



Positive Behaviour Policy

Policy Creation & Review	
Author(s)	Safeguarding Team
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1. Introduction

At Ellen Wilkinson Primary School we are committed to enabling all children access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We praise and reward positive attitudes to behaviour, working to maintain fairness and consistency whilst also encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Promoting British Values including tolerance, democracy and mutual respect
- Preventing bullying

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. KCSIE (September 2020) makes these requirements more specific including the importance of ensuring all pupils and particularly those that are vulnerable are safeguarded.

This policy does not stand in isolation and links many areas of our provision. Please see section 10 for details.

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:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Principles of behaviour

The vision of Ellen Wilkinson Primary School is 'Learning to Grow and Succeed Together'. This underpins all aspects of our school community. In order to achieve our vision the school has adopted a set of core values around which underpin our behaviour approach and principles. These values are a result of consultation with all members of our school community.

At Ellen Wilkinson Primary School we expect everyone in our community to embody our core values. In order to do this everyone has the right and the responsibility to be:

- ✓ **inspired and inspire others**
- ✓ **respected and respect everyone**
- ✓ **successful and help others to succeed**
- ✓ **resilient and help others to develop resilience**

This helped shape the following principles:

- Every child has the right to learn and the responsibility to ensure the learning of others is not disrupted;
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse;
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect;
- A whole school approach to discipline with a clearly defined code of conduct;
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work;
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will ensure effective communication systems;
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour;
- Early support for developing problems;
- Strategies may be recorded in a Pastoral Support Plan where there is a high level of concern;
- Bad language is considered to be unacceptable behaviour;
- We will seek advice and support from appropriate outside agencies where applicable;
- Staff will keep abreast of current issues and initiatives;
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff;
- Corporate approach but with due regard for individual circumstances;
- Opportunities for responsibility and recognition for non- academic achievement;
- Promotion of British Values of mutual respect and tolerance (including but not limited to those of different faith groups).

4. Roles and Responsibilities

4.1 Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, 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 the children in the school.

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

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child although this action is only taken after the School Governors have been notified.

4.2 Governing Body

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 adhering to these guidelines. The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

4.3 Staff:

All staff should:

- Make sure that the behaviour policy is **consistently** and **fairly** applied;
 - Deal with situations as they arise, in all aspects of school life with all children in the school;
 - Avoid the use of judgmental language e.g. "you are very rude";
 - Intervene early and expect children to do as you have asked them the first time;
 - Ensure disruptive choices are not allowed to become a pattern in behaviour;
 - Ensure the School Rules (see section 7.1) are clearly displayed in all classes and communal areas of our school. They are applicable from Nursery to Year 6, and are not negotiable;
 - Ensure children are taught the meaning of the rules in an age appropriate way. This should be an ongoing activity at all times for each class through the school;
 - Use PSCH lessons as a useful way to teach and discuss aspects of behaviour;
 - Deal with each other and all members of the school community in a polite and respectful manner.
- Our rules apply to both adults and children;**
- Reflect upon the organisation of children to ensure that they are not put into a situation where they are bound to fail;
 - Have high, appropriate expectations of behaviour in all parts of the school e.g. in corridors, toilets, school hall, playground etc.
 - Observe children in order to undertake trigger analysis of problems and plan to avoid them to prevent inappropriate behaviour;
 - Make children feel valued by listening to them and giving them time to explain;
 - Take great care to listen to all sides of the story, and to other children who may have witnessed the incident. Staff must be mindful not to scapegoat;
 - Get to know the children to be able to bring out the best in them;
 - Avoid confrontation;
 - Make the reason for rewards and sanctions explicit;
 - Make sure that children know what acceptable behaviour looks like, and avoid the use of the general words like "be good";
 - Help children to develop good relationships, by intervening at an appropriate point to talk things through;
 - Teach playground games reinforcing and explaining the rules;
 - Ensure children are involved in appropriate games in the playground;
 - Make effective use of the playground equipment such as skipping ropes, tennis racquets, balls, and stilts and take responsibility for looking after the equipment and ensuring it is stored correctly;
 - Make sure work is well matched, has good pace and children are challenged;
 - Share specific praise and approval with parents when children have behaved well;
 - Ensure parents/carers are made aware from the start if their child receives a sanction for inappropriate behaviour that will be recorded on a Record of Behaviour slip and monitored.

