Eccleston Mere Primary School

Behaviour policy /

Statement of Behaviour principles

Approved by:	Headteacher / Governing Body
Last reviewed on:	December 2022
Next review due by:	December 2023

Contents

> *It is our intention to create a positive, encouraging atmosphere at Eccleston Mere where children are happy and secure. High academic standards are achieved; good behaviour and manners are encouraged and expected. Children also develop self-discipline, self-respect and self-worth.*

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- Outline **how pupils are expected to behave.**
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions.**

2. Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for Headteacher's and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical / verbal assault towards another member of the school community, which is intentional.
- Using bad language repeatedly or in a way which will cause hurt.
- Vandalism

- Theft

- Fighting

- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any forms of bullying which impact upon children's learning, relationships or well-being within school will be considered by school staff, even where actions have taken place outside of school. In this instance, school will work with parents to resolve issues.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 Children

Children's Responsibilities are;

- To work to the best of their abilities and allow others to do the same.

- To treat others with respect.

- To obey the instructions of the school staff.

- To take care of property and the environment in and out of school.

- To co-operate with other children and adults.

5.1 The governing board

The curriculum committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The curriculum committee and full governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Ensuring good behaviour and challenging poor behaviour choices is the responsibility of all staff members within school.

Staff responsibilities are;

-To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

-To highlight positive behaviours within the classroom.

-To treat all children fairly and with respect.

-To raise children's self-esteem and develop their full potential.

-To provide a challenging and interesting and relevant curriculum.

-To create a safe and pleasant environment, physically and emotionally.

-To use rules and sanctions clearly and consistently.

-To make sparing and consistent use of sanctions.

-To avoid the use of group sanctions, which children would deem to be unfair.

-To avoid punishments that could embarrass or humiliate individuals.

-To maintain calmness and professionalism when dealing with poor behaviour, avoiding the use of sarcasm.

-To be a good role model.

-To recognise that each is an individual and to be aware of specific needs (SEND).

<u>PIP / RIP</u>
At Eccleston Mere staff members 'praise in public' and 'reprimand in private' when possible.

5.4 Parents

<u>Parental responsibilities are;</u>

-To support the school in the implementation of this policy and in dealing with poor behaviour choices made.

-Support their child in adhering to the pupil code of conduct.

-Inform the school of any changes in circumstances that may affect their child's behaviour.

-Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

<u>Pupils are expected to;</u>

- Try their best.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

At Eccleston Mere, we believe that good behaviour, attitude and commitment to learning should be rewarded.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise

- House Points (contributing to weekly class total, rewarded with class based rewards)

- Sent to AHT / DHT / HT for further praise / stickers

- Certificates in assembly/class

- Special responsibilities/privileges

- Assertive behaviour techniques (bespoke to year group / children):

    o Reward charts

    o Star of the Day

          o   Restorative justice

The school may use one or more of the following sanctions in response to unacceptable behaviour **(see Appendix 1 for 'stepped approach to sanctions):**

- A verbal reprimand

- Loss of break or lunchtime

- Expecting work to be completed at home, or at break or lunchtime

- Sending the pupil out of the class

- Referring the pupil to a phase leader / learning mentor

- Referring the pupil to the AHT / DHT / HT

- Letters or phone calls home to parents

- Creation of an IBP / plan of support

- Exclusion from school – on site / off-site

We may use a separate, quiet space, known as the pod room, in response to serious or persistent breaches of this policy. Pupils may be sent, with supervision, to the pod room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Supervision / Unstructured times

Unsupervised children can become unruly and badly behaved. At no time during the school day should children be unsupervised.

- Playtime - children should not be allowed to play dangerous games, or wander into areas out of the teacher's sight. Children should be encouraged to act responsibly and behave sensibly while at play.

- Lunch time - children will be allowed to talk quietly but we must expect 'correct' table manners. Children should be encouraged and helped to eat properly and request help politely.

- Those children who need to be are supported at playtime and lunchtime.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- **Develop a positive relationship with pupils**, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh, when possible (depending on timings of incidents that have occurred).
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded within the 'Team-Teach log book and on the 'physical restraint' record sheet (in the Headteacher's room) and reported to parents.

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator, in consultation with the class teacher and learning mentor, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of behaviour strategies and physical restraints through Team- Teach (LA approved partner).

Behaviour management will also form part of continuing professional development.

11. Record Keeping

Eccleston Mere uses an online record keeping system called CPOMS. This system is used not only to record behaviours, but also for child protection, SEN, parental communication and medical issues. Not all staff have access to all document vaults, as some may be of a sensitive nature.

Staff needing to access further information for a child in their care must speak to their line manager on the SLT to access full details.

