

# Elm Park Primary School

*Inspiring Learners, Enriching Lives, Achieving Together*

## Behaviour Policy



Written	Debbie Williams
Updated by	Senior Leadership Team
Start Date	May 2018
Review Date	May 2021
Headteacher's Signature	
Chair of Governors' Signature	
Date ratified by FGB	24.05.2018

## Behaviour Policy

### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Behaviour Policy	<b>DATE:</b>	May 2018
<b>EIA CARRIED OUT BY:</b>	C. Bond	<b>EIA APPROVED BY:</b>	

#### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
<b>Gender reassignment</b>		x
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Race</b>		x
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)		x
<b>Gender identity</b>		x
<b>Sexual orientation</b>		x

Any adverse impacts are explored in a Full Impact Assessment.

#### Rationale:

At Elm Park Primary School we are proud of our high standards of behaviour and discipline. The governors and staff seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and for the environment.

#### Purposes:

- To enable quality learning and teaching opportunities for everyone in school.
- To help every child develop a pride in themselves, their class and the school as a whole.
- To create a caring environment where there is mutual respect between all parties.
- To recognise, promote and reward the positive behaviours and achievements of children.
- To take pride in our school environment and have respect for the property of others.
- To reinforce efforts to behave positively and learn well.
- To work positively with parents to promote good behaviour.
- To ensure consistency of approach and understanding by all adults and children in school.
- To encourage children to take responsibility for their own behaviour and support their peers to do the same.

## **Vision and Values**

Our vision 'Inspiring Learners, Enriching Lives, Achieving Together' is at the heart of our school and children are provided with exciting learning opportunities that maximise pupil participation and minimise low level disruptive behaviours.

Our shared values support positive behaviours, self-discipline and respect. Our whole school values are shared during assemblies and are displayed around the school. All adults endeavour to reinforce the school values throughout the school day. The values are:

At Elm Park, we (are):

- Enjoy being enthusiastic, confident learners.
- Love learning with and from each other: learning together is fun!
- Motivate ourselves, persevere and embrace new challenges.
- Proud to be part of our Elm Park family.
- Aim high: aspiring to be the best we can be every day.
- Respect each other, our school, our community and our world.
- Know how to be safe and healthy and make sensible choices.

## **Parental responsibilities**

Our Home –School Agreement outlines the responsibilities of the child parents/carers and school, including those around behaviour and attendance. Parents have a clear role in making sure their child is well behaved in school and the partnerships between home and school are promoted by staff. We expect that parents:

- play an active and supportive role in their child's education and develop positive relationships with school staff.
- are aware of the school rules and expectations and support the school in the implementation of this policy.
- encourage in their child an awareness of appropriate behaviour, self-discipline, independence and responsibility to others.
- inform the school in confidence of any situation in the home that may have an effect on the social and emotional well-being of the child whilst at school.

## **Pupil Responsibilities**

To promote positive behaviour, we have a set of golden rules – known as 'The 5 Bees':

- Be kind and helpful.
- Be respectful.
- Be honest.
- Be responsible.
- Be the best you can.

## **Staff responsibilities**

- To respect and value all children and treat them fairly, bearing in mind their particular needs and listening to their views and opinions.
- To raise children's self-esteem and develop their full potential, encouraging self-discipline and a sense of responsibility to the whole community.
- To help create a friendly, welcoming and safe environment within the school.
- To be a good role model in order to help children understand what is considered appropriate behaviour.
- To use rules, rewards and sanctions clearly and consistently, identifying the nature of the behaviour with an appropriate reward/sanction.
- To ensure that children understand that all adults within school, Teachers, Teaching Assistants and Lunch break Supervisors have equal status and apply rewards and sanctions.
- To work in partnership with parents so that all children can see that key adults in their lives share a common aim.

At all times the class teacher has responsibility for ensuring a positive learning environment and model positive behaviours for children to emulate. Relationships between staff are secure and positive; all adults are committed to sharing responsibility for encouraging positive behaviour and intervene quickly to help children to improve their behaviour where needed. The policy is reviewed annually to re-engage the school community with principles and procedures and to ensure that it is applied rigorously and consistently by all staff. This policy is shared with new staff as part of the induction process.

### **Behaviour for Learning**

By positively reinforcing good behaviour, expectations are modelled across the school day. Staff share high expectations for behaviour both in class and around the school. The good behaviour of children is recognised by staff through praise and rewards.

