelings and to talk about them to help resolve issues and promote understanding. If a young child harms another child in our care (e.g. biting) we inform both sets of parents immediately and record this on CPOMs and in the first Aid Log.
- We recognise that young children often engage in play that has an aggressive theme, such as superhero and weapon play. We understand that such play is not necessarily a precursor to hurtful behaviour or bullying. If the child's behaviour is inconsiderate or impacting on the enjoyment of others, then the situation will be addressed and discussion about appropriate play will follow.
- We recognise that themes in fantasy play often refer to 'goodies' and 'baddies' and as such offer opportunities for us to explore concepts of right and wrong. We are aware of the importance of tuning in to the content of children's fantasy play, perhaps to suggest alternative strategies for heroes and heroines, encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- The Headteacher will support the EYFS staff to maintain a consistent approach throughout the school.

Corporal Punishment: The use or the threat of the use of Corporal Punishment is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

Supporting children following a sanction: For Imperial Oak, a sanction is part of a strategy to help a child understand how to improve their behaviour, not a condemnation of the child. We follow sanctions up with a range of methods to help children behave better. These may include:

- a targeted discussion with the child, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the child's conduct with staff involved in teaching, supporting or supervising the child in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

The Use of Reasonable Force

Imperial Oak recognises that there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. Our staff have the power to use

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reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children. This also includes searching for prohibited items. When considering using reasonable force, our staff will carefully recognise any specific vulnerabilities of the child, including mental health needs or medical conditions. As is required by the law we do not have a 'no touch' policy. In our school it is absolutely prohibited to hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and recorded in the child's personal file. The child's parents/carers/guardians are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' on the circumstances in which physical intervention is permissible.

Searching, Screening and Confiscation: Our staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties and will consider whether the confiscation is proportionate.

Removal From Classrooms: Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal is intended to allow for continuation of the child's education in a supervised setting. It is considered a serious sanction and is only used once other behavioural strategies have been attempted.

Suspension and Permanent Exclusion: The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Managed Moves: A managed move can be used to initiate a process which leads to the transfer of a child to another school permanently. Managed moves would only occur when it is in the child's best interests.

Behaviour Outside of School Premises: Our school has the power to sanction children for misbehaviour outside of the school premises to such an extent as is reasonable, including on our school transport and within our local community. Conduct outside the school premises, including online conduct, that might require a sanction for misbehaviour include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a child at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another child; or
- that could adversely affect the reputation of the school.

Initial Intervention Following Behavioural Incidents and Preventing Recurrence of Misbehaviour: Our school adopts a range of initial intervention strategies to help children manage their behaviour and to reduce the likelihood of suspension and permanent exclusion including helping children understand behavioural expectations and by providing support for children who struggle to meet those expectations. We have reporting systems in place to ensure relevant members of leadership and pastoral staff are aware of any child persistently misbehaving, whose behaviour is not improving or whose behaviour reflects a sudden change. Examples of interventions schools can consider include:

- frequent and open engagement with parents;
- providing mentoring and coaching;
- short-term or longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges.

Monitoring and Evaluating School Behaviour: Our school has effective recording and monitoring systems for data capture of key information, to help identify patterns and target support including:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of child support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and

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- anonymous surveys for staff, children, advisors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

Guidance on Specific Behavioural Issues:

Child-on-child Sexual Violence and Sexual Harassment (Please see our Safeguarding – Child Protection Policy)

Following any incident or report of child-on-child sexual violence or sexual harassment offline or online, staff will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). Staff make it clear to all children that sexual violence and sexual harassment are never acceptable, will not be tolerated and that children whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between children. Our school does not normalise sexually abusive language or behaviour by treating it as ‘banter’, and rejects the idea that it is an inevitable fact of life or an expected part of growing up.

Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence: Imperial Oak stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

Imperial Oak is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals. We are opposed to any form of open, or concealed, racism or racist behaviour. All children, staff and parents have a right to be treated equally regardless of ethnic origin, skin colour or religion. We encourage children to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headteacher is to be informed.

