

EVERSLEY PRIMARY SCHOOL



SCHOOL POLICY

Behaviour Policy

23rd March 2022

Implemented:

Autumn 2024

Date for review:

Eversley Primary School

Behaviour Policy

Rationale

This policy has been written to inform all stakeholders of our expectations with regard to procedures for behaviour management and discipline. It is to enable a clear and shared understanding of the expected standards of behaviour by pupils, parents and staff, ensuring a positive atmosphere based on mutual respect and consideration for others.

Aim

To provide a whole school framework for a proactive and positive approach to managing behaviour within the school. This policy incorporates our school values in equipping pupils for life, celebrating their excellence and endeavour, whilst encouraging enquiry and enjoyment. It is also to support teachers in enthusing, engaging and motivating pupils, fostering their enthusiasm for learning and enabling them to 'be the best they can be'.

Governors statement of behaviour principles

The Governors of Eversley Primary School have produced the following set of principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. All aspects of behaviour management and discipline are built on the foundations of the values of the school, including the teaching of British values.

- Pupils will be given clearly communicated expectations and boundaries that are consistently applied across the school by all adults
- Adults will adhere to the school's values including having high levels of respect for children and each other
- Behaviour in all contexts, will be managed using a positive approach in order to maintain personal dignity and promote integrity, honesty and trust
- Procedures for behaviour management and discipline will be set out in the school's Behaviour Management Policy and this will be followed as appropriate to the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances
- Strategies used for behaviour management and discipline will take into consideration the intended outcomes of the chosen strategy and the possible impact of the chosen strategy
- All adults are expected to promote and present high levels of respect and regard for pupils and adults, thereby being role models for pupils including by:
 - ❖ Using polite, warm greetings and respectful conversations
 - ❖ Moving around the school with consideration for others
 - ❖ Maintaining the tidiness and organisation of the school environment
 - ❖ Listening respectfully
 - ❖ Including pupils as equal partners in the life and ethos of the school
- The school's behaviour principles will incorporate an approach to promote pupils development of effective learning behaviours

Any concerns regarding the implementation of this statement should be referred to the Headteacher.

These principles will be reviewed by the Governing Body annually.

Introduction

Our prime focus is to promote positive behaviour in school. This is key to academic achievement and inseparable from safeguarding, the well-being of pupils and all other aspects of learning. The shared ethos of the school is to emphasise care, respect and responsibility. This policy sets out the approach to behaviour for all children and also for those with challenging or harmful behaviour. Our approach is one based on trust and understanding with staff working positively and confidently using appropriate strategies effectively. This policy will be consistently applied and is sufficient for the majority of pupils.

There will be a minority of pupils that require strategies that differentiate from this policy. These will be formalised (if appropriate) with the use of an individual risk assessment and/or a consistent management plan. Staff will be made aware of plans implemented for dealing with identified pupils demonstrating difficult and/or harmful behaviour.

This policy has been produced following a review of our previous policy and reflects the views of the school community. The shared ethos emphasises care, respect and responsibility. The school always considers behaviour (and responses to it) in the context of keeping children safe. 'Keeping Children Safe in Education' (DfE, 2018) states that safeguarding and promoting the welfare of children is everyone's responsibility. In line with the document 'Positive environments in which children can flourish' (Ofsted, 2018) staff work positively and confidently with children and find the least intrusive way possible to support, empower and keep pupils safe by:

- Building relationships of trust and understanding
- Understanding triggers and finding solutions
- If incidents do occur, defusing the situation and/or distracting the child wherever possible

The school aims to support all pupils in further developing their knowledge and skills. This policy is intended to promote consistency and high standards. Staff will be supported and empowered through training that identifies strategies to respond appropriately.

Responsibilities

Eversley Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. In addition to our Core Rules for Learning, each member of our school community has a responsibility to work together in providing a positive environment that enables all children to reach their full potential.

Responsibilities of Children:

- To follow instructions given by a member of staff
- To follow the British and School Values
- To try hard and take pride in their work
- To behave in a way so that everyone can learn
- To take increasing responsibility for choices in their own learning and behaviour
- To treat everyone with respect and kindness
- To respect school property and the environment
- To follow all school, outside and classroom rules

Responsibilities of staff:

- To implement and follow consistently all school policies
- To follow and promote the British and School Values
- To provide a rich and varied, challenging and inspiring curriculum
- To ensure that all adults present as a positive role model for children to follow
- To promote good learning behaviours and pupil independence
- To respect each individual and treat all children fairly
- To create a safe and pleasant learning environment
- To implement all school, outside and classroom rules

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do.

