



Behaviour Policy

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1. Policy Overview

Within our academies, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example.

This policy applies to pupil behaviour whether the pupil is on the Academy site, outside of the Academy site or outside of the school day. The Academy will take appropriate action where a pupil's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment
- Wear the Academy uniform correctly.
- All pupils are expected to be polite, courteous and respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Children are expected to have regard for their own safety and that of others.

This policy addresses both the promotion of positive behaviour, in accordance with our general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to children's behaviour. It also contains our policy on exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning is unacceptable and through the constant promotion of positive behaviour, we seek to minimise, if not eliminate, any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2. Aim

It is a primary aim at Eastfield that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, the values of which are built on mutual trust and respect for all. This behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

At Eastfield we aim to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim for the children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.
- Care for others.
- Self-discipline.
- Self-motivation and resilience.
- Independence.

3. Objectives

It is a primary aim at Eastfield that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, the values of which are built on mutual trust and respect for all. This behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each Academy.
- To develop strategies to support pupils showing challenging behaviour.
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy, implement strategies to provide the necessary support to the pupil.

Low-level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level.
- Courteous and respectful interactions with pupils making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and “play” opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation.
- Being unjust or inconsistent.

5. The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers have high expectations of our children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and logs them on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Phase Leader, the SENCO, MySpace or the Principal.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with their Social Worker or the Behaviour and Learning Collaborative (the BAC).

The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

6. The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout Eastfield, and to report to the Academy Improvement Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

7. The Role of Parents and Carers

Eastfield requests that parents and carers enter into a Home-School Agreement with us, agreeing to work in partnership to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support us when sanctions need to be used with a child.

We collaborate actively with parents and carers, so that children receive consistent messages about how to behave both at home and at Eastfield.

We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to address any behaviour concerns with a child, we expect parents and carers to support these actions. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Principal to discuss the issues involved. If parents or carers wish to complain further about actions taken by us, they should contact the Chair of the Academy Improvement Committee, in accordance with our Complaints Policy.

8. The Role of the Academy Improvement Committee (AIC)

The Academy Improvement Committee has the responsibility for agreeing this policy and these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The AIC support the Principal in adhering to these guidelines.

The Principal has the day-to-day authority to implement this policy on behaviour and discipline, but the AIC may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

9. Positive Discipline

Each Academy has developed a Code of Conduct that should be clearly understood by all and adhered to in the interests of everyone. These key rules will be prominently displayed around the Academy and regularly referred to by staff and children.

Any praise given to pupils should be genuine, personal and specific

Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

We praise and reward children for good behaviour in a variety of ways:

- ✓ Teachers praise children for considerate, positive behaviour in such a way as to underline its value.

- ✓ We have a weekly celebration assembly where we nominate children from each class who show pride, collaboration and understanding. Such nominations are recognised with the award of certificates.
- ✓ We regularly handout special awards to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

All classes have an opportunity to lead an achievement assembly where they are able to show examples not only of their best work, but of considerate behaviour towards others. This takes place once a year.

We acknowledge all the efforts and achievements of our children, both in and out of school. We recognise personal endeavour and positive motivation.

Assertiveness/Warnings/Consequences

Faced with inappropriate behaviour it is tempting for any teacher to threaten punishment. However, punishments and rewards keep children dependent upon external motivators. The development of self-awareness and self-discipline is sacrificed for the sake of immediate compliance.

Behaviours have consequences. However, negative consequences imposed too quickly take away the need for the pupil to face the issues, make choices and take responsibility.

