



## Esh Winning Primary School

### Behaviour Policy

We believe that children learn best when they feel safe, secure and happy. We are a caring community, whose values are built on mutual trust and respect for all. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school's behaviour policy is based on a positive code of practice which provides clear guidance. Our day to day methods are underpinned with strategies to motivate children to develop their self-control and to consider others.

We follow the 'Rights Respecting' principles, so that all can work together with the common purpose of helping everyone to learn.

#### Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Behaviour Policy aims to

- Ensure a calm, purposeful and safe environment within school.
- Ensure expected standards of behaviour are shared with the school community.
- Ensure all adults and pupils understand, support and promote the principles underpinning the policy.
- Ensure boundaries, consequences and rewards are consistent and understood by all.
- Enable pupils to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults.
- Allow all to reach a high level of self-esteem where they are happy, feel good and enjoy each other's company.
- Maintain high standards of appearance and orderliness around the school, encouraging pupils and adults to take a pride in themselves, their school and the wider community.
- Ensure effective learning opportunities for all.
- Ensure inclusive practice and equality of opportunity.

#### Responsibilities

##### **Legal Guidance and Responsibilities**

This policy is based on advice from the Department for Education (DfE):

- [Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/behaviour-in-schools-advice-for-headteachers-and-school-staff.pdf)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/searching-screening-and-confiscation.pdf)
- [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/dfE-advice-template.pdf)
- [Reducing the need for restraint and restrictive intervention \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/keeping-children-safe-in-education-2022.pdf)
- [Equality Act 2010 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2010/15)
- [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/send-code-of-practice-january-2015.pdf)
- [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/mental-health-and-behaviour-in-schools.pdf)
- [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/supporting-pupils-at-school-with-medical-conditions.pdf)

Esh Winning Primary School will promote positive behaviour through clear, effective policies and procedures that embrace the essential ethos and values of the school. These include:

- Behaviour Policy
- Positive Handling Policy
- Positive Handling Plans
- Anti-bullying Policy
- Complaints Policy and Procedure
- Staff Code of Conduct Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Home-School Agreement.

***Pupils are expected to:***

- To show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.
- Know the behaviour policy and engage in discussions about it.
- Participate in discussions in school, and at home, that are aimed to develop an understanding of the behaviour policy.
- Adhere to the behaviour policy whilst in school, on off-site visits, and to and from school.
- Support other members of the school community in promoting the expectations of good behaviour.
- Demonstrate positive learning behaviour.

***Parents and carers are expected to:***

- Indicate that they will respect and support the school's expectations and the authority of the school staff.
- Know the behaviour policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school.
- Ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.
- Encourage their child's independence and self-discipline.

***Staff in school are expected to:***

- Set high standards of professional behaviour, politeness, self-discipline and respect to all. Manage behaviour calmly and consistently (shouting should only be used if there is an immediate Health and Safety concern).
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- Actively support the behaviour policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- Discipline pupils at any time the pupil is in school or elsewhere under their supervision.
- Apply the principles, rewards and consequences as detailed in the behaviour policy as part of their classroom and behaviour management.
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as safeguarding or whistle blowing).
- Foster positive relationships with pupils and their families.
- Ensure that the learning environment is stimulating and challenging.
- Create and display a Class Charter with their class at the beginning of the academic year.

- Create and display a Zones of Regulation area within the classroom at the beginning of the academic year.
- Provide a high standard of education within a balanced curriculum.

The Senior Leadership Team will support staff in responding to behaviour incidents.

***The Headteacher is expected to:***

- Review this policy in conjunction with the school governors.
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Ensure that staff are adequately skilled, trained and confident enough to fully implement this policy.

***Governors are expected to:***

- Refer all matters regarding discipline to the Head teacher who, in consultation with relevant parties, will investigate all issues.
- Know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

**School expectations that apply at all times to pupils, staff, parents, volunteers and visitors:**

- Always be on time.
- Maintain a good attendance. Pupil regular attendance is expected by law and the school takes attendance very seriously.
- Unauthorised absences will be managed in line with the school Attendance Policy.
- Keep your appearance smart and tidy; pupils are expected to wear regulatory school uniform at all times to and from school.
- Be polite and respectful at all times.
- Be considerate of all others within your environment.
- Take care of your environment; keep it tidy and place litter in the bin.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- The following items are not allowed in school
  - alcohol
  - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy)
  - items that can be smoked, such as cigarettes, cigars, e-cigarettes
  - matches, lighters
  - chewing gum
  - weapons
  - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic.