Responsibilities of parents/carers:

- To foster a good relationship with the school, supporting staff to implement rules
- To ensure contact details are up to date
- To ensure children attend school daily, arrive on time for school and ready to work
- To help children realise the importance of education and to praise their achievements
- To encourage children to do their homework and offer support with this
- To speak to the class teacher about any concerns
- To share any information which may impact on their child's learning or behaviour
- To encourage manners and respect for other people

Core Rules for Learning

School Rules

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. This is by creating a positive focus on improving behaviours, motivation and well-being to impact on pupil learning and performance. We provide positive everyday experiences so that our children are self-confident and secure with a strong sense of belonging.

Appendix 1 Core Rules for Learning

Appendix 2 Communal Areas and Extra Curricular Rules

Appendix 3 Outdoor Rules (playground)

Classroom Rules

Behaviour in the classroom is guided by our mission statement which is on display in each classroom. Each teacher sets their classroom rules with their class at the beginning of the year. This is in line with the whole-school approach to the promotion of positive behaviour and emotional well-being and is explicitly linked to encourage desirable behaviours.

Appendix 4 Indoor Rules

Appendix 5 Desirable Behaviours

Appendix 6 Promote Positive Behaviour

Classroom Behaviour

'The Scheme'

Positive teaching strategies help to prevent disruptive behaviour. In our classrooms:

- Routines are clearly established
- Children are expected to participate in all activities with a positive attitude
- Consistent expectations for learning are set

Children are reminded of school rules on a regular basis and teachers find opportunities to praise the class for keeping to the rules. Pupils are made absolutely clear about what is expected of them. Reward systems are in place for all pupils.

House Points

Each child in the school is placed into one of four houses. Children generally remain in the same house throughout their time at the school and each house is represented by their House Captains (two Year Sixes, elected by staff as reward for their good conduct throughout their time at the school). Children are grouped in their Houses for some learning opportunities. Each adult in school also belongs to a House.

House points are awarded to pupils for model behaviour, effort in learning and other good deeds. Pupils also participate and compete in competitions and events for House Points. House points are counted towards the weekly and annual trophy presentation and for pupils' individual Bronze, Silver and Gold badges. Pupils need to earn 75 house points for a Bronze Badge, 150 for a Silver and 300 to achieve their Gold. Each year, children that achieve their Gold Award are provided with a special gift or treat.

Gold Book

The Gold Book is a special book held by the Headteacher or other member of the Senior Leadership Team. Children can be sent to have their name entered into the Gold Book if they produce exceptionally pleasing work. This is generally during class lessons but is also available to use in the case of wider opportunities, e.g. sporting achievements, during educational visits. When children are entered into the Gold Book they receive feedback on their work, a special sticker and are recognised in assembly the following week.

The Zone and Fun Time Friday

Each classroom has a board called 'The Zone'. This displays the names of all of the children in the class and is central to the whole school behaviour management scheme. This is designed to be a positive approach to managing classroom behaviour and all children start every day in The Zone. If a pupil is moved out of The Zone during the day (for demonstrating behaviour that is not in line with school expectations) they have the opportunity to redeem themselves and therefore have their name put back on the board. Pupils are either in or out of The Zone. They should aim to stay on the board, in The Zone. Any pupil who is not on the board at the end of a day will lose 5 minutes of Fun Time Friday. This can happen each day to a maximum of 25 minutes each week. If a pupil is moved out of The Zone for a small reason it should mean they return quite quickly. Someone who has been moved out for a bigger reason is likely to take a little longer to return to The Zone.

Fun Time Friday takes place for the last half-hour of the working week. A wide range of activities take place across the school for groups of approximately 12 – 14 children. These activities are enrichment to our curriculum and are designed to equip children with new skills. They may give them exposure to a

skill/knowledge that is not currently covered by our school curriculum or allow children to explore something already covered at a greater depth. These activities are adult-led and put the 'Fun' into Fun Time Friday. Children will pick their top 5 preferences and will be assigned one of these for the half-term. Everyone will get their first choice at least once across the year. Some activities are a project that lasts the block of sessions and others are stand-alone groups each week. Example opportunities are; Photography, Languages, Sport and Cookery.

The school also operates a wider range of school recognitions and provides pupils with guidance on how to stay in 'The Zone'. Individual classes also run different award schemes that run alongside whole school procedures. There are some pupils that also work with personal reward charts or plans.

