



eastbury
primary
school
Succeeding together

Behaviour policy and statement of behaviour principles

Including our Anti-Bullying & Anti-Racism Policy

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Succeeding together

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1. Purpose of policy

At Eastbury Primary School, we aim for every child to achieve their full potential. A key principle is for all children to feel unconditional positivity from all staff members at all times.

This policy provides a framework for creating a happy, secure, and orderly environment where children can achieve this aim. It is written for the benefit of all members of the school community so that everyone understands the policy and can apply it consistently and fairly.

This policy also aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Eastbury Values

At Eastbury, we promote six core school values.

These are:

- Creativity
- Respect
- Aiming high
- Teamwork
- Enjoyment
- Resilience

The realisation of these values at individual and institutional levels will be the goal of all children and adults in our school, building a school culture and ethos that promotes excellence and enables every child to achieve their full potential.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, jokes or taunting.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items such as knives, stolen items or E-cigarettes/vapes.

4. Anti-Bullying

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. The school support the children's understanding of bullying by celebrating Anti-bullying as part of our commitment to the PSHE curriculum and all incidents are recorded via the school's safeguard system. They will then be investigated individually and dealt with accordingly.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual comments, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content.

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment like mobile phones, computers and tablets as well as communication tools such as social media sites, text messages, online chats and websites. Cyberbullying can include inappropriate text messages or emails; rumours sent by email or posted on social networking sites; sharing of personal information and images/videos without consent through messaging, social networking sites or the creation of fake profiles.

Our children are made aware that, as a school, we do not tolerate any child making another child's life unhappy, and they are encouraged to discuss any concerns or worries as they arise with an adult.

On the rare occasions that bullying is reported, such reports are always taken seriously. The course of action following the report of an alleged case of bullying is as follows:

- Teacher informed regarding alleged act of bullying by either parent or child
- Teacher records on the school's safeguard system and informs phase lead (AHT).
- The victim was interviewed, and the course of action was decided. (It is important that the victim is fully involved in deciding the future course of action and not made to feel frightened or intimidated.) This will take place as soon as possible after a case of bullying is reported.
- Allegations investigated
- Parents of the victim and any perpetrator(s) contacted as appropriate
- Consequences implemented as appropriate – including a reprimand and warning from AHT/SLT
- Arrangements for monitoring situation put in place

If, after a reprimand and warning from SLT, bullying persists then consequences including missing playtimes and internal suspension will be applied. If, despite the implementation of these consequences, bullying persists, then the child concerned may be externally suspended in accordance with London Borough of Barking and Dagenham procedures.

A child-friendly anti-bullying policy is available to all children and parents, and is published on the school website. The importance of anti-bullying is reinforced through class discussions and circle time, assemblies, PSHE lessons and an annual Anti-Bullying Week.

We teach children to be kind to each other using words and actions. Through PSHE lessons and circle times, we show them what bullying looks like and who they can talk to for help if they are unhappy.

How do we encourage good behaviour:

- We encourage good behaviour in the following ways:
- An emphasis on drawing attention to the behaviour which we wish to develop, Positive Praise. There should be consistent and public praise of good behaviour in order to reward the person who is

doing well and encouraging others to copy that behaviour.

- By making clear our expectations of good behaviour through the Eastbury values and classroom rules
- Through PSHE lessons, circle time and assemblies
- Through special days and events, such as Children's Rights Day and Anti-Bullying Week
- Encouraging children to take responsibility for their own actions and behaviour
- Through a combination of individual and group rewards, including, celebration points, individual stars of the week, afternoon tea on Fridays, the golden table and lunchtime stickers (see sections below for further information).

Our proactive strategies also include:

