

Behaviour Policy

Eppleton Academy Primary School



Approved by: L Jackson HT and full governing body **Date:** 8th December 2022

Last reviewed on: November 2022

Next review due by: December 2023

Rationale

This document provides a statement of the aims, principles and strategies for the management of behaviour at Eppleton Academy Primary. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and apply it consistently and fairly. This policy is based on consistency, follow through and positive relationships.

Aims

At Eppleton Academy Primary 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 and where they feel comfortable to be themselves. It is important that they understand what good behaviour means and why it is an important aim of our school.

The school operates a Positive Discipline Policy. There are explicit school rules, but our policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, where all members of the school can live and work together in an effective and considerate way.

At Eppleton Academy Primary we aim to

- Ensure that children understand what acceptable behaviour is and be educated and informed to make the right decisions
- Create a culture of exceptionally good behaviour for learning, for community and for life
- Develop children who are tolerant and understanding with consideration of the rights, views and property of others
- Help children take control of their own behaviour and be responsible for the consequences of it
- Build a community that values kindness, care, good humour, good temper, obedience and empathy
- Provide a safe, happy and orderly community in which children can be valued and accepted as individuals
- Promote positive and respectful relationships between all members of our community

We plan to achieve these aims by

- Regularly discussing acceptable modes of behaviour with individuals, groups and the whole school
- Respecting each child and what they can offer
- Applying a consistent approach, with consistent simple rules, language, positive reinforcement, follow up and consequences
- Being role models
- Recognising, celebrating and rewarding good behaviour in school
- Sanctioning bad behaviour through consequences
- On-going contact with parents

We have three clear parts to our behaviour strategy: rules, rewards and sanctions.

Rules

We have agreed three behavioural expectations known as our '3 bees'

BE RESPONSIBLE

BE RESPECTFUL

BE SAFE

Under each of these, children and adults have discussed what they would look like in different areas of the school: in classrooms, corridors, outside, on trips, in the dinner hall.

For example, for the dinner 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 lunch time supervisors	Walk and stay in line Eat only your food Stay seated while eating your food

We expect children to follow these simple rules in the classroom and around the academy. When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will result in consequences.

Rewards

- Highlighting the good behaviour as it occurs and sharing it with other members of the school community as and when appropriate
- Verbal and non-verbal appreciation and praise (e.g. 'well done' 'that showed real responsibility', 'you were so respectful' 'thank you for...' smiles, friendly eye contact)
- Stickers
- Certificates presented in our weekly achievement assembly including star of the week awards, headteachers award
- 'Tea with the Head'
- 'Good news' conversations with parents (face to face, through Dojo messages or telephone conversations)
- Dojo points, which can be collected and allocated to specific labelled positive behaviours. These categories are discussed and agreed with children at the start of each term and adapted during the term where needed. There are some consistent throughout all classes, ensuring consistency across school. There is a display in each classroom promoting Dojo which includes a set 'price list'. In early years when children achieve 10 Dojos (nursery) and 50 Dojos (reception) they choose a reward from the prize box. At the end of a half term (KS1) and end of a term (KS2) children can allocate their points to rewards / treats and therefore 'spend' their Dojo points. The more points they achieve the more rewards / treats they are able to access.
- Additional responsibilities/roles around school

Sanctions

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 and our '3 bees'
- to have their attention drawn to the likely consequences of negative actions (safety, under-achievement, disturbing others etc)

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 of the whole playtime. If this level of behaviour is occurring frequently, the class teacher will speak with parents. If the children are outside for break times, they may be asked to have a 'time out' where they have a break from playtime activities, although still outside.
4. Send child to member of the Senior Leadership Team or an Assistant Headteacher. Staff will make it clear that the consequence of their repeated negative behaviour means that they need to see a senior leader. The children's parents need to be informed at this stage. If a child is sent to a senior 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 children, and to acknowledge improvements in behaviour. Parents will have the opportunity to respond to comments written, in addition to further meetings if required.
5. Sent to the 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 for 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. Whilst all possible measures will be explored prior to the use of exclusion, the school reserves the right to exclude pupils in accordance with statutory guidance.

