

# Ecclesfield Primary School

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## Behaviour Policy

Approved by: Kevin Corke

Last reviewed: August 2023

Next review due by: August 2024

## School Wide Team

**J. Eagleton: Executive Headteacher**

**H. Travers: Acting Head of School (Safeguarding)**

**L. Stevenson: Inclusion (Safeguarding)**

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

**Y. Cowlshaw: Family Liaison (Safeguarding, attendance)**



## Aims and Expectations

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 is designed to encourage positive, (pro-social) and acceptable (expected)\* behaviour and ensure we deal effectively with unacceptable (or non-expected)\* behaviour.

*\*These are terms used in the Zones of Regulation curriculum designed to support children's understanding of behaviour choices, particularly children with SEND. We also prefer to refer to 'consequences' rather than 'sanctions' but both may be used*

This policy is for all of our pupils from EYFS to Year 6.

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.

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. We are aware of the need to understand pupils as individuals and guide them to appropriate behaviour through tailored approaches where necessary rather than one size fits all.

**Our positive 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.**

- 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 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.

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

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

- ❑ To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment in order to reach their full potential
- ❑ 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.
- ❑ Outline the expectations and consequences of behaviour; modelling what is meant by good behaviour
- ❑ To provide the best atmosphere for learning.
- ❑ To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school ensuring staff are consistent about what is acceptable behaviour
- ❑ To define what we consider to be unacceptable behaviour, including bullying and discrimination

## 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](#)
- [Keeping Children Safe in Education](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education and Working Together to Safeguard Children, and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 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
- Statutory Framework for the Early Years Foundation Stage
- Sheffield Safeguarding Policies, procedures and guidance  
<https://www.safeguardingsheffieldchildren.org/sscb/education/guidance>

## Trauma Informed Schools Approach

At Ecclesfield we believe in providing every child with the opportunity to experience an outstanding education academically, emotionally and socially. We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers the whole child and provides the necessary support for pupils to achieve, develop and reach their true potential.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating a nurturing and enriched environment of safety that has strong, positive and supportive relationships at its heart. For example, staff implement a 'Four at the Door' Policy, where children are personally greeted by staff with eye contact, a smile, and a question or comment that is catered to the individual. Furthermore, children are given the opportunity to emotionally 'check-in' non-verbally through the use of safety cues as they are able to tap emojis at entrances to classrooms to engage with their emotions before then considering the Zones of Regulation.

Our priority as a school is to ensure psychological and environmental safety first; it is the foundation on which everything else depends. The ability to learn without fear in order to relate to others and engage in learning. Through a trauma informed approach, our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can attune to the children in our school and provide essential calming and containing of our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings. We recognise that children need to be in an emotionally regulated state before any reflection on behaviour can take place, and so ensure that we have areas around school equipped with resources for interventions that are designed to reduce stress hormone levels so that children are enabled to feel calm, soothed and safe. In some circumstances, this may mean that literal physical containment of each other to keep all safe.

In practical terms it means that we try to not place the pupils in situations that they are unable to manage. It is vital that our response to their distress and often behaviours that challenge is supportive and focusses on how best to support the brain's frontal lobe functioning to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's development. If we are truly to protect our pupils and

each other, our school approach needs to reflect a differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents an unmet need, Adverse Childhood Experiences (ACE) and/or particular neurocognitive or neurochemical profile.

As a school we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the emotional response to and the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, moving house can be experienced as traumatic. More recently, we have recognised the impact of Covid 19 on our children and this may have impacted on how safe they felt in the world. Children and adults can be affected by toxic stress.

Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our school members and act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support. As such, we ensure that who the children feel their emotionally available adult is, is revisited throughout their time at Ecclesfield Primary School.

Our positive behaviour management and relationship policies reflect a trauma informed approach where we challenge behaviour but accept the emotions and our behaviour strategies are both developmentally and trauma-informed. We do not operate a 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations.

We have two specially trained Trauma and Mental Health Informed Practitioners to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Children are identified for additional support through referral by their class teacher or highlighted through a significant change in their behaviour in schools or through a parental concern when behaviour changes at home or a significant life event impacts the family.

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. Staff ensure that their interactions are warm, empathic and curious with our children so that we foster an environment where children and adults alike are socially engaged with one another. It is the expectation at Ecclesfield Primary that all staff, regardless of role act in this way.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgemental working alliances with all our parents.