Behaviour Incidents Online (Please see our Anti-Bullying Countering Bullying Policy (Including Cyber Bullying): Our school makes it clear to children that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. 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 the same principles as offline behaviour – including following the principles set out in Keeping Children Safe in Education and our Child Protection Policy as appropriate.

Mobile Phones: Children are not permitted to use mobile phones on school premises or in the course of the school day, and parents are discouraged from providing their children with mobile devices to bring into school. In the event that a child brings a mobile device to school, they must hand it in to the school for safe keeping until the end of the day.

Suspected Criminal Behaviour: In cases when a member of staff suspects that children are being exploited for criminal activities, the school will make an initial assessment of whether an incident should be reported to the police. These initial investigations should be fully documented, and the school will make every effort to preserve any relevant evidence. When making a report to the police, it will often be appropriate to make in tandem a report to local children’s social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead including reports of child-on-child sexual violence and abuse, following guidance in KCSIE.

Countering Unacceptable Behaviour: It is recognised that behaviour problems in our school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Clarity and consistency of expectations and consequences
- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff & children

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Rewards: Imperial Oak has measures in place to promote positive behaviour, including positive reinforcement and consequences systems of both rewards and sanctions. Throughout the school, good behaviour is promoted at all times. Imperial Oak believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise children and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by children mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward children who demonstrate this sense of responsibility.

We praise and reward children for good work and behaviour in a variety of ways:

- Teachers congratulate children;
- Certificates are awarded.
- Staff are encouraged to send outstanding pieces of work and children with their work to the Headteacher or other teachers.
- Children can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the school.
- Children are encouraged to share details of awards and achievements they may have attained outside of school..

Sanctions Across the School:

Exclusion (*please refer to the Exclusion Policy*): We may consider it inappropriate to re-instate a child who:

- Threatened or committed violence against other child/s or staff
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other children

Anti-Bullying: For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Serious Misbehaviour - Recording Behavioural Incidents: The school keeps a variety of records of incidents of misbehaviour. The Headteacher keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietor to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Incidents and Sanctions Book: Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headteacher and entered in the Serious Sanctions Book, which is kept in the office. *Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.*

Involvement of Children: Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

The Rights and Responsibilities of Children: Our school believes that as a child you:

- have the right to be safe
- have the right to an education
- have a right to be treated with understanding
- have a right to be treated with respect and politeness
- have a right to expect my property to be safe
- have a right to be taught in a pleasant school environment which does not put me at risk
- have the right to develop to your full potential in every area of school life

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- have the right to be treated fairly and with respect.

Mobile phones are discouraged in school and there must be no misuse of mobile phones. Children are expected to use the internet and social networks in a sensible manner

Members of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a child has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Children' Conduct outside the School Gates: Any child found to show misbehaviour or bullying outside the school gates (including children travelling to/from school, on an educational visit, wearing school uniform externally, or where a child can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headteacher; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another child or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises.

- Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, except during organised school events.
- Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises.
- Parents may not meet class teachers when they are teaching and appointments must be made.
- If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- A note must be written if a child has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The child is then signed out and back in again on return.
- Parents should not approach other parents on the school premises concerning external matters.
- Matters concerning children in the school should be handled objectively through the school and not solely between parents. Parents should not send emails or make placements on social network or other websites that damage the reputation of the school/children/staff. Any email that is to be circulated publicly to parents other than for normal class business should be approved by the Headteacher first.

Staff Development and Support: We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Managing Child Transition: We carefully manage the transition of our children throughout the school and the preparation for

Imperial Oak Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

their senior school. A particular strength of our school is the relationship staff develop with the children. Because our staff team are in constant communication, any specific child support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management.

Support systems for children, parents and other agencies: In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Imperial Oak also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations: If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the child concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher will temporarily or permanently exclude the child.

Recording: A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.