- **Listening and telling** - We are a '**Listening and telling school**'. The headteacher promotes this message at all times and reiterates it in assemblies.
- **Buddy Benches** - In the playground are used to enhance and encourage inclusion.
- Every opportunity to promote whole school initiatives such as celebrating diversity and difference, involvement in anti-bullying week, theatre productions and external speakers will be taken.
 - All staff will be trained on how to identify, prevent, and manage bullying. At the beginning of each new school year, we will discuss the procedures for handling a bullying incident at a staff meeting. The policy will then be shared with all new staff members.
- **Our children also have access to:**
 - Buddy benches
 - Online Worry Box
 - Class worry monster
 - Circle Time
 - School mentor
- **Dojo points** - The awarding of points is a whole school reward system. Children will be rewarded with points for demonstrating the Eastbury values. Any member of staff can hand out celebration points at any time (including playtime and lunchtime). At the end of the week, the class teacher will submit the amount of class dojo points accumulated that week. The winning class with the largest total of points will then receive a trophy to keep for the week, to be handed out during assembly.
- **Star of the Week** - The aim of the 'Star of the Week' is to recognise significant improvement in behaviour and learning or sustained positive attitude towards learning. The award of the 'Star of the Week' should be clearly linked to demonstrating one of the Eastbury values. Each Friday the teacher identifies a child (or, where appropriate, children) to be awarded 'Star of the Week' and that child will receive a certificate during their celebration assembly.
- **Afternoon Tea** - Every week a democratic vote is held in each class for the pupils to nominate who they feel has demonstrated "British Values". The child with the most votes, then joins the Headteacher for afternoon tea on a Friday. KS2 children can write down their peer's name with a reason for nomination to share with them.
- **Lunchtime Stickers** - Each midday assistant encourages positive behaviour and attitude by presenting pupils with a sticker. Lunchtime stickers are also distributed for good eating and good table manners. Midday assistants can also award class dojo points.
- The **School Council** include bullying as an agenda in their meetings.
- **Golden Table** – Midday assistants will encourage and award golden tickets to pupils that demonstrate the Eastbury Values throughout their lunch time break. This ticket will be placed in the Golden Table box and names will be drawn out every three weeks to join the SLT team on the Golden Table at lunch time. The pupil who is chosen will also be able to bring a friend to enjoy their achievement with. Each pupil will receive a certificate for their success.

Playground Rules

To encourage good behaviour in the playground the following rules are followed:

- Show respect to staff and other children
- Be gentle and play nicely with others
- Keep hands and feet to yourself

- Tell an adult if you are upset
- Be kind, honest and helpful
- Listen to others before speaking
- Care for our school equipment

At the end of playtime and lunchtime, a member of staff rings the bells, which signals to pupils to stop what they are doing, stand still and remain silent. A second bell is then rung which signals to pupils to walk quietly to their lines. Staff should be prepared to collect their class from the playground five minutes before the bell rings (which provides an opportunity for midday assistants to feedback any behaviour concerns to classroom staff). Midday staff will also record incidents on the safeguard system and include the class teacher. Teachers will wait in identified areas ready to organise/prepare children for learning and escort their pupils back to the classroom. Reminding the children of behaviour expectations before they enter the building by using positive affirmations to those who are making the right choices.

5. Roles and responsibilities

The headteacher & Senior Leadership Team

The headteacher is responsible for:

- Reviewing and approving this policy
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour consistently
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensure that the data from our schools' safeguarding system is reviewed regularly to ensure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils,
- Treat all children fairly and with respect
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling our Eastbury values, expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on the school safeguarding system

- Attachment time: Spend time getting to know pupils and use various sources, such as experts and parents, to better understand possible causes of challenging behaviour. It is essential to build trusting relationships with all pupils, which can prevent challenging behaviour from occurring in the first place.

Build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Please support your child in following the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly while continuing to work in partnership with the school.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and display the Eastbury Values showing respect to adults and peers.
- The school's key rules and routines (for example, responding to the silent stop signal).

Pupils will be supported in developing an understanding of the school's behaviour policy and school culture.

Classroom Rules

Each class has a set of classroom rules, which are discussed and defined with the children, based on the school values and the children's responsibilities set out above. The agreed classroom rules must be displayed in each classroom at the start of the school year.

6. School behaviour expectations

Pupils are expected to:

- Display the Eastbury Values at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept consequences when given
- Behave appropriately when outside school (on school trips) or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement (e.g; giving class dojo points)

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This allows all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates such as 'Star of the Week'
- Award dojo points
- Stickers/rewards

Responding to deal with children who showing signs of emotion dis-regulation

While the emphasis is always on encouraging positive behaviour, there is a formal system for dealing with unacceptable behaviour to ensure consistency. In the first instance, each teacher uses a range of professional tools to support children by developing a positive relationship.

