

Ecclesfield Primary School



Behaviour Policy

Approved by:

Kevin Corke

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School Wide Team

J. Eagleton: Executive Headteacher

R. Binns: Head of School (Safeguarding)

H. Travers: Assistant Headteacher (Safeguarding)

L. Stevenson: Inclusion (Safeguarding)

H. Phillips Learning Mentor (Safeguarding, behaviour, attendance,)

K. Shaw Learning Mentor (Safeguarding, behaviour, attendance,)

COVID-19 Exclusion Temporary Changes May 2020

This statutory guidance describes the temporary changes we have made to the school exclusion process due to coronavirus (COVID-19).

The new regulations change some of the procedures that must be followed in relation to an exclusion, to give greater flexibility to schools, parents and local authorities during the coronavirus (COVID-19) outbreak. They apply to all maintained schools, academies (including alternative provision academies but excluding 16 to 19 academies) and pupil referral units (PRUs). The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'. They are unchanged except as noted below. The term 'governing board' used throughout this guidance includes the governing body of a maintained school, the management committee of a PRU or an academy trust.

Important dates

The arrangements come into force on 1 June 2020 and will apply to all exclusions occurring from then until 24 September 2021 (inclusive of those dates). The arrangements also apply to:

- permanent and fixed term exclusions occurring before 1 June which have not yet been considered by the governing board of the school
- permanent exclusions occurring before 1 June which have been considered by the governing board, if they have chosen not to reinstate the pupil and the time limit to apply for a review of this decision has not passed
- permanent exclusions occurring before 1 June where a parent (or pupil aged 18) has requested a review of a governing board's decision, but this has not yet happened

Any exclusions covered by the arrangements will continue to be subject to them after 24 September 2021, until the procedures for scrutiny of the exclusion have been exhausted.

An exclusion should be taken as having 'occurred' on the first day of the exclusion (not the date when the decision to exclude was made or communicated).

Remote access meetings

When governing boards or independent review panels (IRPs) have to meet to consider an exclusion, they can do so via telephone or video-conference software ('remote access') as long as certain conditions are met.

The conditions are that it is not reasonably practicable for the meeting to take place in person, within the usual timescales, because of coronavirus (COVID-19), and that the governing board (or arranging authority, if the meeting is an IRP) is satisfied that:

- all the participants agree to the use of remote access
- all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used
- all the participants will be able to put across their point of view or fulfil their function
- the meeting can be held fairly and transparently via remote access

It is the responsibility of the school governing board (or the arranging authority in the case of an IRP meeting) to make sure these conditions are met before a meeting takes place.

The governing board or arranging authority should assess the facts of the case, the circumstances in which a meeting in person could be expected to take place, the needs of the intended participants (as far as this is possible), and the latest public health guidance when determining whether it would be reasonably practicable to meet in person.

Aims and Expectations

Our good behaviour policy at Ecclesfield Primary is aimed at making school a caring place in which all children (irrespective of race, disability, sexual orientation, gender and religious beliefs) can do their best. It is based on the principle of inclusion and equal opportunity and reflects the values of our school vision. It will therefore be monitored to ensure this. We want to make Ecclesfield Primary a place where children are happy and able to respect others and themselves.

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 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 where everyone feels happy, safe and secure. This policy covers behaviour systems in place throughout the school day and includes such things as breakfast and after school clubs, educational visits (including residential), extra-curricular activities and other events.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

- We believe that the Behaviour Policy will promote self-discipline, self-awareness and a sense of responsibility.
- We believe that all members of the school community are entitled to have a voice.
- We believe that our Behaviour Policy is firmly linked to our anti-bullying, race equality and child protection policies.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

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 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 where everyone feels happy, safe and secure.

The school expects every member of the school community (irrespective of age, race, disability, sex, sexual orientation, religion or beliefs, marriage and civil partnership, pregnancy or gender reassignment) to behave in a considerate way towards others including how they behave in the digital world. We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our policy then is based on choices and consequences and our aims are:

- ❑ To help children to value and respect others and themselves, developing an atmosphere where all children take responsibility for their own actions and encourage self-discipline.
- ❑ To prevent bullying.
- ❑ To model what is meant by good behaviour, recognising and rewarding good behaviour.
- ❑ To provide the best atmosphere for learning.
- ❑ To be **consistent** about what is acceptable behaviour, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Sheffield Safeguarding Policies, procedures and guidance
<https://www.safeguardingsheffieldchildren.org/sscb/education/guidance>

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public

Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rules, Rewards and Sanctions

This policy covers behaviour systems in place throughout the school day and includes such things as breakfast and after school clubs, educational visits (including residential), extra-curricular activities and other events.

