



**Eastburn**  
Junior and Infant School

# **Behaviour and Ethos Policy**

**January 2019**

## **Purpose**

We recognise that behaviour has a significant impact on both the culture of the school community and the learning outcomes for our pupils. The school's approach towards behaviour is designed to create a nurturing environment where every single child becomes a powerful learner. We want our pupils to develop resilience, seize opportunities and enjoy new challenges so that they can achieve the highest outcomes.

### **1 Aims**

- To promote a culture in which all pupils are able to learn to the best of their ability;
- To maintain a calm, harmonious environment, based on mutual respect and courtesy, in which everyone feels safe, valued and able to contribute;
- To provide a clear framework so that staff, pupils and parents understand what is expected of them;
- To promote a shared understanding of what we mean by acceptable behaviour;
- To ensure that the rights of all are respected equally.
- To develop in pupils the values which will enable them to become positive citizens in adult life.

The policy aims to ensure that the rights of all members of the school community are met.

#### **1.1 Every pupil has the right to:**

- Be able to learn and achieve to the best of their ability;
- Understand what we mean by acceptable behaviour;
- Be given support to develop social, emotional and behavioural skills;
- Take responsibility for their own behaviour and its consequences;
- Feel safe, free from bullying, valued and respected;
- Be empowered to succeed through praise and encouragement;
- Time to recover and reflect following a serious incident.

#### **1.2 Every member of staff has the right to:**

- Be able to work effectively in an atmosphere conducive to good discipline;
- Understand their role in promoting good behaviour;
- Feel safe, valued, respected and treated with courtesy;
- Be given access to appropriate CPD, coaching and support to enable them to promote good behaviour in school;
- Be given access to appropriate sanctions and effective support in enforcing these sanctions;
- Support from parents, with appropriate input from senior leaders if this is not given;
- Time to recover and reflect following a serious incident.

#### **1.3 Every parent has the right to:**

- Be informed about the school's expectations, rewards and sanctions;
- Be made aware of important issues relating to their child's behaviour in school;
- Support and assistance from the school in order to help address challenging behaviour;
- Feel able to talk to an appropriate member of staff if they have concerns or questions;
- Understand their rights and responsibilities as parents within the school community;
- Time to recover and reflect following a serious incident.

## **1.4 Scope of the Policy**

The behaviour policy applies to all pupils:

- On school premises, during school hours or during pre-school or after-school activities, including 'Fun-zone'.
- Whilst on off-site visits, including residential trips and sporting events;
- Behaving in a way that could damage the name of the school whilst in school uniform;
- Intimidating or posing a threat to another pupil or member of staff, both on & off the school premises.

## **2 Behaviour Expectations**

We have high expectations of pupils, parents and staff. These expectations reflect the school's commitment to the rights and responsibilities of everyone within the school community. The school's expectations are displayed in every classroom and in prominent places around the school.

### **Our expectations are:**

*We listen when other people are speaking.*

*We follow reasonable instructions.*

*We are kind, considerate and respectful.*

*We are honest and polite.*

*We look after equipment and belongings.*

*We are gentle and safe.*

*We do our best.*

## **3 Promoting Good Behaviour**

### **3.1 We promote good behaviour within the school community by:**

- Focussing on the positive aspects of pupils' behaviour through a culture of praise and reward;
- Communicating to pupils what we mean by acceptable behaviour, through PSHE teaching, circle time, assemblies, conversations with adults, and display.
- Applying commonly agreed expectations, rules, rewards and sanctions consistently and fairly so that pupils are given clear messages without contradiction;
- Ensuring that staff model good behaviour, with a focus on the development of mutual respect, understanding and courtesy at the heart of all interaction;
- Providing support, guidance and CPD for staff to ensure that they are able to contribute to the promotion of good behaviour within the school;
- Providing further support to help those pupils who struggle to meet the school's expectations;
- Engaging parents as partners in promoting good behaviour through regular communication, the home-school agreement (*Appendix A*) and by communicating this policy to all parents annually and via the school website.
- Encouraging pupils to recognise the consequences of their actions, to take responsibility for their own behaviour and make suitable reparation.

