



Behaviour Policy

Escomb Primary School Behaviour Policy

Achieving good behaviour and attitudes in school

At Escomb Primary School, we believe that every child in our school matters and that they have the basic entitlement to be safe and happy at school. We also believe that every child has the right to learn and achieve their full potential in a well-run, organised school, with good behaviour in every classroom and where pupils have secure knowledge of how to keep themselves safe and healthy outside of school.

Introduction

We expect high standards of behaviour from our children- both in class and at break and lunch times, as well as during extra-curricular activities and visits. We expect pupils to be polite to visitors, staff, parents and other children.

The school is a community which is based upon mutual respect and consideration for others. Good behaviour and family values are positively encouraged. The school seeks to promote self-discipline and a proper regard for authority both inside and outside of school.

The values, standards and attitudes of the school community are made clear via example, discussion and reward/sanctions. Behaviour which is regarded as unexpected will be tackled by staff when and wherever it occurs. All sanctions will be applied fairly.

- Good behaviour within school is essential if children are to feel safe
- Good behaviour and attitudes in school is essential if children are able to achieve to the maximum of their ability

- Children are encouraged to resolve their differences through negotiation and discussion with each other
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance.

Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Communication is very important and all pupils and staff need to know exactly what is expected of them.

To help pupils to maintain these rules adults in our school provide:

- A restorative behaviour positive approach
- Good classroom management, learning and teaching taking in to account the varying needs of individuals
- Regular teaching of PSHE and a shared experience
- Effective organisation of the school day and its facilities to take account of behaviour issues • Pupils discussing and debating issues in a considered way, showing respect for others' ideas and points of view
- Pupils value their education and rarely miss a day at school. Those that do are supported to improve their attendance
- Embedded on going promotion and teaching of healthy practices and e-safety.

We fully accept that our children will make mistakes and, at times, demonstrate unexpected behaviour. On these occasions, we will respond in a calm, consistent manner, seizing the opportunity to develop the child's personal and social skills.

Aims

It is our aim to promote a school community approach to behaviour regardless of gender, age, race, sexuality, nationality or ability.

We aim to:

- Always use a restorative approach across the whole school day and by all adults
- Use Zones of Regulation to support pupil's well-being
- Ensure a consistent approach by all staff in applying the relentless routines and systems
 - Good standards of behaviour- politeness, listening, respect for all, helpfulness, supporting those in distress, take turns, respect for property, responsibility for own actions, walking around school.
- Create a calm atmosphere conducive to learning
- Promote the self-esteem and healthy attitudes of all pupils
- Encourage all pupils to reach their full potential
- Maintain the safety of pupils and staff
- Develop an atmosphere of courtesy and respect
- Ensure truthfulness, honesty, care and consideration and at the core
- Promote a non-acceptance of inappropriate behaviour- bullying, shouting out, vandalism, lack of respect, rudeness, swearing, cyber bullying, racist/homophobic language
- Ensure that we communicate our policies clearly to parents/carers so that they are able to support the work of the school in ensuring that their child adheres to school rules

Objectives:

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable and be supported to address issues of behaviour through a restorative approach to behaviour management
- Be shown respect and have their opinions listened to, valued and taken account of
- Develop their self-worth through success and the carrying out of responsibilities
- Work in a caring and supportive atmosphere, where effective learning can take place
- Be treated consistently, fairly and equally by all adults
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour

As a result our children will:

- Show ready, respectful and safe behaviour
- Feel safe and happy
- Develop confidence and self esteem
- Understand and follow school rules
- Be kind, caring and considerate to each other
- Care for the building, equipment and community
- Demonstrate positive learning behaviour
- Take responsibility for their own behaviour

Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others and curriculum:

Relationship with self – A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unexpected behaviour.

Relationship with others – All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. Children are at the heart of everything we do, our approach is based upon recognising and praising expected behaviours in order to reduce unexpected behaviours.

Rewards

Expected behaviour is consistently recognised and rewarded. The attention given to expected behaviour is just as significant as that given to unexpected behaviour. Children are taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways.