We use a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. However:

- ✓ In every classroom we have a 'Behaviour Board', comprising of 4 areas: outstanding, green, amber and red. Children start every day in green and if a child demonstrates outstanding behaviour e.g. pride, collaboration, sharing, honesty, perseverance, kindness, resilience, empathy, reflectiveness, questioning, listening, applying their learning etc. they move into outstanding and receive a 'token' for their family team. At the end of the year the family with the most tokens wins the Ellis Salter Memorial Cup. If a child misbehaves they can move into amber and then into red, or directly into red depending on their behaviour; children are then moved when they display the appropriate behaviour(s). The board acts as a visual reminder and enables children to support each other with their behaviour and celebrate when they are doing the right thing.
- ✓ At the beginning of the year, each class devises it's own 'Class Charter' that outlines behaviour exectations for that classroom; this is devised by the children with guidance from the teacher.
- ✓ We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
- ✓ We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- ✓ If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
- ✓ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident on CPOMS (Child Protection Online Management System) and the child is punished by a withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents. (*Appendix 1*)

10. Support Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted.

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. Differentiation should be an inherent part of planning for individual needs.

Staff: It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

11. Curricular Links with Behaviour Management

Our Academies have a positive approach to behaviour management and as such, believe in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered.

12. Bullying and Racism

Each academy has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Enquire Learning Trust sees racism as a form of bullying and does not condone it in any form.

13. Sexual Harmful Behaviour

Sexually harmful behaviour from young children is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' etc.
- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting will never be tolerated. This behaviour typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

14. Drug and Alcohol Related Incidents

It is the policy of Eastfield that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or carer should notify us and ask permission for the medication to be brought in. The medication should be taken directly to the Admin Office and an 'Administering Medication Form' completed. Any medication needed by a child while in school must be taken under the supervision of a designated member of staff.

Eastfield takes very seriously the misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into Eastfield for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until the parent or carer of the child has visited us and discussed the seriousness of the incident with the Principal. If the offence is repeated, the child will be permanently excluded, and the Police and Social Care will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other children for money, the child will be permanently excluded. The Police and Social Care will also be informed

15. Monitoring and Review

All behaviour incidents are recorded in CPOMS. Senior leaders and members of the Safeguarding Team monitor behaviour regularly to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns are broken.

The Principal monitors the effectiveness of this policy on a regular basis. They report to the AIC on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the AIC to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that this policy is administered fairly and consistently. The AIC will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the Equality Act 2010 and no child is treated unfairly or discriminated against because of race, religion, gender, sexual orientation or ethnic background etc.

This policy is reviewed every three years however, a review may take place earlier than this if the government introduces new regulations, or if Eastfield receives recommendations on how the policy might be improved.

16. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMS.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the 'Use of reasonable force' document issued by the Department for Education in July 2011. Teachers do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are part of the Team Teach Strategy.

All restraints using any Team Teach Strategy, with the exception of 'Caring C's' are recorded on a 'Serious Incident Form' and the form is uploaded as an incident against the child's name in CPOMS. A record of the restraint is also recorded in the 'Restraint Log'; this logs any restraint across mainstream.

If a Positive Handling Plan is requested for a child, the class teacher will discuss this with the Safeguarding Team and share all relevant concerns and evidence. Any patterns and trends which may be emerging will be discussed along with identified strategies to support both the child and the class teacher. A decision will then be made and a review date set.

If a Positive Handling Plan is the outcome, the class teacher will discuss this with parents and the appropriate paperwork completed.

Completed forms will be held centrally in the MySpace Office.

17. Expected behaviour/Code of Conduct

Each Academy has a clear set of behavioural standards and code of conduct for all pupils; these are clearly set out on the Academy website and are communicated to pupils and parents on a regular basis. High standards of work and behaviour are expected at all times. A positive approach to discipline is taken and pupils are encouraged to show consideration and care for people and property.

18. Exclusion

The Enquire Learning Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and/ or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a short-term exclusion is appropriate because of unacceptable behaviour.

Good discipline in academies is essential to ensure that all pupils can benefit from the opportunities provided by education. The Trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the **Academy's Behaviour Policy**; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

We follow the National Exclusions Guidance, published by the DfE in September 2017 which has regard to the standard national list of reasons for exclusion. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and Principals have a duty to offer the

parents or carers a reintegration interview in respect of certain fixed-period exclusions.