## Zones of Regulation:

At Ecclesfield Primary School, we are rolling out the use of 'Zones of Regulation'. The Zones of Regulation framework provides children with a variety of tools and strategies for self-regulation, prosocial skills, self-care, and overall wellness. It is used to support an individual's understanding of emotions by categorising them into different coloured zones. Strategies are then identified for individuals to carry out to get back to the green zone to feel calm, focused, and ready to learn. The Zones of Regulation resources can be used to support a child to identify and describe their feelings, which can support a discussion around why they are feeling a certain way, and what strategies can be used when they feel like this. The ultimate aim of this is to support children to develop their independence in identifying and expressing their feelings, and independently identifying strategies, to prevent them from becoming dysregulated. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness and healthy connections to others. When introducing the Zones of Regulation children should be supported to learn how to do this through consistent modelling by the adult.

These are the zones that we are beginning to use in school:

| <b>Blue Zone</b><br><b>Slow moving</b>   | <b>Green Zone</b><br><b>Ready to learn</b>  | <b>Yellow Zone</b><br><b>Some control</b>  | <b>Red Zone</b><br><b>Out of control</b>  |
|--|---|--|---|
| <p>Tired, bored, sad, sick</p> <p>Communicating effectively.<br/>Valuing themselves and others.</p>  | <p>Content, happy, OK, calm</p> <p>We can achieve anything by following our school rules.<br/>We are ready to learn.</p>  | <p>Excited, worried, frustrated, annoyed</p> <p>Restless – some control</p> <p>Making relationships<br/>Tolerance<br/>Democracy</p>  | <p>Angry, Mad, Aggressive, Terrified</p> <p>Anger, frustration – no control</p> <p>Act on informed decisions.<br/>Working with others.</p>  |
| <p><b>The behaviours I might show which I need to manage:</b></p> <p>If I am in this zone, you may see me:</p> <ul style="list-style-type: none"> <li>- Giving up</li> <li>- Unengaged in my learning</li> <li>- Not doing my best</li> <li>- Upset</li> </ul> | <p><b>What does it look like:</b></p> <p>If I am in this zone, you may see me:</p> <ul style="list-style-type: none"> <li>- Listening and communicating politely, showing good manners.</li> <li>- Being kind, helpful and understanding</li> </ul> | <p><b>The behaviours I might show which I need to manage:</b></p> <p>If I am in this zone, you may see me:</p> <ul style="list-style-type: none"> <li>- Struggling to concentrate</li> <li>- Not engaged or completing work</li> <li>- Not showing respect to adults or peers</li> </ul> | <p><b>The behaviours I might show which I need to manage:</b></p> <p>If I am in this zone, you may see me:</p> <ul style="list-style-type: none"> <li>- Not keeping myself safe</li> <li>- Not keeping others safe</li> </ul> |



|  |   |   |   |
|--|---|---|---|
|  | <p>towards other people</p> <ul style="list-style-type: none"> <li>- Trying my best</li> <li>- Being respectful to others, our resources and our environment.</li> </ul>  | <ul style="list-style-type: none"> <li>- Distracting others</li> </ul>  |   |
| <p><b>What might this feel like to me?</b></p> <p>I don't have the energy to do my best.<br/>I want to cry.<br/>I feel like giving up.<br/>I feel not interested.</p>  | <p><b>What might this feel like to me?</b></p> <p>I can't wait to get started.<br/>I am really trying my best.<br/>I am enjoying what I am doing.<br/>I am enjoying being around other people.</p>                  | <p><b>What might this feel like to me?</b></p> <p>My mind is all over the place.<br/>I can't concentrate.<br/>I can't control my voice.<br/>People are annoying me.<br/>I have the feeling I just want to snap at someone.</p>  | <p><b>What might this feel like to me?</b></p> <p>I have the feeling that I want to get out of here.<br/>I have the feeling that I want to hurt myself.<br/>I have the feeling that I want to hurt someone.<br/>I have the feeling that I want to hide.</p>   |
| <p><b>What the adults need to say:</b><br/><b>(Emotion Coaching)</b></p> <p>I can see you are in the blue zone and I wonder if you might be feeling ....<br/>You need to take care of your blue zone feeling. I wonder if a tool might help us manage our Zones right now?<br/>Let's use a tool to take care of our Zones.</p> | <p><b>What the adults need to say:</b><br/><b>(Emotion Coaching)</b></p> <p>I can see you are in the green zone and I wonder if you might be feeling ....<br/>You need to take care of your green zone feeling.</p> | <p><b>What the adults need to say:</b><br/><b>(Emotion Coaching)</b></p> <p>I can see you are in the yellow zone and I wonder if you might be feeling ....<br/>You need to take care of your yellow zone feeling. I understand that you are feeling ... but that behaviour is not OK.<br/>I wonder if a tool might help us manage our Zones right now?<br/>Let's use a tool to take care of our Zones.<br/>Let's find a ____ (colour Zone learner identifies in) tool to help you ... (get back to the fun, follow the schedule, finish your work...)</p> | <p><b>What the adults need to say:</b><br/><b>(Emotion Coaching)</b></p> <p>I can see you are in the red zone and I wonder if you might be feeling ....<br/>You need to take care of your red zone feeling. I understand that you are feeling ... but that behaviour is not safe.<br/>I wonder if a tool might help us manage our Zones right now?<br/>Let's use a tool to take care of our Zones.<br/>Let's find a ____ (colour Zone learner identifies in) tool to help you ... (get back to the fun, follow the schedule, finish your work...)</p> |



