Easington Church of England Primary Academy

" A community working in harmony to achieve our God – given potential. "

John 10:10 ***I have come that they may have life, and have it to the full.***

School Specific Behaviour Policy

Date: September 2019

Update September 2020 – Covid 19

Review date : September 2022

Reviewed every 3 years by the Local Governing Body

Easington CE Primary Academy is an inclusive church school at the heart of the community. We strive to enable all pupils to reach their full potential and become responsible citizens who care for their environment and make a positive contribution to society.

As a Church of England school, Christian values underpin all that we do. We provide a rich and stimulating learning environment based on our four core Christian values of : **thankfulness, respect, compassion and friendship.**

Through our Christian vision we strive to :

Have a caring and welcoming school based on Christian morals and values that safeguards and promotes the welfare of all.

Provide an engaging, well – balanced curriculum that celebrates learning, enjoyment and achievements.

Develop independent, resilient children who can think for themselves, ask questions and are prepared for their future in an ever- changing world.

Build positive partnerships that foster respect and compassion with our environment and community.

"A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes."

("Discipline in schools" – Lord Elton)

Rationale

The school will offer a caring, Christian, supportive and disciplined framework to enable the children to achieve their potential from the provision provided. This will be in line with the fundamentals of the British values.

The central purpose of this policy is to encourage good behaviour rather than simply punish bad behaviour.

Aims of the policy

Aims and Principles

- To develop high standards of work and behaviour which can be constantly and consistently praised and rewarded.
- To help pupils develop attitudes towards people and situations which are unselfish, outgoing and caring and enable them to live congenially within the community.
- To encourage everyone to listen with respect to one another and endeavour never to damage another's' self-esteem.
- To encourage pupils to take pride and responsibility in caring for their environment.
- To develop an understanding of what is right and wrong and what is fair and unfair.

To keep parents and those with parental responsibility fully and clearly informed of their child's progress and behaviour, be it acceptable or unacceptable.

To enable all members of Easington CE Primary Academy to follow the individual school behaviour charter, our behaviour expectations are displayed prominently around school and followed by all.

School Rules:

- Do as you are asked first time
- Kind hands and feet
- Always using kind words
- Treat others and property with care and respect
- Move sensibly and quietly around school
- Try hard in all that you do

Rewards for positive behaviour

- Name moved to 'Wow' behaviour
- Name entered in the "Wow" book and a postcard to take home
- Receive a 'sparkly' sticker.
- Star Learner Certificate received in assembly
- Parent/Carer informed

Easington CE Primary Academy uses *Restorative Practice* as a strategy throughout the school to ensure children learn how to manage and take responsibility for their behaviour and the impact their behaviour has on others. This means that children take responsibility for resolving any conflicts they may have had and are encouraged to discuss calmly about how things have made them feel and whether or not they have made the wrong choices.

The discussions which our school encourage following a disagreement or conflict ensure that children:

- Have a chance to tell their side of the story and have a voice
- Understand better how the situation happened
- Understand how it can be avoided another time
- Feel understood by the others involved
- Understand how actions affect others
- Find a way to move on and feel better about themselves

Consequences of poor behaviour

Children who do not make the right choices of following our school rules will face certain consequences. These vary in severity.

- 'Reflection' time (varying number of minutes for children to calm down and reflect on getting back on track). If time is needed over lunchtime child will be removed

from the playground and asked to reflect by themselves at the side of the playground.

- Name is moved from good (everyday behaviour) to wobbly or unacceptable behaviour
- Loss of privileges including time from playtime or lunchtime. If during lunchtime child may be asked to sit and reflect outside the staffroom or Head's office.
- Head of School informed.
- Exclusion from the class for extended 'Reflection' time
- Parent/Carer informed.
- Exclusion from school

Behaviour stages – At Easington CE Primary Academy, all adults in school follow a behaviour route map (Behaviour Chart – appendix 1) which shows the stages of behaviour management and gives
equal importance to both intrinsic and extrinsic motivators. Teachers may apply the stages flexibly depending on the age of the children.
Lunchtimes will form a separate section so the day will be split into three sessions: morning, lunchtime and afternoon. If a child has shown negative behaviour and is displaying wobbly behaviour they will have a sanction specific to lunchtime. They will be asked to sit inside away from their peers to reflect, this would be expected to be no more than five minutes. If it is at the end of lunchtime the time will be carried over to the next day.