Our Standards – Steps to Success:

It is essential the children understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. As such, we believe all members of Ecclesfield Primary should follow these standards:

- We will follow instructions first time
- We will treat everybody how we would like to be treated ourselves
- We will keep hands, feet and unkind words to ourselves
- We will respect everybody, including ourselves
- We will care for our school and everything in it
- We will be good learners and allow everyone to learn together
- We will always listen to whoever is talking

Everyone and everything matters at Ecclesfield!

Rewards:

So that children can feel good about themselves and the school, we will give a range of rewards for good behaviour:

- Verbal rewards as much as possible
- Stickers
- Sharing positives with parents e.g Notes home, positive text messages to parents, speaking to parents, newsletters
- Merit
- Star of the day
- Dojo Points
- Visit to other teachers/SLT
- Year 6 receive academic and sportsmanship awards at their leaving assembly at the end of the Summer term.
- Attendance certificates given out for annual attendance (100%-98%)

Sanctions:

All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner. In cases when our standards are broken a series of sanctions will be applied as follows. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in sanction to issue the sanction.

Minor Infringements can include but are not limited to

- Not following instructions, the first time
- Poor listening skills
- Poor learning behaviours
- Distracting others from their learning
- Not keeping hands, feet and other objects to yourself
- Not staying on task
- Negative comments and negative body language
- Inappropriate use of language (including swearing)
- Inappropriate behaviour
- Defiance
- Damage to property (age and object dependent)
- Biting
- Insolence
- Nipping/Scratching
- Spitting
- Telling Lies
- Theft (dependent on what is stolen)

The following procedures to deal with incidents of negative behaviour will follow a consistent procedure throughout school. Warnings will be issued, and are cumulative throughout the day; these incidents will generally be of a minor nature.

- 1) **Look/check behaviour** (saying name, reminding of expectations etc)
- 2) **Verbal Warning** (recorded on board)
- 3) **Yellow Card warning** – This is recorded by a yellow card on the good to be green chart resulting in *missing 5 minutes of playtime to be missed. Discussion with child re: reasons for yellow card and ways in which these actions can be changed*, (see section on restorative justice strategy).
- 4) **Red Card** – This is recorded by a red card on the good to be green chart resulting in missed *lunch time* at HT's office, amount of Lunch times(s) missed will be at teachers/SLT's discretion (*see appendix*). Parents will be informed (e.g. by phone, in person etc). Discussions with the child re: reasons for red card, ways of improving behaviour (see section on restorative justice strategy). Behaviour recorded on CPOMS system and shared with the child.
- 5) **Time out** in partner class appropriate supervised area until end of session with work (No child should be sent to an unsupervised area). Behaviour recorded on CPOMS.
- 6) Message sent to office for support from SLT/Learning Mentor

It will be at the discretion of staff to jump any steps if they feel the incident warrants it but an explanation must be given to the child. Sanctions will be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

It is the responsibility of class teachers to monitor yellow and red cards due to misbehaviour (See monitoring sheet). Early intervention is key.

Any instances of swearing, bullying (e.g. racism, homophobic, online, etc) verbal abuse, spitting or physical violence will result in an immediate red card.

Occasionally some children however may warrant a different approach depending on individual circumstances.

Lunch Time Systems:

Rewards:

- Verbal rewards as much as possible
- Stickers
- Communication with parents e.g. Positive text messages to parents, notes home, certificates
- Lunchtime Star of the week / Top table
- Dojo Points

Sanctions:

All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner. In cases where our standards are broken at lunchtimes a series of sanctions will be applied as follows. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in sanction to issue the sanction.

Verbal Warning – warning

Yellow Card – 5 minutes timeout at the wall including discussions as to why the behaviour is inappropriate and ways in which they can improve behaviour. (see section on restorative justice strategy).

Red Card – missing the rest of lunch time at HT’s office, amount of Lunch times(s) missed will be at SLT’s discretion. Parents will be informed (e.g. by phone, in person etc) (If the red card occurs after 12.45pm the pupil is to also miss half of the next lunch time as consequence.) Including discussions as to why the behaviour is inappropriate and ways in which they can improve behaviour (see section on restorative justice strategy).. Reported on CPOMS

It will be at the discretion of staff to jump any steps if they feel the incident warrants it but an explanation must be given to the child.