|  |  |   |   |
|--|--|---|---|
| <p><b>What will help me to manage my zones and be 'ready to learn'?</b></p> <p>Get me up and moving (movement break).<br/>         Opportunity to talk if upset.<br/>         Distraction.<br/>         Encourage me with positive praise.<br/>         Give me a job – open a window, take a message to office etc.</p> | <p><b>What will help me to manage my zones and be 'ready to learn'? What will keep me here?</b></p> <p>Rules, routines and structure in class.<br/>         Engaging lessons.<br/>         High expectations, positive reinforcement and praise for all.<br/>         Adults ensuring that I understand what I need to do.</p> | <p><b>What will help me to manage my zones and be 'ready to learn'?</b></p> <p>5-minute time out<br/>         Calm space<br/>         Focus table to complete my learning.<br/>         Mindfulness breathing.<br/>         Chat and check in.<br/>         Reading a book.<br/>         Mindfulness colouring.</p> | <p><b>What will help me to manage my zones and be 'ready to learn'?</b></p> <p>(Work backwards from red zone to yellow to green)<br/>         5-30 minutes (no control)<br/>         Safe space<br/>         Learning zone<br/>         Library<br/>         Time out</p> |
|--|--|---|---|

Through regular check-ins and the use of Zones of Regulation, children are encouraged to express their feelings and emotions. Children check in on the Zones of Regulation each morning and have access to them throughout the day. Initially staff recognise children's emotions and zones to support the children in understanding how they feel. Staff initially support children by co-regulating and offering strategies to support them to get back into the green zone and being ready to learn. As children develop these skills they are encouraged to regulate themselves by choosing strategies appropriate for them. We recognise that some individuals may need additional support regulating their emotions and individual plans may be needed. A calm corner is set up in each class and around school with a variety of sensory toys, books about feelings and activities to support them to regulate themselves.

## 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:

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. By having simple, clear and well communicated expectations of behaviour, our staff and pupils can thrive to achieve and build positive relationships based on predictability, fairness and trust. 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!***

We believe that there is a shared responsibility between staff, parents and pupils for the promotion of positive behaviour.

#### **Responding to positive behaviour:**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

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
- Weekly Merit (2 from each class, one for learning and one for their learning mindsets)
- Star of the day
- Dojo Points
- Class rewards
- Visit to other teachers/SLT
- Monitors (Taking responsibility for certain jobs/areas around school)
- End of term awards for one person for each class, Office choice, Lunchtime choice
- Year 6 receive academic, values and sportsmanship awards at their leaving assembly at the end of the Summer term.
- Attendance certificates given out for annual attendance (100%-98%)
- Lunchtime Super Star of the week

#### **EYFS**

We believe that there is a shared responsibility between staff, parents and pupils for the promotion of positive behaviour.

Staff have high expectations and use positive reinforcement as the main behaviour management strategy to increase the children's self-esteem as well as promoting positive choices within the classroom. We encourage children to make positive behaviour choices for both themselves and collectively as a class.