Key points:

- A core principle of the route map is that children *always* have the potential to move back to the good (Everyday Behaviour) or 'start a fresh' if they manage to display the correct behaviours for learning/playing. Inclusion is vital and the school does not want children to be out of class or excluded from play opportunities unless it is the last resort.
- Children are always provided 'Thinking Time' to allow them to calm down if something has upset them. It also allows them to reflect on whether they should start a fresh and start making the right choices.
- Where needed, children may have a bespoke behaviour plan which sits within the school behaviour policy.
- Any staff available should attempt to de-escalate and facilitate a resolution between themselves and/or groups of pupils by adopting the Restorative Practice approach. This may mean providing a quick discussion with them or asking an additional adult to spend 3 minutes talking through an incident.

The monitoring of behaviour and provision for children with emotional/social/behavioural special educational needs

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Ebor Directors Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Children's behaviour will be regularly monitored by the school. The processes in place include:

- Evaluation and analysis of behaviour incidents recorded
- Verbal feedback of informal observations and concerns from staff members

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.

Pupils' conduct outside the school

Rewards and consequences will also be applied to children's behaviour outside the school, in certain circumstances. When a child is

- Taking part in any school-organised or school-related activity
- Identifiable as a pupil at the school
- Where misbehaviour could have repercussions for the orderly running of the school
- Where behaviour could pose a threat to another pupil
- Taking part in breakfast, lunchtime, enrichment or afterschool clubs

Use of Physical Restraint

Due to Covid 19 measures, all Team Teach incidents must have staff wearing PPE equipment if possible.

The school has trained some staff in Team Teach Positive Handling and has discussed the essence of this training with other staff. Any Physical Intervention used by staff must be in accord with the idea of 'reasonable force' and used only as a last resort once all other strategies have been exhausted. Where physical restraint is used, a calm, considered approach to the situation is needed.

When circumstances justify, teaching and other authorised staff can:

- Physically interpose between pupils.
- Use Holding, Pushing, Pulling.
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- (In extreme circumstances) use more restrictive holds.
- Use any necessary action consistent with the concept of 'reasonable force'.

Types of incident where the use of 'reasonable force' may be necessary fall into three broad categories:

1. Action due to imminent risk of injury

2. Action due to developing risk of injury or significant damage to property
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

Physical interventions can be placed in two broad categories:

Emergency Interventions Emergency interventions will involve staff employing, where necessary, one or a combination of intervention strategies in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running onto a road).

Planned interventions: Planned interventions involve staff employing, where necessary, one or a combination of intervention strategies as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan and will be reviewed half-termly. Permission of parents / guardians will be sought before initiating this as an accepted response. Reporting and Monitoring of incidents is of paramount importance for the protection of staff and pupils and will be completed within 24 of physical restraint being used.

Absconders

Aim: We actively work to provide a secure, safe environment, a school where children want to come to enjoy learning with others as part of a caring community. We recognise that it is highly unlikely that a child will try to abscond from our school, but this policy is written to ensure we are ready to deal with this eventuality should it occur.

To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Where a pupil, present at formal registration, is found to be absent from school without authorisation the following procedures should be followed:

A] Pupils who abscond before the end of the

registration period (am) B] pupils who abscond after

registration (am)

C] pupils who are excluded, but come onto the school site

D] pupils who abscond from school but remain in the school grounds

A] Pupils who abscond before the end of the registration period (am) Schools are required to register their pupils at the beginning of each morning (and afternoon session). This should take place within a period, of not less than 10

minutes, set aside when the register is open.

If a pupil absconds from the school during the period of morning registration, the class register should show the pupil as being absent.

Should the pupil return to school after the end of the registration period, the class register should be amended to indicate a late arrival.

It is good practice when a pupil absconds in these circumstances for the school to make every effort to advise the parents/carers.

B] Pupils who abscond after registration

Once a pupil has been registered as present, the registration period has ended and the class register closed, the school is "in loco parentis".

Should a pupil abscond after the end of the registration period, the school, technically, remains "in loco parentis".

Every attempt should be made to contact the parents/carers to advise them that their child has absconded from school. When parents/carers are contacted, it should be made clear that the responsibility for their child is being passed back to them.

Contact with parents/carers should be by telephone in the first instance. In all circumstances, it is advisable to record details of attempts to establish contact. If the parents/carers are contacted, the attendance register should be amended to show unauthorised absence.

If the parents/carers cannot be contacted, the attendance register should remain unamended. At this stage you may wish to contact your local Police Station to seek assistance. However, the responsibility for the pupil remains with the school.

C] Pupils who are excluded but come onto the school site

If a pupil is excluded, either for a fixed period or permanently, he/she should not be on the school site.

Should an excluded pupil appear on the school site, he/she should be asked to leave. If the pupil refuses, or is causing a nuisance or disturbance which requires action, the school should, in the
first instance, make every effort to contact the parents/carers to ask them to remove their child from school property.

If the parents/carers are either not contactable, or are not able to remove their child from school property, the Police should be contacted for assistance.

