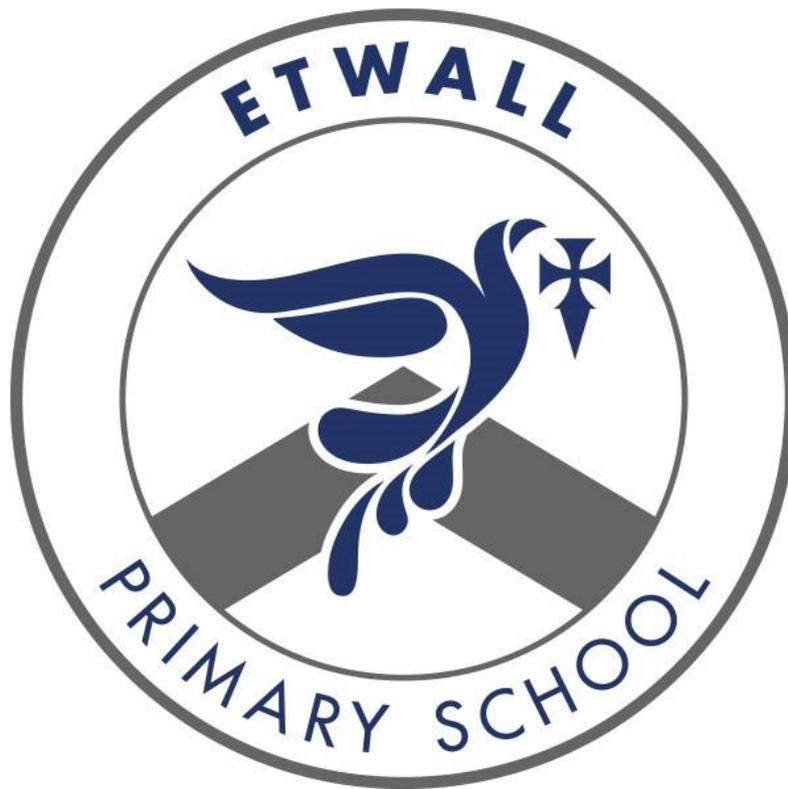


<b>Document owner</b>	Etwall Primary School	<b>Approved by:</b>	Full Governing Board
<b>Author:</b>	Sarah Bentley	<b>Minute number</b>	
<b>Version:</b>	September 2024	<b>Next Review</b>	September 2025
<b>Signed by Chair of Governors</b>	<i>Zoe Poynton</i>	<b>Signed by Headteacher</b>	<i>S Bentley</i>
This policy has been reviewed on <b>11/07/2024</b> and has been impact assessed in the light of all other school policies and the Equality Act 2010.			



# Positive Behaviour Policy

At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

## Written statement of behaviour principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour. Practical applications of these principles are the responsibility of the Head teacher. The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The governors believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. The school has high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

When children do not meet the expectations, either through consistent low level disruption or more severe incidences, school staff will always try to teach the child what is expected, without humiliation or in public view. At these points, the child will be able to reflect on, and learn from, their behaviour and to make reparation wherever possible.

On occasions, sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student. The Governors expect the Head teacher to use her discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour. The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Children with special educational needs, physical or mental health needs and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff. The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

# Introduction to the Positive Behaviour Policy

**It is our intention that Etwall Primary is a school where everyone is valued and respected, encouraged, supported and challenged to achieve their full potential.** In order to achieve this, and for effective teaching and learning to take place, a positive approach to encouraging good behaviour is essential. We believe that pupils and staff have the right to learn and teach in an environment that is safe, happy, well ordered and fair. As such, all the adults who work in the school are expected to follow the positive behaviour policy and procedures both to reward good behaviour and, where necessary, to sanction inappropriate behaviour.

At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

## **The aims of the policy are:**

- To provide a clear guide of expected levels of behaviour for children, staff and parents
- To provide a safe, caring environment where optimum learning takes place
- For all to show respect for themselves and others, regardless of gender or differing religious or moral values
- For all adults to take responsibility for behaviour and follow it up personally
- For adults to use consistent language and a calm approach to promote positive behaviour

## **The purpose of the policy is:**

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' children, just 'bad' choices
- Encourage children to recognize that they can, and should, make 'good' choices
- Promote self-esteem and discipline
- Teach appropriate behaviour through positive intervention and restorative approaches

## **All staff must:**

- Take time to welcome and greet children at the start of each day
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to 'Be safe, be respectful and be ready to learn'.

## **The headteacher and leadership team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, certificates and stickers
- Support teachers in managing children with more complex or challenging behaviours

## **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing
- Praise in public (PiP) and Reprimand in Private (RiP)
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm in the face of challenging situations
- Demonstrate unconditional care and compassion
- Are consistent in their approach

## Promoting positive behaviour

Our school rules are emphasised in every part of school life, are relentlessly reinforced and referred to in every conversation about behaviour. They are as follows:

1. **Be safe**
2. **Be respectful**
3. **Be ready to learn**

## Promoting positive behaviour beyond the school gate

When a child is off the school premises:

- Taking part in a school organised or school related activity *or*
- Travelling to or from school *or*
- Wearing school uniform or in some way is identifiable as a pupil from Etwall Primary School

they are expected to adhere to the school rules and make good behaviour choices. No child should bring the school into disrepute.

We understand that for some children, following our behaviour expectations are beyond their current development level. In this case, these children will have bespoke positive behaviour plans which may include additional rewards to reinforce positive behaviour.

## Creating a Positive Learning Environment

In our school, we aim to create a supportive atmosphere where children gain recognition for good work, effort and behaviour. The adults in school are responsible for recognising and rewarding positive behaviours and those children who are going 'over and above' what would be expected in school.