These include:

	Establish	Maintain
Description	Teacher intentionally cultivates a positive relationship with the pupil, by knowing the individual.	Teacher ensures that these positive interactions are maintained over time.

	Establish	Maintain
Example strategies	<ul style="list-style-type: none"> • Set aside window of time to spend with pupil • Inquire about the pupil's interest • Communicate (verbally and physically) positively • Use open ended questions • Affirmations • Reflexive listening • Referencing pupil information • Deliver constructive feedback wisely 	<ul style="list-style-type: none"> • 5-1 ration of positive to negative interactions • Positive notes/phone calls home • Greet pupils at the door • Relationship check-in (random) • Special activities

However, when required, staff will then address incidents of unacceptable behaviour by using the stages set out in the table below. All stage 2 and above behaviour incidents are recorded on the school's safeguarding system (CPOMs), setting out the behaviour and the consequences (including discussion with parents).

See Emotional Behaviour Process for further steps to follow below (appendix 2).

Sanction Stages

	Behaviour	Consequences
Stage 1	Breaking class or playground rules Other low-level misbehaviour	Re-direction - Speak to the pupil, gentle approach, use the child's name, child level, and eye contact, to deliver the reminding message, on how they should be behaving and focussing. Praise in Public (PIP) Remind in Private (RIP)
Stage 2	Repetition of the previous behaviours Refusal to work or follow adult instruction	Formal Redirection - If the pupil has not changed their actions and behaviour, remind them of the conversation they had with you and suggest using the Zones of Regulation area (Regulation time/Reflection time). The teacher will then reinforce and remind the pupil of the behaviour they should be seeing and the next steps/consequences if they continue with their behaviour and actions. (pupils are not to stand outside the classroom) Class teacher to record on tracking system such as CPOMS.
Stage 3	Child persists in displaying disruptive behaviour following stages 1 and 2 Child refuses to follow instructions Child is obviously in a state of anger or has high anxiety levels and is unable to cope within the classroom environment.	Send to Leader of Learning. The child should take their work (should be taken to the room) to the LoL in that year group or the next. They will go to the zones of regulation area in the classroom and the LoL will then speak to them (Restorative Conversation). E.g "Who has been affected by your behaviour? What should we do to put things right? How can we do things differently in the future to prevent similar situations?" The child will complete their work in the LoL class, complete any consequences/actions and when the session has ended, the child will return to their own class if they have regulated their emotions and their behaviour is settled. The teacher will contact the parent to inform them of the behaviour of the pupil and how they can work together to support the pupil. Recording details on the CPOMS system. LoL to support if required and if behaviour continues.

		The class teacher must discuss with the child at another point in time their behaviour and take positive steps to ensure they can start to understand why they behaved in that way and how they can regulate their emotions, to work on it not taking place again (see table above) Record on CPOMS system.
Stage 4	Child persists in displaying disruptive behaviour following stage 3 Serious aggressive and violent behaviour Racist or homophobic behaviour/language Bullying behaviour	Refer to SLT to consider further emotional support and appropriate sanctions, including internal exclusion (see below), referral to external agencies, behavioural interventions, home-school communication books and setting up an individual behaviour plan. Where necessary risk assessments to be compiled. Inform parents. Record on Safeguard system
Stage 5	Continue to break rules following an internal suspension Very serious behaviour incidents	External suspension authorised by Headteacher (see below) This will be in exceptional circumstances only. Record on Safeguard system.

It is vital that at all stages the relationship with the family is maintained and information is shared with them regarding any incidents, consequences and rewards. Children with specific needs (for example: SEND) will be supported as care will be taken when suspending a pupil with a recognised SEND need; as reasonable adjustments have been made to mitigate the behaviour and this is now only as a last resort.

Confiscation

Any item which is harmful or detrimental to school discipline will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Resolving Conflict

- Where there is conflict between children, each child is given the opportunity to explain his or her side of the story without interruption. The other children involved have to listen and wait their turn. They are encouraged to maintain eye contact. Language needs to link to the zones of regulation and restorative approaches by the adult supervising (see appendix).

Each child has a turn to say:

- What the others have done to upset them
- How they feel about it
- How they would like they to behave in the future

No one is allowed to interrupt or argue. The role of the adult is to ensure that each child has a 'fair' hearing and hopefully discover the truth. If the children cannot resolve the conflict after a reasonable time, then the adult must decide on the appropriate action to take.

