Positive Behaviour Policy & Statement of Behaviour Principles

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Ellen Wilkinson Primary School
POSITIVE BEHAVIOUR POLICY

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.

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Promotes good citizenship, good self-esteem, self-discipline and emotional intelligence
- Promotes British Values including tolerance, democracy and mutual respect

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 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: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is based on:
- The special educational needs and disability (SEND) code of practice.
- 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
- Heard and cared for

We also expect all members of our community to uphold the 5 British Values of
Democracy, Rule of Law, **Respect** and **Tolerance**, **Individual Liberty**.

This helped shape the following principles that:

- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- It is expected that all adults will set an excellent example to children at all times;
- The fundamental approach is a positive one, drawing attention to, and rewarding good behaviour and mutual respect in order to promote both the school and British Values;
- The behaviour policy is understood by pupils and staff to ensure a whole school consistent approach to discipline with a clearly defined code of conduct;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this policy;
- Suspensions and exclusions will only be used as a last resort (see exclusion policy for further details);
- We will seek to support every child to develop a sense of personal responsibility for their own actions;
- Families are involved in behaviour incidents to foster good relationships between the school and childrens' home life so that early support can be put into place for any developing problems;
- We will seek additional advice and support from appropriate outside agencies where applicable to ensure the best outcomes for children;
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes and it will be a high priority to disseminate such ideas throughout the staff;
- The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

3.1 School Rules
We operate 3 common rules across the school. These were created by our community and uphold the principles from the previous section.These are displayed throughout the school including in every classroom. The language of these are amended slightly for Nursery.
- **Follow instructions straight away**

- **Show good manners at all times**

- **Care for everyone and everything**

4. Definitions of behaviour

4.2.1 Unacceptable behaviour
Unacceptable behaviour is defined as not following the three school rules. This would include, but is not limited to:
- Off task behaviour and/or disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Rudeness, inappropriate language or lack of respect shown to others

4.2.1 Serious unacceptable behaviour
Serious unacceptable behaviour is defined as:
- Child on child harmful behaviour (see 4.2.2)
- Any form of bullying including virtual and/or cyber bullying;
- Repeated breaches of school rules including but not limited to persistent disruptive behaviour;
- Physically harming another (whether child or adult);
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence or assault
- Sexual harrassment (meaning unwanted conduct of a sexual nature) including:
  - Sexual comments, including sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Swearing and using abusive language towards others;
- Refusal to follow reasonable requests with implications for health and safety of the child or others
- Vandalism;
- Theft;
- Threatening others/ threatening with & /or using a weapon;
- Possession of any prohibited items, including:
  - Knives or weapons
  - Alcohol and/or illegal drugs
  - Stolen items
  - Tobacco/cigarette papers/vapes
  - Fireworks
  - Pornographic images
- Any action which may jeopardise the health and safety of the individual or others;
- Malicious allegations against staff.

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

4.2.2 Child on Child (harmful behaviour)

Child on child harmful behaviour can manifest itself in many ways. This can include several different types of unacceptable behaviour including bullying (including cyber bullying), on-line abuse, gender-based abuse, verbal sexist abuse; unwanted, unthinking or coerced nude or semi-nude image sharing;'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs.

At EWPS we categorise child on child harmful behaviour as:
- *Bullying*
- *Cyber Bullying*
- *Group Bullying*
- *Homophobic actions or language*
- *Initiation Rituals and Hazing*
- *Online Safety*
- *Racism*
- *Sexism*
- *Upskirting*
- *Sexting*
- *Sexual Violence/Harassment*
- *Voyeurism*

Behaviours listed in 4.2.1 and 4.2.2 are deemed serious enough to be dealt with by the Head or other member of the Senior Leadership Team. They can lead to suspension or exclusion, depending on severity and circumstances.

