

Behaviour Policy

FGB approved December 24

Next Review December 25

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of golden rules, 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our RSE and RHE curriculum will educate pupils about healthy respectful behaviour. See our RSE policy for further information. The curriculum leader will monitor and respond to the behaviour culture in the school from a pupils' viewpoint.

The Golden Rules

The school's Golden Rules are seen as being central to our policy by providing a framework within which the pupils and staff can operate using a shared social and emotional language. These are displayed in each class and should be referred to at all times. There is a focus at the beginning of each school year to introduce/revise the rules.

Our Golden Rules are:

- Do listen to others
- Do be gentle
- Do be kind
- Do work hard
- Do be honest
- Do look after property

As a reward for keeping the Golden Rules children have 30 minutes 'Golden Time' each week. This is free time when the children are able to enjoy a range of activities of their choice. Golden Time can be lost for breaking the Golden Rules, generally, in blocks of 5 minutes (see under Warnings and Sanctions for more information)

Valuing Appropriate Behaviour:

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

- Verbal recognition e.g. praise, thanks, verbal feedback using the language of the golden rules
- Recognition and celebration e.g. Star of the Week
- Stickers

- Sharing efforts within the class, with parents or other adults
- A visit to Headteacher or another member of SLT to share success
- Golden Time

Approaches to support positive behaviour:

The highest standard of behaviour is expected from our pupils. Positive behaviour is emphasised and unacceptable behaviour will be managed using Golden Grid system to support and measure improvement. A high standard of behaviour can usually be maintained using the following strategies:

1. Non-verbal signs of approval or disapproval (e.g. a look)
2. Publically recognising the correct behaviour of neighbouring children (Proximity praise)
3. Verbally registering approval using the appropriate Golden Rule to reinforce improvement

Warnings and Sanctions

If the above are not successful, staff then will:

1. Give a gentle reminder such as 'Can you listen please'
2. If behaviour continues, link it directly to the Golden Rules: 'This is your second warning – you need to keep the Golden Rule do listen to others'
3. If it continues or the child answers back, the child should be given time out in another parallel class. This will be 5 minutes in KS1 or 5/10 minutes in KS2. For some children it may be agreed to send the child directly to SLT. This may be if there is a pattern or behaviour is deemed particularly disruptive.
4. If the child returns and they continue to break the Golden Rule, then they should be sent straight to SLT.
5. On returning to class, behaviour must be exemplary otherwise SLT must be alerted.

Where incidents involve fighting, swearing, bullying or discriminatory behaviour, SLT must be alerted immediately without the need for warnings.

Additional sanctions may include:

- Loss of part or all of a break or lunch
- Loss of Golden Time – this can be normally be earned back where the child actively follows the Golden Rule that they had previously broken.
- Golden Time cannot be earned back if it is lost for a serious incident or where there is a pattern of poor behaviour.

This list is not exhaustive and sanctions are at the complete discretion of the school.

Pupils repeatedly not achieving full Golden Time should be referred to SLT and new behaviour strategies considered.

Tracking and monitoring behaviour

1. Serious incidents including swearing and fighting are logged on CPOMS
2. Where there is an emerging pattern of poor behaviour, incidents must be logged on CPOMS
3. Behaviour logs may be kept for defined periods (e.g. 2 weeks) to identify triggers and support effective strategies (Appendix 1 and 2).
4. If incidents are of a high level e.g. shouting at staff, verbal bullying, senior leaders will use CPOMS to log.

Persistently Challenging Behaviour

If school have significant concerns about a child's behaviour, the following stages will be followed:

Stage 1: The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate. The pupil's behaviour will be monitored and behavioural targets set to encourage the pupil to make the correct choices. The parents will be informed of the concerns about their child's behaviour and regular (daily) contact made to reinforce good behaviour. Pastoral support will be offered to the pupil in school.

Stage 2: The parents will be invited into school to discuss the concerns about their child's behaviour and discuss how best to proceed. The child will be placed on a My Plan and their behaviour monitored by SLT. Early help will be offered. A Relational plan and Co-regulation Plan may be instigated at this stage to support your child and to keep them and others safe.

Stage 3: Outside agencies will be involved such as educational psychologists and the social, emotional and mental health team. They will offer practical support and advice on strategies that can be used to help support the child within the school setting.

Stage 4: At this stage, if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parents' consent (known as an Education, Health Care Plan)

Stage 5: In exceptional cases, there may be times when all the support given does not work, and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school, or have a managed move to a more suitable setting.

Our school will follow advice detailed in DfE Use of Reasonable Force Guidance to use reasonable force to safeguard children. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and maintain good order and discipline at school or among pupils.

- Unless a child is of significant risk of harm, only senior leaders would physically manage a child
- Senior Leaders and a range of other staff are trained in PIPS (Passive Intervention & Prevention Strategies) in case physical management of a child is required in an emergency.
- A Senior Leader/s are usually responsible for physically managing a child
- A Senior Leader may request support from a staff member(trained in PIPS) to physically manage a child

High-level incidents are logged on CPOMs and actions taken.