### **3.2 Staff promote good behaviour by:**

- Displaying, discussing and applying the behaviour 'expectations' consistently and fairly, so that pupils are fully aware of what is expected of them;
- Providing a safe, stimulating and orderly environment for learning, maintaining an appropriate balance between rewards and sanctions;
- Using praise to encourage and motivate all pupils to contribute and succeed;
- Planning and delivering appropriate and challenging lessons, taking into account the ability range of the pupils and any support required to meet special needs;
- Using Assessment for Learning techniques so that pupils are provided with effective feedback to help them to improve;
- Using knowledge of pupils' behaviour and abilities to plan where pupils sit, where adult support may be required and how they might be grouped for collaborative work;
- Ensuring that they meet their class promptly after playtimes and lunchtimes and escort them in to the school building in a calm and orderly manner. Positioning themselves in strategic places to ensure safety is maintained;
- Taking parent/carers' and pupil concerns seriously. Where appropriate these may be recorded on CPOMs to ensure that all staff are aware;
- Being prepared to listen to the point of view of all individuals involved (when those views are appropriately expressed). Explaining to pupils the reasons for any consequences.
- Challenging inappropriate behaviour calmly but firmly, using the range of sanctions available and talking through any inappropriate behaviour with the pupil so that the emphasis is on modifying behaviour and avoiding any further disruption to learning.
- Providing additional support for pupils who have difficulty meeting the school's behaviour expectations.

## **4 Rewards and Sanctions**

We have agreed whole school rewards and sanctions to ensure that staff are consistent and fair in responding to behaviour.

### **4.1 Rewards**

Acknowledging and rewarding positive behaviour as well as recognising a pupil's efforts to improve their behaviour, is central to our approach towards behaviour as a school. We aim to share success and celebrate progress with pupils and parents at every opportunity.

#### **Verbal Praise**

Staff are expected to praise the efforts pupils have made in relation to learning and behaviour.

#### **Name displayed for positive behaviour**

Pupils who are behaving well and meeting the school expectations may have their name displayed.

#### **House points**

House Points are awarded for using learning muscles effectively. These may be awarded by any member of staff.

#### **Powerful Learner of the Week Certificates**

Each class teacher nominates one pupil to be awarded the 'Powerful Learner' of the week. The child's name is given to office staff at the Business Meeting every Wednesday. Office staff will then contact the child's parents and invite them to attend the Assembly on Friday. The Headteacher will announce the 'Powerful Learners of the Week' in Friday's Celebration Assembly and award a certificate.

### **Postcard from Headteacher**

Postcards celebrating significant achievements (academic, social, emotional or behavioural achievements) will be sent home from the Headteacher. Class teachers will put forward the names of approximately two pupils each half-term. These pupils will also be recognised in achievement assembly.

## **4.2 Sanctions**

Sanctions should take into account the needs of the individual pupil and the needs of the wider school community. They should be reasonable and proportionate. Where possible, consequences will be directly linked to the inappropriate behaviour such as; taking an item home to wash/repair after intentional damage, paying for equipment which has been damaged intentionally, expressing/writing an apology.

### **Verbal reminder**

A verbal reminder may be given by any member of staff to correct inappropriate behaviour. Reference will be made to the school expectations and what the child needs to do in order to meet them.

### **Name in the book**

On the third reminder, the pupil's name will be recorded in the class book and the pupil may be sent to work in another class for 10 minutes. This will normally be in the alternate key stage. The pupil will be expected to complete work during this time.

### **Removal of privileges**

The following privileges may be removed at the discretion of the class teacher and following a discussion with the pupil; golden time, playtime, MUGA time or leadership responsibilities. Any loss of privileges should be recorded in the class behaviour book to enable patterns of behaviour to be monitored.