The following rewards are in place in EYFS:

- € Individual rewards
  - Dojo points
  - Dojo star of the day
  - Personalised rewards used in line with individual plans
- € Whole class rewards
  - Class marble jars
  - Dojo class rewards
  - Additional class reward systems through the year as appropriate to the needs of individual classes

## **Responding to misbehaviour:**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future

All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner. 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**

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)
- Refusal
- Insolence
- Nipping/Scratching
- Telling Lies
- Theft (dependent on what is stolen)

## **Sanctions are lawful when 3 conditions are followed;**

- The decision to sanction a pupil is made by a paid member of the school staff.
- The decision to sanction the pupils and the sanction itself are made on the school premises or whilst the pupils is under the lawful charge of the member of staff
- It does not breach any other legislation (Equality Rights, SEND and Human Rights)

**Sanctions will be proportionate to the circumstances of the case and will consider a pupil's age, any SEND, any religious requirements affecting them or other vulnerabilities (Adverse Childhood Experiences ACES).**

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.

**Look/check behaviour** (saying name, reminding of expectations etc)

**Verbal Warning** - a reminder of the right course of action

**Missed Time** - This will depend on the severity of the minor infringement or behaviour. Parts of playtime or lunchtime or other reward times may be missed to further investigate or, as part of our restorative justice approach, have time to reflect on what has happened and ways to move forward. (See section on Restorative Justice).

The amount of time missed will be decided by the adult who was present alongside discussion with the class teacher and if necessary a member of SLT. Incidents will be recorded on CPOMS system and shared with parents.

If the incident happens at lunch time, a member of the lunch time staff will inform the class teacher along with the learning mentor/SLT (using the MDSA Log proforma)

Examples could include (this is not an exhaustive list)

- Missing 5 minutes of lunch time to discuss behaviour and actions moving forward with class teacher
- Spending part of lunch time with learning mentor to develop understanding of behaviour
- Spending parts of lunch time/reward time with a member of SLT investigating what has happened and how actions might be changed moving forward

It will be at the discretion of staff to implement the consequences that they feel the incident warrants, but an explanation will 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. We are aware of the need to understand pupils as individuals and guide them to appropriate behaviour through tailored approaches where necessary rather than one size fits all

Early intervention is key. It is the responsibility of class teachers to monitor behaviour incidents and missed time. The Learning Mentor will also oversee behaviour incidents across the school and identify patterns.

**As a school we recognise behaviour as a form of communication and evidence of unmet need, particularly in relation to pupils with SEND.** Therefore, if behaviour incidents are occurring regularly, class teachers alongside the Learning Mentor/SENDCo/SLT will review provision for individuals and make necessary adjustments ensuring that parents are involved at all stages.

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with learning mentor, SENDCO or nurture staff
- Personalised behaviour goals and positivity chart
- Changes to trigger points e.g. break times/lunch times, start and end of the day

## Severe behaviour

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 below and anti-bullying policy for definitions) including homophobic, bi-phobic and transphobic bullying
- Inappropriate use of mobile devices (e.g. mobile phones, tablets etc)
- Upskirting
- Physical assault including spitting
- Verbal abuse/threatening behaviour
- Homophobic abuse
- Initiation/hazing type violence and rituals
- 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 refusal
- 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
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Sharing of nude and semi nude photographs
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

- See further guidelines see [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)

**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. (See anti-bullying policy)

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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | 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
- Behaviour recording Form (see appendix 2)
- MDSA Log
- Suspension letter (if appropriate)



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

### **Sexual violence and sexual harassment**

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

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Please refer to our online safety policy and child protection policy for further details

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (known as withdrawal). As a school we do not use seclusion (a child spending time alone against their will without supervision).

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appropriate member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentor
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

## 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.

## Alternative Approach for Persistently Disruptive Pupils

**The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as**

- 
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment
- 

**Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMs**

## Offsite Direction Protocols

The law **does not** allow for ‘trial admissions’ or ‘trial managed moves’.

If a temporary move needs to occur to improve a pupil’s behaviour, then off-site direction should be used.

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

An Off-Site Direction does not require parental agreement, however it is strongly recommended that every effort is made to secure parental and pupil engagement to give the placement every chance of success.

For off-site direction, a proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. During the period off-site direction, the commissioning school must keep the placement under review and involve parents in the review.. Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it. Responsibility for the alternative provision used rests with the commissioning school.

As part of planning, alternative options should be considered once the time limit has been reached, *including a managed move on a permanent basis* (if a pupil is placed in a mainstream school) upon review of the time limited placement.

## Suspensions and permanent exclusions (see Suspension and Exclusion Policy)

Fixed term suspensions or permanent exclusions will only be used as 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.

