



Ecclesfield

Primary School

Behaviour Policy

September 2018



School Wide Team

J. Eagleton: Executive Headteacher

R. Binns: Head of School (Safeguarding)

H. Travers: Assistant Headteacher (Safeguarding)

L. Stevenson: Inclusion (Safeguarding)

H. Phillips and C. Herbert: Learning Mentor (Safeguarding, behaviour, attendance,)

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.

- 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.

Policies linked to Behaviour Policy

- Anti-Bullying Policy
- Allegations of Abuse against staff
- Complaints Procedure
- Safeguarding Policies and Procedures (SSCB)
- Equality Policy
- Keeping Children Safe in Education 2018
- 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

Aims

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.

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 Assembly
- Star of the day
- Dojo Points
- Visit to other teachers/SLT

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.

- 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*
- 4) **Red Card** – This is recorded by a red card on the good to be green chart resulting in *lunch time detention* 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. Behaviour recorded on CPOMS system and shared with the child.
- 5) **Time out** in partner class 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.

Lunch Time Systems:

Rewards:

- Verbal rewards as much as possible
- Stickers
- Communication with parents e.g. Positive text messages to parents, notes home, certificates
- Top table
- Dojo Points
- Y6 Lunchtime Star of the week

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

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. 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.

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)
- Inappropriate use of mobile devices (e.g. mobile phones, tablets etc)
- Physical assault including spitting
- Verbal abuse/threatening behaviour
- Homophobic abuse
- Sexist abuse
- Sexual misconduct (Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- 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
- Persistent disruption to learning

Incidents will be recorded using the CPOMS online system
Bullying Record (see appendix)

RIHMS recording Form (racist abuse) (see appendix)
Behaviour Incident Log completed by pupils (see appendix)
Red and Yellow card monitoring form

In the case of **severe** misbehaviour any or all of the sanction stages may be missed out. 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 HT
- ❑ Child will be excluded fixed term
- ❑ Child will be excluded permanently

Malicious Accusations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Fixed-term and permanent exclusions

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.

3. The head teacher's power to exclude

A guide to the law¹

1. Only the head teacher² of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. (Annex B of this guidance, *a nonstatutory guide for head teachers*, summarises the requirements for head teachers, but should not be used as a substitute for this guidance or the relevant legislation.)

¹ Section 51A Education Act 2002 and regulations made under that section.

2. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
4. The behaviour of a pupil outside school can be considered grounds for an exclusion.
5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.
6. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.
7. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.
8. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.
10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:
 - eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
 - advance equality of opportunity between people who share a protected characteristic and people who do not; and

- foster good relations between people who share a protected characteristic and people who do not share it.

11. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues³.

12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice⁵.

13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

14. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

15. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour⁴. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Statutory guidance on factors that a head teacher should take into account before taking the decision to exclude

16. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

17. The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude.

18. Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
19. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems⁵.
20. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the head teacher should consider whether exclusion is providing an effective sanction.

Statutory guidance to the head teacher on the exclusion of pupils from groups with disproportionately high rates of exclusion

21. The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for free school meals; looked after children⁶; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy/Roma; Travellers of Irish Heritage; and Caribbean pupils.
22. In addition to the approaches on early intervention set out above, the head teacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities.

Statutory guidance to the head teacher on the exclusion of pupils with Education, Health and Care plans (EHC plans)⁷ and looked after children

23. As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC plans and looked after children. The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.
24. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should cooperate proactively with

⁷ References to pupils with EHC plans include pupils with statements of SEN whilst they remain.

foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

25. Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

4. The head teacher's duty to inform parties about an exclusion

4.1 The head teacher's duty to inform parents about an exclusion

A guide to the law⁸

26. Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

27. They must also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

28. Written notification of the information mentioned in the above paragraph 27 can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way⁹.

29. Where an excluded pupil is of compulsory school age the head teacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place

⁸ Section 51A Education Act 2002 and regulations made under that section.

⁹ Section 572 Education Act 1996

at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The head teacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session¹⁰.

30. If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person they should report to on the first day.

31. Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

32. The information in paragraphs 29 to 31 must be provided in writing but can be provided by any effective method (paragraph 37 provides guidance on this issue).

33. The failure of a head teacher to give notice of the information in paragraphs 29 and 30 by the required time does not relieve the head of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.

34. If a child is excluded for a further fixed-period following their original exclusion, or is subsequently permanently excluded, the head teacher must inform parents without delay and issue a new exclusion notice to parents.

4.2 Statutory guidance to the head teacher on informing parents about an exclusion

35. For notifications under paragraph 26, although this must not delay notification, ideally, notification should be in person or by telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the head teacher.

¹⁰ Sections 103 to 105 Education and Inspections Act 2006 and regulations made under these sections.

36. When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school, in line with legal requirements and guidance in section 5.