### **Rewards**

Positive reinforcement is used by all staff to encourage children to demonstrate desired behaviours. Praise is specific and meaningful. Various strategies are used to reward positive behaviour, such as:

- Verbal praise.
- Stickers and house points.
- Certificates (a) Stars of the week (b) lunchtime awards – both awarded publically in Friday Celebration Assemblies, which parents/carers are invited to attend.
- Infant and Junior Cups awarded termly for exemplary behaviour.
- Golden time.
- Class points displayed on a tree in each class. These feed into class treats.
- Headteacher's Awards
- Personalised in-class strategies (e.g. star of the day, well done letters etc)

### **Peer-to-peer modelling of positive behaviour**

At Elm Park we are committed to providing opportunities for children to model positive behaviour to others, and to help each other to own their own behaviour. These may include:

- School Council.
- Peer mentoring.
- Cross key stage buddies.
- Providing varied opportunities for older children to take on responsibilities.
- House captains and vice captains.

### **Sanctions**

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

### **The 5 stage process for sanctions is as follows:**

Each class teacher (KS1 & KS2) will use their discretion according to the individual situation. A simplified version is used in the Foundation Stage. Teachers may also skip steps for serious misdemeanours in consultation with a member of the Senior Leadership Team. Where golden time is lost the child is not able to earn it back during the week. Whole class sanctions are avoided.

In most circumstances the following tiers are followed to address undesirable behaviours.

1. Warning (children are reminded of the rule).
2. Lose 5 minutes golden time (may move to a different place in the room).
3. Time out in another room.
4. Send to phase leader (child will lose part or all of playtime or lunch time)
5. Headteacher (parents will be informed and record on pupil record on CPOMs).

NB Children with Special Educational Needs may need an alternative behaviour plan with smaller increments.

At lunchtimes steps 3 and 4 are replaced with

3. Child is given 5-10 minutes time-out away from the activity.

4. Child is referred to the Deputy Headteacher/Headteacher and a Behaviour Report is completed on CPOMs.

Staff on duty at break or lunchtime report back to the class teacher about any sanctions required at stage 4 or beyond. School rules (5 Bees) at points near play spaces shared with the children.

Within the school day, loss of breaktime/lunchtime may be used to allow cooling down/reflection time or to provide an opportunity to catch up with learning missed as a result of the chosen behaviour. Reasonable time will be given for the child to eat, drink and use the toilet. Internal exclusions may also be applied to remove a child from the class setting for half a day, where it is felt the child's behaviour demands. The latter is used infrequently and may form part of an individual behaviour plan for specific children with behavioural difficulties.

School staff are legally allowed to confiscate, retain or dispose of a pupil's property if it is felt appropriate to do so. They also have the power to use reasonable force (e.g. passive physical contact like standing between pupils, or active physical contact such as leading a pupil by the arm away from a location) to prevent pupils from committing an offence, injuring themselves or others or damaging property. Teachers have a statutory duty to discipline pupils for misbehaving outside of the school premises in some circumstances.

Bullying of any kind is not tolerated in our school. Clear procedures are set out in the Anti-Bullying, eSafety, Acceptable Use and Single Equalities Policies.

### **Serious Incidents**

At times there will be a serious incident which allows all the previous steps to be by-passed. The Head Teacher will determine the appropriate sanction depending on the incident.

For serious incidents, temporary or permanent exclusions become a possibility (see Exclusions Policy).

Wherever possible the school seeks to avoid the necessity of these exclusions, by seeking alternative approaches to tackle the poor behaviour.

### **Sanctions for serious incidents**

Sanctions for serious incidents will depend on the nature of the infringement but could include:

- Working with the Head Teacher
- Internal seclusion
- Calling in additional services to assist in modifying behaviour
- Fixed term exclusion
- Permanent exclusion

Please see Appendix 1 for national standard list of serious behaviours that could lead to such sanctions.

### **Behaviour outside school**

Bad behaviour outside school will be disciplined if:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- it has repercussions for the running of the school
- it poses a threat to another pupil or member of the public
- it affects the reputation of the school

(DFE February 2014 behaviour & discipline in schools).

Parents will be informed if poor behaviour occurs outside school and will be notified of any sanctions the school may take. The sanctions will be determined by the Head Teacher and dependent on the incident.