5. Roles and Responsibilities

5.1 Governing Body
The Governing Body has the responsibility for:
- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 Headteacher

The headteacher is responsible for:
- Implementing this behaviour policy consistently across the school including giving due consideration to the school's statement of behaviour principles
- Reviewing this policy in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils including ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Implementing fixed term suspensions and or permanent exclusion for individual children for serious acts of inappropriate behaviour in accordance with this policy (please see for further details)

5.3 Senior Leadership Team

In addition to responsibilities for all staff, the Senior Leadership Team (SLT) will:
- Support staff in responding to behaviour incidents
- Liaise with parents in this regard
- Support arrangements for personalised approach to the specific behavioural needs of particular pupils
- In the absence of the Headteacher, the Deputy Head will take on the additional responsibilities in section 4.2

For Little Ellies the provision manager and deputy manager would be in this role in the first instance.

5.4 Staff

In order to create a calm and safe environment for everyone, **all** staff should:
- Make sure that the behaviour policy is **consistently** and **fairly** applied;
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Expect and challenge children to meet the school expectations
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents promptly

Please see Appendix 2 for further guidance to staff on how to do this.

5.5 Learning Mentors

The Learning Mentors are to:
- Support children with SEND difficulties eg. ASD, SEMH & ADHD
- Engage and support children on Pastoral Support Plans
- Support effective induction and transition processes
- Support children who show indication of difficulty meeting the values and behaviour expectations of the school
- Run 'Chill & Chat' forum during lunchtimes (see wider role of the Learning Mentor section on the website)
- At the direction of the SLT, investigate, collate and present information from initial conversations with pupils in relation to behaviour incidents.

5.6 Parents and carers

Parents and carers should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

If the school has to use sanctions in this policy, 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.

5.7 Pupils
Pupils will be made aware of the following during their induction into the behaviour culture:
- The expectations of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy including the three school rules
- The school's key rules and routines
- The rewards they can earn for positive behaviour, and the consequences they will face for unacceptable behaviour.
- The pastoral support that is available to them to help them meet behaviour expectations.

Pupils will be supported to:
- Meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Develop an understanding of the school's behaviour policy and wider culture.
- Give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Promoting Positive Behaviour

We recognise 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. 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 equally as important that children accept responsibility for their own actions which we help to scaffold through our three school rules

1. **Follow instructions straight away**
2. **Show good manners at all times**
3. **Care for everyone and everything**

6.1 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:
- Verbal praise
- Class rewards
- '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 works towards an end of year House reward experience.
- Sharing success with other classes.
- Sharing success with other members of staff.
- A celebration conversation with parents/carers (in person, phone call, postcard 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
- Newsletter mentions

6.2 Curriculum
We use our PSHE & RSHE curriculums to reinforce the expectations of this policy and the values that underpin this. This curriculum helps children to:
- Understand and apply our school values and the rights and responsibilities this entails
- The 3 behaviour rules that support this
- How to respect and celebrate difference
- How to build healthy relationships and friendships
- How to deal positively with disagreements
- How to keep themselves safe
- Support mechanisms they can use to do this including trusted adults

6.3 Adjustments and support for pupils with SEND
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.

When acute needs are identified in a pupil, 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. We will work with parents to create the plan and review it on a regular basis.

6.4 Pupil transition

6.4.1 Inducting incoming pupils
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

6.4.1 Preparing pupils for 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.

Where children are leaving the school to join another (either mid-phase or at the end of year 6) support will be provided to the child and information shared with the new setting to help ensure a smooth transition and ensure any additional arrangements are put into place.

6.5 Working with parents

We endeavour to build a positive relationship with all parents and carers by keeping them informed about developments in their child's behaviour and the school's policy. Celebrating and sharing pupils' successes are a key part of this.

We particularly value and encourage communication from parents and carers if external factors may possibly impact on their child's behaviour in school. This allows us to work proactively with a child, in partnership with the family, to provide additional support if this is needed to ensure a positive behaviour approach is maintained.

In the same way, if the school becomes concerned that a child's pattern of behaviour has become less positive, we will communicate this to parents and work with them to understand the root cause and how we can work in partnership to address this.

7. Implementation and Tracking

We have robust systems in place both within the classroom and across the school to ensure this policy is applied consistently and clearly to all stakeholders.

7.1 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	● 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	● Any repeated misbehaviour will warrant a move to AMBER (card is inserted in the chart). ● At AMBER children should be given 5 minutes of class time out to reflect. ● Record of Behaviour should be started at this stage
3	● If negative behaviour persists, a move to RED should be given. ● At this point a choice should be given with a 10 minute time out in the agreed buddy class (see appendix for list)
4	● 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, at lunchtimes and in before and after school provision are included in the system.

