

Epsom Primary and Nursery School

BEHAVIOUR POLICY

Date of issue:	Spring 2019	Owner: Safeguarding, Behaviour & Attendance Lead
Date of review:	Spring 2020	Governor Committee: CFC
Signed..... Date.....		

Governors' statement on behaviour

We believe that good behaviour is essential to allow our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour. No pupil should be allowed to behave in a manner which adversely affects their own learning or the learning opportunities of others.

We believe in maintaining a culture of inclusion, equal opportunities and encouraging respect for all members of our community and in the importance of self discipline and self esteem. Discrimination in any form is not tolerated. We recognise that pupils with emotional or behavioural needs should receive appropriate support to remove any barriers that may affect their learning.

A system of rewards for good or improving behaviour and consequences where behaviour is unacceptable underpins our policy. These rewards and consequences are applied consistently and fairly. Individual pupil's behaviour is monitored and their parents or carers are kept informed.

The below policy clearly explains the schools approach to behaviour for learning and conduct and the schedule of rewards and consequences

The Behaviour Policy should be read in conjunction with the following policies:

- Anti Bullying
- Teaching and Learning
- SEN and Inclusion
- Safeguarding
- Exclusions

Rationale

We consider the best way to encourage good standards of behaviour in school is a clear code of conduct supported by a balanced combination of rewards and consequences within a positive community atmosphere.

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

It is, therefore, worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose.

EPS recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behaviour needs. In some cases this will mean that the schools sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used.

The importance of taking a multi-agency approach to behaviour management is central. Following the introduction of 'Every Child Matters' and Government legislation from September 2007, we as a school recognise the lead we may be required to take in consulting and communicating with other agencies.

A positive environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- ❖ a positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- ❖ the example set by members of staff in their relationships and communications with children.
- ❖ the support and relationships that members of staff have with one another
- ❖ the sense of community within the school and that all children are ambassadors for us.
- ❖ interesting and well-prepared lessons that cater for individual need
- ❖ a colourful and stimulating environment in and around the school building
- ❖ varied opportunities for children with different gifts and talents to see these celebrated.

- ❖ a recognition that we are all different and that there is no 'best fit' model for a human being.

Aims

This behaviour policy will aim to:

- ❖ Outline what is considered appropriate and inappropriate behaviour.
- ❖ Identify the roles and responsibilities of all members of the school community in relation to encouraging good behaviour and discouraging unwanted behaviour. This is to ensure a firm, consistent approach across the school.
- ❖ Reward and celebrate children's achievements in behaviour in order to promote positive attitudes.
- ❖ Agreed sanctions where rules are broken.
- ❖ The involvement of children – encouraging children to take responsibility of their own actions. To facilitate discussions with children in circle time, assemblies/SEALS and PSHE about the need for rules and the responsibilities we each have to one another.
- ❖ Be fair and consistent, giving children the tools to be able to manage their own behaviour.
- ❖ A readiness to look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour, which does not override our behaviour system, but compliments it.
- ❖ The use of a multi-agency approach wherever appropriate.

Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

Daily

- ✓ Each child rewarded with golden time for being able to follow the school rules.
- ✓ House Points or Dojo points given to children for making good choices. These are then totalled and the winning House will receive a collaborative reward.
- ✓ Every class having a 'bouncy ball' jar for collection of bouncy balls awarded for good behaviour and learning as a class.
- ✓ Top Table to celebrate those children who have shown good manners in the lunch hall and at playtime.

Weekly

- ✓ Postcards sent home to individual children who have shown a positive attitude towards their learning.
- ✓ Wednesday Achievement assemblies. Opportunities for children to show and talk about their achievements and interests, both in school and outside of school. Weekly total for each House announced, children receiving postcards invited to share what they have done well in assembly and each class's behaviour monitored and discussed through the Behaviour Graph.
- ✓ Certificates handed out each week which are linked to the Learning Behaviour focus for that half term.