### **Rewards include:**

- verbal praise and recognition
- stickers
- positive notes/postcards/phonecalls home
- certificates
- dojos

### **Class based Rewards**

Teachers who feel their classes would benefit from additional reward opportunities e.g. team/table based rewards to encourage co-operative working may wish to introduce a star chart, marbles in a jar or any other reward system in addition to certificates presented in the celebration assembly.

### **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' may be written on the board. Adults or pupils in the class can nominate names for the board and there is an emphasis on children working together as a team to get everyone's name on the board.

Each class chooses a celebration when all names are on the board, e.g. additional few minutes playtime, headteacher called to celebrate with the class, Class Dojo story post. In the meantime, anyone walking into the classroom can see, and praise, the excellent behaviour of those children whose names are written on the board.

## Individual Rewards

### **Commendations**

In addition to being awarded certificates in assembly, teachers are encouraged to send children to other teachers/team leaders, the Deputy Headteacher and the Headteacher as a way of rewarding outstanding pieces of work. All children who have been to show work to school leaders will receive a sticker and may sometimes also receive a small reward, such as a pen or pencil.

### **Celebration Assemblies**

The whole school will take part in Celebration Assemblies held weekly where good behaviour and hard work is recognised and celebrated. Each teacher will also choose several 'Stars of the Week' who have behaved and worked particularly well that week.

### **Class Dojo**

Class Dojo is used to celebrate excellent behaviour, progress or achievement in class or around school. This system means that we can quickly share achievements with parents. These are sent so that we can work in partnership with parents to celebrate the positive behaviour shown in school.

## Responding to Inappropriate Behaviour

Sometimes inappropriate behaviour does occur. When this happens, the starting point for all staff is to use an emotion coaching script with children. Emotion coaching helps to teach the child what emotion is driving the behaviour, set limits on what is not acceptable and why, and then support the child to problem solve.

There are three steps to success:

**Step 1 - Recognising, empathising, validating the feelings and labelling them**

**Step 2 - Setting limits on behaviour**

**Step 3 - Problem-solving with the child or young person**

All staff follow a process of graduated response depending on the poor choice that has been made, which ranges from positive reinforcement, through to exclusion – in exceptional circumstances. Behaviour strategies or interventions are chosen on the basis of what will minimize the disruption to learning and also on the age, stage and knowledge of the individual child. The same pathway will not, therefore, be applied to each child or to each incident. However, the following principles will apply.

### **Staff will:**

- **Reprimand in private, where possible**
- **Respond to poor behaviour with deliberate calm**
- **Show disapproval of the behaviour, not the child**
- **Allow take-up time, notice when the child begins to behave appropriately again and give positive feedback**
- **Focus on immediacy and certainty, rather than on weight of consequence**

### **Agreed Procedures for EYFS (and may also be used for Y1, as appropriate)**

Step 1 – Explain the desired behaviour to the child

Step 2 – Re-direct to support better learning choices (this stage may be missed for more serious incidents)

Step 3 – Re-direct to closer adult supervision

Step 4 – Time Out (in their own classroom or in a \*partner classroom if more appropriate)

*\*A classroom with older pupils may be used if this is necessary due to the severity of an incident or if this is necessary due to supervision. E.g. the nearest class to the hall may be used during a PE lesson to maintain appropriate supervision levels for all children.*

Consideration will also be given to the stage of the school year to ensure that new children are supervised by staff that they know well and build positive relationships from the start

<p>Gentle approach, using child's name, at their level and giving eye contact to deliver the message. At each stage, emphasis is given to starting with emotion coaching response.</p>
<p>1. Reminder of the desired behaviour:</p> <ul style="list-style-type: none"> <li>Remember that we...</li> <li>This is how we show that we are... (safe, respectful, ready)</li> <li>Model the behaviour and praise for following the instruction</li> </ul> <p><i>Example – 'Mollie, remember to ask if you want to borrow something. That's how we show that we are respectful in school. Let's ask Millie if she has finished playing with the train. Thank you for asking nicely. That's a good choice.'</i></p>
<p>2. Re-direction:</p> <ul style="list-style-type: none"> <li>Second reminder of behaviour rules.</li> <li>Explanation of how it will be making others feel</li> <li>Support to make better choices</li> <li>Do you remember when...? (Example of previous good behaviour) That is what we want to see.</li> </ul> <p><i>Example – 'Mollie, remember that we ask when we want to use something that a friend is using. Millie is feeling sad that you've snatched the train off her and I'm feeling disappointed that you have not made the right choice. Go and do your learning in (for example) the reading corner instead of working with Millie. Do you remember yesterday that you chose a book and shared it with a friend? Show me that good choice again. I'm glad you've listened carefully. You are reading nicely with a friend.'</i></p>
<p>3. Yellow Card - Re-direction to closer adult supervision:</p> <ul style="list-style-type: none"> <li>Further reminder of behaviour rules.</li> <li>Explanation of how it will be making others feel</li> <li>Support to make better choices (consequence)</li> <li>Do you remember when...? (Example of previous good behaviour) That is what we want to see.</li> </ul> <p><i>Example – 'Mollie, we have kind hands in Woodpeckers. Remember that we ask when we want to use something that a friend is using. Millie is feeling sad and hurt that you've pushed her and I'm feeling disappointed that you have not made the right choice. Come and work next to me and I will help you to make some better choices. Do you remember yesterday when you said sorry to show that you understood what you needed to do to fix it? What do we need to do today? Thank you for saying sorry and for getting on well with your learning next to me.'</i></p>
<p>4. Red Card - Calming Time/Time Out:</p> <ul style="list-style-type: none"> <li>Further reminder of behaviour rules.</li> <li>Explanation of how it will be making others feel</li> <li>Consequence of actions – Time Out in quiet area or in another classroom, as appropriate.</li> <li>Do you remember when...? (Example of previous good behaviour) That is what we want to see.</li> </ul> <p><i>Example – 'Mollie, we have kind hands in Woodpeckers. Millie is feeling sad and hurt that you've pushed her off the bike. I'm feeling disappointed that you are not being safe. You are going to spend some time in XXX to think about your choices. Do you remember yesterday when you said sorry to show that you understood what you needed to do to fix it? What do we need to do today? Thank you for saying sorry. Here is the sand-timer. When the sand has all run through, come back and make some good learning choices. Remember when you shared so nicely this morning? That's what we want to see.'</i></p>

### Agreed Procedures for KS1/KS2

Warning – Explain the desired behaviour to the child and re-direct if necessary, warning of consequences if better choices are not made.