More extreme incidents of negative behaviour are not acceptable and the consequences are non-negotiable

This includes; physical violence towards others, threatening behaviour, bullying and aggressive behaviour towards people or the environment. These will be sanctioned at least point 4 on the tiered system and parents should be aware that these behaviours risk exclusion.

Enrichment opportunities, such as after school trips, are offered on a discretionary basis by the school. If the headteacher has reason to believe the attendance of any particular pupil would have a detrimental impact on the activity, or the health and safety arrangements of the activity/visit, then the school reserves the right to withdraw the offer from that pupil. The decision of the headteacher is final.

If a child's behaviour is proving to be a health and safety concern, a risk assessment would be completed prior to any school visits where ways are explored to minimise the risk. If taking the child out of the school poses too great a risk to their own or others safety, the child will need to remain at school and not attend the visit.

On the return of a fixed term exclusion staff will complete a reintegration planning meeting. This allows the pupil and parents and those receiving the pupil back into school the opportunity to record exactly what the expectations are and any further adjustments that may be necessary to facilitate a successful reintegration into school.

Exceptional cases

If a child puts themselves into a dangerous position and refuses to comply with instruction from adults, a decision should be made as to the best strategy to deal with this behaviour. It should be considered whether it is best to:

- 'ignore' the child's negative behaviour and supervise them from a distance to allow them to 'cool down'
- use team teach strategy in order to escort them to a safe place
- Contact a parent / guardian who can then be responsible for removing them from the inappropriate situation. Following this situation, parents /guardians may be asked to supervise their child for a short period until they have calmed down and are able to access the curriculum again. The child will have a consequence to carry out as soon possible after their negative behaviour.

Use of Reasonable Force

In very extreme circumstances school staff have the legal power to use "reasonable force" (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- hurting themselves or others
- seriously damaging property
- from causing extreme disorder affecting the well-being of others

Key members of staff have received training in restraining techniques. The use of reasonable force would always be used as a final strategy when other de-escalation techniques are failing to contain an incident and a situation poses an unacceptable risk to anyone involved. Techniques always start with the use of staff voice. Parents will be always be notified about any serious incident or team teach incident this is recorded our CPOMs management system.

Eppleton Academy Primary takes a zero-tolerance approach to any behaviours directed towards an individual's protected characteristics. Protected characteristics are outlined in the Equality Act 2020 and are listed as follows:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion
- Sex and sexual orientation

We expect everyone within our school community to feel valued and safe. We do not tolerate incidents being passed off as 'banter' or 'boys will be boys'. We do not accept children calling other children inappropriate names: gay, lesbian, black, ugly. We do not tolerate sexual harassment such as 'You can't play football cos you're a girl.' Or children making sexual comments to another child.

Such incidents are never ignored and are always recorded, using an electronic system CPOMS.

Roles and Responsibilities

The role of the class teacher

Class Management

- Meet and greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meets the needs of all learners
- Use a visual recognition mechanism i.e. Dojo
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who behaving badly

Lunch time or break time

Children who break academy rules at lunch time and / or break time, will have 'time out' from their chosen activity, they should always be supervised and the information should always be passed onto the class teacher or a member of SLT if appropriate.

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 given children choices and consequences.

Lunchtime staff will follow the same tiered behaviour system as in class. They should never ignore or walk past learners who are behaving badly.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of this policy.

The headteacher ensures records are kept of all serious incidents of misbehaviour.

The role of parents

Parents are expected to

- Support their child in adhering to the expectations of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support and reinforce the actions of the school

The role of the governing body

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

The right to search

Staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches.

Prohibited items will include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage to the property of, any person (including the pupil)

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.

Teachers in school have the right to search a child if they think that they are hiding an item that could be used to harm another child or adult or have an item that does not belong to them. If an adult in school suspects that this may be the case they must inform either the Headteacher or Assistant headteacher who will make the decision to search. If it is decided that a child or group of children should be searched this will be carried out by the class teacher with either the HT or AHT present. The reason for the search and the outcomes will be recorded on CPOMs.

Pupil Support

The school recognizes 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 Schools Special Needs Coordinator 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 external agencies to identify or support specific needs and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Off-site behaviour

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

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 policies for more information on responding to allegations of abuse.

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

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection policy, peer on peer abuse policy
- Anti-bullying policy
- Weapons policy