7.2 ROBs (Record of Behaviour)
ROBs are completed to record the unacceptable behaviour and resulting sanctions – **they are not a sanction themselves!** They are used for several reasons. They ensure that:

- Pupil accounts are taken
- Parents are informed
- Sanctions are used equitably and in accordance with this policy across the school
- 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.
- 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 ROB is written for a child 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 completed online and reviewed by the Learning Mentors & SLT links once submitted and are analysed by the Safeguarding Team once a month in order to address any underlying concerns.

7.2.1 Repeated low level 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 in 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 used when concerns of a serious nature emerge or due to the frequency of low level disruption and difficulty in following the three school rules consistently.

7.3 Early Years (school)

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:

- **We care for each other**
- **We share with each other**
- **We listen to each other.**

The procedure for dealing with unacceptable behaviour is:

Step	Action
1	● A verbal warning will be given in the first instant of unacceptable behaviour
2	● Any repeated misbehaviour will warrant a time out for no more than 3 minutes
3	● If a second time out is needed in the same session, parents will be informed when they come to collect their child.

7.4 Early Years (Little Ellies)

Little Ellies follow the same 3 school rules still although in a simplified version:

- **We care for each other**
- **We share with each other**
- **We listen to each other.**

The procedure for dealing with unacceptable behaviour is:

Step	Action
1	● A verbal warning will be given in the first instant of unacceptable behaviour
2	● Staff use the 12 strategies to promote positive behaviour to help manage children's behaviour.
3	● If a child's behaviour is consistently challenging, we work in partnership with the parent to come up with a consistent approach with how to deal with the behaviour going forward. We also work together with the parent to ensure there are no underlying needs that may affect the child's behaviour.

For further details please see the information leaflet for parents available from the setting manager and is also n our website.

7.5 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, additional support is available in Chill & Chat and from SLT.

Step	Action
1	● A verbal warning will be given in the first instant of unacceptable behaviour.
2	● 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	● 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

8. Responding to unacceptable behaviour

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. We will always try to identify the causes of behaviour issues and to set up strategies to support the child to modify their behaviour. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

8.1 Unacceptable behaviour - possible sanctions
The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- A short time out in class
- A time out in the central area or in another 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
- Loss of privileges – for instance, the loss of a prized responsibility
- Agreeing a behaviour contract and/or behaviour book
- Internal isolation
- Suspension
- Exclusion

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.2 Possible sanctions for serious unacceptable behaviour including harmful behaviour

8.2.1 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.

8.2.2 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. Where possible 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.

8.2.3 Suspension and Exclusion
The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only 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 suspension for bringing an offensive weapon to school.

If a suspension is deemed appropriate it is expected that the child remains supervised at home for the day. Work is set for this period and is expected to be completed and returned to the school to be marked in order to minimise any detrimental effects on a child's education. 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 suspension.

Please refer to our exclusions policy for more information about suspension and permanent exclusion.

8.3 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.This could include measures like:
- Reintegration meetings
- Ongoing planned contact with the Learning Mentors
- A behaviour book with personalised behaviour goals

8.4 Other Considerations

8.4.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information

8.4.2 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:
- Assaulting or injuring another person
- Injuring themselves
- Putting himself/herself into danger (e.g. attempting to run away)
- 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

Please see our positive handling and physical restraint policies for further details.

8.4.3 Confiscation

Confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Unapproved items brought into school by children may be confiscated by a member of staff and returned at a later time to 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.

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated.

8.4.32 Mobile phones

Only children in year 6 are allowed to bring mobile phones onto the school site (as we recognise that many may be travelling unaccompanied). On arrival in school, these must be switched off and handed into the class teacher who will arrange for them to be stored securely in the main office until the end of the day when they will be returned to the children. The school will not be responsible for any damages during this time.

8.4.4 Searching a pupil

Any searching of a pupil is conducted in line with the DfE's latest guidance on searching, screening and confiscation. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3 of the guidance), items identified in the school procedures or possible stolen property but only if authorised to do so by the Headteacher.