- Proactively promote home school links;
- Embed the practice of routinely setting achievable targets and celebrating with the child their success in achieving them;
- Make it clear that it is the behaviour that is unacceptable – **NOT THE CHILD.**

4.4 Learning Mentors

The Learning Mentors are to:

- Support children with SEND difficulties eg. ASD, SEMH & ADHD
- Engage and support children on Pastoral Support Plans
- Run 'Chill & Chat' forum during lunchtimes (see wider role of the Learning Mentor section on the website)

4.5 Parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules on the website and at induction; and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, a member of the Leadership Team should be contacted so a meeting can be arranged. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5. Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils by promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through clearly defined school rules understood by all:

5.1 School rules

We operate 3 common rules across the school. These are displayed throughout the school including in every classroom. (Please see section 5.8 for information about our Nursery)

- 1. Follow instructions straight away**
- 2. Always show good manners**
- 3. Care for everyone and everything**

5.2 Celebrating positive behaviour

Public praise can be very powerful when it is specific to the aspect of behaviour being celebrated. There are also occasions when a quiet word of praise is more appropriate.

The school has several methods for celebrating positive behaviour. These include:

- Stickers

- Sharing success with other classes.
- Sharing success with other members of staff.
- A well done phone call or note home.
- Mention in home school communication book
- Phase Links will bring to the attention of SLT where a postcard is to be sent home.
- Stars of the week which are linked to our school values- nominated by each teacher and presented in Friday's whole school assembly. Stars are displayed in a prominent position. Children also get to use the active wall during a lunchtime
- 'House Points' – all staff award House Points stickers. The house with the highest number of House Points each week wins the shield in Friday's assembly and has use of an identified area of the playground on Friday lunchtime as a reward.
- Midday Meal Supervisors are to celebrate positive behaviour using 'House Point' stickers to promote this.

5.3 Traffic Lights

In all classrooms children's behaviour should be tracked through the use of a behaviour chart .

All children start each new day on GREEN

Step	Action
1	<ul style="list-style-type: none"> • A verbal warning of moving to a different colour will be given in the first instant of unacceptable behaviour. • This should be phrased to reinforce pupil choice and responsibility e.g. "If you choose to carry on doing ... and this will happen"
2	<ul style="list-style-type: none"> • Any repeated misbehaviour will warrant a move to AMBER (card is inserted in the chart). • At AMBER children should be given <u>5 minutes in class time out reflect.</u>
3	<ul style="list-style-type: none"> • If negative behaviour persists, a move to RED should be given. • At this point a choice should be given with a <u>10 minute time out in the agreed buddy class (see appendix for list)</u> • Record of Behaviour slip should be started at this stage
4	<ul style="list-style-type: none"> • If negative behaviour continues, refer the child to your SLT Link.

Remember:

- Children should never change the colour against their name.
- It is important at each step that a child is reminded of making a positive choice and that appropriate behaviour is acknowledged in order to try and encourage them to move to expected behaviour.
- A child can earn the right to move back from AMBER at any point.
- Behaviour on school trips and at lunchtimes are included in the system

5.4 Possible sanctions

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
- Missed time at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Exclusion (see section 6)

5.5 ROBs (Record of Behaviour slips)

ROBs are to record the unacceptable behaviour and resulting sanctions – **they are not a sanction themselves!** They are used for several reasons. They ensure that:

1. Pupil accounts are taken
2. Parents are informed
3. Sanctions are used equitably and in accordance with this policy across the school
4. We are able to monitor unacceptable behaviour of individuals, groups, classes and cohorts so patterns can be identified and additional support put in place to address them.
5. We are able to identify commonly recurring inappropriate behaviour so that additional support can be put in place to address it e.g. through assembly themes, circle time, additional groups etc.

All members of staff (except learning mentors) are responsible for completing ROBs for behaviour issues they deal with; however, if they are not the class teacher they must notify the teacher.

If a child is given a ROB their parents will be notified by the class teacher at the end of the day and any comments noted. This is essential so that parents/carers are aware of any issues at the earliest stages.

If the child is collected by any person other than their parent/carer (e.g. older sibling or child-minder) then the parents should be contacted by phone in order to discuss the issue. Messages in relation to behaviour should not be relayed through other adults.

ROBs are collected by the Learning Mentors weekly entered onto the schools tracking system.

5.6 Persistent unacceptable behaviour

- If there are 4 recorded incidents or more in a week then a member of the Leadership Team and a learning mentor will speak to individual pupils and discuss their behaviour.
- If there are 4 recorded incidents two weeks running they will be sent to a member of the Leadership Team who will contact the child's parents to notify them of the behaviour and warn them of the next steps.
- If there are 4 recorded incidents on the third week the parents will be asked to meet with the Headteacher to discuss concerns and appropriate measures which may need to be taken. At this point exclusion for persistent misbehaviour may also be considered.
- Behaviour Books are issued when concerns of a serious nature emerge, and children's behaviour needs to be closely monitored in agreement with SENCo/SLT and parents.

5.7 Discipline at lunchtime

The same rules and referral systems operate at lunchtime as elsewhere in the school. Issues in the playground should be dealt with by staff on duty.