Any instances of swearing, verbal abuse, bullying, spitting or physical violence will result in an immediate red card .

Yellow and Red Cards are recorded during the lunch breaks and are monitored by Lunchtime staff.

Each red card incident results in a phone call explaining what has happened. Lunch time staff must also inform class teachers of yellow and red card consequences who will record this (see appendix) It is the responsibility of class teachers to monitor yellow and red cards due to misbehaviour. Early intervention is key.

The number of lunch times missed will also be recorded and monitored by class teachers.

If red card mis-behaviour re-occurs class teachers must inform a member of SLT and arrange a meeting with parents, Class Teacher and a SLT member. At this meeting next stages will be discussed and actions recorded. Behaviour will then be monitored by class teacher and SLT member.

If necessary, Individual Behaviour Plans will be implemented after consultation with the Inclusion Manager.

Occasionally some children however may warrant a different approach depending on individual circumstances.

Bystanders

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the “sidelines” and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

At Ecclesfield, we expect our pupils to take responsibility to report any incidents of poor behaviour to a member of staff. Where an incident is being investigated, children and staff are expected to be truthful and report the facts accurately.

Severe behaviour clause:

Severe behavioural issues will be dealt with by SLT and all staff must inform a member of SLT.

Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises (see offensive weapon and serious incidents policy)
- Objects being used inappropriately
- Racist abuse
- Any form of bullying (See anti-bullying policy for definitions) including homophobic, bi-phobic and transphobic bullying
- Inappropriate use of mobile devices (e.g. mobile phones, tablets etc)
- Physical assault including spitting
- Verbal abuse/threatening behaviour
- Homophobic abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft
- Damage to school property, damage to neighbouring property and damage to property when off-site when representing the school, such as on a school trip or on the bus on the way to or from school.
- Smoking, drinking alcohol
- Vandalism
- Persistent disruption to learning
- Repeated breaches to the school rules
- Any article a staff member reasonably suspects has been or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sanctions may be applied when a pupil has misbehaved offsite when representing the school, such as on a school trip or on the bus on the way to or from school

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Incidents will be recorded using

- CPOMS online system
- RIHMS recording Form (racist abuse) (see appendix 2)
- Behaviour Incident Log completed by pupils (see appendix 1A, 1B)
- Red and Yellow card monitoring form (Appendix 4)
- Behaviour Record Sheet
- Exclusion letter (if appropriate)

In the case of **severe** misbehaviour any or all of the sanction stages may be missed out.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection policy for more information

Below is a list of severe mis-behaviour pupils may carry out which could effect other pupils/staff/adults whilst at school or off site on a school visit but are not limited to

- Bullying* see our Anti-Bullying Policy for our approach to preventing and addressing bullying (Racism, Homophobic, Biphobic and Transphobic bullying, Peer on Peer abuse, sharing of nude and semi-nude images, Verbal Cyber bullying and Physical bullying)
- Physical assault/Physical aggression
- Verbal abuse/verbal aggression
- Threatening behaviour (including spitting)
- Fighting (age appropriate context and injury sustained)
- Sexual misconduct -sexual violence and sexual harassment, sharing of nude and semi-nude images
- Theft (the object stolen will determine the type of infringement and the age of the child)

- Vandalism-damage to property -school property/peer property/buildings/neighbouring property
- Persistent disruption to learning
- Persistent defiance and or insolence and not following instructions
- Inappropriate or dangerous items being brought onto the school premises
- Inappropriate or dangerous items used to inflict harm
- Inappropriate or dangerous items used to cause damage
- Smoking
- Drinking alcohol
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to , or damage to the property of, any person (including the pupil
- Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

The following actions may be taken:

- Policy of choices and consequences explained
- Parents informed of behaviour and consequences
- Parents will be contacted immediately and asked to come to discuss the situation
- Child will be put on report
- Child will be put on a behaviour contract
- Child will be excluded internally
- Parents and child meet with governor and EHT/HoS
- Child will be excluded fixed term
- Child will be excluded permanently

Behaviour is recorded on either a

- Bullying record sheet
- RIHMS record sheet
- Behaviour record sheet
- Exclusion letter
- CPOMS upload of incident

Fixed-term and permanent exclusions

Procedure following a major infringement and/or fixed term exclusion

- A reintegration meeting is held to discuss the behaviour which has caused an exclusion with parents/carers to make clear what the school, parent/carer and pupil child can all agree upon to ensure a successful reintegration. (*Failure to attend a reintegration interview without reasonable justification will be a factor considered by a magistrates' court if, on future application, they consider whether to impose a parenting order*)
- Parent meetings may be via ZOOM
- The staff, parents and child, to help them with their future behaviour, draw up a positive behaviour plan.