A search would only be used as a final resort, with the child present and include searching pupils' possessions such as coats or bags.

A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

The authorised member of staff's power to search outlined above <u>does not</u> enable them to conduct a strip search (removing more than the outer clothing). It has been agreed that no strip searches will occur on school premises even by police officers when in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

For further details in this regard please see the Child Protection & Safeguarding policy (section 5.2)

8.5 Pupils with SEND

8.5.1 Recognising the impact of SEND on behaviour

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 misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour 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 cooperate 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.

8.5.2 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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.5.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

8.5.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Responding to unacceptable behaviour - specific issues

9.1 Bullying

Bullying is defined as the repetitive, intentional harming of a 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 (several times on purpose)
- Difficult to defend against

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Our school recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their full potential.

Therefore bullying is considered as serious unacceptable and/or harmful behaviour and so the severity of behaviour sanctions are likely to reflect this. Parents will be contacted in relation to any form of bullying and asked to attend a meeting with a member of SLT. In addition children who have displayed this behaviour will have a mandatory programme of support put into place to help them understand the extent of offence caused by their words/actions and to prevent this reoccurring.

Any child who feels they have been targeted by bullying will be taken seriously and offered appropriate support.

For further details about this aspect please see our Anti-Bullying policy.

9.2 Racism and all forms of discriminatory behaviour
This includes:
- **Racism:** hurtful actions and/or verbal remarks based on skin colour.
- **Cultural Discrimination -** actions and verbal remarks based on ethnicity, language, or cultural practices
- **Religious Discrimination:** Bullying based on and not limited to having a different religion to others, taking part in traditions that others don't and wearing religious items or clothing
- **Homophobic/Transphobic/ Biphobic (HBT) :** HBT bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or transgender (LGBT)
- **Disablism:** The bullying of children who have SEND (Special Educational Needs or Disabilities), including physical and mental health conditions.
- **Social Discrimination:** Bullying based on any perceived weakness such as children in fostering or care homes, young carers, those with disabled siblings or parents, single parent families, low economic background.
- **Sexism** : see previous section

There is no hierarchy of discrimination – all forms should be taken equally seriously and dealt with appropriately.

Any form of discrimination is considered as serious unacceptable and/or harmful behaviour and therefore the severity of behaviour sanctions are likely to reflect this. Parents will be contacted in relation to any form of discrimination and asked to attend a meeting with a member of SLT. In addition children who have displayed this behaviour will have a mandatory programme of support put into place to help them understand the extent of offence caused by their words/actions and to prevent this reoccurring.

Children who are targets of discrimination will likely find the experience distressing, and unless addressed this could potentially affect their well being and educational development. Any child who has experienced discrimination will be offered the appropriate support.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
- Proportionate
- Considered
- Supportive

- The severity of the sanction is decided on a case-by-case basis

9.3 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Sexual violence and harassment can occur between children of any age individually or in groups.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. In addressing any issues of harmful sexualised behaviour a review will be made of the behaviour and wider context using the AIM checklists which relevant staff have been trained to use. This will inform a safety plan for everyone involved, including themselves.   These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Any behaviour sanctions required will then be linked to the findings of this review. Please refer to our child protection and safeguarding policy for more information.

9.4 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school.

9.5 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

9.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher will instruct a member of the Safeguarding Team to make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.7 Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- Please refer to our child protection and safeguarding policy and our procedures for managing allegations against staff for more information on responding to allegations of abuse against staff or other pupils.

10. Monitoring Arrangements

The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed monthly by the Safeguarding Team and be a standing item at every Curriculum & Standards Committee. The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This policy will be reviewed by the Headteacher and the Governing Body Curriculum & Standards Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data . It will be approved in the following full Governing Body meeting.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body annually