Appendix 7 Our School Recognitions

Appendix 8 How to Stay in The Zone

If a pupil ends the week with either 5 or 10 minutes of Fun Time Friday lost they will attend their chosen activity and sit out for the designated time before joining in with their group. Anyone who has lost 15 or more minutes will need to sit with a senior member of staff and take part in a period of guided reflection.

There is also a hierarchy of sanctions that contains a range of strategies and consequences available for use by adults when behaviour is not acceptable. Whilst these are progressive, it must be noted that different types of behaviour may require a more serious consequence, overstepping some of the earlier strategies.

Appendix 9 Hierarchy of Sanctions

The Card System

The school operates a system of coloured cards. Yellow cards are available to staff when a consequence is required. This can be for a continuation of persistent low level disruptive behaviour (having already been removed from 'The Zone') or for serious inappropriate behaviour. Swearing or abusive language, discriminatory or aggressive behaviour, harassment or bullying, damage to property, blatant defiance or violence of any kind will result in a Yellow Card. Children who receive a yellow card will undertake a lunchtime detention that will include some reflection and restorative practice. If appropriate another consequence will also be given, e.g. removal from the playground for a fixed period.

In any half-term a third yellow card for any pupil will trigger the issue of a red card. These may also be used to 'fast track' through pupils for serious inappropriate behaviour. A red card will result in a serious consequence.

A green card is issued when a pupil is found to be doing something over and above the school's expectations. This, with the exception of children achieving their Gold Award, is our highest reward and is celebrated in assembly and a letter from the Headteacher is sent home to parents.

Whenever the card system is used, records are kept and parents are informed.

Appendix 10 Reflect, Repair and Restore

Appendix 11 The Card System

Promoting Positive Behaviour in the EYFS Classroom

Our systems vary in the Early Years to be more suited to younger learners. Core rules for learning are presented as Learning Dinosaurs to motivate children to practise and demonstrate effective strategies for learning.

Every day is a new day and all pupils are encouraged to start each day ready to make good choices and a new chance to do well.

Children are grouped in the standard house colours which are displayed as honey pots. Instead of house points, Early Years pupils collect Buzzy Bee Points leading to Bronze and Silver awards and Gold Buzzy Bee badges. Certificates are also presented.

Reception children do not use 'The Zone' but during their play and learning on Friday afternoons, some children from older year groups join them for Fun Time Friday.

Appendix 12 EYFS Sanctions

Difficult and Harmful Behaviour

Difficult behaviour, in the school context, encompasses behaviour that has a duration frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- Interferes with the pupil's own and / or other pupils' learning
- Disrupts the day to day functioning of the school, making it a less safe and orderly environment
- Is less likely to be unresponsive to the usual range of interventions identified within this policy

Difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

The appropriate response to difficult behaviour depends upon the type of behaviour being exhibited and the needs of the individual pupil, the goal being to support the pupil back to the learning task and to engage in more pro-social behaviour. All responses to difficult behaviour will be consistent, respectful, calm and logical. Consequences will have a clear link to the incident to help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

The school recognises that some behaviour that may be deemed as difficult may be characteristic of a particular need and particularly prevalent in pupils with learning disabilities or disorders. The school will adopt a proactive approach to supporting pupils with these behaviours by implementing a Consistent Management Plan.

Harmful behaviour, in the school context, encompasses behaviour that is generally:

- Physically aggressive towards adults or other pupils (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- Verbally abusive (including discriminatory abuse)
- Destructive, including destruction of property and the environment
- Self-harming, including head banging, scratching, hitting, kicking, biting and poking
- Striking another adult / pupil with an object

When such incidents occur, they are deemed serious. Members of staff will call for assistance. Risk assessments are put into place for children that require them. When faced with potentially harmful behaviour de-escalation strategies will be used. Further details are contained within the school's separate Physical Intervention and Restraint policy.

Pupils will be given the physical space and time to recover and respond. Where de-escalation has not been possible and difficult or harmful behaviour continues, pupils will be guided from the classroom to a place of safety. Where this is not possible the remainder of the class should be removed from a potentially dangerous or harmful situation. Where a pupil has a Consistent Management Plan this should be followed. When a pupil behaves in a harmful way any action must be reasonable, proportionate and necessary in the circumstances.