- ✓ Behaviour Trophy for class with best behaviour percentage

Termly

- ✓ Tea with the Head Teacher - Each teacher will choose one child from their class to enjoy a special tea with the Head Teacher as a reward for excellent behaviour, or improvements in behaviour, for the whole term.
- ✓ Excellent attendance awarded each term. Each child who has managed to attend for the whole year will receive a treat at the end of the year. This will be determined by the children and lead by our Attendance lead.

Annual

- ✓ Zero heroes. Each child who has managed to follow our school's Behaviour Policy for the whole year will receive a treat at the end of the year. This will be determined by the children and lead by Pupil Leaders.
- ✓ Shine Awards to celebrate children's achievements in a range of different areas.

On display

- ✓ The maintenance of wall displays demonstrating work of which children are proud.
- ✓ Praise names in class on the House Point or Dojo chart.
- ✓ Bouncy ball jar.
- ✓ Agreed class rules – signed by the children.
- ✓ Learning behaviours displayed (6R's)

In the newsletter/ Blog

- ✓ Children who are to be congratulated for particular achievements, competitions, sporting events etc. – these will be added to Achievement Assembly/ Blog/ weekly email

Other opportunities to celebrate include:

- ✓ Musical evenings and concerts – where children can demonstrate their talents.
- ✓ The issuing of swimming certificate and other certificates from sporting activities.
- ✓ The announcement of the performance of sports teams on the school blog and assemblies.
- ✓ Pupil Leaders involvement.
- ✓ Epsom Primary in the community board, celebrating how we are part of the community as a school.

Rules and sanctions

Whole school rules:

- Care for everyone and everything
- Show good manners at all times
- Follow instructions straight away

What is considered inappropriate behaviour?

- Calling out and interrupting people
- Running inside school
- Not following instructions
- Distracting others
- Swinging on a chair
- Leaving the classroom without permission
- Name calling or being rude to others
- Not looking after school property or other peoples equipment
- Not sitting on the carpet properly
- Not lining up quietly or being silly going into class
- Reacting inappropriately to being reminding about behaviour
- Any other behaviour that an adult feels is inappropriate

If a child behaves in this way the following sanctions will be used:

Early years

In the early years children will be reminded of our expectations and, if necessary, will sit in a reflection area in the classroom for thinking time. If the behaviour is considered more extreme (see below) time out with a Senior Leader member will be given and individual reward strategies may be used after discussions with parent, SENCo and Behaviour lead. During the Summer term of Reception and the Autumn term of year 1, there is a transitional system in place to help children understand the expectations of year 1. This behaviour is not logged. However, the same sanctions will apply.

Years 1-6

Children who are behaving inappropriately will be told that they are on a step and will be explained the reason why. This step will be recorded and the following sanction will be given for each step.

- Step 1= Verbal reminder. Describe the behaviour and provide a positive instruction of what you need to see, e.g. *“As you are shouting out, this is a step 1. You need to put your hand up when you would like to share an idea with the whole class.”* If a child is on a step 1, they will not gain their 5 minutes of golden time for that day.
- Step 2 = If the behaviour continues, 5 minutes of thinking time in a reflection area in own classroom
- Step 3 = If the behaviour continues, 5 minutes of thinking time in a reflection area in the phase leader’s classroom and 15 minutes loss of playtime
- Step 4 = If the behaviour continues, the child will be sent to a member of the leadership team and time will be spent working outside the leadership office (length decided by the leadership team). This is deemed as an internal exclusion. A member of the leadership team will issue the child a Step 4 slip and speak to their parents

There are certain, more extreme behaviours that warrant an immediate step 2, step 3 step 4 or an internal exclusion without progressing through the system. This is down to the class teacher’s discretion. Please see further information on page 6. However, robust moderation to ensure consistency is in place.

Playtime and Lunchtimes

During playtimes and Lunchtimes children who behave inappropriately will receive a detention. This will take effect immediately so that the sanction does not continue over to the next day (wherever possible). Detentions will be taken in a set room by a member of the Senior Leadership Team. If a child receives more than 5 detentions in a half term, parents will be invited in to speak to the Behaviour Lead or a member of the leadership team.

