

Behaviour Policy

Eppleton Academy Primary



Approved by: K Bushby (Head Teacher)

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- 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 is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Our School

At Eppleton Academy Primary School, we want our children to be happy in pleasant and relaxed surroundings. In this atmosphere, we believe they will develop as fully as possible personally, socially and academically. We think that children learn best when they are clear about what they are expected to do. It is important that they understand what good behaviour means and why it is an important aim of our school. We believe that teaching children to behave well is important. This is best achieved through a partnership between school and home. We cannot achieve our aims without continued parental support.

Our chosen values are:

RESPECT: we value and care for ourselves, others and the world around us;

- We demonstrate gentleness, sensitivity and kindness
- We allow ourselves and others to do and be their best.
- We listen to others and take everybody's opinions and feelings into consideration.

RESILIENCE- We understand that in life, not everything will go the way we want it to.

- We persevere when things get tough and strive to remove the barriers to success
- We are self-aware
- We take risks, overcoming the fear of failure

INTEGRITY: we behave with honesty and integrity in everything that we do.

- We are trustworthy
- We always tell the truth and engage in open communication
- We are polite, well-mannered and non-confrontational

ENJOYMENT: we have fun and enjoy life.

- We are positive and enthusiastic – and we smile to show it
- We praise people when they have tried hard
- We celebrate success

Children and adults in school have recently reviewed our behaviour strategy, which links to our behaviour system. Staff will continue to recognise, celebrate and reward good behaviour in school. We have agreed three behavioural expectations; Be Respectful, Be Responsible, Be Safe. Under each of these, children and adults have discussed what this would look like in different areas of the school. For example; in the lunch hall:

Be Respectful	Be Responsible	Be Safe
Use quiet voices Use good manners Raise hand to speak to an adult	Clean up your space Listen to lunchtime supervisors	Walk and stay in line Eat only your food Stay seated while eating your food.

Points System

The Dojo points system of creating a positive culture in the classroom continues to be effective. Teachers can encourage students for any positive behaviours — whether it's for any of our values, behaviour expectations or something else. Each member of staff can introduce their own specific behaviours for which a child can achieve (or lose) points. There are some that are consistent throughout all classes, ensuring consistency across the school. The Dojo system can be used with either a PC or tablet, meaning teaching and non-teaching staff can utilise the system both in the classroom and outside, at all times of the day (including lunchtimes and after school clubs).

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
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

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

What is good behaviour?

- *Following our behaviour expectations*

Be Respectful, Be Responsible, Be Safe.

For example; being:

- *Considerate and respectful of other people*
- *Polite and friendly*
- *Hard-working*
- *Trustworthy*
- *Co-operative*
- *Careful*
- *Responsible for their own actions*

Sanctions

If a child needs to be challenged about inappropriate behaviour, then the following tiered system of consequences is in place:

1. Verbal warning.
2. Remove Dojo point(s).
3. Withdraw child from class (e.g. 5-10 minutes time out within another area of the classroom, or if necessary, a whole lesson in another teacher's classroom with their own work). Before returning to their regular classroom, there will be a conversation between the child and their class teacher about expectations and how to improve their behaviour. Children have to pay back the withdrawal time during their playtime, so they may end up missing 2 minutes / 5 minutes / 10 minutes or the whole playtime. If this level of behaviour is occurring frequently, class teacher will arrange to speak with parents.
4. Send child to Key Stage Leader or DHT. If neither are available, the child will be sent to the Headteacher. Staff will make it clear to the child that the consequence of their repeated negative behaviour means they've got to see the Key Stage Leader. The child's parent needs to be informed at this stage. If a child is sent to the Key Stage leader multiple times, then a meeting is required with parents to discuss a behaviour plan. A "Behaviour Log" may be introduced and staff will report on the child's behaviour throughout each day. This is used to track any patterns of behaviour, to promote dialogue between adults, and acknowledge improvements in behaviour. Parents will have the opportunity to respond to comments written, in addition to further meetings if required. Staff will log the incident to monitor the pastoral, welfare, safeguarding and child protection issues, by notifying the Headteacher via the software application CPOMS.
5. Send to Headteacher. The Headteacher will arrange a meeting to discuss the child's behaviour with their parent(s) or carer(s). An internal exclusion may take place. This will be a set timeframe (e.g. from one day to one week).
6. External Exclusion. The parent(s) or carer(s) will be asked to take the child off site. The external exclusion may be for a specified period during the day (e.g. lunchtimes), or may be for the whole of the day. The Headteacher may contact the Governing Body or Local Authority to obtain advice on the recommended duration of the exclusion period. Exclusions must only be considered when all other methods have been tried and failed.