All incidents from yellow card upwards, must be recorded on CPOMS to ensure an accurate and full history of each child is kept. The responsibly for completing this is as follows;

CPOMS **incident** added by member of staff witnessing behaviour incident

CPOMS **action** added to incident by member of staff who applied sanction or parent communication follow up. Incidents can also alert other staff members to keep them informed i.e. HT/ Learning Mentor. All staff are responsible for monitoring their CPOMS dashboard daily to ensure they are aware of all alerts that have come through.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the curriculum committee annually. At each review, the policy will be approved by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Anti- Bullying Policy
- Exclusions policy
- Safeguarding policy
- Physical Restraint Policy

Appendix 1: Stepped Approach to Behaviour Management

In the instance of 'minor' behaviour reprimands, warnings are first given. <u>After three warnings, a yellow card may then be issued by the class teacher / teaching assistant.</u> Yellow cards can be issued, at a teacher's discretion, when an incident is considered to warrant more than a warning.

Examples of these behaviours include;

-Chatting that disturbs learning   -Failure to listen to adults / other learners

-Running / wandering in the room / corridor   -Shouting out

-Refusing to do work   -Throwing small items

-Interfering with other pupils' belongings   -Misusing school equipment

-Swearing (may be straight to yellow card sanction)

This is not an exhaustive list.

	A	B	C	D	E
Level and staff issue	**Yellow Warning** **Any member of staff** **(advice for sanctions from K/S Lead, if required)**	**Red Warning** **Any member of staff** **(advice for sanctions from K/S Lead, if required)**	**Internal Exclusion** **SLT** **Based on suitability of child's independent working level.**	**Fixed Term Exclusion off site** **At discretion of Headteacher:** .	**Permanent exclusion** **At discretion of Headteacher:**
	3 yellow warnings equate to one red.	*3 red warnings within a half term results in parental discussion with DHT / AHT or Key Stage Lead (phone call / meeting).*	*As well as more serious behaviour incidents, children can reach this stage for persistent poor behaviour.*		
Action	Face-to-face conversation, phone call or written message (to be signed) to parents, explaining sanction. Record on CPOMS as *Behaviour Alert - Yellow*	Face-to-face conversation, phone call or written message (to be signed) to parents, explaining sanction. Record on CPOMS as *Behaviour Alert – Red.*	Parent conversation with HT. Letter sent.	Parent's interview/telephone call with Headteacher to discuss behaviours leading to exclusion Letter sent from HT to parent or guardian and copied to BSS / LA.	Letter sent from HT and copied to BSS
Sanction	Portion (5-10 minutes) of break / lunch missed. Maximum of 3 yellow warnings, before applying red card sanctions.	Portion (5-10 minutes) of 2 breaks missed / significant portion of lunch. It is recognised that children still need a fresh air break if sanctions are applied. If necessary, possible exclusion from class to work in a quiet space for a lesson, depending on behaviour pattern (class work to be provided).	Half day–2 day internal exclusion working in isolation within leadership office or another year group as can be accommodated, without interfering with smooth running of the school	1 - 5 day external exclusion with work supplied from class teacher dependent on independent working level. This will be followed by formal reintegration interview with SLT and Learning Mentor which the child and parent must attend.	Another school place must be sought for the child with support from BSS

It is important that children are supported in their behaviour. Where persistent poor behaviour is evident, children will need an IBP / links with the learning mentor. Possible links with the BIT team will also be of benefit here.

All incidents are unique and therefore it is difficult to lay down hard and fast rules. The following, therefore, is a guide and not binding. **DECISIONS ABOUT EXTERNAL EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER'S DISCRETION. THIS IS A LEGAL REQUIREMENT**.

- Verbal abuse/ inappropriate language — A – D
- Physical aggression to other children — A – D
- Intentional and unprovoked attacks — B – D
- Fighting (with intent to injure) — B – D
- Bullying — B – E
- Malicious Allegations — B – E
- Physical assault of / causing intentional injury to other children — B – E
- Racist or homophobic incidents/Sexual assault — B – E
- Health and Safety incidents including the misuse of drugs — B – E

- Theft and major damage — C – E
- Possession of Weapons (plus police informed) — C – E
- Abuse or assault against staff — C – E
- Persistent disruption to the order of the school — C – E
- Non-compliance (including leaving school) after calm down time — C – E

Appendix 2: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 3: Staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

<u>Appendix 4: School Rules</u>

At Eccleston Mere we have very few rules. Where rules exist, they are to protect the health and well-being of our pupils.

- Please do not ride a bike or other wheeled outdoor equipment on school premises.
- Smoking is not permitted anywhere within the school grounds.
- Jewellery must not be worn.
- Children must not arrive at school any earlier than 8:30am. We must emphasise that no responsibility can be accepted for pupils until staff take up their duties. If parents have difficulty in a morning, school does provide a Breakfast Club.
- Entrance to school is via footpaths and not across the school car park.
- Dogs must not be brought onto school premises (with the exception of the PAT Dog and specially trained assistance dogs).
- All visitors and late arrivals must report to the main entrance.
- All medicines must be signed in at the main office.
- The sun cream policy should be followed.