Step 1 – Yellow Card Re-set or Re-direction – **may** be recorded by classteacher on behaviour log. Time Out (usually in another room/area of the playground) may be used

Step 2 – Red Card – appropriate consequence/involvement determined, parents contacted, behaviour recorded in CPOMS behaviour log

### Step 3 – Follow up, repair and restore

\*Step 1 –For more serious incidents, an instant Red Card may be given and appropriate consequences put in place

<p>Calm approach, using child’s name, at their level and giving eye contact to deliver the message. At each stage, emphasis is given to starting with emotion coaching response.</p>
<p>1. Reminder or Warning:</p> <ul style="list-style-type: none"><li>• I noticed you are feeling frustrated and so chose to...</li><li>• This is a reminder that we need to be (safe, respectful, ready)</li><li>• You now have the chance to make a better choice</li><li>• If you choose not to make the better choice that we discussed, you leave <i>me</i> no choice but to ask you to leave the room/go to the quiet area.</li><li>• Do you remember when...? (Example of previous good behaviour) That is the behaviour that we looked at together and what I expect from you. Think carefully because I know you can make good choices.</li><li>• Thank you for choosing to...</li></ul> <p><i>Example – ‘Millie, To be safe in school we need to walk. Please make a better choice. Thank you for making a good choice.’</i></p> <p><i>or</i></p> <p><i>‘Mollie, I notice that you haven’t started your work. This is a reminder that we need to be ready to learn when we are in class. Do you remember yesterday that you started your work straight away and got it finished? That is what I need to see today or you will need to complete your work for the first two minutes of breaktime.</i></p>
<p>2. Yellow Card - Re-set or Re-direction:</p> <ul style="list-style-type: none"><li>• I noticed you chose to... or</li><li>• I noticed that you continue to...</li><li>• Classroom: You need to: 1. Wait outside the classroom for 2 minutes 2. Go to work with ...</li><li>• Playground: You need to: 1. Stand by other staff member 2. Sit on the bench 3. Stand by the wall</li><li>• I will come and speak to you in two minutes</li></ul> <p><i>Example – ‘Mikey, you have broken the school rule of being respectful by using rude words. This choice of behaviour is not acceptable so you need to sit on the bench and think about how to make some better choices. I will come and speak to you in two minutes. Use the time to think carefully about what you need to do next. Thank you.</i></p>
<p>3. Follow up, Repair and Restore:</p> <ul style="list-style-type: none"><li>• What happened? (Neutral, dispassionate language)</li><li>• What were you thinking/feeling at the time?</li><li>• What have you thought since?</li><li>• How did what you did make other people feel?</li><li>• Who has been affected?</li><li>• What should we do to put things right?</li><li>• What could you do differently next time?</li></ul>
<p>4. A red card is used for the most serious behaviours. If the steps above do not result in safe, respectful learning behaviours, then any further behaviour is considered to be ‘red card’ behaviour and more serious consequences will be applied and parents informed.</p>

### Agreed procedures for children that need more direct communication

Step 1 – Explain the desired behaviour to the child and re-direct if necessary

Step 2 – Give Warning 2

Step 3 – Give Warning 3 and a consequence.

Step 4 – Follow up, repair and re-teach expected behaviours

If necessary – Red Card – appropriate consequence determined, parents contacted, senior leader(s) alerted, behaviour recorded in CPOMS behaviour log

\*Step 1 –For more serious incidents, an instant Red Card may be given and appropriate consequences put in place

Calm approach, using child’s name, at their level and giving eye contact to deliver the message. At each stage, emphasis is given to reducing the number of words.
1. Reminder: <ul style="list-style-type: none"><li>• Reminder of what the expected behaviour is</li><li>• We need to be (safe, respectful, ready)</li><li>• Make a good choice (explain what this might be if necessary)</li><li>• Thank you for ...</li></ul> <i>Example – ‘Mollie, that’s a ‘1’. Sit down (whilst Miss X is talking). Be ready to learn. Look at Miss X. Thank you.</i>
2. Yellow Card Warning - Re-set or Re-direction: <ul style="list-style-type: none"><li>• That’s a ‘2’</li><li>• We need to be (safe, respectful, ready)</li><li>• Make a good choice (explain what this might be if necessary)</li><li>• Thank you for choosing to...</li></ul> <i>Example – ‘Mollie, that’s a ‘2’ as you are not ready to learn. Sit down next to me and look at Miss X.</i>
3. Yellow Card - Consequence: <ul style="list-style-type: none"><li>• That’s a ‘3’</li><li>• We need to be (safe, respectful, ready)</li><li>• Make a good choice (explain what this might be if necessary)</li><li>• Thank you for choosing to...</li></ul> <i>Example – ‘Mollie, that’s a ‘3’ so that’s a yellow card. (Consequence to fit the context – e.g. loss of iPad time, loss of jigsaw piece)</i>
4. A red card is used for the most serious behaviours. If the steps above do not result in safe, respectful learning behaviours, then any further behaviour is considered to be ‘red card’ behaviour and more serious consequences will be applied and parents informed.

## Discouraging Inappropriate Behaviour

### Yellow Card Behaviours

Yellow card\* behaviours are those where a reminder, re-direction or a repair sanction is involved. This may involve following a re-direction (2-minute time-out) or a change of situation to support children to make better behaviour choices.