### **Missed Playtime**

The purpose of missed playtime may be to:

- Resolve disputes between different parties (restorative practice);
- Give the pupil time to make amends for inappropriate behaviour;
- Finish any work which is incomplete or not completed to a satisfactory standard;
- Reflect on inappropriate behaviour and identify alternative positive choices;

Brief details should be recorded in the class behaviour book to enable patterns of behaviour to be monitored.

### **Behaviour Report and Contract**

Where behaviour is consistently disruptive to the learning of others or is severe enough to warrant a more serious consequence, a formal meeting will be held with parents and a contract will be agreed and signed. The pupil will then be on report for lesson times and/or playtimes/lunchtimes (*Appendix B*). The child will be expected to adhere to the conditions of the contract and demonstrate a significant improvement in their behaviour.

The class teacher or member of staff on duty will be expected to give brief feedback about the pupil's behaviour each session/playtime. At the end of the week, the pupil will be expected to discuss the report with the Head or Deputy and a meeting will be held with parents to discuss the pupil's progress. Behaviour reports will be kept as a record of the pupil's behaviour needs and for monitoring.

A Behaviour Report may be appropriate for: repeated low level disruption, being disrespectful towards staff, non-compliance, damaging school property or repeatedly failing to meet the school's expectations.

At this stage there is a responsibility on the class teacher to ensure an appropriate support package is in place to meet the child's social, emotional or behavioural needs (please see point 5 below).

## **Internal Exclusion**

A serious breach of the school's expectations will result in the pupil working in isolation from the rest of the class and under the supervision of the Head or Deputy Head for a fixed period of time. This may include playtimes and lunchtimes.

The terms of the internal exclusion will follow a discussion between the class teacher, the Head or Deputy and the pupil's parents. A behaviour report may be used to monitor a pupil's progress after a period of internal exclusion. Any periods of internal exclusion will be recorded on CPOMs.

Internal exclusion may be appropriate for: insufficient improvement after a continuous period on report (2 weeks), bullying, defiance, threatening behaviour, leaving the school site without permission, causing serious damage to school property or intentionally hurting another pupil or adult.

At this stage, the class teacher, SENCo and Head or Deputy will review the provision for the pupil including access to intervention groups, consider suitability for small group intervention or Nurture Group; review Care Management Plan and risk assessment where appropriate. Advice from outside agencies may be sought where appropriate.

## **Fixed-Term and Permanent Exclusion**

The Headteacher may use fixed term exclusion in response to incidents of a very serious, persistent or extreme nature. Fixed-term exclusion may be used in cases where there is a persistent failure to comply with school expectations, despite the use of other sanctions and a comprehensive support package; repeated periods of internal exclusion; theft; threatening behaviour towards a pupil or member of staff; inappropriate use of the internet; being the leader of a bullying gang; racially motivated incidents; assault against pupils or adults even in cases of self-defence or retaliation.

Eastburn Junior and Infant School fully adopts and implements the Bradford Local Authority Guidance and Procedures for Exclusion and the Guidance provided in the DfE document: Exclusions from maintained schools, academics and pupil referral units in England (Sept 2017).

When deciding upon exclusion the Headteacher will take account of any special educational needs, disability, relevant cultural, religious or safeguarding issues.

## **Physical Restraint**

It is very unusual for school staff at Eastburn Junior and Infant School to make use of physical intervention. The school works in line with the DfE guidance (2012) on 'Use of Reasonable Force' and the guidelines of the school 'Physical Restraint Policy'. Key elements are stated here and are agreed school policy:

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as volunteers.

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by staff at some point in their career that involve a degree of physical contact with children.
- Force is used either to control or restrain. This can range from guiding a pupil safely by the arm through to circumstances such as breaking up a fight or where a pupil is restrained to prevent potential violence or injury to themselves or others.
- Reasonable in the circumstances means no more force than is needed.

-As mentioned above, schools generally use force to control pupils or restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.

-Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

-School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **When can reasonable force be used?**

-Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

-In a school, force is used for two main reasons – to control pupils or restrain them.