The following detentions will be given

- 5 minute detentions-
 - Being in school without permission
 - Running inside of school
 - Not lining up silently at the end of playtime
- 15 minute detentions-
 - Playing an inappropriate game
 - Throwing food
 - Winding others up or using unpleasant language
- 30 minute detentions-
 - Disrespecting school property
 - Being rude or answering back
 - Trying to hurt other children
- 60 minute detentions-
 - Refusing to do what an adult has asked
 - Fighting or spitting
 - Swearing at anybody
- Up to 60 minute detentions-
 - Any other inappropriate behaviour

More Serious Behaviour resulting in Internal Exclusion, Lunchtime Exclusion and parental supervised lunchtime or Fixed Term Exclusion.

The following behaviour is deemed to be very serious and requires input from a member of the Senior Leadership Team. Parents are likely to be involved as a matter of urgency.

- a) Bullying
- b) Unprovoked serious physical abuse of a child
- c) Physical abuse of an adult employed/volunteering in the school
- d) Racial abuse of anyone in the school
- e) Carrying a weapon or illegal substances
- f) Running out of school during the school day or internal exclusion
- g) Deliberately missing lessons by hiding in an area of the school
- h) Doing something that constitutes danger to another child

Internal Exclusion

It is important that if another child is hurt, this is explained to the parents or carers of the child too.

The child who receives an internal exclusion will have work set and will complete this away from their class for the amount of time set. They should not have playtime or lunchtime with the other children but must be given at least a 10minute fresh-air break at a convenient time.

The work is to be checked by the class teacher and if this is deemed to be completed to a suitable level, the child will then have a fresh start the following day. If it is not deemed to be suitable, then the parents will be required to complete the work with the child either after school or at home. If this is still not completed, it will be down to the Leadership Team's discretion as to whether further action is taken.

Parentally Supervised Lunchtime

If a child physically attacks another child at playtime or lunchtime, without being physically provoked, this will result in a Parentally Supervised Lunchtime. The child is to be taken straight to detention room for the remainder of the playtime (not recorded as detention) and arrangements to be made for the child to be picked up the following lunchtime. The amount of time will be determined by a member of the Leadership Team.

Fixed Term Exclusion

If the child has not rectified their way of thinking, after they have been issued with an Internal Exclusion or a Parentally Supervised Lunchtime, it is down to the Leadership Team to make a decision as to what the best next step is for the child.

Behaviour Out of School

All Stakeholders are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Stakeholders may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. Epsom Primary School and Nursery cannot be responsible for all Stakeholders when they are out of school but will endeavour to investigate any incident which is reported to the school or impacts the reputation of the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve EPS pupils.

Good Practice for Pupils with Behavioural Difficulties

Children with specific behaviour difficulties will be given extra support, where needed to follow our school rules. These include:

- Support from the Learning Mentor, ELSA (Emotional Learning Support Assistant), Class Teacher and ILSA (Individual Learning Support Assistant).
- Behaviour Support Plans in how best to manage the child's needs.
- Lunchtime interventions and support
- Personal behaviour targets for pupil to discuss their behaviour and log when target is achieved.
- Reward for achieving target chosen by child.
- Desired behaviour = reward.
- No desired behaviour= no reward.
- Log incidents on SIMs and on behaviour log (see appendices below)
- Agreed timeout location.
- Consequences for poor behaviour known in advance and followed through.
- If timeout is taken, class rules apply again as soon as the pupil rejoins the lesson and work may need to be completed at a separate time.

Children with Social, Emotional & Behaviour difficulties who exhibit extreme behaviour (BESD)

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Temporary part-time timetables** as part of reintegration following exclusion, or in exceptional circumstances when the school feels that the child is not able to manage a full day in school. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school.
- **Parents accompanying children into school** – in some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned.
- **SEND Support and Pastoral Support Team.** A highly experienced group of staff are available to provide support and encouragement (social skills group) for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- **Adapting the curriculum** – in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical, 'fun' type activities arranged to keep them on track. This might take form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included.
- **Individually adapted reward cards and stickers** – some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teacher and TAs. In some cases parents might also be involved in further supporting at home and the school Parent Partner may be involved.
- **Mentoring** – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor, normally the Learning Mentor or ELSA. The mentor might meet the child on a weekly basis to discuss progress and/ or support in or out of class. Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties. The mentor should not be expected to apply any sanctions as this would alienate the child from them.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them. These should be considered as options.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child.
- **A chaotic home life is experienced.** Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **Find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.
- **Actions are not easily linked with consequence** – their pattern behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **feeling 'cornered' will result in extreme reactions**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with BESD. They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with children with BESD is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class
- the capacity of the teacher to remain calm in what can be extremely testing circumstances.