**Rules / Responsibilities**

At the beginning of each school year, pupils along with their teachers formulate a Rights Respecting Class Charter, which outlines expected behaviour and the associated rewards and consequences. The charter is sent home in September, and parents and carers are asked to read it and share it with their child. Parents and carers are always welcome to come into school and discuss this or talk about any issues they may have with regard to behaviour.

Rights Respecting Charters follow similar themes such as:

1. Listen carefully and always follow instructions

2. Treat others as we would like them to treat us
3. Keep hands, feet and objects to ourselves
4. Respect ourselves, others, property and the community
5. Speak respectfully to others at all times.
6. Understand that all children have the right to an education and make it possible for all pupils in class to learn.
7. Wear the correct uniform at all times.
8. Walk around school sensibly, quietly and politely.
9. Always doing your best every day.
10. Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

### **System**

Our emphasis is on reinforcing positive behaviour, rather than a focus on failures or lapses. Methods to encourage positive behaviour choices are:

**Rewards** – The most common reward is praise, informal and formal, public and private, to individuals and groups. This can also include sending positive feedback to parents via Seesaw. There are also some more formal reward systems which currently include:

**Stickers and Certificates** – stickers are given out by staff for good learning and behaviour. Formal Certificates are given out for good learning, attendance and other achievements the children may have in school. These are presented during the Celebrations' Assembly. At the end of each half term, class teachers nominate a child to receive a Headteacher's postcard. This is in recognition of positive learning or behaviour. The Headteacher completes a postcard, which is posted home to parents.

**Positive Behaviour Minutes** - All children can earn minutes (nuggets/pom poms in a jar) for their class through positive behaviour - with 3 different time rewards to achieve: 20minutes, 45minutes and 90mins within a half term. As a class/year group the children can discuss and then vote on what they would like to do during the reward time earned e.g. Visit to the local park; Film and popcorn afternoon. The aim is to bring the class together by making them focusing on achieving positive praise towards their learning and social interaction within all of school life.

**Encouraging Positive Play** – In order to encourage positive play at lunchtimes, a range of play equipment and resources are provided. Its distribution and management is organised by our Play Leader, and supports the Outdoor Play and Learning initiative.

### **Zones of Regulation**

In school we use the Zones of Regulation to support children in their self-regulation. The Zones of Regulation are split into four colours – blue, green, yellow and red. These zones represent different groups of emotions.

## ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

The zones of regulation 'size of the problem' teaches children to consider the size of their problem in contrast to the size of their reaction. It is an emotional regulation tool that can guide children to self-regulate their emotions, in order to respond appropriately.

It helps children to know and understand the following:

- Problems come in different sizes
- Emotions and reactions come in different sizes
- Reactions come from emotions
- It's expected that the size of the emotion and related reaction matches the size of the problem.

By teaching children this, we help establish norms around defining and emotionally responding to a problem. Often a problem that is encountered by a child is something that happens that was not part of the plan and negatively influences it. Problems can make children feel uncomfortable and come in different sizes. Reactions to problems come from our feelings. A reaction is what we show on the outside by what we say and do. Just as problems and feelings come in different sizes, so do our reactions. It's expected that the size of the reaction on the outside should match the size of the problem.

When children are stuck in a zone, they can be encouraged to use a "tool" from their tool box to change it. Deep breathing is one example of a tool that can be used.

Each classroom has a designated area to support the Zones of Regulation and all pupils will be encouraged to reflect on which zones they are in at particular points in a day and which strategies they can use to get back to the green zone (ready to learn). Some pupils require individual Zones of Regulation in order to support more specific behavioural needs.

### Restorative Practice

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and

meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships

### ***The Restorative Questions:***

1. What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. What do you think and feel about that? What each person was thinking and feeling at the time, before and since.
3. Who has been affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.
4. What do you think needs to happen now?
5. What do you need to do now? next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved

### **Unacceptable Behaviour and Consequences**

Making mistakes in the way we behave is a natural part of the learning process, each mistake being an opportunity to learn and grow. However, repeating mistakes, especially where this is wilful, is not acceptable and in order to reinforce the learning of good behaviour it is sometimes necessary to apply consequences or take other action to emphasise its importance. Consequences should be viewed as reinforcement of learning rather than in terms of retribution. Consequences can also be a deterrent and a means of showing that our code of behaviour is important and needs to be followed.