-The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always be dependent upon the individual circumstances.

-Examples of when to use physical force include: removing disruptive children from a classroom when they have refused to follow an instruction to do so, preventing a pupil leaving the classroom when allowing them to leave would put others at risk, restraining a pupil at risk of harming themselves through physical outbursts.

-Schools cannot use force as a punishment – it is always unlawful to do so.

### **Searching Pupils**

A separate legal provision in the Violent Crime Reduction Act (2006) makes it lawful for school staff to search suspected pupils for weapons without consent. It also deals with the seizure of items found during the course of search. Associated guidance sets out that schools can also screen pupils using electronic means such as wands or arches.

It makes clear that:

-Two members of staff must always be present at a search;

-The search must be undertaken by a staff member who is the same sex as the pupil;

-It should take place out of public view whenever possible.

A pupil might also reasonably be asked to turn out his/her pockets to hand over an item that is causing disruption or that has been suspected of being stolen. The school will follow the Behaviour and Ethos Policy procedures if the pupil unreasonably refuses to cooperate.

### **Power to Discipline beyond the School Gate**

The Governing Body confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

-Pupils taking part in school visits;

-Pupils taking part in off-site educational activities;

-Pupils taking part in residential visits;

-Pupils travelling to and from school.

-Behaviour when wearing the school uniform in a public place.

## 5 Taking account of individual pupil needs

We recognise the role which the school community has in preparing pupils for adult life and actively promote an awareness of the rights and responsibilities associated with this. We have high expectations of all pupils whilst recognising that some pupils need greater levels of support to be able to achieve these expectations (depending upon their Social, Emotional and Mental Health, age or stage of development). The school aims to work in partnership with parents to nurture all pupils to develop the social, emotional and behavioural skills necessary to become positive members of the school community as well as achieve academic success.

We believe that the following three principles lead to the best outcomes for children with specific social, emotional, behavioural or mental health needs:

-Early identification of needs

-Mutually supportive working between staff and with parents/carers and outside agencies where appropriate

-Nurturing children's self-esteem, respect for others, self-control and communication skills.

### 5.1 Graduated response to Social, Emotional and Mental Health (SEMH) needs

Where a pupil is identified as having SEMH needs, the school works with parents and appropriate agencies to support the pupil and help them to develop these key skills. We use a *Graduated Response* to determine the level of support, the interventions, the resources and/or the adaptations to the learning environment that the pupil needs in order to operate within the school community successfully. If the initial level and type of support is not effective, this is adjusted or escalated through the Assess-Plan-Do-Review process until the pupil's needs are being met successfully. We recognise that children's SEMH needs may be linked to learning needs and work closely with parents and families to address the needs of the 'whole child'.

The school has adopted Bradford Children's Services Graduated Response for SEMH in which each pupil's needs are described as being within a given 'Range' (0 to 4). The school uses an SEMH register to identify the range or level of each pupil's needs. Assessing the pupil's level of need is undertaken through regular consultation with parents/carers. Whatever the range of need identified, the class teacher remains accountable for the progress and development of each pupil in their care, even where support adults or specialist advisers are involved.

Pupils at each Range will be supported as follows:

#### Range 0:

Pupils assessed as this range are considered to have age expected social, emotional and behavioural development. They continue to develop attitudes, behaviours and skills through normal teaching methods.

#### Range 1:

At this range, the class teacher identifies strategies, activities and/or interventions to support the pupil in developing the social, emotional or behavioural skills necessary to operate successfully within the school community. The pupil may have one or two individual targets that differ from the rest of their class but are usually able to operate independently within the mainstream classroom. Parents will be consulted through conversation with the class teacher and the normal reporting arrangements.

### **Ranges 2 and 3 (SEMH Support):**

At this range, the SENCo, Pastoral Manager and/or Headteacher/Deputy Headteacher will work with the class teacher and support staff to identify further actions to support the pupil's development. Further actions might include; undertaking a Boxhall profile to address areas of need, developing the use of a home-school diary, use of a visual timetable, nurture steps or access to specialist intervention groups.