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunity for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

BESD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them. Staff may find it helpful to talk confidentially to another

member of staff or LEADERSHIP TEAM – remember the school is there to support worried or concerned staff as well as its children.

Restraint

Following Government and LEA guidance, Education and Inspections Act 2006, school discipline and behaviour policies, the Leadership Team will execute emergency restraint as a last resort on pupils who are:

- at risk of injuring themselves
- at risk of injuring other pupils
- at risk of injuring adults
- at risk of damaging school property

Restraint at EPS means:

- holding hands to stop them from hurting others
- holding arm at wrists or forearm
- placing hands in centre of back and shepherding away

The head teacher also has the power to search pupils if they suspect a child is carrying something that may cause an offence. At EPS this will normally be done after the head teacher contacts the parents and with another member of staff. In an emergency the head teacher will do this with another adult present.

All incidents of restraint and search must be recorded, logged and placed in the child's confidential file.

Please note that it is the policy of this school, that no adult working in the school will run after or follow an angry child. Children should be left to calm down, while monitored from a distance, unless they are at risk of injuring themselves or others when restraint may be used as a last resort. The rest of the class may be removed from the situation, if necessary.

Multi-agency meetings

Where children do reach a level of fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as BESD. At this point (or before) it might be appropriate to call a professionals meeting to discuss a Pastoral Support Plan (PSP). At this meeting plans will be made to minimise possible permanent exclusion.

The people called to this meeting should include:

- the head teacher
- the class teacher
- Behaviour Lead
- a TA involved with the children as part of BESD provision, ELSA or Learning Mentor
- a member of the relevant external agencies (social services, health service, educational psychologist, Behaviour Support, EWO, Traveller Support).
- a representative from the LEA, (exclusion officer)
- parents

The outcome of this meeting should be discussed by the head teacher with the parents, if not present and the child themselves. A review date should also be set.

Data

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality
- Incidents, rewards and sanctions

Data is analysed at individual pupil level by Class Teachers, Phase leaders, the SENCO and the Behaviour and Safety Lead and is used to inform referrals to school based interventions, ISPs and referrals to outside agencies. When there are whole class trends, this data is fed into Personal Social Health Education lessons (PSHE) to address the need and teach children the social skills that they may be lacking.

Data is analysed on a whole school basis by the member of Leadership Team with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure.

Data is presented to whole staff meetings, Leadership Team meetings and Governors in order to support the evaluation of the impact of the policy.

The success of this policy

The success of this policy will be judged according to:

- ✓ the number of incidents received at step 4
- ✓ the total number of fixed-term and permanent exclusions
- ✓ the anecdotal comments of the school community
- ✓ comments from children in schools council and parent and staff evaluations

Policy review

This policy will be reviewed annually. It will be amended following thorough discussion between all members of the school community taking in account the success criteria described above.

Appendices

Reintegration interview following exclusion

Name of child:

DOB:

Exclusion dates:

1. Discussion of how the parents will work with the school to take joint responsibility for their child's behaviour.
2. How will the behaviour problems be addressed for the future?
3. Wider issues and relevant circumstances that may affect the child's behaviour.
4. What has been agreed on how the child's education should continue and how best they can reintegrated, What measures will be put into place?

HT/DH/INCo:

Child:

Date:

Parent:

Pupil	Class
Teacher	Date

Weekly Log to Show Frequency and Severity of Behaviour

Behaviour being tracked:

1	2	3	4	5

When the behaviour occurs record that number onto the frequency chart below.

	Beginning of Morning	Playtime	End of morning	Lunchtime	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Serious Behaviour Concern log

Date	Incident	Triggers	Consequence	Sign