Dependent on the age and context, up to two yellow card behaviour sanctions (for the same or different behaviours) may be given in a lesson/session. It should be noted that older children are expected not to need more than one warning for behaviours that have been expected throughout their school journey. If a third yellow card sanction is needed, this is escalated to a red card for persistent low-level disruptive behaviour.

Persistent levels of behaviour below expectations may result in a child having these incidents recorded on CPOMS. Persistent is defined here as *receiving two yellow cards in two or more lessons on two or more days in any one week* – the repetition of the yellow cards in a short space of time being the important point to note.

\* Please note that the ‘yellow card’ is used as an analogy and these are not physical objects unless this is deemed necessary for particular individuals.

### Red Card Behaviours

Red card\* behaviours are those where a sanction is applied. This may be following a re-direction (2-minute time-out) or a behaviour reminder, and, depending on the age and needs of the children, will be dealt with at the discretion of the school staff.

Class teachers will speak to parents/carers in the event of a red card at the end of the day – in person or by telephone only. Class Dojo should only be used to request that the parent makes contact. A fresh start will be given the following day for all children although a sanction may be in place for this day. Persistent levels of behaviour below expectations may result in a child being monitored more closely lesson by lesson for a given length of time.

\*As above, please note that the 'red card' is used as an analogy and these are not physical objects unless this is deemed necessary for particular individuals.

### **Serious Behaviours**

The most serious behaviour incidents are dealt with by senior leaders and could include:

- Racist, sexist or homophobic comments
- Deliberate Physical aggression - striking adults or children causing harm
- Deliberate damage to school property or property of other adults and pupils
- Putting themselves or others at risk of serious harm
- All forms of bullying

Parents/carers will be contacted by the Headteacher or Deputy Headteacher should the incident be of a more serious nature and consequences are likely to involve an internal isolation/exclusion from the classroom/playground; a fixed-term suspension; or a permanent exclusion.

In the event that a child demonstrates persistent and excessive disregard for school rules, endangers the wellbeing of staff or pupils, engages in criminal conduct or instigates a child protection/ safeguarding referral, the Headteacher will consider whether to apply Derbyshire County Council's procedures for fixed term or permanent exclusion. Parents would have the right to appeal in all cases.

### **Sanctions should:**

- Make it clear that unacceptable behaviour affects others
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Not apply to a whole group for the actions of known (and identifiable) individuals
- Be in proportion to the offence

### **Stepped Sanctions may include:**

#### **Step 1 – Yellow Card Sanctions**

- **Repair and restore** - cleaning up the mess, repairing the display, re-organising the classroom, making up with peers,
- **Repeat or re-do** – children may be asked to repeat their words in a more polite tone of voice or re-do their work to a higher standard
- **Re-direction** – working away from other pupils helps all to re-focus on the learning.
- **Re-focus** - school staff may move items away from pupils (such as iPads, pencil cases, fiddle toys, whiteboard and pens). This may necessitate a different way for the child to participate in learning for a short amount of time.
- **Re-set** – if a child is sent out of the classroom (to stand in the corridor or to walk to an area and back again to calm down), it should be for a maximum of 2 or 3 minutes so that there is minimal disruption to learning

#### **Step 2 -Red Card Sanctions**

- **Lost Learning Pay Back** – If the behaviour has resulted in significant learning time being lost, the teacher may decide that the work needs to be taken home to complete (or completed at playtime/lunchtime).
- **Five minutes at break or lunchtime** – holding a pupil back for 3-5 minutes is inconvenient for the child and makes it clear that they have over-stepped the mark. This time will be used to discuss the behaviour and/or hold a restorative conversation.
- **Being sent to a different classroom** – children can be sent to a neighbouring classroom (usually within their age phase) for supervision until an appropriate break-time if it is not appropriate to speak about their behaviour immediately. This is to ensure that children do not miss out on learning time and so children are expected to continue the work that their class teacher has set for them.
- **Confiscation of inappropriate items** – school staff may confiscate items from pupils under the guidelines written below. These items should be stored securely until they are returned to the child or the parent with a discussion as to why they are not to be brought into school.
- **Loss of playtime** – Children whose behaviour is persistently disruptive on the playground will lose the privilege of playing with others for one or more playtimes. The decision to remove this privilege will be based on evidence recorded on CPOMS. According to the nature of the incident, children will either remain inside, will sit on the bench or will have to remain with an adult on duty.

### **Step 3 - Senior Leader Sanctions (including Senior Midday Supervisor)**

- **Removal from the classroom** - Removing a child from the classroom is a serious sanction; it should only be used once other behaviour strategies in the policy have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents must be informed on the same day if their child has been removed from the classroom. Removal from the classroom will be to an area of isolation, rather than to another classroom. See below for further details.
- **Internal isolation** – Isolation from peers is a serious sanction. It may be used as an alternative to a fixed-term suspension. See further details below.
- **Loss of lunchtime** - Children whose behaviour is persistently disruptive on the playground will lose the privilege of playing with others for one or more lunchtimes. The decision to remove this privilege will be based on evidence recorded on CPOMS. Children will have their lunch separately to other children but will not have the opportunity to play with other children. Fresh air and exercise may be gained by walking around with a senior midday supervisor.

### **Step 4 - Headteacher Sanctions**

- **Fixed-term suspension** (usually 1 - 5 days). This is a serious sanction which is recorded on the child's educational record and is reported to school governors and the local authority.
- **Permanent exclusion** – This sanction is reserved for the most serious of behaviours which have caused significant harm or damage. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

#### **Removal from the classroom**

A removal is when a pupil is instructed to leave the classroom for a limited period of time for disciplinary reasons. Consideration will be given to ensure whether the sanction is fair and proportionate, taking into account any special considerations relevant to its imposition.

#### **Reasons for removal are:**

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe place.

Children whose behaviour is persistently disruptive in class (evidence recorded on CPOMS and previous conversations with parents), or where there has been a more serious incident, will be asked to leave the classroom with a member of staff to take time to reflect on their behaviour (a removal). This will take place away from the child's own class and year group/phase. Staff should consider any support that needs to be put into place to ensure that the return is as speedy as possible.