Restorative Approach

At East-the-Water we aim to create a reflective, restorative environment, focusing on belonging and relationships which will support pupils to learn.

After an incident where a pupil has displayed challenging behaviour we will take a restorative approach and encourage them to understand what they are feeling and why, supporting self-compassion and compassion for others. During the conversation pupils will be asked to explain what happened and will be reminded of the expectations and reasons for them. Staff will also discuss with the pupil why they weren't able to meet the expectation and how they can help them do this next time.

If pupils understand their thoughts and feelings they will be able to mentalise: take a moment to recognise how they are feeling and choose their response, rather than being reactive.

For Pupils with Special Educational Needs and/or Disabilities (SEND)

East-the-Water Primary School manages pupil behaviour effectively, whether the pupil has underlying needs or not. We ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice 2014 to support children with their behaviour. When a pupil is identified as having SEND, the graduated approach is used to manage the behaviour.

Harmful Sexual Behaviour

We take any allegation of abuse between our children seriously and follow our child protection procedures and the Harmful Sexual Behaviour Policy if a report of harmful sexual behaviour is made. Decisions are made taking into account the age and developmental stages of any child involved. We use the Brook Traffic Light Tool as a reference point in this regard.

Safeguarding

East-the-Water Primary will consider whether the misbehaviour gives cause to suspect that a pupil is suffering or is likely to suffer harm. When this is the case, school staff will keep the Child Protection Policy and staff should speak to the Designated Safeguarding Lead (or Deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School Environment

Positive behaviours reflect the values of the school, readiness to learn and respect for others. This is our list of expected behaviours in school:

- Line up quietly
- Use quiet voices inside of school
- Walk when inside
- Classes walk through the corridor in silence, staff must mirror this
- At break or lunch children may talk as they walk sensibly through the corridor
- Demonstrate good manners around the school e.g. saying thank you if someone holds a door, acknowledging staff and visitors
- Demonstrate a positive attitude to all aspects of school life
- At play and lunch, stop when the whistle goes and line up in silence at the second whistle

Banned items

In addition to prohibited items as outlined in the DFE Searching, screening and confiscation January 2018, the following is a list of items banned at the school:

- Lighters, matches and E cigarettes/vape pens
- Deodorant and make up
- Mobile devices including phones
- Sweets and chewing gum
- Fizzy drinks and energy drink
- Toys from home
- Trading cards/stickers
- SEND based resources that have not been pre-agreed by the SENDCo

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of an item may cause harm, distress or distraction.

The Role of Parents/Carers

The school works collaboratively with Parents/Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to the children and we expect Parents/Carers to read these and support them.

We try to build a supportive dialogue between the home and the school, and we inform Parents/Carers immediately if we have concerns about their child's welfare or behaviour. Parents should be informed by the class teacher of any emerging patterns of poor behaviour. This may include children who regularly receive two warnings.

Parents should always be informed by the class teacher, or SLT if agreed, about any incidents involving fighting, swearing, bullying or discriminatory behaviour.

If the school uses reasonable sanctions, we expect Parents/Carers to support the actions of the school. If Parents/Carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The School's Approach to bullying, prejudice and racism

Verbal, physical and cyber bullying will not be tolerated at this school. East-the-Water Primary School will not tolerate bullying or racial harassment of governors, staff, parents or pupils. The Governing Body will be informed of any staff who do not support this procedure

We take all reports of bullying seriously and recognise that bullying can take many forms and have a detrimental effect of children's wellbeing. It is **everyone's** responsibility to stop bullying taking place and staff and governors have laid down the following guidelines as part of the school's Behaviour Policy.

The school will:

1. Support children who are being bullied.
2. Help bullies to change their behaviour.
3. Take bullying seriously and find out the facts of any incident.
4. Meet those concerned individually.
5. Use peer group pressure to actively discourage bullying.
6. Break up bully groups where necessary.
7. Involve parents at an early stage.
8. Help children develop positive strategies to combat bullying.
9. Be equally concerned about bullying to and from school.
10. Record bullying in a consistent way.
11. Request help from outside agencies if required e.g Educational Psychologist, Advisory Teachers.
12. Involve the Police where necessary, under the guidance of the Headteacher.
13. Promote Anti-bullying through activities as part of a whole school assemblies each year.
14. Educate children affected by bullying and support them to understand how their words and actions have offended another child.

If a pupil reports an incident of racial harassment or bullying

- Teaching Assistants/MDAs must take the pupil immediately to the class teacher of the pupil who is reporting the incident. Teaching Assistants/MDAs do not at any time deal with the incident.
- Class teacher must gather information by asking who was involved, what was said, how they feel.
- The class teacher must record the place, date and time of incident in writing. At this point it is not appropriate to ask the offending pupils to apologise.
- The teacher must reassure the pupil they have been listened to, they have made the right decision to report it and that the incident will be dealt with.
- The teacher must report the incident to the Headteacher immediately.
- The Headteacher will deal with the incident by discussing the issue, feelings or pupils involved and reason for incident.
- The parents of each pupil will be sent a letter informing them of the incident, and meeting in school.
- Class teachers will be expected to lead a PSE type activity to support pupils or further develop positive attitude within the class. The teacher must report the activity planned enabling the process to be recorded fully.
- The incident and follow up will be recorded formally on the incident form found under: <https://www.devon.gov.uk/equality/reportincidents/schools>
- Incidents of bullying, homophobia, racism and other prejudice will be reported to County and the Governing Body termly.