37. For notifications under paragraphs 29 and 30, effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the excluded pupil. Where information is sent home with the pupil, the head teacher should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

38. When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions

<https://www.gov.uk/government/publications/school-exclusion>);

- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and

- where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

39. The head teacher should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing board have been understood.

4.3 The head teacher's duty to inform the governing board and the local authority about an exclusion

A guide to the law¹¹

40. The head teacher must, without delay, notify the governing board and the local authority of:

¹¹ Section 51A Education Act 2002 and regulations made under that section.

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

41. The head teacher must also notify the local authority and governing board once per term of any other exclusions not already notified.

42. Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

43. In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months¹².

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the head teacher must also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay

Exclusion from maintained Schools, academies and pupil referral units in England September 2017

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 headteacher'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.

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/carer and 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 taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order*)
- A Behaviour plan is drawn up by the staff, parents and child, to help them with their future behaviour. This is a positive behaviour plan.
- The child is put on an individual behaviour plan daily 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 Behaviour Plan is taken home for parents to read and sign. The frequency of this is personalised for each child.

¹² As set out in the Education (Information About Individual Pupils) (England) Regulations 2013.

- 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 which 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.

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.

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 Child Protection Liaison Officer 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 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 PSHE (Personal, Social, Health Education), SEAL (Social & Emotional Aspects of Learning) 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 monitoring sheet). 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.

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 policy for Physical Restraint)

The Role of the Lunchtime Supervisory Assistants

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 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 STAGE1 or KEY STAGE2 playground. They will help children solve disputes more independently and have happier playtimes, so positively encouraging appropriate behaviour. Every dispute they deal with they 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 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 parents and families to support good behaviour.

The Role of the Executive Headteacher

It is the responsibility of the Executive Headteacher, under the School Discipline Regulations 2012 to review and implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the 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 also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Executive Headteacher is informed of all reported minor and major infringements of behaviour . The Executive Headteacher 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 Executive Headteacher may permanently exclude a child.

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

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour. **We expect parents to inform the school of any changes in circumstances that may affect their child's behaviour**

If the school has to use reasonable sanctions to address any issues, parents should support the actions of the school. 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 Executive Headteacher 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.

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 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.

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.

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)
- Bullying Record (see appendix)
- RIHMS recording Form (racist abuse) (see appendix)
- Behaviour Incident Log (see appendix)
- 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.

Monitoring

- Celebrating exemplary behaviour and communicating it within the school community.
- Keeping appropriate records of unacceptable behaviour at all levels.

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.

Evaluation

- The policy will be evaluated annually by the Headteacher and Governors.

Data Protection Statement : The information gathered here will be used solely for the purpose of monitoring behaviour It will be held on our school CPOMS system and bullying and racism record file.

Only be held by relevant school staff

- accessible to relevant school staff
- Be used to update our records.
- Be transferred when a child moves to a new setting

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.

Complaints

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.

Review

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.

H. Travers
Assistant Headteacher

APPENDIX

(These can also be found in:

[W:\StaffShare\Policies and guidance\Behaviour](#))

Prohibited Items

- **Knives or weapons**
- **Alcohol**
- **Illegal drugs**
- **Stolen items**
- **Tobacco , cigarette papers and e-cigarettes**
- **Fireworks**
- **Pornographic images (See online safety policy)**
- **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)**

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:

a headteacher or a member of school staff and authorised by the 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 at all possible, they should be the same sex as the pupil being searched.

- exception to this rule. a search can be carried out of 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 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 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 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 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 and lockers

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.

Name _____ Date _____

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 _____

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)

Bullying Record

Name of Pupil _____ Yr _____

Bullying incident details		
Number of these incidents that involved racism		
Number of incidents that were homophobic		
Total number of perpetrators involved in bullying:	<i>Boys</i>	
	<i>Girls</i>	
Total number of victims:	<i>Boys</i>	
	<i>Girls</i>	
Number of incidents that took place in these locations:	<i>Classroom</i>	
	<i>Corridors</i>	
	<i>Playground</i>	
	<i>Any dinner time location - eg dining room, playground, corridors, etc</i>	
	<i>Toilets</i>	
	<i>To and from school and home</i>	
Number of incidents that involved:	<i>Physical abuse</i>	
	<i>Verbal abuse</i>	
	<i>New technology eg. texting, email, mobile phone</i>	

Action taken
Targets set for pupil

RIHMS Recording Form (Racist)

Date of Incident	
Time	
Location	
Name of Person Reporting Incident	
Name of Perpetrator	
Name of Victim	
Type of Incident <ul style="list-style-type: none">• Badges• Grafitti• Incitement• Leafletting• Name Calling• Physical Abuse• Ridiculing• Threatening• Written Abuse• Other	
Action Taken	