If a pupil is being removed, they should be made aware of the reason for this. By ensuring that pupils understand how they are expected to behave and giving them an opportunity to reflect on how their own behaviour falls short of these expectations, we believe that it will reduce the chances of the behaviour recurring. The use of removal will allow for the meaningful continuation of the pupil's education under the supervision of a senior member of staff.

If a pupil is asked to briefly step outside the classroom to have a conversation with a member of staff and then return to the room, this incident would not be classed as a removal. Equally, when a pupil leaves the classroom for non-disciplinary reasons, it would not be considered a removal; an example of this type of situation would be a pupil having an support plan that allows them to access sensory activity or a safe space at certain times of need e.g. where a pupil is taken out of the classroom to regulate his or her emotions because of an identified sensory overload.

### ***Isolations - internal***

Children whose behaviour is persistently disruptive in class (with evidence from behaviour records), or where there has been a more serious incident, may be internally isolated. An internal isolation will take the form of isolation from the child's own class and year group for a ½ day or, in exceptional circumstances may result in a child being internally isolated for up to one week during which time s/he will work independently with another class.

### ***Exclusions - internal***

In addition, internal lunchtime exclusions may be used where it is not appropriate for the child to go home for lunch. Under these circumstances, the headteacher or deputy will arrange for lunch to be taken separately from peers. This might be for a fixed period of 1 - 5 days, or as appropriate and will be recorded on RM Integris as a permanent record.

### ***Suspensions and Exclusions - external***

Only the headteacher (or deputy headteacher, in their absence) will suspend or exclude children and only for serious misconduct. Whenever possible, suspensions will be arranged in conjunction with the child's parents/carers and will take place as soon as possible after the behaviour has occurred. Any child who has received a suspension will automatically have a PSP (Pastoral Support Plan) put into place. This is good practice when seeking to support children who are considered to be at risk of permanent exclusion.

### ***Permanent Exclusion***

Only the headteacher (or deputy headteacher, in their absence) will permanently exclude children and only for serious misconduct. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion ([See Exclusion Regulations](#)).

The governors of Etwall Primary agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

## **Lunchtime behaviour management**

Midday Supervisors (MDS) have a vital role to play with regard to the behaviour of children. Stickers and special duties can be used as rewards by the Middays to reward the good choices that children make around their own behaviour. Middays record all red card incidents using CPOMS and also report to the class teacher as appropriate to ensure continuity and consistency of this policy. The MDS team use “time out” to enable children to reflect on their behaviour choices as deemed appropriate. A member of the Senior Leadership Team is available during the lunchtime period to support the MDS team.

## **Pupils with SEND**

In accordance with the Equality Act, 2010 and the Children and Families Act, 2014, Etwall Primary School will use their best endeavours to meet the needs of those with SEND and reasonable adjustments will be made for pupils with SEND. Staff will, as far as possible, anticipate any likely triggers of misbehaviour and put in place support to prevent these. Consideration will be given to each pupil’s particular need or disability to provide the opportunity for them to successfully regulate their behaviour. This reflective time will take place outside of the classroom to provide a calm, safe space in which they are supported by a trusted adult to calmly reflect on their behaviour. Natural consequences will be used, wherever possible, as sanctions to remedy poor behaviour and the feedback loop (the time between the inappropriate behaviour and the consequence) will be kept as short as possible.

However, it must be noted that for serious or repeated behaviour incidents, the school will follow the stepped sanctions in order to keep all pupils and staff safe and to maintain good order. Therefore, internal isolations, suspensions and exclusion will be used as a consequence for children with SEND, where appropriate and after discussion with school staff involved. School will ensure that there is effective communication with parents in order to work together to best support the child.

## **Use of Positive Support/Reasonable Force/Restrictive Physical Intervention**

The decision on whether or not to physically intervene or positively support a child is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. However, the use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. All reasonable actions should be taken to reduce the potential need to use restrictive physical interventions or reasonable force as far as practicable.

## **Child on Child Abuse**

[Keeping Children Safe in Education](#) defines child-on-child abuse as most likely to include but not limited to:

### **Physical Abuse**

Any **physical abuse** of others is considered child on child abuse and will be dealt with seriously, within the procedures and processes of this policy. Physical abuse is considered a ‘red card’ behaviour. It may be a stand-alone incident or part of a series of incidents which would be considered bullying. A risk-assessment will be considered which will be restrictive for the perpetrator.

### **Bullying – Please also refer to the separate Anti-Bullying Policy**

At Etwall Primary we are committed to stopping bullying in all its forms. Although we do have a separate anti-bullying policy, it is important to repeat some of the key information in this behaviour policy. However, for all specific concerns about bullying, please refer to the anti-bullying policy for full details and procedures. Bullying can take a number of forms and the Anti-Bullying Alliance define it as:

***The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.***

### **Online Bullying**

Cyberbullying is a form of bullying, and research reveals it has increased to affect 12% of young people in this country.

***Cyberbullying (or online bullying) is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.***

### **Prejudice-based Bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. In line with our responsibilities of the Equality Duty 2010, we do not tolerate prejudiced-based comments, behaviour or bullying.

If a child is being bullied it can have an adverse effect on many aspects of their school life and is a form of child on child abuse. It is for this reason that children being bullied are supported by adults in school, particularly their class teacher, teaching assistant and the ELSA (see below for details of ELSA). Close communication with parents will be sought in order to work together to stop the bullying.

It is important that appropriate sanctions are applied. Children who are found to be bullying others will not necessarily follow the hierarchical sanctions but instead their behaviour will be dealt with on an individual basis by a member of the Senior Management Team.