- The child is monitored by using the daily individual Behaviour plan usually for the next three weeks.
- The child can collect points/rewards on their Behaviour plan as appropriate as well as comments for every lesson and/or playtime.
- The Individual Behaviour Plan is taken home for parents to read and sign. The frequency of this is personalised for each child.
- After the three-week period, staff and parents will decide whether to resume normal monitoring or move to the next level of intervention.
- If necessary, the matter is referred to MAST via a FCAF requesting various levels of support that may include support from a Family Support Worker and/or Engagement with Learning Support Worker.
- If external agencies have worked with the school and the child, and the child continues to misbehave, the school would then consider a permanent exclusion.

Fixed-term and permanent exclusions see [Exclusion Policy](#)

Fixed Term or permanent exclusions will only be used a last resort. It will be used where there is a serious breach of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Lunch-Time Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

[See Exclusions policy](#)

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site for the possible reasons below when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Refer to KCSIE 2021 [LINK](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

Communication

We recognise that efficient communication mechanisms are vital in achieving good behaviour. There are systems in place to ensure that clear and consistent messages are given when dealing with behaviour issues.

staff ↔ staff (staff meetings, Nurture meetings, Key Stage meetings, year group meetings, SEN reviews, TA meetings, liaison with lunchtime supervisors, class teachers and senior managers).

school ↔ child (school and class council, SEN reviews, PSHE circle times)

school ↔ home (reports, meetings with parents, phone calls, parents' evenings, SEN reviews, letters, questionnaires)

school ↔ outside bodies (agencies, pre-school, secondary school)

Roles and Responsibilities

- The Headteacher and Governors have overall responsibility for the implementation of the school's Behaviour Policy.
- The SENCO is responsible for providing guidance, and monitoring the implementation and effectiveness of individual behaviour support.
- The Designated Safeguarding Lead provides guidance to the SENCO and together with the Senior Leadership Team, they monitor situations involving behaviour issues which might indicate the need for further intervention.
- All staff, including class teachers, teaching assistants and lunchtime supervisors are responsible for implementing and promoting the behaviour policy.
 - ***All staff should act as role models for Our Standards***

- Carers and children are responsible for upholding the Behaviour Policy
- Employees requiring further information or requiring advice concerning the appropriate course of action to adopt in any situation, should contact their Line Manager, Head teacher, Chair of Governors or Education Human Resources; This Code of Conduct should be read in conjunction with its appendices and with any other school codes of practice or policies that relate to employee conduct and/or workplace or system security policies and procedures. (see code of conduct for employees policy 17.3 & 17.4)

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules (Our Standards)
- Develop a positive relationship with pupils, which may include greeting pupils in the morning or start of a lesson, establishing clear routines, communicating expectations of behaviour in ways other than verbally, highlighting and promoting good behaviour, concluding the day positively and starting the next day afresh, having a plan for dealing with low-level disruption, using positive reinforcement.

The Role of Governors

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 EHT/HOS in carrying out these guidelines.

The EHT has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the EHT about particular disciplinary issues. The EHT must take this into account when making decisions about matters of behaviour.

The **governing board** is responsible for reviewing and approving the written statement of behaviour principles

The **governing board** will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

The Executive Headteacher

Maintained schools, pupil referral units and non-maintained special schools insert:

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body due consideration to the school's statement of behaviour principles. The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

It is the responsibility of the EHT, under the School Discipline Regulations 2012 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.

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

The EHT is informed of all reported minor and major infringements of behaviour.

The EHT has the responsibility for giving fixed-term exclusions to individual children for major infringements of misbehaviour. For repeated or very serious breaches of school's behaviour policy the head-teacher may permanently exclude a child.

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 Executive Headteacher/Head of school in carrying out these guidelines.

The Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher may take this into account when making decisions about matters of behaviour

The Role of the Inclusion Team (Learning Mentors, Inclusion Co-ordinator/SENCo)

The inclusion team will work with vulnerable children either on a small group basis or 1:1 to support children in identifying triggers for poor behaviour and putting in place a structured plan to ensure a positive outcome for each day. The inclusion team will be pro-active in their approach and work with

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Positive Handling Plan:

Where positive handling techniques are used or the possibility that they may be used, identified pupils have a specific plan. This identifies antecedents, anxiety/defensive/crisis behaviours. See also Positive Handling Policy.

Positive Behaviour Charts:

Occasionally a few children will need additional support for much longer periods of time to behave appropriately and these charts agreed with parents and children support recording of good/poor behavior incidents, times and causes.

The Role of External Agencies

The school's inclusion co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The Role of the Class Teacher

The class teacher discusses the School rules and any additional class rules on a regular basis. Each class may determine their own rules at the start of the school year to ensure that all children know what is expected of them and have ownership of the rules. All children are involved in lessons in RHE (Relationship and health education) and Circle Time. During this time relevant issues are discussed to promote good relationships between all children and adults.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner throughout the day.

The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff treat each child fairly. All children are treated with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (See Appendix 4)). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of SLT.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (age, sex, sexual orientation, race, marriage or civil partnership, gender reassignment, religion or beliefs, disability, pregnancy), from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Physical Restraint

Staff at Ecclesfield do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children (See guidance for Reasonable Force/Physical Restraint

https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_searching_screening_s_ept_21.pdf

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 4 for a behaviour log)

Incidents of physical restraint must always be used as a last resort

The Role of the Lunchtime Supervisory Assistants and Playworkers

At lunchtime, mid-day supervisory assistants organise and play games with the children on the outside playgrounds and field when the weather allows. This encourages children to play together well and gives them plenty of opportunities to take part in games and activities and so promote positive play.

The Role of the pupil

Pupils are expected to

- Follow the school rules
- Show respect to all members of staff and each other
- Make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside

Pupil Support

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The Role of the Peer Mediators

The school has a group of trained Y5 /Y6 children who act as peer mediators during break and lunch times. Children have to apply for the position and prove that they are able to carry out the role. On being successful in their application Y5 / 6 children then follow weekly rota and work in pairs on either the KEY STAGE 1 or KEY STAGE 2 playground. They will help children solve disputes more independently and have happier playtimes, so positively encouraging appropriate behaviour. Every dispute they deal with the must keep a record of and this is checked regularly to ensure staff are aware of any recurring issues. Any major incidents are still dealt with by staff.

The Role of Parents/Carers

(The definition of a parent for the purposes of the Education act is any person who has parental responsibility which includes the Local Authority where it has a care order in respect of the child and any person (for example) a foster carer with whom the child lives)

Parents are expected to:

Support their child in adhering to the pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules on the website, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to punish a child, parents should support the actions of the school.

Restorative Justice Strategy

As of September 2019, we will be adopting a restorative practice strategy. The 5 core beliefs are as follows

- Listening to everyone's voice
- Thoughts influence emotions and emotions influence subsequent actions
- The importance of being aware of the impact of our actions over others
- The importance of sharing our human needs as
- the basis for finding a way forward
- The ownership of problem solving being with the
- people effected

Belinda Hopkins – The Restorative Classroom

Where appropriate and with pupils' consent we will use this approach to resolve issues. The following steps will be taken

- Speak to both parties separately
- Ascertain if both sides are happy to proceed to a meeting to discuss the incident
- Choose an appropriate time/room/set up
- Start with the person who is perceived to have caused the harm
- Move on to the harmed
- Next steps....

Confiscation of Prohibited items

Prohibited Items This list can include the following

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco , cigarette papers and e-cigarettes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence
- Any article that the member of staff reasonably suspects is likely to cause personal injury to or damage to the property of any person (including the pupil)

Confiscation and Searching Pupil Property Searching with consent - Schools' common law powers to search

- School staff can search pupils with their consent for any item.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent What the law says:

- The Executive Headteacher or a member of school staff and authorised by the Executive Headteacher can carry out the search.
- The teacher must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- • exception to this rule. a search can be carried out on a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- When can I search?
- If school has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- The law also says what must be done with prohibited items, which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.
- Authorising members of staff
- The Executive Headteacher should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion.
- For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV (if the school has CCTV) footage in order to make a decision as to whether to conduct a search for an item
- Searches for items banned by the school rules
- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the Executive Headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for Executive Headteachers and school staff' via the link under Associated Resources.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Executive Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

During the search Extent of the search – clothes, possessions, desks What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Also note:
 - The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and e-cigarettes, fireworks, pornographic images or articles that have been or could be used to commit an

offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the Search The power to seize and confiscate items – general What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Also note:
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances, which are not believed to be controlled drugs these, can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, (as applicable) as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring

Each half term, an analysis of behaviour incidents is undertaken, patterns, reasons looked for. Patterns of behaviour with all groups of children is investigated.