Consequences implemented will be both protective and educational. Following any incident of serious harmful (or potentially harmful) behaviour a risk assessment will be completed to inform a Consistent Management Plan. Example consequences are:

Protective Consequences (protecting the rights of others)

- Increased staff ratio
- Change of timetable
- Arrangements for access to outside space
- Escorts in social situations
- Personalised teaching space
- Appropriate use of exclusion

Educational Consequences

- Pupil to complete the disrupted task
- Positive social situations to be modelled
- Pupil to assist with repairs if damage has been caused
- Opportunities to be provided to enable the pupil to learn about the impact of certain behaviours
- The pupil has an opportunity to put things right, through a process of reflecting, repairing and restoring relationships

Physical Contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- To comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*)
- To direct a pupil
- For curricular reasons (*e.g. PE, Music, Drama etc*)
- In an emergency, to avert danger to the pupil or others

Hugging

A sideways hug, with the adults' hands on shoulders is the recommended way to do this, either seated or standing.

Hand-holding

This is acceptable when compliant. If hand-holding is being used as a method of control to move pupils, this becomes a restraint.

Lap-sitting

This is generally discouraged in favour of more appropriate seating alongside the adult.

Use of Reasonable Force and Restrictive Physical Intervention (restraint)

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. Staff are guided by the advice provided by Essex County Council. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and the individual circumstances.

Reasonable force involves a degree of physical contact with pupils - to either control or restrain in a dangerous or potentially dangerous situation. This can range from guiding a pupil to safety by the arm (not gripping) through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Reasonable in the circumstances will mean that no more force is used than is needed.

- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact such as escorting a child by the arm or arms (not pulling or dragging).
- Restraint means to hold back physically or to bring a pupil under control. This is only used in more extreme circumstances, e.g. when pupils are fighting. Staff will always do their best to avoid acting in a way that might cause injury.

Further details are contained within the school's separate Physical Intervention and restraint policy. It is always unlawful to use force as a punishment and it is emphasised that the vast majority of pupils' misbehaviour is managed without any use of force or restraint.

Interventions and Planning

We expect all pupils to abide by the Eversley rules. As much as possible, we want to keep all children within whole school behaviour management systems; however, we appreciate that this is more difficult for some children at certain times.

Consistent Management Plan

A Consistent Management Plan is written by the Behaviour Support Worker in consultation with Teachers, Learning Support Assistants, the school Inclusion Manager and parents. These are set up and used for children whose behaviour continues to give cause for concern. These plans are implemented by the teacher with the support of the Achievement Team and are monitored and reviewed as necessary. All other staff involved with the pupil will be made aware of the plan. Parents are expected to give complete support in implementing the plan and are usually involved in agreeing actions.

Additional Support for Children with Special Educational Needs (SEN)

Eversley Primary School has a number of Learning Support Assistants who work with children who need additional support to access learning. In cases where children are experiencing difficulty in managing their behaviour additional strategies are implemented, e.g.:

- Regular meetings between teachers and the family to discuss appropriate support
- Classroom timetables / reward charts or programmes
- Additional adult support
- A personalised curriculum
- A Consistent Management Plan
- The use of a report card / Target setting

Children who have an Education and Health Care Plan (EHCP) may need the whole school behaviour management systems to be modified to manage their behaviour. The school recognises that some pupils are unable to meet expectations without additional support. In such circumstances a formal meeting between families, school staff and relevant outside agencies will take place termly. As appropriate reports from Educational Psychologists etc. will be used to assist staff in managing pupil behaviour.

Exclusion

If it is necessary to exclude a pupil from the school, it will usually be following a behaviour management process, preceded by other sanctions and efforts to modify behaviour. A pupil will only be excluded for a disciplinary reason and after all steps have been taken to try and remedy the problem.

Prior to a pupil being excluded, the school will have been clear about the expectations of behaviour and will have used highly consistent systems of recognitions and sanctions. Positive classroom management and additional support for children to improve their behaviour will have been subject to reasonable adjustments in line with this policy. The school will also consider factors that may be contributing to any disruptive behaviour. Exclusion is considered to be a last resort and if there are circumstances that might explain the child's behaviour is out of the ordinary, exclusion is not likely to be considered appropriate. The school will act in a lawful, rational, reasonable, fair and proportionate way.

Occasionally, the behaviour of a pupil will be such that exclusion will be an immediate response. Such an action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. The Headteacher also reserves the right to exclude a child where the health, safety and welfare or education of others is threatened.

