

Eccleston Mere Primary School

Behaviour policy / Statement of Behaviour principles



Approved by: Mr R Mugan (Headteacher) / Chair of Governors
(signed electronically)

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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 (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) '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 and, where possible, reprimand in private, at the child's level.
- 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, making 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)

-To teach children how to behave.

-To maintain clear structure, routines and expectations.

5.4 Parents

Parental responsibilities are:

-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

Pupils are expected to:

- 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:

- Verbal Praise & Notes Home
- Trackit Lights (points earning to individual rewards)
- Sent to DHT / HT for a particularly outstanding achievement.
- Certificates in assembly
- Special responsibilities/privileges
- Name being placed on the class recognition board
- Phone calls or conversations with parents about outstanding behaviour or work.

The school may use a variety of approaches in response to unacceptable behaviour (**see Appendix 1 for the stepped approach to sanctions**). At Eccleston Mere, we aim to focus teaching children how to correct their behaviour and will therefore follow up sanction with restorative conversation.

Restorative conversations are needed when trust is broken or when behaviour has gone under and below minimum standards. When tempers have frayed, manners have disappeared or when things have been said that should not have been said.

As part of the conversation five questions will be asked for the child to reflect upon, including:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For younger children, the two underlined questions will be used. The number of questions asked should be age appropriate.

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.

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, with a clear visible timetable for the school day.
 - 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).
 - 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.

School employ a range of strategies to support pupils with specific needs, including the use of social stories, visuals and more broadly, through play (this is not an exhaustive list).

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 Trackit Lights and CPOMS. Not all staff have access to all parts of both systems, 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 red alerts are recorded on CPOMS.

Any other suspensions or exclusions will be recorded on CPOMS by the DHT or HT.

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 'low-level' behaviour reprimands, warnings are first given. After three warnings, a yellow alert may then be issued by an adult.

While this is not an exhaustive list, examples of these behaviours include:

- Chatting that disturbs learning
- Distracting others
- Interrupting others
- Shouting out
- Misuse of equipment
- Refusing to complete work
- Failure to follow adult instructions

In the instance of more challenging behaviour, a red alert may be immediately issued.

While this is not an exhaustive list, examples of these behaviours include:

- Physical violence
- Verbal abuse
- Damaging property
- Swearing
- Racism
- Homophobia
- Bullying
- Malicious allegations
- Theft

Appendix 1 Continued

	A	B	C	D	E
Level and staff issue	<p><u>Yellow Alert</u></p> <p>Any member of staff</p> <p>(advice for sanctions from K/S Lead, if required)</p>	<p><u>Red Alert</u></p> <p>Any member of staff</p> <p>(advice for sanctions from K/S Lead, if required)</p>	<p><u>Internal Suspension</u></p> <p>SLT</p> <p>Based on suitability of child's independent working level.</p>	<p><u>Fixed Term Suspension off site</u></p> <p>At discretion of Headteacher:</p>	<p><u>Permanent exclusion</u></p> <p>At discretion of Headteacher:</p>
		<p><i>3 red warnings within a half term results in parental discussion with DHT / or Key Stage Lead (phone call / meeting).</i></p>	<p><i>As well as more serious behaviour incidents, children can reach this stage for persistent poor behaviour.</i></p>		
Action	<p>Face-to-face conversation with a child following a 2 minute 'time out'</p>	<p>Face-to-face conversation or phone call to parents, explaining sanction.</p> <p>Record the red alert on CPOMS.</p>	<p>Parent conversation with HT / DHT.</p> <p>Letter sent.</p>	<p>Parent meeting with Headteacher to discuss behaviours leading to exclusion and reasons for exclusion.</p> <p>Letter sent from HT to parent or guardian and copied to BSS / LA.</p>	<p>Letter sent from HT and copied to BSS</p>
Sanction	<p>Two minute 'time out' followed by a restorative conversation at break/lunch.</p>	<p>Age and incident appropriate portion of break missed / significant portion of lunch.</p> <p>It is recognised that children still need a fresh air break if sanctions are applied.</p> <p>Follow up with restorative conversation.</p>	<p>Half day – 2 day internal exclusion working away from class, as can be accommodated, without interfering with smooth running of the school.</p>	<p>1 - 5 day external exclusion with work supplied from class teacher dependent on independent working level.</p> <p>This will be followed by formal reintegration interview with SLT which the child and parent must attend.</p>	<p>Another school place must be sought for the child with support from BSS</p>

It is important that children are supported in their behaviour. Where persistent poor behaviour is evident, children may need a Personal Support Plan (PSP). 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.**

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 4: School Rules

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.