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 EHT/HOS monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The governing body and staff review 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.

GDPR

The information gathered for the purposes of monitoring behaviour will be used solely for this purpose.

It will only be accessible to school staff involved with this activity.

The data will be shared when a child moves to a new setting.

Records will be held on the school CPOMS system.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Complaints

See complaints policy

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the EHT and then if still not satisfied, the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Recording Systems

- Merit sheets
- CPOMS: Incident reports
- SEN reviews (including school, carers, child and outside agency perspectives)
- End of year reports
- Behaviour Monitoring (red and yellow card monitoring)
- RIHMS recording Form (racist abuse) (see appendix)
- Behaviour Incident Log (see appendix)
- MDSA log of incidents

- Child Protection Form

Criteria for Success

- There is evidence of pupils achieving the highest possible standards in their personal behaviour.
- Procedures are followed consistently by school, carers and children.

J Eagleton/H. Travers

Executive Headteacher/Assistant Headteacher

Policies linked to Behaviour Policy

- Anti-Bullying Policy
- Allegations of Abuse against staff
- Complaints Procedure
- Exclusion Policy
- Safeguarding Policies and Procedures (SSCB)
- Searching, Screening and confiscation at School
- Equality Policy
- KCSIE 2021
- Exclusion from Maintained Schools, academies and pupil referral units in England September 2017
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational needs and disability (SEND) code of practice
 - DFE Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
 - Offensive weapons and serious incidents policy July 2018

APPENDIX

Name _____ Date _____

APPENDIX 1 A Behaviour Incident Log KS1

Where did the incident take place? Please tick

classroom,

playground,

hall,

field

out on a trip (swimming baths)

When did the incident take place? Please tick

playtime,

dinnertime,

before school

after school

during lessons

assembly

after school clubs

What did you do that was wrong?

Name _____ Date _____

APPENDIX 1 B Behaviour Incident Log KS2

Who was involved?

Where did the incident take place?

When did the incident take place?(playtime, dinnertime, before/after school)

What happened in the incident?

Why did the incident take place?

What will you do tomorrow that will be different?

(Child to complete with SLT)

APPENDIX 2 RHIMS Record (Staff Share – uploaded onto CPOMS)

Date of Incident

Type of RHIMS Involved	Cyber
	Physical
	Verbal
	Homophobic
	Bi-phobic
	Transphobic

Perpetrator Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of incident

Victim Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of Incident

RHIMS incident details	
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Victim

Clear reprimand for the victim	
All staff who work with the victim informed	
Offender followed up – discussion, counselling, parents informed,	
External agencies involved	

Perpetrator

Clear reprimand for the perpetrator Sanctions applied	
------------------------------------------------------------------	--

All staff who work with the perpetrator informed	
Offender followed up – discussion, counselling, parents informed,	
External agencies involved	

Whole class follow up needed (how, when where what)

Form completed by _____

RHIMS log added to _____



MDSA LOG



NAME of MDSA			DATE	
BUBBLE				
TIME	DETAILS OF INCIDENT	CHILDREN INVOLVED	FED BACK TO WHO? Next Steps?	

APPENDIX 4

Red and yellow Card Monitoring:

<https://docs.google.com/spreadsheets/d/1zvIRUcr9Q0II8C1DagMtTbUw6pJdPbr1y9Vg7APc6-s/edit#gid=1786091083>

Example:

1									
2									
3	Class:								
4									
5	Teacher:								
6									
7	Child's name	Red/Yellow card incidents and follow up							
8	Hannah T	5.9.2018	10.10.2018	12.10.2018					
9	Ben S	8.9.2018	25.9.2018						
10	Cathy H	5.9.2018	6.9.2018	7.9.2018	Parent meeting 9.9.2018				
11									
12									
13									
14									
15									
16									

1									
2									
3	Class:								
4									
5	Teacher:								
6									
7	Child's name	Red/Yellow card incidents and follow up							
8									
9									
10									
11									
12									
13									
14									
15									
16									