Pupils at ranges 2 and 3 will continue to spend most of their time working within the class but a proportion of their time will be spent working on targeted activities either 1:1 or in a small supported group (such as Ginger Bear, Monster Group or Nurture Group).

A 'Provision Plan' outlining short-term targets and strategies may be put in place in consultation with parents.

Through the graduated response process, pupils may be identified as needing more specialised advice/support than we currently have in school: this means they move from Range 2 (where needs are met through purely school-based responses) to Range 3 (where needs are met through school-based responses enhanced by external specialist advice and support e.g. Educational Psychologists, Social, Emotional and Behaviour Support, Autism Team).

### **Range 4 (Education and Health Care Plan- EHCP):**

Pupils with an EHCP have a higher level of need, and may have an adult working with them for some or all of the time to help support their social, emotional or behavioural development within school. The key aim of this level of support is to enable the pupil to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for each pupil is carefully weighed and discussed with parents/carers at Action Reviews (usually one per term). Parents may also have opportunity to discuss progress and needs with external specialists (such as the Educational Psychologist). Each school year there is also a formal Annual Review meeting, at which the terms of the EHCP are reviewed and amended as required. All the relevant services, as well as parents and carers, are invited to attend this meeting and to contribute a written report.

*Appendix C 'Provision for children with Social, Emotional and Mental Health Needs'* offers staff an overview of the actions which may be taken to support a pupil with social, emotional, behavioural or mental health needs.

### **5.2 Vulnerable Groups:**

There is due regard for the rights and needs of pupils deemed to be 'at risk', including minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who have English as an additional language, looked after children, sick children, young carers, disadvantaged children and any others at risk of disaffection.

'Vulnerable children' are identified by the school and staff aim to work closely with parents, families and where appropriate, outside agencies to ensure that the needs of these pupils are met. Any personal circumstances, special needs or disabilities are also taken into account when addressing behaviour issues.

The school monitors behaviour incidents, exclusion data and attendance records to ensure that particular groups are not being discriminated against in the application of this policy.

### **5.3 Support for Children and Families**

The school's Pastoral Manager works closely with children and families to support individuals, promote positive parenting techniques and teach social, emotional and behavioural skills through both Intervention Groups and Nurture Groups. The school runs the Family Links program and has drop-in afternoons for parents to access informal advice and support.

**Existing Policies which give related information are;**

Safeguarding/Child Protection Policy  
Special Educational Needs  
Equal Opportunities  
Health and Safety  
Personal and Social and Health Education and Citizenship  
Managing Racist Behaviour  
Attendance  
Care and Control Policy  
Nurture Policy  
Anti-Bullying Policy  
Bradford LA Exclusions Guidance and Procedure

**Monitoring**

Due to the importance of maintaining an orderly environment in which children feel safe and secure, and where they can achieve to the best of their ability, there is constant monitoring of this policy by the whole school community. This policy is reviewed on a rolling programme by governors.

## **Governors' Statement of General Principles With Regard to Behaviour**

### **Rationale**

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour and Discipline in Schools, 2013).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Behaviour and Ethos Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school's Behaviour and Ethos Policy, though he must take account of these principles when formulating this.

### **Principles**

The governors at Eastburn Junior and Infant School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures that all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Eastburn Junior and Infant School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour is outlined in the Home School Agreement.

The school rules should be clearly stated in the Behaviour and Ethos Policy. These should set out expected standards of behaviour and explained to all pupils. The governors expect the rules to be consistently applied by all staff and monitored regularly.

Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Ethos Policy and monitored for their consistent application and effectiveness.

Sanctions for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour and Ethos Policy so that pupils, staff and parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears one may take place

e.g. if illegal drugs are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Behaviour and Ethos Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. Governors expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The governors expect the Headteacher to include the following in some detail in the Positive Behaviour and Discipline Policy:

a) Screening and searching pupils: the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.

b) The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained.

c) The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.