### Procedure following severe behaviour and/or Suspension

- Inquiries into the circumstances of the incident-with school staff/home circumstances will be undertaken and these may be carried out by the DSL/DDSL
- The staff, parents and child, to help them with their future behaviour, draw up a positive behaviour plan
- 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)
- The Individual Behaviour Plan is taken home for parents to read and sign. The frequency of this is personalised for each child.
- The child can collect points/rewards on their Behaviour plan as appropriate as well as comments for every lesson and/or playtime.
- The child is monitored by using the daily individual Behaviour plan usually for the next three weeks.
- 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 have to consider a permanent exclusion as the support for behaviour management has not improved the behaviour.

### Lunch-Time suspensions

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 suspensions, such as the head teacher's duty to notify parents still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Governing Board meeting is triggered.

[See Suspensions and 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).

## **Mobiles Phones and Behaviour**

Pupils are allowed to bring mobile phones to school in Y6 and Y5.

Phones are stored in an area during the school day to mitigate the risks of distraction, disruption, bullying and abuse.

Pupils can use them during the school day in exceptional circumstances (medical/personal reasons)

Parental permission will need to be provided in case of loss or damage.

### **Use of Mobile Phones at school or out of school to bully or intimidate others**

Where mobile phones are used in or out of school to bully or intimidate others, then the head teacher or DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'

(Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the [Education and Inspections Act 2006](#)).

**Anti-Bullying Procedures and the school's Behaviour Policy for major infringements will be followed.**

### **Searching of Mobile Phones**

Staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#) if they have reason to believe the phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)

- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Anti-Bullying Procedures and the school's Behaviour Policy for major infringements will be followed.

## 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 take necessary actions 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 take necessary actions 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 2023 and Child Protection Policy](#)

## Zero-tolerance approach to sexual harassment and sexual violence

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

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 and safeguarding policy for more information.**

## Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Our approach may include but is not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or medical issues
- Training for staff in understanding conditions such as ASD, ADHD
- Use of the nurture group to support pupils to regulate their emotions during a moment of sensory overload
- Specific behaviour plans and strategies in place for individual needs
- Adjustments to start or end of day routines to support pupil's emotional regulation and behaviour
- Adjustments to break or lunch times to support pupil's emotional regulation and behaviour



## **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Physical Restraint/Reasonable Force**

***Staff are aware of de-escalation strategies as part of Team Teach training and will always aim to use these before any other measures are used.***

*Staff will only intervene physically to restrain a child as a last resort, when all other forms of de-escalation have been exhausted, unless in an emergency situation. Physical intervention must be reasonable, proportionate and necessary in the circumstances. The actions that we take are in line with government guidelines on the use of force and restraint with children (See guidance for Reasonable Force/Physical Restraint)*

Key staff are trained in the use of Team Teach, which is an accredited, award-winning provider of positive behaviour management training. All Team Teach techniques have been medically risk assessed. The SENDCo (Lauren Stevenson) is a qualified Team teach Intermediate Tutor.

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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)

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe” – George Matthews, Founder of Team Teach

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

## 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 leaders).

**school ↔ child** (school council, SEN reviews, RHE circle times, Regulation time, feeling boxes)

**school ↔ home** (reports, meetings with parents, phone calls, parents’ evenings, SEN reviews, letters, questionnaires, record of dojo points)

**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 SENDCo is responsible for providing guidance, and monitoring the implementation and effectiveness of individual behaviour support.
- The Designated Safeguarding Lead provides guidance to the SENDCo 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)

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 Board 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**

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board 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 suspensions to individual children for major infringements of misbehaviour. For repeated or very serious breaches of school's behaviour policy the Executive Head-teacher may permanently exclude a child.

The Governing Board 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/SENDCo, Family Liaison Officer Trauma informed Practitioner, Intermediate Tutor for Team Teach, Art therapist, bereavement Councilor )**

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 Plans:*

Where de-escalation techniques are used or the possibility that they may be used, identified pupils have a specific plan. This identifies antecedents, anxiety/defensive/crisis behaviours.

#### *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 behaviour incidents, times and causes.

#### *One page Profile:*

Where children have additional needs, a one page profile is used to record their needs and possible strategies which can be implemented by staff to support the child. These profiles incorporate the views of the children.

## **The Role of External Agencies**

The school's special educational needs co-ordinator will monitor 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 and Teaching Assistants**

Class teachers and teaching assistants have an important role in developing a calm and safe learning environment. In order to do this they will discuss the School rules and any additional class rules on a regular basis to communicate the school expectations. Each class may determine their own rules / a class charter 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). During this time relevant issues are discussed to promote good relationships between all children and adults.