**Misbehaviour** includes:

- Disruption in lessons, in corridors, and at breaktimes and lunchtimes
- Non-completion of class and home learning
- Not following safety guidance
- Poor attitude
- Incorrect uniform.

**Serious Misbehaviour** includes:

- Any **form of bullying**
- Vandalism
- Theft
- Fighting
- Refusal to respect the safety of others
- Physical aggression
- Verbal aggression
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of prohibited items.
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour, such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media); sharing of nude or semi-nude images and/or videos; sharing of unwanted explicit content.

### General Principles

- Our school has a restorative approach that encourages all individuals within the school community to work together to support one another, including when conflict arises. It is a respectful, supportive method of communication and problem solving, which promotes positive relationships.
- Where a consequence is necessary, it must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- It should be the behaviour rather than the person that is criticised.
- The consequence should 'fit the behaviour', and care should be taken not to issue consequences in the 'heat of the moment'. If an adult cannot think of a suitable consequence at the time of the incident, the child should be asked to return to the member of staff at a later time rather than be given an unrelated or unsuitable consequence, or one that is the result of annoyance rather than a consideration of the child's needs.
- Group punishments should generally be avoided as they can breed resentment and a sense of injustice. However, it is also appropriate in some cases to consider corporate responsibility. We may be regarded in some cases as members of the whole school community or a class or group unit, and as such maybe part of a collective need for particular behaviour to which all are bound. Where there is general dissatisfaction with a significant number of children and where individuals are not clearly identifiable, it may be appropriate to, for example, ask a whole class to practice lining up at break time, or to keep a whole group back at lunchtime to reinforce expectations.
- Physical punishments must never be used, nor any that are likely to cause any form of physical distress, e.g. Standing for long enough to cause discomfort. If a child needs to wait in one place as a consequence, a chair should be provided.
- Children must never be left unattended e.g. Outside classrooms, or in a classroom at break / lunchtime without an adult present. Remember an open-door policy when dealing with children.

### Consequences

The school may use one or more of the following consequences in response to unacceptable behaviour:

#### • **Reminder about positive behaviour**

• **1<sup>st</sup> warning – verbal reprimand.** A first warning can be given for minor misbehaviour e.g. not following instructions in class, forgetting equipment etc. By giving children the opportunity to respond to the warning, the children will understand that even if they make a wrong choice, they have the opportunity to correct their mistake through showing positive behaviour and learning from any wrong choices made.

• **2<sup>nd</sup> warning – Directed time out within the classroom.** This happens in the classroom but away from group, until calm enough to go back to the group. Children that receive a 2<sup>nd</sup> warning will be asked to stay in at playtime/lunchtime the same day or the day after. By doing this, the incident/s will be fresh in the child's mind meaning that the playtime/lunchtime follow-up discussion will have a greater impact. It will help to develop/support the child in moving forward so that the likelihood of a reoccurrence of the behaviour is reduced.

- **3<sup>rd</sup> warning – Directed time out in another class for a specified length of time.** Serious behaviours or a build-up of slightly more serious behaviours resulting in parents attending a meeting and the child being monitored. A monitoring form will be started. The child will be unable to represent the school in any capacity whilst monitoring is taking place.

- **4<sup>th</sup> warning** - Refer pupil to a senior member of staff or nominated staff member.

Depending on the seriousness of the behaviour, a child may go straight to the 3<sup>rd</sup> or 4<sup>th</sup> warning. They do not have to progress through one warning at a time. More serious behaviour incidents are recorded on CPOMS, and the Headteacher is immediately informed of this through the alert system. Any incidents are acted upon appropriately.

A member of staff may also:

- Implement a class-based behaviour chart/system designed to encourage positive behaviour for a specific age group
- Expect learning to be carried out at home, or at break or lunchtime if a pupil has not completed the expected learning within a lesson
- Remove a break or lunchtime as a consequence of poor behaviour
- Send a learning task home
- Send a letter or make a phone call home to parents/carers
- Agree a pastoral plan
- The Headteacher may suspend a pupil for extreme behaviour.

### **Behaviour expectations for breaks and lunchtimes**

All pupils have the right to be safe and are expected to respect the rights of others in play. In order to respect the rights of others, we expect children to behave in the following ways at play times:

- Always listen and do as you are asked by adults in our school.
- Keep hands and feet to yourself.
- Be kind to others and have fun safely.
- Follow the rules for the play equipment to keep yourself and others safe.
- Help to keep our school grounds tidy and safe. Remember to keep resources in the appropriate areas.
- Stop playing when the 1<sup>st</sup> whistle is blown and put away any smaller play items. On the 2<sup>nd</sup> whistle, line up outside of your classroom door.