In cases where exclusion is used, this may be an Internal Exclusion, a Lunchtime Exclusion, or a Fixed Term Exclusion. Permanent Exclusion is very rare but will be explored in cases of:

- Serious physical or sexual assault against fellow pupils
- Persistent bullying
- Assault against a member of staff
- Possession of prohibited items
- Persistent discriminatory comments against pupils/staff
- Refusing to cooperate with staff
- Persistent breaking of school rules
- Persistent damage to school property/buildings

Parents are informed of the reasons for any exclusion and are notified in writing.

Internal Exclusion

At Eversley we define internal exclusion as when a child is removed from their classroom setting, but not from the school site. This is for a temporary period due to inappropriate behaviour that breaks the school's rules. Disruptive pupils may be placed in another class or in an area away from other pupils for a limited period. They would be expected to complete all class work and undertake a period of reflection to enable them to accept responsibility for the choices that they have made. The school will act reasonably in these circumstances and only in very exceptional circumstances would a child be prevented from leaving a room of their own free will. Health and Safety, pupil wellbeing and safeguarding remain paramount. Internal exclusions will last no longer than deemed necessary and pupils' time is always used as constructively as possible.

External Exclusion

In cases of repeated disruption or on occasions of Red Card behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher may exclude a child for a fixed period or at lunch time. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. When parents are informed of an External Exclusion they are also told how they can make an appeal against the decision. A reintegration meeting will always be established before a child returns from exclusion and is chaired by a Senior Leader.

In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a Fixed-Term Exclusion into a Permanent Exclusion. The school will inform the LA and the Governing Body about any permanent Exclusion and about Fixed Term Exclusions beyond five days in any one term. The Governing Body has a discipline committee which considers any exclusion appeals on behalf of the Governors.

Exclusion from the school on a temporary or permanent basis is always a last resort and will follow the Statutory Guidance: Exclusion from maintained schools, academies and pupil referral units in England (September 2017)

Bullying

Through the school's curriculum and values, all members of the community know that bullying will not be tolerated. The philosophy of respecting each other and helping others is promoted. All reported incidents of bullying are investigated and if confirmed immediate steps are taken to stop any further occurrences of such behaviour. The management of incidents is detailed further in the school's Anti-Bullying Policy.

Searching and confiscation

The Government has published 'Screening, Searching and confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. It will exercise the power to search without consent for prohibited items e.g.: knives and weapons, alcohol, cigarettes and any items that may cause personal injury or damage to property. The school will not always inform parents before a search takes place.

A member of staff may confiscate, retain or dispose of a pupil's property as a punishment. This would be in the case of inappropriate items and will be reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Generally confiscated items will be returned to either the pupil or parent at the end of the school day.

Discipline beyond the school gate

Teachers have the power to discipline pupils for misbehaving outside of the school premises. The Education and Inspections Act 2006 gives a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. In the case of non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, each incident will be considered independently.

When considering whether the school will implement a sanction for reported misbehaviour out of school, the school will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises.

School staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, including online, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Recording behaviour

Records of behaviour that have led to the issue of a Yellow or Red card are kept centrally as part of our behaviour management system. This helps to ensure that pupils can expect fair and consistently applied punishments when merited, along with positive guidance. Our sanctions are applied in an effort to promote good behaviour. Records of severe incidents or of incidences of persistent misbehaviour will be kept together with information about the investigation and details of action taken.

Communicating to parents

Parents / Carers are always informed in writing if any colour card has been issued under 'The Card System'. They are also informed verbally as appropriate. Where it has been deemed necessary to use a restrictive physical intervention, the details of this are accurately recorded and the incident is reported to parents. This is initially done by phone and then followed up in writing.

The school also reports some minor misbehaviours / incidents to parents. This takes place as deemed appropriate and may be, for example, to clarify the exact details of an event or if an injury has occurred.

Equality Duty

All staff must ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning and behaviour.

Pupil grouping is planned and varied to reflect the requirements of pupils and their social development needs. Behaviour will be kept under continual review.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to support behaviour management.

Monitoring and Evaluation

In order to provide a clear picture of the quality and consistency of practice across the school, pupil behaviour will be monitored and evaluated through:

- Learning and environment walks
- Lesson observations
- Pupil Progress reviews
- Staff performance management
- Discussions with pupils

The success of the policy will be evident in the behaviour and attitudes of children and adults within the school community, this will be evaluated and reported to the Governing Body each term. All staff are responsible for monitoring and supporting children's behaviour at Eversley.

Review

This policy has been written in consultation with Staff, Governors and Pupils. This policy will be reviewed regularly.

March 2022