More extreme incidents of negative behaviour (like racism, bullying, fighting and swearing) will miss out the first three tiers of consequence, and will be sanctioned at point 4 on the tiered system. All racism and form of bullying bullying will be logged on CPOMS and there is a separate racism log that will be completed. **All** assaults whereby a child is marked or injured should be logged on CPOMS and the child's parent(s) or carer(s) will be informed.

If there are children who repeatedly misbehave on a lunchtime, (and they have reached number 4 on the tier), then the parent(s) or carer(s) will be informed. The child will be allowed one more chance to improve their behaviour, otherwise a lunchtime exclusion may take place.

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. Exceptions to this tiered system may also include children with Special Educational Needs and Disabilities.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour 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

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- 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. Behaviour Management

How do we encourage good behaviour?

- *We encourage children to be responsible for how they behave*
- *We explain and model the behaviour we wish to see*
- *We make a point of giving praise when children behave well*
- *We ensure that all children receive praise for good behaviour*
- *We encourage children to be responsible for their own behaviour and explain choices and consequences of different behaviours*
- *We ensure that criticism is constructive and related to our normal everyday expectations and rules*
- *We inform parents about children's good behaviour*
- *We reward children for good positive behaviour*
- *We provide an environment in which equal opportunities are promoted*

Rewarding and reinforcing positive behaviour

Children should be rewarded for their efforts. We try to ensure that rewards are fair and suited to the needs of the child. These may include:

- ✓ *Highlighting the good behaviour as it occurs and sharing it with the other members of the school community, as and when appropriate.*
- ✓ *Verbal and non-verbal appreciation and encouragement (eg "well done", "thank you for....", smiles, friendly eye contact)*
- ✓ *Dojos*
- ✓ *The award of certificates (Star of the week, playtime award etc)*
- ✓ *Headteacher sticker*
- ✓ *Extra responsibilities/jobs*

How can we discourage inappropriate behaviour?

At all times we agree that the emphasis should be on the positive approach. Occasionally, however, children may forget our aims for good behaviour and will need:

- *To be reminded of our behaviour expectations*
- *To have their attention drawn to the likely consequences of negative actions (safety, under-achievement, letting others down, etc)*
- *To have good behaviour highlighted as it occurs.*

Staff Guidance

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 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
 - Having a plan for dealing with low-level disruption

- Using positive reinforcement

Classes should never be left unsupervised. If in exceptional circumstances a teacher has to leave a class unattended they must use their professional judgement to considering the situation and the possible consequences. A colleague should always be asked, where possible, to oversee a class.

When children move around the school, it is the duty of staff to supervise such movement and thus avoid potential trouble/accidents. It is far better to nip trouble in the bud than to have to sort out a possibly violent disagreement. This is particularly important at the end of breaks and lunchtimes.

During break times, the duty teacher must be on the yard promptly. Staff members on the playground should be distributed so that all play areas can be monitored. During wet playtimes it is very important that a suitable supply of materials e.g. comics, annuals, games, drawing paper etc is available. Break is essentially for the children. There are times, therefore when the teacher feels that it may be professionally expedient for him/her to spend break time with his/her class.

It is the class teacher's responsibility to provide a suitable, caring and ordered environment where the emphasis is placed upon the positive by such things as smiling (a small gesture but an important one), praising, rewarding, thus making the child feel that he/she has an important part to play. It is important that we periodically review our practice in this area e.g. how many Dojos do we give and to whom? Does the average child with average work get overlooked?

Extreme Cases

If trouble threatens, then the teacher should try to maintain calm and avoid confrontation.

Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

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 and reported to parents

Lunchtime Behaviour

- It is important that lunchtime staff follow the same guidelines as other staff to show consistency in behaviour management across the school; this includes promoting a positive, encouraging approach to behaviour and giving children choices and consequences.
- Lunchtime staff will follow the same tiered behaviour system as in class.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

7.2 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 bus on the way to or from school.

7.3 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 safeguarding policy for more information on responding to allegations of abuse.

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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 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 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 restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full Governing Body every annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying and Cyber Bullying Policy

Appendix 1: 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: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	