The purpose of sanctions and the school's work with the person responsible for bullying is to:

- help the person harmed to feel safe again, and be assured that the bullying will stop.
- ensure the person carrying out the bullying takes responsibility for their actions, recognises the harm caused, and does not repeat the behaviour.
- demonstrate to the school community that cyberbullying is unacceptable and that the school will actively address all incidents.

Above all, pupil/s that have been bullied should feel safe and confident that there will not be a repeat incident, and that the school community has learnt from the incident.

### **Sexual Harassment and Sexual Violence – please refer to the separate Child Protection Policy**

We want everyone to feel included, respected and safe in our school and we recognize that Sexism can be and Sexual Harassment is a form of Child on Child Abuse.

Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like to ensure that all pupils are taught this essential aspect of social interaction.

We will not tolerate verbal abuse, which includes name-calling and sexist comments or inappropriate behaviour which is sexual in its nature. Staff and pupils are encouraged to report all incidents that make them feel uncomfortable, no matter how 'small' they think the incident is.

**Sexist comments** are those which discriminate based on sex, particularly (but not exclusively) against girls/women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

**Sexual harassment** means unwanted behaviour of a sexual nature and includes sexual comments, physical behaviour like interfering with clothes or online harassment.

All staff and pupils are encouraged to report the above behaviours. By acting upon every comment or incident, we will demonstrate our zero tolerance approach. As a school, for low level incidents we will:

- Ask the pupil to apologise to anyone the comment/behaviour was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence

- Escalate the sanction to a phone call to parents if the pupil refuses to apologise in the first instance

More serious incidents will be dealt with according to the context of the situation with different levels of sanctions applied proportionately. The age and developmental stage of the perpetrator will be considered carefully. Appropriate sanctions might include:

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parents
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Please refer to our Child Protection Policy and Child on Child Abuse Policy for further information on these procedures.

## Searching and Confiscation of Items

Headteachers (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below as an item which may be searched for. The school does not need parental consent to search a pupil's belongings under these circumstances. However, a record of any searches will be made and parents contacted if there is a concern.

Mobile phones can contain files or data which may cause harm to another person, including through cyber-bullying. Children should be aware that, if it is believed that they have a phone in school, they may be asked to show the content as part of any investigation into inappropriate behaviour or cyber-bullying.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

The list of prohibited items is:

- Knives, tools and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- cigarettes/vapes
- fireworks;
- pornographic images;
- Mobile phones
- Smart watches
- Large amounts of cash
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil)

Additionally, under common law, school staff have the power to search a pupil for **any** item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

**Finally, a condition of being allocated a tray or locker in school, is that these can be searched at any time if there is reason to believe that prohibited items might be contained within them.**

Further details are set out in the Appendix on Searching and Confiscation of Items

## **Support Procedures**

Some children need more time than others to learn new routines or meet expectations. Our default response to behaviour that is beyond the normal range is to be empathetic, kind and keen to understand what is being communicated. Whilst it is important to have sanctions and procedures in place for when things do go wrong, it is imperative that we also have measures in place to support children. These include:

- **Meetings with parents**
- **Arranging ELSA support** – see below
- **Consultation with outside agencies** e.g. Educational Psychologist, School Health Authorities, Behaviour Support, SEND Team
- **Arranging an Early Help Support meeting**
- **Setting up an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP)**

## **ELSA (Emotional Literacy Support Assistant)**

We have a Teaching Assistant who has been trained in Emotional Literacy in order to help children to manage their own behaviour and secure their well-being. Our ELSA support will also support children who may have problems that affect their learning that do not result in poor behaviour. Examples of this include children who are concerned about bullying, those who wish to talk about issues affecting their family or those who have fallen out with their friends.

### ***GDPR – Behaviour Records***

All teachers will keep records of children who have been chosen as ‘Star of the Week’ and those who have been awarded end of year certificates or medals. This information will be kept in the class-file and will then be passed on to the next class-teacher.

Written records of behavioural incidents will be kept by the Headteacher. These will be stored securely and passed on only if appropriate to do so. In addition, Class Dojo is used to keep a log of all awarded dojos with these being re-set at the start of each academic year.

School-based systems such as RM Integris and CPOMS are used to record other incidents and these will be kept on the system and transferred to any new school when the child moves on from Etwall Primary School. Information is stored securely and access to information is limited to only those staff who need to know.

## **Monitoring, Evaluation and Review**

Methods used to monitor and evaluate the effectiveness of the behaviour policy include:

- Discussions with learners
- Referrals to SMT/SLT
- Feedback from staff
- Feedback from school council

- Feedback from parents
- Lesson observations
- Governors Meetings
- External evaluation

# Appendices

<b>Managing disruptive behaviour</b> .....	
Low Level Behaviour .....	
What happens if... ..	
Persistently disruptive children .....	
<b>Playground</b> .....	
<b>Routines</b> .....	
1. Moving around the school .....	
2. Assembly .....	
3. Playtimes .....	
4. Lining Up.....	
5. Lunchtimes .....	
<b>Graduated Response Model</b> .....	
<b>Red card offences</b> .....	
<b>Behaviour Incident Form</b> .....	
<b>Searching and Confiscation of Items</b> .....	
<b>COVID-19 Addendum</b> .....	

## Managing disruptive behaviour

### *Low Level behaviours*

These can be defined as being any low-level off-task or anti-social behaviour that occurs in school e.g. calling out, rocking on the back legs of a chair, not listening/working, repeatedly tapping a pencil against a table, talking during independent work time etc. etc. These types of behaviours will differ across the age range within a primary school and it is expected that all class teachers discuss these with their class, either as a specific lesson at the start of the year or as and when these types of behaviour occur. The teaching of expected behaviour should be evident and explicit within all teaching groups and teachers might have their own classroom rules/code of conduct for this.

### *What happens if...a child exhibits these low level behaviours?*

- **Tactical or planned ignoring:** the teacher might decide temporarily not to address specific behaviour from a particular child. The behaviour will be discussed with the child later, at a more appropriate time.