### **Malicious accusations**

Children making malicious false accusations against school staff will be viewed as a serious breach of discipline and therefore the Head Teacher's sanctions used will depend on the nature of the accusations.

### **Online Behaviours**

Incidences of unacceptable online behaviours, including but not limited to e-bullying, threatening or abusive behaviour will be dealt with under the school's behaviour policy. When dealing with online issues, electronic devices will only be searched and data deleted with parents. If parents are unavailable the device will be kept securely until a parent can meet to conduct such a search with a senior leader. (see Online Safety Policy)

### **Managing Impacts on Other Children**

In exceptional situations, where a serious misdemeanour has the potential to impact significantly on the emotional well-being of other children, the school's teaching staff, in consultation with the Head Teacher, may alert the parents of any affected child to the general nature of the incident and the actions taken by the school to address it. This will be done at the discretion of the teaching staff, and only where there is judged to be a benefit in terms of safeguarding children i.e. to allow parents to understand the issue and provide reassurance to their children. The school and its staff are not permitted to discuss the specific details of the incident, nor name the child responsible for the misdemeanour.

Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The school places greater emphasis on rewards than on sanctions, in the belief that this will, in the long run, give the best results.

The school recognises the variety of differences that exist between children and the need to accommodate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, pupils and parents.

### **Children with behavioural/special needs:**

We strive to ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children with Special Needs will require an Individual Behaviour Plan which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the Behaviour policy.

The school works closely with parents/carers and other agencies to support pupils to sustain or improve good quality behaviour. Personalised arrangements are made to support the transition of children with behavioural needs/ SEN alongside the general procedures for all children.

The school may follow further procedures for serious behaviour in rare occasions where the needs of the child are significantly great.

## **Appendix 1**

### **National standard list of reasons for exclusions**

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions. In reaching a decision on whether to exclude, Head Teachers need to refer to the Department's guidance published in January 2003, entitled *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units*.

### **Physical assault against pupil**

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

### **Physical assault against adult**

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

### **Verbal abuse / threatening behaviour against pupil**

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

### **Verbal abuse / threatening behaviour against adult**

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

### **Bullying**

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

### **Racist abuse**

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

### **Sexual misconduct**

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

### **Drug and alcohol related**

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

### **Damage**

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

### **Theft**

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

### **Persistent disruptive behaviour**

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Please note that many of the above unacceptable and serious behaviours now occur via online platforms and that the school regards unacceptable behaviours that occur within the area of e-safety as seriously as those behaviours carried out directly in person.

## **Appendix 2**

### **PROCEDURE FOR EXCLUSION OF PUPILS**

***We have adopted the South Gloucestershire standard procedure and policy for exclusion of pupils.***

The following staged approach to discipline will be used where there is a build-up of unacceptable behaviour over a period of time, although there should be no assumption that a pupil will automatically move from stage to stage. If behaviour does not improve with the support outlined in this document, a child will move to a higher stage of the procedures. It is important in implementing this approach that careful consideration is given at each stage to the action to be taken, not only the sanctions which are necessary to modify pupil behaviour, but also the support a pupil requires to meet their educational needs.

Particular consideration should be given where special educational needs are identified: the procedure includes consideration of the link with the various stages of the Code of Practice and its programme of Individual Education Plans with targets and appropriate action. If fixed term or permanent exclusion is contemplated for a pupil with special needs, and for whom the advice of an

external agency has already been sought, contact should be made with the school's Educational Psychologist to consider whether a statutory assessment should be undertaken with the view to a child being made the subject of a statement.

This policy should be read in conjunction with the SEND Policy.

#### **STAGE A**

- Head discusses pupil with staff concerned
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to Staged Discipline Procedure, and/or whether outside agencies might be involved
- If Staged Discipline Procedure is appropriate, Head sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Head writes home, advising parents/carers that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal Educational Welfare Officer (EWO)
- A Pastoral Support Plan is considered and written if this is felt necessary to aid the behaviour of the child.
- Head sees parents/carers.

#### **STAGE B**

- Head discusses pupil with staff concerned
- Head sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Head writes home, advising parents/carers that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal EWO
- The Pastoral Support Plan is reviewed and updated adding new or changed targets and strategies, this may be on the advice of the SENCO or outside agencies involved.
- Head sees parents/carers.