Without clear evidence from another adult it is sometimes impossible to resolve a situation. Children have to understand that the adults cannot take sides or believe one child's story over another.

Zones of Regulation

The school will support pupils in regulating their own emotions. Each class will have a Zones of Regulation display (including EYFS), which will help pupils understand what emotions they will feel throughout the day and what strategies they can use to regulate them.

Specific lessons will support pupils using direct lessons around emotions and the zones.

Learning Mentor

The Learning Mentor will support pupils with restorative solutions, working with pupils to solve differences and find solutions where consequences are understood and accepted.

Sensitive discussion around concerns raised and building trusting relationships will be a focus, so they will be able to approach and share their worries or concerns.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with the consequences set out in this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

Physical Restraint

Physical restraint will only be used to prevent a child from harming him or herself, other people or property. It will be used when other de-escalation strategies have proved unsuccessful, and the child told clearly that they will be restrained. Staff should not put themselves at risk and restraint should involve minimum force. All staff who use physical restraint will have received training in its use.

This is set out in the School's Positive Handling Policy.

Confiscation

Any item which is harmful or detrimental to school discipline will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could affect the reputation of the school
- Consequences will only be given out on school premises under the supervision of a staff member.

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Racial and Sexual Discrimination and Harassment

At Eastbury, we believe that everyone should be treated with respect and courtesy. Consideration should be given to other people, their feelings and their opinions. There is no place for discrimination or harassment on the basis of gender, ethnic origin, sexual orientation, culture or religion in our school.

We celebrate the diversity within our school, and encourage and support children to develop non-discriminatory attitudes. Our curriculum provides the opportunity for children to develop a wider understanding of religious and cultural differences through PSHE, RE, History, Geography, Vote for Schools, circle time and special events such as our half-termly cultural/religious special assemblies and our annual International Week.

A racist incident is any action, behaviour, or remark that discriminates based on race, ethnicity, colour, national origin, or cultural background, causing harm or distress, whether intentional or unintentional.

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the Stephen Lawrence Inquiry report (page 362, section 45.17).

Anti-Racism

Racist incidents can take various forms, including but not limited to:

- Verbal Abuse: Use of racial slurs, offensive jokes, or derogatory comments.
- Physical Assault: Hitting, pushing, or any form of physical violence motivated by racial prejudice.
- Exclusion: Deliberately excluding someone from activities or groups based on their race or ethnicity.
- Graffiti: Racist messages or symbols drawn or written on school property.
- Cyberbullying: Sending racially offensive messages or images through digital platforms.
- Discrimination: Unfair treatment in any school activity or service based on race or ethnicity.

Reporting Procedures

- Staff:

Staff members who witness or are informed of a racist incident must report it to the designated safeguarding lead or a member of the senior leadership team.

- Parents/Guardian:

Parents or guardians should promptly inform the school leadership team if they become aware of a racist incident involving their child or another student.

- Children:

Children who experience or witness a racist incident should immediately report it to a teacher or any trusted staff member. The children are aware that we are a 'Listening and Telling school'.

Report bullying (including racist bullying) incidents to the relevant agency.

In some circumstances, we will report bullying (including racist bullying) incidents to:

- Our LA's children's social care team, if the incident involves a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"

Recording Racist Incidents:

All reported racist incidents are documented on the school safeguarding system (under child on the child, anti-racism/racist incident), detailing the nature of the incident, those involved, witnesses, and actions taken. All records will be kept confidential and secure, with access limited to authorised personnel. We maintain a record of all reported incidents to monitor patterns and effectiveness of interventions on the school safeguarding system.

Investigation and Response:

- Immediate Action: Upon receiving a report, immediate steps will be taken to ensure the safety and well-being of the affected pupil(s).

- Investigation: A member of the leadership team will conduct a thorough investigation, which may include:
 - Interviewing all pupils involved and witnesses.
 - Reviewing any relevant evidence (e.g., digital messages, graffiti).
 - Consulting with parents/guardians and other relevant parties.
- Resolution: Based on the findings, appropriate actions will be taken, which may include:
- Consequences: Depending on the severity of the incident, Consequences may involve internal or external suspensions.
- Pupil mentoring: Offering support to pupils affected.
- Educational Measures: Providing educational sessions on racism and inclusivity using resources from <https://www.antiracism.education/primary> and <https://www.theredcard.org/>.