Only the Principal (or an acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the AIC. We inform the parents or carers how to make any such appeal.

The Principal informs the Trust, the L.A. and the AIC about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term.

The AIC itself, cannot either exclude a child or extend the exclusion period made by the Principal.

The AIC has three identified members who will consider and review any exclusion decisions and any subsequent appeals on behalf of AIC.

Please refer to the Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.

Managing Behaviour Incidents

All behaviour incidents are recorded in CPOMS and reviewed by Class Teachers and members of the Safeguarding Team on a daily basis. The Safeguarding Team meet weekly and monitor/discuss behaviour incidents, and may action support above and beyond listed in the table below. The following is only general guidance and other actions/support may be accessed depending on the needs of an individual child and the nature of the behaviour incident:

<p><u>Low-level Behaviour Incidents</u> e.g. shouting out, sulking, not following instructions etc.</p>	<p>Behaviour of this type can be dealt with by the Class Teacher using the behaviour rules and routines established in their classroom. The Class Teacher uses appropriate strategies both positive (e.g. rewards for desired behaviours) and sanctions (e.g. use of the class 'Behaviour Board', loss of leisure time at breaktime and lunchtimes, time out in 'partner classes') to manage and promote desired behaviours around Eastfield.</p>
<p><u>Continuous Low-Level Behaviour Incidents</u></p>	<p>If any behaviours continue over a period of time, the Class Teacher will liaise with the Phase Leader and/or SENCO and a more formal approach to seeking desired behaviours may be instigated e.g. Behaviour Reward Charts; these are tailored to the needs of the individual child. These specify the desired behaviours to be achieved and the reward for such behaviours. Parents and carers are involved in the formulation of these, so they can positively support the child both at home and at school. Such arrangements are the responsibility of the Class Teacher.</p>
<p><u>Serious Behaviour Incidents</u> e.g. causing harm to another child, disruption of learning etc.</p>	<p>If a behaviour incident is considered to be serious, the Class Teacher/member of staff will liaise with the Phase Lead, Vice-Principal and/or Head of MySpace for guidance and support. Parents will be informed and sanctions will be</p>

	<p>agreed; this is the responsibility of the Phase Leader/Vice-Principal. Family support may be accessed through Early Help.</p>
<p><u>Continuous Serious Behaviour Incidents</u></p>	<p>If this type of behaviour continues over a period of time the Class Teacher, Vice-Principal, Head of MySpace and Principal will liaise and a decision made as to a referral into the BAC (Behaviour and Attendance Collaborative) or an in-house formal agreement be put in place between the Principal, Class Teacher, child and parent. This will clearly outline expected behaviours, responsibilities and consequences (possible exclusion); parents will be consulted throughout. The child will be asked to choose a member of staff to support them in making the right choices and who will mentor them. This arrangement is the responsibility of the Principal. Family support will be accessed through Early Help.</p>
<p><u>Extreme Behaviour Incidents</u> e.g. causing harm to another child or member of staff, property deliberately and wilfully damaged etc.</p>	<p>If an extreme behaviour incident occurs the Vice-Principal and Principal are consulted immediately and MySpace staff alerted to help support with diffusing the incident. Parents will be informed and called into Eastfield immediately. An incident of this nature could result in a fixed-term exclusion or permanent exclusion. The Vice-Principal, Head of MySpace and Principal will liaise and a decision made as to a referral into the BAC (Behaviour and Attendance Collaborative) or an in-house formal agreement be put in place between the Principal, Class Teacher, child and parent. This will clearly outline expected behaviours, responsibilities and consequences (possible permanent exclusion); parents will be consulted throughout.</p>

	<p>The child will be asked to choose a member of staff to support them in making the right choices and who will mentor them. This arrangement is the responsibility of the Principal.</p> <p>Family support will be accessed through Early Help.</p>
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