Teachers should give a quiet verbal or non-verbal reminder of the expected appropriate behaviour. **Strategies for non-verbal reminders include:** moving over to the child whilst continuing teaching; pointing to eyes to show that attention is required; pointing to the child's book if they should be working; the 'look' etc.

Quiet verbal reminders might include the following steps:

- **A reminder of the rule or classroom routine delivered privately wherever possible:** This will often end the inappropriate behaviour immediately.
- **A caution:** a clear, calm caution delivered privately, making the child aware of the consequences if they continue.
- **Last chance:** a scripted conversation may be used at this point.  
*"I've noticed that you are finding it hard to work without talking. This is breaking the 'Be ready to learn' rule. If you continue you will be choosing to work at the back of the classroom by yourself. Do you remember yesterday when I was really pleased with how hard you worked? That is what I need to see today..."*

### *And if the disruptive behaviour still continues?*

Thinking or 'take-up' time must always be given before applying any consequences. If it still continues, then teachers should proceed up the hierarchy of sanctions, as appropriate. All incidents that require a consequence/sanction beyond a non-verbal or verbal intervention should be recorded on CPOMS. Team leaders and/or the Deputy Headteacher should access these logs regularly so that children who repeatedly push the boundaries are noted and support can be given.

It is expected that there will be a minority of children for whom sanctions are repeatedly applied. Once it is clear that a pattern is emerging, class teachers should speak to the headteacher for support in implementing further behaviour strategies for a specified period of time.

### *Children who persistently show disruptive or poor behaviour*

Children who are persistently disruptive will be identified by teachers, team leaders and the deputy headteacher based upon the behaviour log (recorded on CPOMS). Once identified, a child may have a Pastoral Support Plan (PSP) or a Behaviour Book set up. The child's parent/carer will be invited to meet with the class teacher and other school-based adults who regularly support the child.

Children for whom additional support is required i.e. Behaviour Support Service, may need to also be registered as having Special Educational Needs (SEN). As before, parents/carers will be invited to meet with the class teacher and the SENCo to discuss the support required and any agencies that might be involved.

## **Routines**

To promote good behaviour both in class and around the school a number of routines have been identified. In order that the children are given consistent messages about expectations all adults in the school adhere to the following routines:

### **1. Moving around the school**

- Classes will move around the school on the left-hand-side;
- Each class will walk in single file and without talking on the way to assembly and whilst other classes are working;
- Pause points on the way allow teachers to keep the whole class together and reinforce the need for quiet.

### **2. Assembly**

- Teachers on assembly duty are to sit on either side of the hall and pick up on unacceptable behaviour from all children, (turning around, kneeling up). Children are expected to sit still, listen respectfully & face the person leading the assembly.
- It is important that children enter the hall and sit down quietly and sensibly and that anything other than this is picked up on immediately so that children sense the importance of the whole school gathering.
- Teachers should model this and should avoid having conversations with other staff or with children whilst children are leading into the hall.

### **3. Playtime**

Teachers, teaching assistants and lunchtime assistants are required to perform supervisory duties at playtimes and/or lunchtimes. Supply teachers should cover the duty of absent teachers but should never be without support. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to engage with children rather than other adults, whilst maintaining an overview of the different play areas. Staff will ensure adequate supervision of all areas of the playground and toilets by moving around and maintaining a constant vigilance, aiming to deal with problems before they escalate.

### **4. Lining up on the playground**

Teacher blows whistle and children are expected to stop playing, pick up balls or other play equipment and follow procedures for their playground.

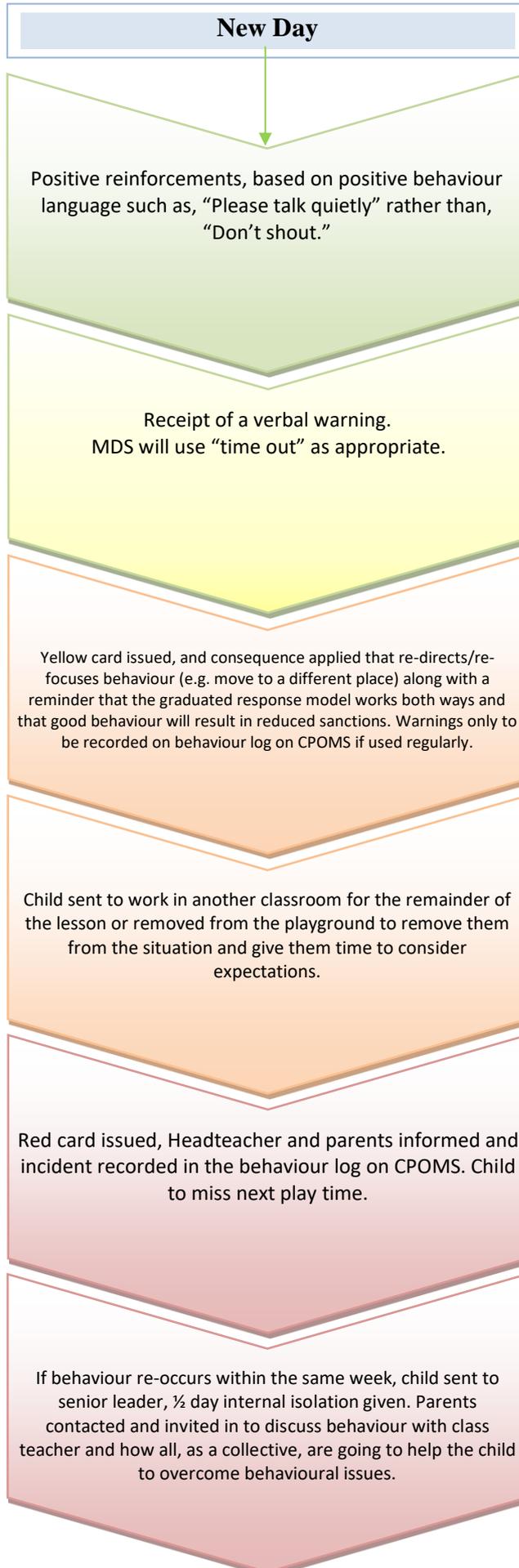
- KS1 classes line up quietly and are collected by their classteacher or are brought in by a teaching assistant or midday supervisor;
- KS2 classes stand still on the first whistle and quietly and sensible make their way into school on the second whistle;
- Children are expected to be quiet (not silent) and be in single file as they enter the school building.