### **Consequences**

- Spoken warning.
- 1st warning – time out (walking beside the lunchtime supervisor).
- 2nd warning or serious incident – time out inside school building.

### **Behaviour Outside of School**

The aim of this policy is to instil lessons for life and promote the highest expectations of behaviour at all times and, as such, there are times when school will intervene in events that take place beyond the school gates. Disciplining beyond the school gate covers all non-criminal behaviour and bullying, which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school will respond to these incidents if a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some way identifiable as a pupil of the school or
- posing a problem that could have repercussions for the orderly running of the school or
- causing issues which could adversely affect the reputation of the school or
- posing a threat to another pupil or a member of the public.

Responses and consequences will be in line with this policy and will involve the pupil's parents or carers.

### **Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff and volunteers are involved in any off-site school visit.

### **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Further information and advice is detailed in the school's Anti-bullying and Online Safety policies; copies of which can be obtained from the school's website.

### **Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering consequences and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Pastoral Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Intervention Team, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial for the pupil to do so. This will be discussed with the parent/carers beforehand and signed consent will be necessary in order to engage outside agency involvement.

Further information is available in Appendix 1 and the school's SEND Policy.

## **Transition**

### **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side.

### **Use of Reasonable Force (Physical Restraint)**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. A range of de-escalation strategies will always be used beforehand whenever possible. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. All of our teaching staff have received Team Teach training.

All incidents involving the use of physical restraint will be recorded in a bound, page-numbered significant incident book and placed onto CPOMS by staff involved as soon as possible after the incident. Parents will be informed of the incident as soon as possible after the use of force.

### **Physical Contact with Pupils**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- Holding the hand of the pupil.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use equipment.
- To give First Aid.

### **Equal Opportunities**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

### **Safeguarding**

The school recognises that changes in behaviour maybe an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this maybe the case, we will follow our Child Protection and Safeguarding Policy.

### **Recording:**

Recording of incidents should be as soon as possible after the event. Specific proformas have been designed to support this. Once an incident has been investigated and if codes (above code 1) are given, a **record must be placed on the child's file on CPOMs.**

### **Monitoring Forms**

- Should usually be for a period of 6 weeks but may be altered at the discretion of the school.
- Should give the reason the child's behaviour is being monitored.
- Should state the behaviours that the school expects to see.
- Should be completed (with a smiley face / straight face / unhappy face) for behaviour and learning (2 faces) after each session by the teacher and signed.
- If an unhappy face is given then the reason should be noted on the form.
- The children should report to a member of Senior Leadership Team to have the monitoring form checked at the end of the day.
- If an unhappy face is given then the child will miss the next lunch / play time.

### **Data**

The school collects a range of behaviour data including:

- Suspensions, both external and internal.
- Attendance and punctuality, including punctuality to lessons.
- Referrals to 'In house support'.
- Behaviour, attendance and progress data of those pupils attending alternative provision.
- Incidents, rewards and consequences.
- Bullying and racial incidents.

Data is analysed at individual child level by Class Teachers and is used to inform referrals to school-based interventions, pastoral plans and referrals to outside agencies. Data is analysed on a whole school basis by the Headteacher and is used to identify behaviour 'hot spots', monitor trends, consistency and performance against targets. Data analysis may also inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme. Data is presented to whole staff meetings, SLT meetings and Governors termly in order to support the evaluation of the impact of the policy.

### **Suspensions**

Esh Winning Primary School is committed to using suspension as an absolute last resort after all other consequences have been exhausted. The school's use of Fixed Period Suspension is extremely rare as this could be perceived as rewarding poor behaviour with a 'day off' and this would be counter-productive. Where suspension is used the school conforms to the Local Authority and DfE Guidance.

If pupils are suspended for a period of less than 5 days the school will provide learning – it is the parent's responsibility to ensure the pupil completes the learning and returns it to the school for marking. Parents/carers must also make sure that pupils will not be in a public place during a suspension.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make repeated suspensions unnecessary.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases, where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or that the allegation may have been a “cry for help.” If so, a referral to Children’s Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Date of Policy: September 2022

Date of Review: September 2023.