The school will react firmly and promptly where bullying is identified. There are a range of sanctions available depending on the seriousness of the situation.

The School's Approach addressing sexism and sexual harassment

Sexual harassment and sexism will not be tolerated at this school. East-the-Water Primary School will not tolerate sexual harassment or sexism of governors, staff, parents or pupils.

We take all reports of sexism and sexual harassment seriously and recognise that it can take many forms and have a detrimental effect of children's wellbeing. It is **everyone's** responsibility to stop sexual harassment taking place and staff and governors have laid down the following guidelines as part of the school's Behaviour Policy.

Sexual harassment/inappropriate sexual behaviour includes:

- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution or display of inappropriate material aimed at an individual
- Graffiti with sexual content aimed at an individual
- Sexism
- Sexual comments, jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment such as sexting

While this behaviour will not be tolerated, the school will support and listen to all pupils involved and both the alleged perpetrator(s) and victim(s) will be offered support.

The school's response to any incidents will be:

- Proportionate
- Considered
- Supportive
- Decided on a case by case basis

Possible sanctions may include:

- Verbal warnings
- Apologising to their peer
- Letter of phone to parents
- Loss of part or all of break or lunchtime
- Suspension (fixed-term exclusion), length dependent on incident or permanent exclusion
- Designated zones at break and lunchtime
- Change of class
- Report to the police

It is important to support both the victim or perpetrator. The support provided may include and is not limited to:

- De-brief of incident
- Additional class assemblies/lessons
- Small group/1:1 pastoral support
- Lunchtime/ breaktime clubs
- Parent support through meetings or workshops
- Referral to Early Help
- Refer to children social care
- Report to the police

When deciding on the sanctions and support, we will consider the following:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Playtime and Lunchtime Clubs:

Pupils who find less structured times such as play and lunchtime challenging can access clubs generally run by TAs or MTAs. This is in a safe environment, providing supervision, structure and support. A range of clubs are available and do change. These have included dodgeball, a quiet area club, cycling, indoor lunchtime club and the forest area. Where there is a need, attendance at a club may be compulsory – this is at the sole discretion of the school. In such circumstances, the school will always seek to support improved behaviour in order for attendance to be reduced.

Class Trackers

Class Behaviour Trackers are optional and may be themed to meet interest of an age group. The movement of pupils on this board should only be managed by Class Teacher and relate to keeping Golden Rules. The track should be designed to complete a cycle enabling pupils to remain motivated and rewarded for behaving well. Pupils must never be moved down/ back on a Behaviour Track. It must be measured to ensure the system of reward is fair for all pupils - teachers are attentive of how frequently pupils are moved up/ along of using this system- and keep a record of those who complete a cycle

The Role of the Headteacher and Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher will publish this policy on the school website and will ensure that parents are aware of it annually. Copies will be available from the school office on request. The Headteacher will ensure that staff are supported to follow the Behaviour Policy and that they receive updates at least annually.

Behaviour outside of school premises

The school expects pupils to maintain a high standard of behaviour outside of the school and practise respectful relationships as practised in the school's curriculum. The school will address any misbehaviour as previously outlined in this policy through appropriate actions and supports.

Upon taking pupils on outdoor educational visits, the school will consider whether a pupil's previous pattern of behaviour should influence a decision on whom to accept on a visit/trip. Any such conditions of acceptable behaviour will be included within the term and condition of payment.

Schools will state within the terms and conditions of payment that acceptance on the visit is subject to a pupil's compliance with the school's Behaviour Policy and that application alone does not guarantee a place. Furthermore, if once accepted and prior to the visit taking place, the pupil's behaviour breaches the school's Behaviour Policy then the school reserves the right to remove the pupil from the visit and withhold any monies paid by parents/carers if they are non-refundable to the school as part of the travel company's or external provider's own booking terms and conditions.

See linked policies for further information

ICT and Online Use of Technologies

See Online Safety Policy

Fixed-term Suspensions and Permanent Exclusions

See EtW Suspension and Permanent Exclusions Policy

APPENDIX 1 - ABC log

Date and Time	Antecedents What provoked it?	Behaviours What did he/she do?	Consequences What did you do to stop it?	Aftermath What happened next? Any adjustment made to support pupil

APPENDIX 2 – WEEKLY TALLY CHART

Day	Lesson 1	Break	Lesson 2 + SPaG	Lunch	Lesson 3	Lesson 4	Lesson 5	Story Time
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Codes (as examples):

T – Talking back

I – Interrupting

R – Refusing Instructions

U – Unkind words/actions to others