D] Pupils who abscond from school but remain in the school grounds

The general advice in these circumstances is that school staff should not pursue the pupil or try to force her/him back into school.

However, there may be circumstances where school staff will need to use their judgement, knowledge of the pupil and assessment of the pupil's safety in deciding what to do.

A pupil's age, vulnerability and other factors need to be considered. For example, it may be dangerous to let a particular pupil wander about the school grounds.

The demeanour of the pupil will need to be considered. If the pupil is upset or angry, care must be given to how he/she is approached.

The size of the pupil will also be important in judging whether to try to approach her/him.

In all cases, **staff should not place themselves in situations of**

potential danger. **Pupils who return to school after absconding**

Most pupils who abscond will do so as a result of a specific incident which may have taken place either at school, at home or on the way to school.

For those pupils who return to school either by their own choice, with parental support or following intervention by a member of staff, thought should be given to their welfare. They are likely to need support, understanding and perhaps some time apart from their peers.

Parent & Carers

Parents/carers of pupils are responsible for supporting the work of the school. They are responsible for encouraging their children to keep to all school procedures and policies.

Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with the subsequent procedures and actions. This could include coming to school to help secure the safety of the child after he/she has absconded as well as meeting with the head teacher in order to agree subsequent actions.

Monitoring and evaluation

Each incident will be recorded monitored and evaluated. Individual Risk assessment for pupil amended if needed.

Procedures

If a pupil is suspected of leaving the school site without permission, in an emotional state:

1. The member of staff will alert the Headteacher or (in her absence) the Assistant Headteacher.

If the pupil(s) has left the immediate vicinity of the school grounds and is no

longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the student, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.

2. If there is no doubt that the pupil has absconded, the school will contact the pupil's parent/carer to inform them and call the police. Staff will not chase or follow the pupil as this could lead to the pupil wandering further afield, acting impetuously or causing a traffic accident.

3. If the child is within an easy distance of the school, staff are not to engage in conversation as the child might be in a distressed state and unable to act in a controlled manner. This would mean there is still the potential for traffic accidents.

4. If the child appears to be missing but there is no evidence that he/she has left the site, a quick but thorough search of the site should be conducted before the parents/carers / police are informed.

5. If the pupil returns of his/her own volition, parents and (if necessary) the police will be informed. Upon his or her return to school, and when the student is calm, the student must be seen by the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions. A written report will be filed on the incident.

6. If possible, the pupil who has absconded should be brought back to school the same day. The parent/carer, child and head teacher will then discuss the issues and any consequences. This policy will be discussed. An agreement will be written, giving details of the incident and agreed actions. See appendix A, B and C.

7. If the child absconds for a second time in the same academic year, the head teacher may consider a fixed term exclusion.

If the head teacher/deputising teacher is aware that a pupil is not acting emotionally but has left the school grounds by choice, the above procedures may be adapted.

Appendix 1: Behaviour Policy Poster

Our Behaviour Expectations

W

WOW!

I have made someone in school proud of me.
I am always trying my best.
I am always being supportive. I challenge myself.
I am always enthusiastic and positive. I set a good example to others.

I will be a positive role model. Everybody will trust me.
I will feel really happy at school.
I will earn a sticker.
I will earn house points
I will make myself, my teachers, family and friends proud!
I will have my name put into the WOW book to be read out during worship.
I may get the learning of the week award.

Everybody will see what a good job I am doing.
I will be a successful learner.
I will earn stickers.
I will be happy and enjoy coming to school. My team will be very proud!
I will earn housepoints
I may get the learner of the week award

WOBBLY BEHAVIOUR

I have disrupted my learning and that of other children in my class.
I am not working as hard as I can.
I am not considering other people's feelings.
I am not showing respect.

I will be asked to stop.
I will be given a reminder.
I will lose some play time or have time to reflect.
I will have thinking time to improve my behaviour and get back to GOOD.
I will need to talk to an adult about how I feel.
I will feel disappointed with myself.

I will have time to reflect, to think about my actions.
I will be sent to another member of staff. I will make a phone call home.
I may be excluded.

My behaviour will be explained to my parents.

Updated Jan 17

UNACCEPTABLE

My behaviour is persistently disrupting my learning and that of others.
I am making the wrong choices, even when having chances to make the right choices.
I am using violence – any kind, kicking, hitting, hurting others, OR threats to do so.
I am encouraging others to make the wrong choices.
I am using bad language I am not telling the truth.
Intentionally upsetting another child.

G

OOD

I make the right choices.
I tell the truth.
I am a good learner.
I can keep to the school expectations.
I am a good friend.
I show respect to everyone.
I follow instructions the first time and listen to others.