## Appendix 1: Behaviour Concerns and Additional Needs

I. For most children a short set of interventions or sanctions following the guidance above will be sufficient to affect a change in behaviour. However, where a child has been given the chance to correct their behaviour and has been unable to take the steps to do so on a regular basis, special provision may be required.

II. Children who exhibit these behaviours are sometimes described as having emotional and/or behavioural difficulties. Children, who need support on a regular basis, and above that which is generally made available for the majority of pupils of the same age, require Special Educational Needs Provision. Reference should be made to the Special Educational Needs Policy and the Local Educational Authority's Behavioural Support Team.

III. All staff will have a part to play in developing and improving children's behaviour.

**IV. Key Point for Action: When a teacher finds that a child is not responding as expected or is having increased difficulties in behaviour, the teacher will start to keep a record of the strategies used. They should also seek advice from the SENCo and this concern and observed behaviour should be recorded on a School Child Observation Sheet.**

V. Alternative strategies to resolve the problem may be discussed and other members of the school staff might become involved. All staff are there to support and if necessary, case conferencing might be arranged to help coordinate this support. Together they will judge whether the child is making adequate progress demonstrating improvement in behaviour.

VI. **If the child's behaviour causes concern over a period of time and the teacher, SENCo and parents agree,** interventions, over and above that which is normally available, will need to be provided for the child, then interventions, that are additional to or different from the school's strategies, are needed.

**VII. This triggers formal monitoring and meetings between class teacher and parent.**

Information now needs to be collected from:

- The class teacher
- The SENCo
- Any professional working with the child in health or social services, with parent's agreement
- The parents / carers

The SENCo can:

- Carry out any further assessments needed
- Plan future support with the class teacher
- Monitor and review any action taken
- Contact the appropriate professionals if necessary

The Class Teacher can:

- Plan and deliver an individualise programme
- Make provision for the child on a daily basis which can be listed on a child's individual target or provision map.

The SENCo and the Class Teacher can:

- Consult with the parents about the provision in place.

- Inform the parents about progress

Provision can include:

- Differentiated behaviour targets additional to that already provided within the normal class framework
- Individual or group support
- Staff development or training in alternative strategies
- Adult time to plan interventions and / or monitor progress
- Occasional advice from lea support team
- A monitoring report or provision map

**VIII. A provision map needs to be kept to detail three or four short term targets, strategies, provision, review date, success criteria and the outcome of the review. The monitoring form / provision map will be reviewed termly or as frequently as necessary.** This will be set up and the review carried out where possible with the parents present.

**XI. If the child continues to make little or no progress in behaviour, help will be needed from outside agencies. This becomes Wave 2.** Normally two provision maps would be implemented and reviewed before this. However, if there has been an improvement, there may no longer be any cause for concern and the child no longer needs to be monitored.

**XII. If the strategies employed within Wave 2 provision do not result in an improvement in the child's behaviour and the child meets the criteria then a request for statutory Assessment will be made. This can be made after a minimum of 13 hours of 1 to 1 provision has been implemented and reviewed.** However, if there has been an improvement, the child could return to the support offered as part of Wave 2 provision.

**XIII. Key Point for Action: For Statutory Assessment the school must present the documentary evidence to show what strategies and interventions have been carried out. Evidence from assessment made by other professionals should be submitted and any additional assessment arranged. This evidence is crucial to the process and is the reason why good record keeping is important from the very earliest raising of a concern. Teachers should make early use of the Child Monitoring Sheets.**

XVI. During this assessment period, the child will continue to be supported in the way described by their own provision map

XV. The results of a statutory Assessment may result in the issuing of an Education Health care plan (EHCP). If the EHCP is issued, the governors of the school are legally responsible for ensuring that the funding provided through the statement is used for the named child.

XVI. Working with Parents

All parents of children with Special Educational Needs should be an equal part of the process. This requires positive attitudes by all and in some circumstances additional support and encouragement for the parents.

The School welcomes and encourages parents to participate. In developing and implementing a joint approach parents' views on their child's progress must be sought.

XVII. Involving the pupil

**Key Point for Action: Children with Special Educational Needs have a right to be involved in making decisions and exercising choices. The degree of participation should reflect a child's evolving maturity but all children should be given the opportunity to make choices and understand that their views matter.**

Children should:

- play an active part in self-assessment and developing agreed target
- understand the purpose of their support and their contribution to it.
- have their views sought and recorded in reviews.
- become progressively more involved in setting and evaluating provision map / monitoring target.