It is the responsibility of the class teacher and teaching assistants 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.

- Class teachers will aim to develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - 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

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (Using CPOMs). 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 or the learning mentor.

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.

### **The Role of the Lunchtime Supervisory Assistants and Playworkers**

At lunchtime, mid-day supervisory assistants and play workers 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 monitor 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 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)

The role of a parent is crucial in helping schools develop and maintain good behaviour.

#### **Parents are expected to:**

Support their child in adhering to the standards of the school outlined above

**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.

Staff at Ecclesfield will ensure parents are kept updated about their child's behaviour, encouraging parents to celebrate pupils' successes.

## **Restorative Justice Strategy**

**As a school, we use the restorative justice 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.

## **Power to use reasonable force**

The Executive headteacher and authorised school 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 week, the learning mentor will analyse behaviour incidents for the previous week, identifying patterns.

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 Board 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 Board on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The Governing Board 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 Board 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 recording Form (see appendix)
- MDSA log of incidents

## 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.

***Written in collaboration with Senior Leaders and the Inclusion team at Ecclesfield Primary***

## Policies linked to Behaviour Policy

- Anti-Bullying Policy
- Allegations of Abuse against staff
- Complaints Procedure
- Suspensions and Exclusion Policy
- Safeguarding Policies and Procedures (SSCB)
- Searching, Screening and confiscation at School
- Equality Policy
- KCSIE 2023
- 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
  - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/392491/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_school\\_staff\\_dep\\_advice\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/392491/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_dep_advice_.pdf)
  - Offensive weapons and serious incidents policy July 2018
  - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- RHE Policy

**APPENDIX 1 Behaviour Record**

**Date of Incident**

|                                   |   |
|-----------------------------------|---|
| <b>Type of incidents Involved</b> | <b>Bullying</b>                         |
|                                   | <b>Homophobic/Bi-phobic/Transphobic</b> |
|                                   | <b>Racist</b>                           |
|                                   | <b>Sexist</b>                           |
|                                   | <b>Sexual Harassment</b>                |
|                                   | <b>Sexual Abuse</b>                     |

| <b>Perpetrator Details</b> | <b>Gender M/F</b> | <b>Yr Group</b> | <b>Ethnicity</b> | <b>Previously a victim/perpetrator</b> | <b>Location of incident</b> |
|----------------------------|-------------------|-----------------|------------------|--|-----------------------------|
|                            |                   |                 |                  |  |                             |
|                            |                   |                 |                  |  |                             |
|                            |                   |                 |                  |  |                             |
|                            |                   |                 |                  |  |                             |
|                            |                   |                 |                  |  |                             |
|                            |                   |                 |                  |  |                             |

| <b>Victim Details</b> | <b>Gender M/F</b> | <b>Yr Group</b> | <b>Ethnicity</b> | <b>Previously a victim/perpetrator</b> | <b>Location of Incident</b> |
|-----------------------|-------------------|-----------------|------------------|--|-----------------------------|
|                       |                   |                 |                  |  |                             |
|                       |                   |                 |                  |  |                             |
|                       |                   |                 |                  |  |                             |
|                       |                   |                 |                  |  |                             |
|                       |                   |                 |                  |  |                             |
|                       |                   |                 |                  |  |                             |

|                         |  |
|-------------------------|--|
| <b>incident details</b> |  |
|-------------------------|--|



## Victim

|  |  |
|--|--|
| <b>Clear outcome for the victim</b>                                      |  |
| <b>All staff who work with the victim informed</b>                       |  |
| <b>Offender followed up – discussion, counselling, parents informed,</b> |  |
| <b>External agencies involved</b>  |  |

## Perpetrator

|  |  |
|--|--|
| <b>Clear reprimand for the perpetrator<br/>Sanctions applied</b>         |  |
| <b>All staff who work with the perpetrator informed</b>                  |  |
| <b>Offender followed up – discussion, counselling, parents informed,</b> |  |
| <b>External agencies involved</b>  |  |

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

Form completed by \_\_\_\_\_

Incident Tracker log added to \_\_\_\_\_



# MDSA LOG



| NAME of MDSA |                     |                   | DATE                            |  |
|--------------|---------------------|-------------------|---------------------------------|--|
| BUBBLE       |                     |                   |                                 |  |
| TIME         | DETAILS OF INCIDENT | CHILDREN INVOLVED | FED BACK TO WHO?<br>Next Steps? |  |
|              |                     |                   |                                 |  |