All children should enter the school building calmly with supervision to ensure that children move through school safely and sensibly.

### **5. Lunchtime**

KS2 Teachers will be present in classrooms at the end of lunch to welcome back the class. Lunchtime staff will share any key information at the end of KS1 lunchtime.

## KS1/KS2 Graduated Response Model Example



## **Instant red card offences – some of which are more serious and would be referred to senior leaders**

These are those that demonstrate acts of aggression towards others – either physical or verbal.

- Fighting
- Verbal aggression
- Derogatory language
- Sexual harassment or verbal abuse of a more serious or deliberate nature
- Threatening displays of temper
- Throwing items at other children/adults in an aggressive manner
- Swearing at another child or adult
- Spitting deliberately at another child or adult
- Deliberately or in temper, damaging or taking other people's property
- Pushing, tripping or other acts committed in a deliberate attempt to hurt someone.

## **Searching and Confiscation of Items**

The following guidance will be used to determine the process followed:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### **Before searching**

The Headteacher or Deputy Headteacher will assess how urgent the need to search is and the risk to other pupils and staff. Members of staff authorised to search are senior members of staff within school and best practice would be that this would always be done in the presence of the headteacher (or Deputy Headteacher in their absence) acting in a supervisory role.

The member of staff conducting the search should explain to the pupil why they (or their belongings) are being searched, how and where the search is going to take place and give them the opportunity to ask any questions, seeking co-operation at all times. Any refusal to co-operate requires discussion with the headteacher about possible sanctions and next steps.

### **During a Search**

An appropriate location should be found. In school, this is likely to be the headteacher's office. On school trips, a location away from other pupils and the public should be sought.

The law states the member of staff conducting a body search must be of the same sex as the pupil being searched. At Etwall Primary School, this will be a senior teacher (a Phase Leader, for example) or a member of the school leadership team. There must be another member of staff present as a witness to the search which will usually be the headteacher. Exceptions to both of these rules are permissible if there is a risk of serious harm if the search is not carried out urgently AND if it is not reasonably practicable.

### **Extent of a Search**

A member of staff may search a pupil's outer clothing, pockets, possessions or tray. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes pencil cases, trays and bags.

### **After a Search**

Whether or not any items have been found as a result of any search, staff will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. We will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out on confiscation. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary consequence, where reasonable to do so.

### **Recording Searches**

Parents should always be informed of any search that has taken place, and the outcome of the search as soon as is practicable. A senior member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system (CPOMS), including whether or not an item is found.

## COVID-19 Addendum

As the risk of COVID-19 or any other infectious virus may re-occur, we are mindful that there may be a need to return to the highest restrictions should new viruses or variants cause further lockdowns or increase the measures that schools are expected to follow. This addendum is for use in those circumstances. It is to ensure that we keep pupils and staff as safe as possible, physically and emotionally.

At times, a child may display unsafe behaviour. In line with government guidance, school will communicate the rules and this policy clearly and consistently to staff, pupils and parents. The government guidance states: *'Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.'*

COVID restrictions may include any or all of the following:

Safety Area	Expectations
Handwashing and hygiene	Handwashing must be done diligently as and when instructed in school. School equipment must not be placed in the mouth and children must try not to touch their noses, eyes or mouth.
Socialising in school	Pupils must not leave their group bubble and will not be able to socialise or share equipment with children in other bubbles
Moving around school	Children must stay in their allocated areas and move around the school as instructed
Sneezing and coughing	Children must catch it, bin it and kill it in a tissue. Hands must then be washed. If a tissue cannot be reached in time, they must sneeze into their elbow.
Illness	If a child is unwell, they must tell an adult immediately.
Access to water	Children must use their own water bottle and must not put their mouth near the tap in the bathrooms/by the water fountains.
Equipment	Pupils must only use the equipment provided to them and must not use the equipment of other children. Equipment must be kept at their own work station.
Play Areas	Pupils must stay in their designated zones. They must attempt to stay socially distanced and not leave the designated area.
Toilets	Pupils must only use the toilets allocated to their bubble. They must flush the toilets and wash their hands thoroughly afterwards with soap and water.
Coughing and Spitting	Anybody deliberately sneezing on, spitting at or coughing on another person will have a red card. This behaviour will be discussed with parents and a warning of exclusion will be given if the behaviour were to be repeated.
Behaviour and racism	Children must not make any racist slurs around the origins of covid-19.

### What happens if a child breaks these rules?

Allowances will be made for the age of the children and how new they are to the experience of returning to school and knowing these rules. The safety of all children and staff will be prioritised. A home/school agreement will be put in place for those children who have deliberately broken rules which put other pupils in danger of Covid-19 or any similar virus. Teachers will be able to use their mobile phones or radios to call for support.

## Behaviour Incident Form

Aggressor name(s):		Date:	
Target name(s):		Person completing Form:	

Behaviour Type	Location	Session Time
Physical aggression	Playground/Field	Morning break
Unkind behaviour to others	Classroom	Lunchtime
Inappropriate language	Hall	Afternoon break
Ongoing disruption in classroom	Toilets	Lesson time
Lack of respect to adults/poor attitude	Outside of school	Before/After school
Racist comments or behaviour	Other:	Other:
Other—please describe incident below		

Incident Notes:

Action Taken	Notes:
Restorative Meeting:	
Sanction—please describe:	
Parents to be informed by classteacher:	
Referred on to headteacher (by classteacher):	