#### **STAGE C**

- Discussions in school about pupil
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to Staged Discipline Procedure, and/or whether outside agencies may be involved
- If Staged Discipline Procedure is appropriate, Short Fixed Term Exclusion (up to 5 days) implemented; Head sees pupil; explains reason for exclusion
- If possible, Head contacts parents/carers by telephone; invites them in to school to explain reasons for exclusion; parents/carers take pupil home
- Head writes home to parents/carers. Copies; Principal EWO, Chair of Governors
- Home visit by EWO (in cases where requested by parents/carers or pupil is on officer's current caseload, or where parents/carers are making representation to the LA)
- Head considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

#### **STAGE D**

- Discussions in school re continuing misbehaviour
- Reference will be made to the Pastoral Support Plan and targets reviewed against the behaviour.

- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the Stages of the Code of Practice leading to referral to, for example, the Educational Psychology Service and the Pupil Referral Service is appropriate
- If Staged Discipline Procedure is appropriate, Longer Fixed Term Exclusion (up to 10 days) or where the cumulative total of exclusions is 10 days or more in any one term. Head explains position to pupil
- Parents/carers invited to school to discuss reasons for exclusion; take pupil home. Parents advised that a Governors disciplinary panel will be convened
- Head writes to parents/carers, setting out reasons for exclusion. Copies to Principal EWO, Chair of Governors, members of Governors sub-committee
- Governors sub-committee meets with parents/carers, pupil, school staff, EWO, to discuss child's future. Assurances as to future behaviour sought
- Head considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

## **STAGE E**

- Permanent exclusion. Education Service Procedures apply:
- In normal circumstances, the pupil will be present throughout, unless the parents wish otherwise
- The Headteacher will be invited to explain the reasons for the decision and to give details of the action taken by the school to investigate the alleged incident
- If appropriate, details will also be provided of what steps the school has taken to deal previously with a pupil's behaviour and if any other agencies have been involved (i.e. permanent exclusion is the last resort)
- An opportunity will then be provided for all present to ask clarifying questions (i.e. to ensure that the details are clear but not to enter into debate as to whether the school acted appropriately)
- The parents/carers will then be invited to put to the Governors and the LA anything they wish to be taken into account, including whether or not they feel that matters have not been dealt with fairly or any other circumstances
- An opportunity will be given for all to ask any questions of the parents/carers or pupil which are relevant or appropriate to the alleged incident or incidents.
- The Governors will then reach their decision independently (i.e. all others should withdraw, including the LA representative)

## **FOR PUPILS WITH Education Health and Care Plan.**

Where a pupil with an Education, Health and Care Plan receives a fixed term exclusion, the relevant Case Officer in the Special Education Section will be sent copies of all relevant documentation.

Where a permanent exclusion is being contemplated for a pupil with special educational needs, consideration will be given to whether it would be appropriate to forward an Annual Review prior to any decision on exclusion. (This would clearly not apply in an emergency situation.)

## **Glossary of Terms**

**FIXED TERM EXCLUSION:** A fixed period exclusion means that the pupil has been excluded for a predetermined number of school days. The Education Act 1997 sets a limit for fixed period exclusions of up to 45 school days in a school year.

**PERMANENT EXCLUSION:** Permanent exclusion means that the Headteacher has decided a pupil should not return to the school. The decision is made by the Headteacher but is subject to

consideration by the Governing Body of the school and the LA; both have the individual power to overturn that decision and reinstate a pupil.

All evidence relating to the Exclusion of a child must be written, signed and dated. It should give an accurate and objective account of the events leading to the exclusion and specific reasons.

**STAGED DISCIPLINE PROCEDURE:** This is the term for stages A to E and gives detail to the escalation of disciplinary actions.

**PASTORAL SUPPORT PLAN (PSP):** This is a plan to support any child who is at risk of exclusion. The plan will include targets and methods of support.

**INDIVIDUAL EDUCATION PLAN (IEP):** This is a plan to support any child with Special Educational Needs and provides targets for next steps in learning along with a programme of support.

**INDIVIDUAL BEHAVIOUR PLAN (IBP):** This is a plan to support any child who has specific behaviour needs. It identifies targets, actions and support in partnership with parents/carers.

**CODE OF PRACTICE:** This relates to the Special Needs assessment system to identify those children with additional learning needs.

**SENCO:** This stands for Special Educational Needs Co-ordinator.