11. Links with other policies

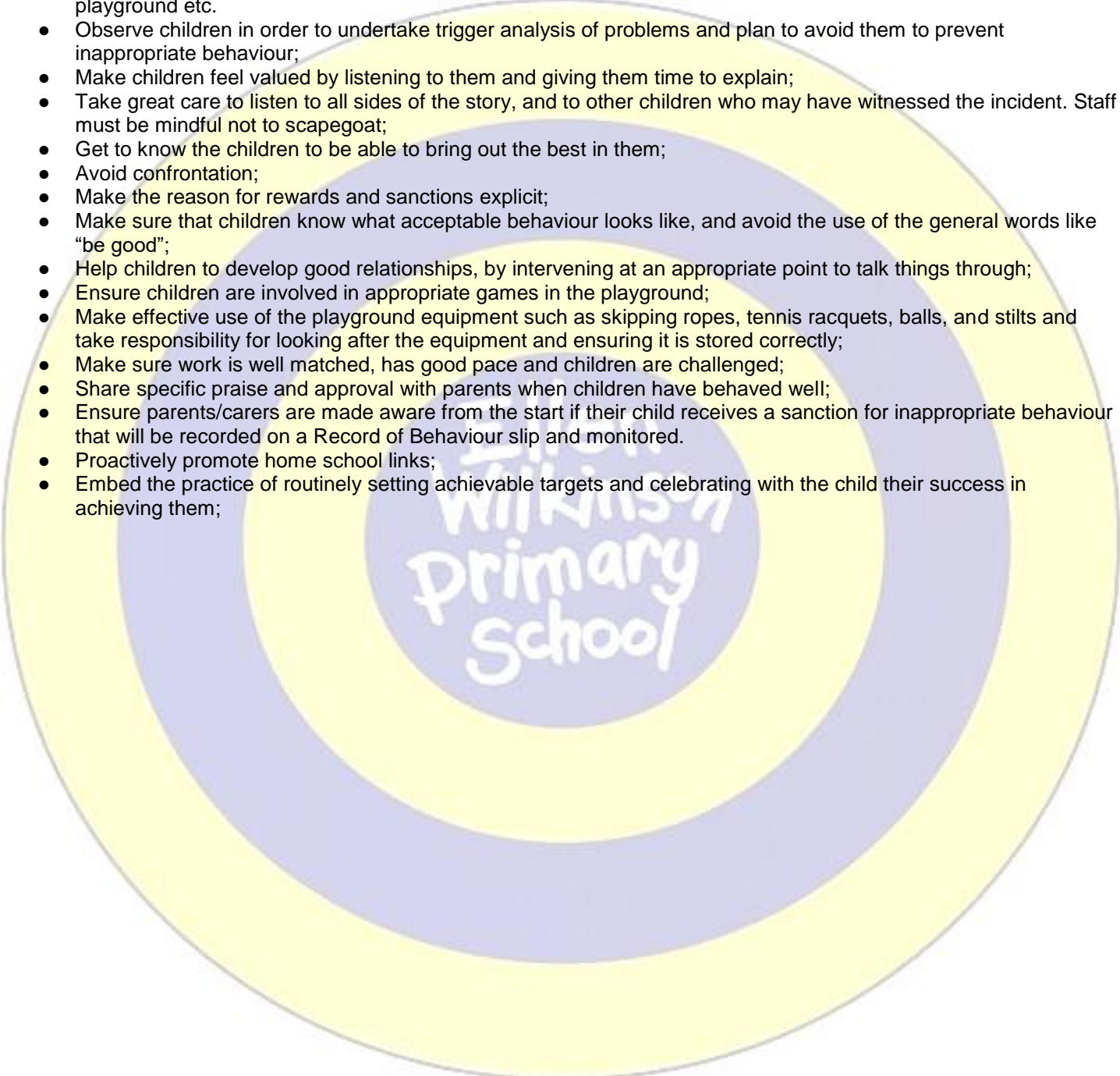The Behaviour policy operates in conjunction with the following policies:
- Exclusion policy
- Anti-Bullying Policy & Charter
- Child Protection & Safeguarding
- Special Educational Needs Policy (including School Information Report and The EWPS SEN School Offer)
- Equalities Policy
- Positive Handling Policy
- Attendance Policy
- E-Safety Policy
- Whistleblowing Policy
- MAnaging allegations against staff procedures

Appendix 1 - Additional Guidance For Staff

Below is additional practical guidance for staff.

- 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 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 PSHE 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;
- 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;