Step	Action
1	<ul style="list-style-type: none"> • A verbal warning will be given in the first instant of unacceptable behaviour.
2	<ul style="list-style-type: none"> • Any repeated misbehaviour will warrant a move to AMBER. • At AMBER children should walk around with a member of staff for five minutes to reflect on their behaviour.
3	<ul style="list-style-type: none"> • If negative behaviour continues move to RED and refer the child to the class Teacher/SLT Link. • Record of Behaviour slip should be started at this stage

If an incident is serious, it is referred straight to the Senior Leadership Team who are on duty each lunchtime; **and is seen as red on the traffic light system**. All record of behaviour slips should be given to the class teacher so that parents can be informed at the end of the day.

5.7 Early Years

Reception classes follow the same systems as those outlined previously; however in nursery the approach is slightly different.

The 3 school rules still apply although in a simplified version:

1. **We care for each other**
2. **We share with each other**
3. **We listen to each other.**

The procedure for dealing with inappropriate behaviour is:

Step	Action
1	<ul style="list-style-type: none">• A verbal warning will be given in the first instant of unacceptable behaviour
2	<ul style="list-style-type: none">• Any repeated misbehaviour will warrant a time out for no more than 3 minutes
3	<ul style="list-style-type: none">• If a second time out is needed in the same session, parents will be informed when they come to collect their child.

6. Unacceptable behaviour (serious)

This includes:

- Persistent or repeated incidences of bullying including virtual and/or cyber bullying;
- ***NB This can include incidents of bullying outside of the school premises or normal school hours. (See Anti-Bullying policy);***
- Physically harming another (whether child or adult);
- Racism;
- Swearing and using abusive language towards others;
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission;
- Rudeness;
- Vandalism;
- Theft;
- Threatening others/ Threatening with & /or using a weapon;
- Bringing a weapon on the premises;
- Any action which may jeopardise the health and safety of the individual or others;
- Persistent disruptive behaviour;
- Malicious allegations against staff.

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the Head or other member of the Senior Leadership Team. They can lead to exclusion, depending on severity and circumstances

7. Exclusion

We will always try to identify the causes of behaviour issues and to set up strategies to support the child to modify their behaviour. At EWPS we see exclusion as a last resort however there are incidents or circumstances where it will be the only appropriate step.

For example in line with the Local Authority's policy there will be a minimum of a 5 day external exclusion for bringing an offensive weapon to school.

Work to be completed is always set for any exclusion in order to minimize any detrimental effects on a child's education. It is expected that this will be completed and returned to the school to be marked.

7.1 Internal Isolation

An internal isolation at EWPS means that a child will complete their set work in another classroom or the office of a member of the Senior Leadership Team for the day. They will also not be permitted to be in the playground at break or lunchtime.

7.2 Exclusion

If an exclusion is deemed appropriate it is expected that the child remains supervised at home for the day and completes the work that has been set. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

7.2.1 Procedures

- If an incident is deemed serious enough to involve exclusion, the school will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with a member of the Leadership Team on the day that the child returns to school to ensure such events don't reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.
- Please see exclusions policy for further details.

7.2.2 Pastoral support plans

On very rare occasions it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance the school will put a Pastoral Support Plan (PSP) into place in order to support the pupil and try to prevent this occurring. This is a 16 week plan that involves the pupil, school and parents working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. There are then regular reviews to assess progress and make amendments as needed. Where appropriate, other agencies including the Behaviour Support Service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupil.

8. Other information

8.1 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.

8.2 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 leader 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.

8.3 Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

1. Assaulting or injuring another person
2. Injuring themselves
3. Putting himself/herself into danger (e.g. attempting to run away)
4. 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

For further details please see our Positive Handling policy.

8.4 Confiscating Items

Unapproved items brought into school by children may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.

The Headteacher can authorise a search without consent for items including stolen property, this search would occur with the pupil present. This would only be used as a final resort and parents of pupils affected would be informed. All of the above actions and the list of the unapproved items are in line Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Incidents outside of the school

In accordance with the Department for Education "Behaviour & Discipline in Schools" the school has a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the

Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

At EWPS this is seen as any misbehaviour when the child is:

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

In extreme cases (such as cyber bullying) misbehaviour at any time, whether or not the conditions above apply, that:

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

9. Monitoring Arrangements

This policy will be reviewed annually, be approved by the Governing Body Curriculum & Standards Committee and ratified in the following full Governing Body meeting.

10. Links with other policies

The Behaviour policy operates in conjunction with the following policies:

- Exclusion policy
- Anti-Bullying Policy & Charter
- Child Protection & Safeguarding
- Special Educational Needs Policy (including School Information Report and The EWPS SEN School Offer)
- Equalities Policy
- Positive Handling Policy
- Attendance Policy
- E-Safety Policy
- Whistleblowing Policy

We will not accept discriminatory behaviour of any kind from any party. All pupils and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.