Support for Affected Pupils

- Mentoring: Offering access to school pupil mentor for emotional support.
- Parental Involvement: Keeping parents/guardians informed and involved in the resolution process.
- A Kids Book About Racism, by Jelani Memory is a we use to explain racism to younger key stage 1 pupils and This Book Is Anti-Racist, by Tiffany Jewell is helpful for older pupils in key stage 2.

Racism Prevention and Education

- We ensure that anti-racism is integrated into our curriculum by incorporating diversity, equity, and inclusion lessons.
- Workshops and Assemblies: Conducting regular workshops and assemblies to raise awareness about racism and promote inclusivity.
- Training for Staff: Providing ongoing training for all staff members to recognise, prevent, and address racist incidents effectively.
- Continue to improve diversity in children's books in our school library and classrooms.
- A 'Race and Social Justice' working party that works to improve our school's approach.
- A broad Cultural Capital offer for all children, embracing diversity and celebrating all cultures.

8. Serious consequences

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time to the regulation zone.

Pupils who have been removed will continue their work under the supervision of a member of staff.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

We will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pupil mentor

- Use of teaching assistants
- Short or Long-term behaviour plans
- Multi-agency assessment
- Parent support during lunchtimes (home lunch)

Staff will record all incidents of removal from the classroom on our safety system, along with details of the incident that led to the removal and any protected characteristics of the pupil.

Suspension and permanent exclusion

When a child is internally suspended (stage 4) they will remain on the school premises for the duration of the exclusion. They will be provided with work and supervised by a member of staff. They have no contact with any other children in school, which means they follow alternative break time arrangements and take their meal away from the school dining hall.

When a child receives a fixed-term suspension (stage 5), they are not permitted on the school premises during the school day for the duration of the suspension. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the child returns to school, the parent will have a re-integration meeting with their child and the Headteacher (or a member of the senior leadership team) on arrival. All details of the external suspension and how to appeal against it are always given to the parent in writing at the start of the suspension. The London Borough of Barking and Dagenham is always informed of external suspensions, using the Foresight system along with Mr Larbi (Education Inclusion Partner). The chair of Governors will also be informed, and suspension numbers will be reported at each Local Governing Board meeting. Permanent suspensions are given when a child has been involved in an incident of such severity that the school no longer feels it is appropriate to educate the child. DfE guidelines are always followed, and the parent is supported throughout the process. (see Borough Booklet).

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

We recognise that children's behaviour may be impacted by a special educational need or disability (SEND).

When a child misbehaves, we will consider their special educational needs and disabilities (SEND), but we understand that not all misbehaviour is connected to their SEND. We will assess the impact of their SEND on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, we will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal responsibilities include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- We will do our very best to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At Eastbury, some approaches include;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (Regulation zones/Sensory Room) where pupils can regulate their emotions during a moment of sensory overload.

Adapting consequences for pupils with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, specialist teachers, an educational psychologist, medical practitioners, and/or others will also be sought for support and advice to identify or support specific needs as well as advising on any referrals that might be needed to support the pupil going forward.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil understand how to improve their behaviour and meet the school's expectations.

- Reintegration meetings
- Daily contact with the pupil mentor
- A behaviour chart with personalised goals

11. Pupil transition

Inducting incoming pupils

We will support incoming pupils in meeting behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. A meeting with the parents will be organised to gain relevant information about the child that can be shared with staff who will support the pupil daily.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have early transition sessions with their new teacher(s). In addition, staff members hold transition meetings

Information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year to ensure behaviour is continually monitored and the right support is in place. This will be supported by the school system Edukey, where a profile for each pupil is being compiled year on year. This will include school reports, medical information, diagnosis, assessments etc.

Transition week at the end of the year also supports behaviour management and supports pupils' emotional well-being, which can be impacted by year group changes.

12. Training

Our staff are supported in understanding and applying the behaviour policy and systems as part of their induction process. Behaviour management training also forms part of continuing professional development.

13. Monitoring arrangements

Monitoring and evaluating behaviour

We will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves

We will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, we will review and tackle them.

