



Document Adopted By Governing Body	
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Behaviour Policy

2023-24

**Ecclesall Primary School
BEHAVIOUR POLICY 2023-24**

This policy reflects the ethos of our school and has been formally adopted by the Governing body and staff. This policy has been written with guidance from the Governors' Written Statement of Behaviour Principles and with input from a Behaviour Management Specialist.

The behaviour management strategies outlined in this policy are adapted as required depending on the age, ability and needs of individual children.

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment of learning where everyone feels happy, safe and secure.

1.2 This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

- 1.5** This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school acknowledges good behaviour both intrinsically and extrinsically, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** School “Golden” Rules (“Golden is especially referred to with EYFS & KS1 classes)
- We are gentle
 - We don’t hurt others
 - We are kind and helpful
 - We don’t hurt anybody’s feelings
 - We listen
 - We don’t interrupt
 - We are honest
 - We don’t cover up the truth
 - We work hard
 - We don’t waste our own or others’ time
 - We look after property
 - We don’t waste or damage things

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Within this ethos, we hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

These rules are expected to be adhered to at all times - this includes day trips out of school as well as during residential educational visits. Behaviour falling below the standards expected whilst out of school will be challenged and sanctions imposed as deemed appropriate by staff or members of the Senior Leadership Team.

2 Rewards and Sanctions

2.1

Rewards and sanctions at Ecclesall Primary School play an important part in teaching children how to control their own behaviour. At Ecclesall Primary School we understand that people are driven by extrinsic and intrinsic motivation. We believe that intrinsic motivation plays a much greater role in the development of children. Staff at Ecclesall Primary School encourage intrinsic motivation by making children feel good about doing the right thing; this might take the form of a thumbs up or a smile or a simple well done! We use stickers, stamps and other class rewards. Other ways of praising include mentions in a celebration assembly for work outside of school as well as inside school.

2.2 Where behaviour falls below the standards that are expected the school refers to our golden rules, in order to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation.

2.3 The class teacher discusses the golden rules with each class. A series of “Footsteps” are used to remind children of the consequences of unsatisfactory behaviour (Appendix 1). If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole

class during circle time or individually with the children involved.

- 2.4** Consequences of misbehaviour may include: completion of missed work at home or during break time, time out with SLT, withdrawal of break times, completion of a behaviour reflection sheet (Appendix 3), a meeting with the child and/or parent and involvement from external agencies. In extreme circumstances fixed term or permanent exclusions may be necessary (see section 7).
- 2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See separate Anti-bullying policy).
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to prevent injury to the child or others. The actions that we take are in line with government guidelines on the restraint of children. Key staff have had Team Teach training. All incidents of physical restraint or intervention are recorded on CPOMS.
- 2.7** A **planned intervention** is one that is described/outlined in a pupil's Behaviour Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Positive Handling Plan is drawn up. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a behaviour Plan will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

- 2.8** Every child starts each day with a clean slate and at all times positive behaviour must be reinforced and praised.

3 The role of the class teacher

- 3.1** It is the responsibility of class teachers to ensure that our golden rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher may keep a record of all such incidents on CPOMS, alerting all members of SLT to the incident. Serious or repeated cases of misbehaviour will be shared with parents as deemed necessary. Class teachers follow the classroom behaviour "Footsteps" displayed in each classroom although may, in the case of more serious misbehaviour, fast forward a pupil through the steps if required.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, explicitly discuss the needs of a named child with the education social worker, MAST intervention

worker or an independent consultant having first consulted with parents. Informal, unnamed advice may be sought by the class teacher from external agencies.

4 The role of the Head Teacher

- 4.1** It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The Head Teacher keeps records of all reported serious incidents of misbehaviour on CPOMS and will add actions and alert relevant staff where necessary.
- 4.4** The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- 4.5** The Head Teachers has the right to use exclusion as a sanction where it is warranted. Permanent exclusion will only be used as a last resort where poor behaviour has escalated to unacceptable levels.
- 4.6** The Head Teacher will try to identify where there are any causal factors and intervene early to reduce the need for a subsequent exclusion (whether fixed-term or permanent), for example, writing a FCAF (Family Common Assessment Framework), links with the MAST team (multi-agency assessment).
- 4.7** The behaviour policy, sanctions and footsteps are implemented at the discretion of the Head Teacher. In the case of one off incidents of a serious nature the Head Teacher may implement more serious sanctions if he/she considers it to be in the best interest of all involved. E.g. contacting parents or exclusions.