In addition to this, each class has its own 'Class Charter', which is agreed by the children and displayed in classrooms. This relates to our Rights Respecting agenda and reinforces the standard of behaviour expected in an appropriate way relative to the age and understanding

of the children. In this way, every child in the school knows the standard of behaviour that we expect in our school.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

The school employs a variety of reward systems. Positive behaviour will be rewarded with:

- Dojo Points which are used as positive reinforcement with a view to motivate children to follow school's expectations
- Adult recognition to acknowledge good choices in behaviour
- Stickers
- Use of positive notes home should these be deemed necessary
- Certificates – Rights Respecting certificate
- Star of the week award
- Being allowed to take good work as a result of positive learning behaviours to Head teacher or adult of their choice
- Whole class reward incentive

Consequences

Unexpected behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. We understand that there is a reason behind all behaviours, however pupils are encouraged to take responsibility for their own behaviour, actions and consequences. When applying consequences, it is an opportunity to remind a child of rules and routines, reset boundaries and model what is meant by expected behaviour. Where appropriate, adults will use the behaviour flowchart:

CONSEQUENCES		
1. Verbal Reminder	Our teachers will give us a gentle reminder to make the right choice.	
2. Warning	We are given a warning to help us think carefully about our next steps.	
3. Time out of break or lunchtime	We are given time out to reflect.	
4. Headteacher conversation	Conversation between Headteacher and pupil.	

	<p>Any work not completed or missed will be sent home for completion and brought back to school the next day.</p> <p>Teacher will make a phone call home or notify at pick up.</p> <p>Staff will keep a record of this.</p>	
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Exceptions

There are certain behaviours which will not follow the behaviour flowchart:

- Bullying (See Anti-Bullying Policy)
- Physical aggression
- Verbal aggression
- Offensive language
- Theft
- Damage to property
- Racist, sexist, homophobic, bi-phobic or transphobic behaviour

Racist, sexist, homophobic, bi-phobic or transphobic harassment involves the same kind of behaviour directed against someone because of the culture or identity, their gender, gender identity or sexual orientation.

On these occasions, children will move directly to a school leader, who will take over the management of the unexpected behaviour. Parents will be notified and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded CPOMS.

Responding to unexpected behaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unexpected behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unexpected behaviour will be made on a case-by-case basis.

When dealing with unexpected behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We aim to anticipate and remove triggers for unexpected behaviour as much as possible.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

Absconding

If a pupil chooses to leave school without permission, staff will react in the following way;

- Search the immediate school grounds for the pupil and contact parents
- If a pupil cannot be found contact police
- Once a pupil returns to school, meet with pupil and parents

Suspensions and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school and it will only be used as a last resort. It must be used in accordance with the Equality Act 2010 which states that it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a fixed term exclusion of 5 days or more is deemed necessary, it is the responsibility of the Headteacher to arrange for the child to be educated off site until the child returns to school.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee and this considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers, and considers whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Physical Intervention (Positive Handling)

Physical Interventions and the Use of Force Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them.

Control means 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 a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. No member of staff will ever use force as a punishment and it is unlawful to do so. Any allegations of this nature will be referred to the Local Authority Designated Officer (LADO).

Staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify it;
- The chance of achieving the desired outcome by other non-physical means are low;
- The risk associated with not using force outweighs the risk of using it.

Staff do not require parental consent to apply reasonable force on a pupil.

Before using force, staff should tell the pupil to stop misbehaving. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated, or are acting to punish the child. It should be made clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading/guiding them by the hand or arm, to in more extreme circumstances using appropriate restraining holds.

Particular attention will be given to individuals' needs which arise from statements of SEN or disability. Staff should avoid acting in any way which might reasonably be expected to cause an injury. Any such injury caused will be properly investigated by the school and will require justification. Staff will be Team Teach trained and this will be refreshed regularly. All incidents will be recorded on the CPOMs electronic system and monitored by senior leaders.

Linked Policies

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding & Child Protection Policy