Monitoring this policy

All stage 2 and above behaviour incidents are recorded on the school's safeguarding system. Separate records are kept of any bullying and racist incidents, and of any external suspensions. It is the responsibility of the Local Governing Board to monitor the rate of bullying and racist incidents and of suspensions, and to ensure that the school policy is administered fairly and consistently.

The Local Governing Board reviews and approves this policy on a biennial basis, taking account of Government regulations. The Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Local Governing Board with recommendations for any further improvements.

Restorative Approach to Behaviour Management

Essential: Gentle Approach, use the child's name, child level, and eye contact, to deliver the message.

Here are a few standard responses in high-pressure situations.

- "I am going to come and speak to you later about what will happen next."
- "I am going to walk away and give us a chance to calm down".
- "I don't think I have enough information to make a decision right now."

1. Redirection:

- Begin with a gentle approach: "I notice you chose to [noticed behaviour]."
- Remind the child of the expected behaviour: "This is a REMINDER that we need to [school expectation]."
- Offer an opportunity to make a better choice: "You now have the chance to make a better choice."
- Appreciate their attention: "Thank you for listening."

2. Formal Redirection:

- Start by acknowledging the behaviour: "I noticed you chose to [noticed behaviour]."
- Indicate that it's the second time addressing the issue: "This is the second time I have spoken to you."
- Present a consequence if the behaviour persists: "If you choose to break this school expectation again, there will be further consequences." (state the consequence referring to the behaviour policy).
- Remind them of a previous good behaviour as a model: "Do you remember when [model of previous good behaviour]? That is the behaviour I expect from you. Think carefully. I know that you can make good choices."
- Express gratitude or acknowledgement: "Thank you for listening" or "I'm glad we have this conversation."

3. Reflection Time:

- Acknowledge the behaviour: "I noticed you chose to [noticed behaviour]."
- Instruct the child to have reflection time in a designated area: "You need to now go and have some reflection time in the designated desk/classroom/office."
- Specify the duration and task during reflection time: "You will be able to come back to class in 10 minutes when you have had some time to think about our school values and expectations and completed [directed task]."
- Emphasise that reflection time is an opportunity for personal growth and not punishment: "Remember, reflection time is for personal reflection and growth. It allows you to think about our school values and expectations. It's not about punishment, but about learning and making positive changes."
- Thank them for listening: "Thank you for listening."

4. Restorative Conversation – (REPAIR and RESTORE) – Zones of Regulation

- Start with a neutral and dispassionate approach: "What happened?" (Neutral, dispassionate language)
- Ask about the child's feelings at the time of the incident: "What were you feeling at the time? How did the situation affect you emotionally?"
- Inquire about their feelings since the incident: "What have you felt since? How has this situation impacted you afterwards?"

- Discuss the impact of the behaviour on others: "How did this make people feel? How do you think your actions affected others involved?"
- Explore who has been affected and brainstorm solutions: "Who has been affected by your behaviour? What should we do to put things right? How can we do things differently in the future to prevent similar situations?"

These questions aim to facilitate reflection, empathy, and understanding between the child and others involved in the situation. Please remember to create an open, private (from other children) and safe space for the child to express themselves, actively listen without judgment, and encourage them to take responsibility for their actions while finding ways to repair and restore relationships.

CLASS BEHAVIOUR EXPECTATIONS



Step 1



Reminding message on how they should be behaving within the classroom.

Step 2

Formal Redirection: Remind them of your conversation and suggest using the Zones of Regulation area. Reinforce and remind the pupil of the expected behaviour and the consequences if they continue.



Step 3



- Send to Leader of Learning with their work.
- Go to the zones of regulation area in the classroom
- LoL Speak to the pupil
- "Who has been affected by your behaviour? What should we do to put things right? How can we do things differently in the future to prevent similar situations?"
- Complete any actions/consequences.
- When the time ends, the child will return to class if they have regulated their emotions and their behaviour is settled.
- The class teacher (or leader of learning) will contact the parent to inform them of the behaviour.

The teacher should discuss the student's behaviour with them later and help them understand and manage their emotions to prevent it from happening again.



Appendix 2

Emotional

Process

Identified persistent behaviour change



Speak to parent – changes at home, discuss behaviour, actions that will be taken (complete form for meeting details)



In Place – Ensure:
 Consistent Behaviour Management
 Positive Behaviour Management
 Behaviour for Learning



eastbury primary school
 Succeeding together