5 The role of parents

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2** We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.
- 5.3** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the senior leadership team and, should there still be further concerns, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1** 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 Head Teacher in adhering to these guidelines.

6.2 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 Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7.0 Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the new revised regulations and guidance for Exclusions which came into force in September 2012 and updated in September 2022. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

7.2 All decisions to exclude are serious and taken only as a last resort or where the breach of the school rules is serious. The Head Teacher will consider the nature of the misbehaviour when deciding upon the length of a fixed-term exclusion.

The following are examples that may lead to exclusions:

* Repeated failure to comply with a reasonable request from a member of staff *

Verbal abuse of staff, other adults or children.

* Repeated use of bad language in school or in the school grounds

* Failure to comply with the consequences of bad behaviour.

* Wilful damage to property.

* Repeated bullying.

* Dangerous acts or violence towards another child or adult.

* Repeated fighting.

* Theft.

* Persistent defiance or disruption in the classroom.

7.3 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.4 If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.5 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

7.7 The governing body may convene an appeals panel which is made up of between three and

five members. This panel considers any exclusion appeals on behalf of the governors.

7.8 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.9 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

7.10 Return to school following a fixed term exclusion will require careful monitoring. A meeting between pupil and parents is expected during the first day back at school where acceptable behaviour is discussed. Further monitoring / a behaviour plan may be required/implemented at the Head Teacher's discretion.

8 Monitoring and review

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps records concerning incidents of misbehaviour. These records are completed following:

- A serious incident
- A physical intervention was used (see 2.6)
- The child presents behaviours we want to address

8.3 Individualised plans may be developed for children who require extra help with their behaviour.

8.4 The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

8.5 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that no child is treated unfairly because of gender, creed, race or ethnic background

8.6 **The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.**



We Follow The Behaviour Rules



Teacher talks to you about your behaviour.



Teacher reminds you to do as they ask.



Teacher asks you to sit out for thinking time.



Teacher sends you to another class or Mrs Hardy, Mrs Ramsey or Mr Willatt.



If this happens a lot, then teachers will talk to your parents.



Classroom Behaviour Guidelines

Every child has the right to learn in a safe, calm and supportive environment.

We follow these footsteps as a guide when the behaviour of individual children does not allow all children to learn.



Step 1: The teacher will talk to me about my behaviour and explain what I need to do to improve.



Step 2: The teacher will give me a warning and explain again what is expected.



Step 3: The teacher will move me away from those other children I am disturbing - this may be to another classroom.

Step 4: I will have "time out" with the Head Teacher or Deputy Head Teacher and they will discuss my behaviour and explain what I need to do to improve.



Step 5: The teacher or Mrs Hardy will speak to my parents about my behaviour.

Individual behaviour management reflection

Name: _____ Date of Incident: _____

What does my behaviour look like?

Antecedent	The incident	
What was happening just before incident?	What did I do?	What did other people do?
How was I feeling?	How I felt?	How I felt?
Outcome/consequences		
What happened as a result of my actions?	What could I have done differently?	What have I learnt? What can I try to do next time I feel the same way?
How I feel?		
Additional notes:		
		Signed: _____

Individual Behaviour Management Reflection

Name:
Date:
Other people:

twinkl.co.uk

What was happening just before?

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How was I feeling?

twinkl.co.uk

The incident itself
What did I do?

twinkl.co.uk

How did it feel?

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What did other people do?

twinkl.co.uk

How did it feel?

twinkl.co.uk

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What happened as a result of my actions?

How did it feel?

What could I have done differently?

What have I learnt?
What can I try to do next time I feel the same way?

Other notes:

Signed: Staff & Pupil: