



**EMSWORTH**  
PRIMARY SCHOOL

## **Behaviour Policy**

| Document Information        |                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Document No.                | POL-BEH/A1                                                                                                                                                                                                                                                                                                                         |
| Title                       | Behaviour Policy                                                                                                                                                                                                                                                                                                                   |
| Date This Revision Ratified |                                                                                                                                                                                                                                                                                                                                    |
| Last Review Date            | May 2022                                                                                                                                                                                                                                                                                                                           |
| Next Review Date            | May 2024                                                                                                                                                                                                                                                                                                                           |
| Review Cycle*               | 2 yearly                                                                                                                                                                                                                                                                                                                           |
| Target Audience             | Emsworth Primary School staff, adults working within the school, associated agencies, parents and prospective parents                                                                                                                                                                                                              |
| Description                 | <ul style="list-style-type: none"> <li>Setting out the principles and procedures by which the children of Emsworth Primary School are supported and encouraged to make good choices and take responsibility for what they do.</li> <li>Identifying the steps that will be taken in the event of unacceptable behaviour.</li> </ul> |
| Associated Policies         | Restrictive Physical Intervention Policy<br>Health & Safety Policy<br>Teaching and Learning Policy                                                                                                                                                                                                                                 |

*\* unless changes in Government legislation necessitate earlier amendment*

| Document Modification Record |                                                         |       |          |
|------------------------------|---------------------------------------------------------|-------|----------|
| Revision                     | Description                                             | By    | Date     |
| A1                           | Complete revision and presentation in new policy format | PL    | Apr 2012 |
| A2                           | Revision to reflect statutory updates                   | KF    | Nov 2014 |
| A3                           | New mission statement incorporated                      | KF    | June 15  |
| A4                           | New sanctions system incorporated                       | KF    | Sept 16  |
| A5                           | UNICEF RR incorporated                                  | KF/KB | May 17   |
|                              | Reviewed                                                | WGB   | Nov 18   |
| A6                           | Reviewed and COVID amendments made                      | KF    | May 20   |
| A7                           | Reviewed with full school opening                       | C & S | Nov 20   |
| A8                           | Reviewed with amendments to reflect current climate     | LN    | May 22   |
|                              |                                                         |       |          |

| Signatures         |              |             |              |
|--------------------|--------------|-------------|--------------|
| Chair of Governors | (sign)       |             |              |
|                    | (print name) | G. Fishwick | Date: May 22 |
| Acting Headteacher | (sign)       |             |              |
|                    | (print name) | L.Newton    | Date: May 22 |

# Behaviour Policy

“Enjoy, Persevere, Succeed.”

Emsworth Primary School Mission Statement

This behaviour policy sets out the principles and procedures by which the children of Emsworth Primary School are supported and encouraged to [make good choices](#) and take responsibility for what they do. It also identifies the steps that will be taken in the event of unacceptable behaviour.

Being a Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

## 1. Aims

- To create an inclusive, happy and secure learning environment which fosters good behaviour; where every member of the school community feels valued and respected, and where each person is treated fairly
- To promote self discipline and independence through encouraging positive models of behaviour
- To establish an open partnership between parents and the school community in supporting our core values and code of behaviour, as shown in our school rules;
  - [We always try our best \(articles 28 and 29\)](#)
  - [We show respect to everyone and everything \(article 14\)](#)
  - [We care about each other \(article 24\)](#)
  - [We listen to others \(article 12\)](#)
  - [We keep our hands and feet to ourselves \(article 19\)](#)

See Section 9 for further information regarding the UNICEF Rights of a Child.

## 2. Objectives

- To ensure that there is a fair and consistent approach throughout the school in rewarding examples of good behaviour and addressing inappropriate behaviour
- For adults in school to be role models of good behaviour, and to promote through example, honesty and courtesy; to provide opportunities for older children to model good behaviour to the younger children of the school
- To ensure that behavioural expectations are clearly understood by the children within each area of activity, and that the children understand the consequences if their behaviour falls outside of what is expected
- To ensure that committed time is made available within each class for children to learn, apply and revisit the behavioural expectations of the school
- To ensure that positive behaviour is acknowledged and celebrated readily and frequently by all members of staff
- To ensure that every child is given a voice and has the right to be heard
- To help every child realise that they are valued and that they can make a contribution to school life
- To ensure that poor behaviour is not engendered because children are struggling or bored, through providing:
  - stimulating, high quality learning activities that are differentiated to the needs of the child
  - structured feedback on their progress and achievements
- To collaborate with and keep parents closely informed so that they can support the systems in use

### 3. Responsibilities and Expectations

It is expected that everyone in the school community will follow and adhere to this school behaviour policy with consistency.

#### 3.1 Staff

All adults working in the school [i.e. teachers, learning support assistants (LSAs), office staff, dinner staff, caretaking and cleaning staff, governors, parent helpers and visiting staff from other agencies] are expected to model the behaviour we seek to foster in our children. (See section 4.1)

Although it is the responsibility of the class teacher to ensure that their class follows the school code of behaviour, and that the children are working to the best of their ability, [behaviour is a whole school responsibility](#) in which all should feel supported. Staff are able to consult with:

- Each other
- The Senior Leadership
- The Special Educational Needs Coordinator (SENCo)
- The Emotional Learning Support Assistants (ELSAs)
- The Emotional Support Mentors (ESMs)
- The school Welfare Officer (WO)
- Specialist Behaviour Support Service with the Headteacher's authority

##### 3.1.1 Pastoral Care

Pastoral Care (looking after the personal and social well being of children) is the responsibility of all staff but the class teacher in particular will build an understanding of and relationship with each child, thus developing an awareness of individual issues. Early identification of pupils who are experiencing and presenting difficulties within the school setting enables children to be referred as necessary to the school SENCo, WO, ELSAs and/or members of the Senior Leadership Team who will support and take a larger role in the pastoral care of the child.

#### 3.2 Headteacher

The Headteacher will support the staff in the implementation of this policy. It is their responsibility to ensure that the implementation is consistent across the school. The Headteacher will also be responsible for ensuring that records are kept and that relevant actions are undertaken as set out in Sections 4 and 5.

#### 3.3 Parents

We aim to work collaboratively with parents so that the children receive consistent messages about how to behave at home and at school. We expect parents to support their children in following our core values, which are displayed around the school, in our prospectus and on the school website. We also expect parents to support their child's learning.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions in response to unacceptable behaviour by a child, parents should support the actions of the school. However, if a parent believes a sanction is unjust, they should feel they can discuss this by appointment with the Headteacher, class teacher, and/or Chair of Governors.

## 4. Behaviour Policy Implementation

The principles and strategies by which our behaviour policy is implemented are described below.

### 4.1 Engagement

Engagement of staff, pupils and parents is sought through:

- Induction and refresher training to staff and volunteers which includes a briefing on the school's Behaviour for Learning Policy and Staff Professional Code of Conduct Guidelines
- Active teacher/pupil discussion to determine a code of behaviour that reflects the school's aims, that is age and ability related, and that is embraced by all
- Involving the pupil governors in championing the core values and behavioural codes, and suggesting practical approaches for their implementation
- Involving parents in supporting the development of a whole school approach to behaviour e.g. through weekly newsletters, the Home-School Agreement, class open mornings, clubs, parent help in school, individual contact to praise good behaviour, celebration events
- Giving positive messages in the form of posters, signs and notices which are displayed around the school

### 4.2 Practical Approaches

The children are supported to follow the code of behaviour through approaches such as:

- Creating the opportunity for children from different year groups to work together
- 'Buddying' classes together
- Managing lunch time sittings to enable a greater amount of positive play activities; involving Year 6 children as 'Lunch Buddies', providing 'Circle Time' in class as part of the Spiritual, Moral, Social and Cultural (SMSC) curriculum
- Provision of additional pupil support by Learning Support Assistants, some of whom have had specialist training
- Training staff in dealing with different types of behaviour displayed by children
- Visual reminders displayed in all classrooms
- Clear and consistent rewards and sanctions system

### 4.3 Rewarding Good Behaviour

The school rewards good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Learning also flourishes in a well behaved environment.

Our methods of reward are set out below.

#### 4.3.1 Daily

All children are given verbal praise and recognition as a reward for good behaviour and standards of work throughout each lesson. Specific examples of excellent behaviour may be further highlighted in class / year group / whole school assemblies and via the school newsletter.

The following reward systems are used across the school:

- Positive verbal or written praise
- Headteacher stickers
- Dojos – an online visual system which has been tailored to reflect our key aims- Enjoy, Persevere, Succeed. Individual and group Dojos can be awarded. See appendix which is information for staff.

#### 4.3.2 Weekly

Each week children from each class are selected to be awarded a certificate in the celebration assembly. The award certificates are presented in assembly. These certificates are awarded for academic achievement/ effort, following the school rules or extra-curricular achievement – music or sports for example.

## 4.4 Addressing Unacceptable Behaviour

We recognise that at times children display unacceptable behaviour. This is dealt with using a variety of strategies dependent upon the severity of the incident. When sanctions are applied it is extremely important that:

- The child understands what has made their behaviour unacceptable and why the sanction is being applied
- It has been made clear what changes in behaviour are required to avoid future sanctions
- The child has been given support and intervention to try to prevent repetition of unacceptable behaviour
- A distinction is drawn between the child and the behaviour i.e. under no circumstances should a child be told they are naughty/bad, rather they should be told that the choice they made/their behaviour was unacceptable

It is important to identify any underlying causes behind a child's deteriorating or persistently unacceptable behaviour.

If poor behaviour is because of lack of suitable differentiation in the work being set, adapting the activity to help children achieve and raise their self-esteem, or be challenged where they are bored, can resolve the problem. (Refer to **Teaching, Learning and Assessment Policy**.)

Illness or problems at home can often result in behavioural changes. If a child's behaviour deteriorates suddenly or significantly teachers should highlight their concern and discuss the need for help with further intervention strategies. Parents/carers will also be consulted. If appropriate these children may then be added to the Cause for Concern, Early Intervention or Special Educational Needs Registers or specialist agencies will be consulted. Staff will also be mindful of Safeguarding and Child Protection Procedures.

### 4.4.1 Behavioural Incidents: Card System

The school uses a yellow, orange and red card system depending on the severity of the behaviour.

Minor disruptive behaviour can often be dealt with by a verbal/non-verbal warning (i.e. 'a look'), supplemented by any of the following:

- A quiet word with the child to discuss the behaviour demonstrated
- Circle Time or other whole class discussion – where issues that relate to the whole class are discussed and children are reminded of the class rules, reinforced with examples
- Highlighting good behaviour around a child who isn't behaving acceptably
- Time out in a designated 'Safe Place' (agreed with teacher) to cool down or have time to think

If appropriate, the teacher may discuss the incident with the parent/carer at the end of the school day.

Each class agrees a visual system to help children remember when a warning has been given because of unacceptable behaviour. The card system is then used if behaviour continues beyond verbal warning. Yellow, orange and red cards are 'issued' for separately itemised incidents.

|                       | Yellow                                                                                                                   | Orange                                                                                                          | Red                                                                                                                                                                                                            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Examples of behaviour | <ul style="list-style-type: none"> <li>• Being disrespectful to others</li> <li>• Disrupting others' learning</li> </ul> | <ul style="list-style-type: none"> <li>• Defiance</li> <li>• Using inappropriate language (swearing)</li> </ul> | <ul style="list-style-type: none"> <li>• Fighting with or intentionally hurting another child or adult</li> <li>• Running out of the classroom and/or off the premises in anger</li> <li>• Bullying</li> </ul> |
| Consequence           | Loss of one break time                                                                                                   | Loss of one lunchtime – stay in shared classroom area or outside staff room                                     | Loss of all breaks and lunchtime in one day – attend HT's office                                                                                                                                               |
| Notification          |                                                                                                                          | Parents informed by class teacher at end of school day                                                          | Parents informed immediately by phone or email. If no response, informed at end of day. Recorded on CPOMS                                                                                                      |

The point at which the school seeks to involve the pupil's parents will vary according to the stage of the behaviour reached. Where equipment or property has been deliberately defaced or damaged, a contribution towards the cost of repair or replacement will be requested.

The pupil will eat their lunch in the HT's room and will then complete learning activities which encourage reflection and a change in behaviour. Incidents are recorded on CPOMS

Sanctions for the most serious incidents and/or persistent disruption include:

- Fixed term external exclusion (where the child is collected from the school premises by their parent/carer) for the lunchtime period or a whole day
- Permanent external exclusion

These final two stages are at the discretion of the Headteacher and will be undertaken in accordance with Department for Education Guidance on Exclusion from maintained schools, Academies and pupil referral units in England (2015) - (For further information please refer to Appendix). As per the guidance, Hampshire County Council (HCC) and the Governing Body are immediately informed of any fixed term or permanent exclusions made by the Headteacher. The school follows County advice in ensuring that sanctions are flexible and that all factors have been taken in to account before a decision to exclude is made.

## 4.5 Playtime and Lunchtime Behaviour

Our core behavioural values also apply at play time and lunch time.

Lunchtime Supervisors provide verbal praise and encouragement to children and will feed back to the classroom teachers where children have displayed particularly good behaviour. They are also able to award Dojos and stickers to younger pupils, as incentives for positive behaviour.

Should a child display unacceptable behaviour, the playtime/lunchtime supervisor will try and resolve the situation through discussion with the child, and an apology will be sought. However it may be necessary to escort the child to a seated area in a quiet area within the school for a short period of internal exclusion. (The Teacher on Duty will be informed.) In the situation where a child is refusing to cooperate, another child will be sent to the Staff Room to seek assistance from a teacher.

We recognise the importance of outdoor play, and will aim for the child to return outside after a period of cooling down. However in certain circumstances it may be necessary for the child to remain indoors for the rest of the play/lunchtime period.

## 4.6 Children with Special Educational Needs

Where a child is identified as having Emotional Behavioural Difficulties it may be appropriate to place the child on the Special Educational Needs Register.

We will inform the child's parents in advance of this placement and invite and encourage them to be fully involved in the creation and review of their child's Educational HealthCare Plan (EHCP)

The EHCP will identify the strategies (usually recommended by outside agencies such as Educational Psychology or the Behavioural Support Team) that need to be put in place to support the individual needs of the child in gaining an inclusive education. The EHCP is agreed by the parents, child and staff and regular meetings are held with these and outside agencies to review it.

The EHCP templates used by Emsworth Primary School are attached as Appendix 2

## 5. Documentation & Record Keeping

Each Serious Behavioural Incident is recorded on the on the school network system (CPOMS) The member of staff issuing the coloured card is responsible for recording the child's name and incident details. Relevant staff members are alerted to this and will take actions as necessary.

Where the Serious Behavioural Incident has resulted in violence towards a member of staff, a Violent Incident Form (CSRF-001/VIR) must also be completed in accordance with HCC Children's Services Safety Guidance Procedure SGP18-07. (Refer to the **Health & Safety Policy** for further information.)

Where children repeatedly exhibit unacceptable behaviour they will be monitored on a daily basis via CPOMS. For children who are persistently involved in serious behavioural incidents a Challenging Behaviour Risk Assessment Form must be completed to help determine appropriate control measures and strategies for the child. Copies of this form should be cascaded to other staff as relevant. The expertise of the Primary Behaviour Service will be sought when deemed appropriate and by relevant referral.

## 6. Physical Intervention

On rare occasions it may be necessary to restrain a pupil to prevent him/her causing injury or danger to themselves or others or serious damage to property. In such a circumstance staff will follow the Department for Education guidelines, Circular 10/98 relating to section 550A of the Education Act 1996 '*The Use of Force to Control or Restrain Pupils*'. (Refer to **Restrictive Physical Intervention Policy** for further information.) All incidents will be recorded in the Bound and Numbered Book. Physical intervention will never be used as a punishment.

## 7. Anti-Bullying Statement

Bullying is defined as the wilful, conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional or psychological aggression. It is a series of repeated incidents against one child or several children. All staff must be alert to the signs of bullying and take immediate action including reporting concerns to the class teacher and Designated Safeguarding Officer when appropriate. Any form of bullying is unacceptable at Emsworth Primary School. The staff and governors at Emsworth Primary School are committed to ensuring children have a happy time at school, free from harassment or bullying. Children will be made aware of the issues of bullying through assemblies, Circle Time and our Personal and Social Education curriculum.

Several forms of bullying can be identified;

- Physical abuse
- Verbal abuse
- Emotional abuse
- Taking others' possessions
- Intimidation
- Extortion
- Racism
- Homophobia
- Any of the above via electronic means e.g. cyber bullying

In order to identify incidents of bullying all staff will watch for signs of early distress in pupils and will listen, believe, investigate and act. Staff will respond when incidents of bullying are brought to their attention by the victim, their friend, parent, or other interested person.

### 7.1 Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation:

- Discussion with the victim
- Identify alleged bully
- Advise Headteacher
- Discussion with alleged bully. Confront with detail, encourage truth and reiterate school values and aims
- Investigate further if necessary
- Inform parents of all pupils involved
- Implement any sanctions necessary as per Behaviour for learning Policy
- Rebuild self-esteem of both through pastoral education
- Keep contact with families of both pupils
- Ensure Headteacher aware of all steps and records passed to them
- Record on CPOMS

## 8. Monitoring and Evaluation

We will regularly monitor our behaviour system. Information regarding the effectiveness of our policy across the school comes from a range of different sources including;

- Informal reports from staff, parents and pupils
- Feedback from classroom observations
- Questionnaires from staff, parents and pupils
- Data
- Feedback from visitors to the school

# Appendices

1. Exclusion Guidance
2. Action Plan
3. Glossary

## Appendix 1

### Exclusion

Fixed term exclusions will only be used at Emsworth Primary School as a last resort. Exclusion from the school or lunchtime for a fixed period of time may be used:

- when all other sanctions have been exhausted
- as a result of a single extreme serious behavioural incident

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Exclusion will usually be for a short period of up to five days but in severe cases maybe longer or permanent. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

All exclusions are undertaken within national guidelines, and are referred to the County Inclusion Team.

The full Department for Education guidance on exclusion can be viewed at:

<https://www.gov.uk/government/publications/school-exclusion>

# My One Page Profile

Name:

Class:

Age:

Picture

Picture

Picture

Things I like:

- Text

Things I don't like:

- Text

Picture

How you can support me:

- Text

I am good at:

- Text

I work well with:

- Text

Child Name: XXX Year XX Action Plan

Date Started: XXX

Cohort: XXX

DOB: XXX

|              |               |                     |                     |                   |
|--------------|---------------|---------------------|---------------------|-------------------|
| Reading age: | Spelling age: | Reading Attainment: | Writing Attainment: | Maths Attainment: |
| Autumn:      | Autumn:       | Autumn:             | Autumn:             | Autumn:           |
| Spring:      | Spring:       | Spring:             | Spring:             | Spring:           |
| Summer:      | Summer:       | Summer:             | Summer:             | Summer:           |

| Autumn                              |                                  |                                      |                                 |
|-------------------------------------|----------------------------------|--------------------------------------|---------------------------------|
| Assess<br><i>What is the issue?</i> | Plan<br><i>What it the goal?</i> | Do<br><i>What are the resources?</i> | Review<br><i>How did it go?</i> |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |

| Spring                              |                                  |                                      |                                 |
|-------------------------------------|----------------------------------|--------------------------------------|---------------------------------|
| Assess<br><i>What is the issue?</i> | Plan<br><i>What it the goal?</i> | Do<br><i>What are the resources?</i> | Review<br><i>How did it go?</i> |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |

| Summer                              |                                  |                                      |                                 |
|-------------------------------------|----------------------------------|--------------------------------------|---------------------------------|
| Assess<br><i>What is the issue?</i> | Plan<br><i>What it the goal?</i> | Do<br><i>What are the resources?</i> | Review<br><i>How did it go?</i> |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |

| Transition                          |                                  |                                      |                                 |
|-------------------------------------|----------------------------------|--------------------------------------|---------------------------------|
| Assess<br><i>What is the issue?</i> | Plan<br><i>What it the goal?</i> | Do<br><i>What are the resources?</i> | Review<br><i>How did it go?</i> |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |
|                                     |                                  |                                      |                                 |

# Glossary

|                                               |                                                                                                                                                                                                         |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cause for Concern                             | Children who are causing concern regarding their emotional behaviour, social, physical or academic progress.                                                                                            |
| Circle Time                                   | Children from the class sitting together in a circle for group discussion.                                                                                                                              |
| Early Intervention                            | Children identified as just below national expectations in their learning but who are not on the SEN Register. May be related to Cause for Concern.                                                     |
| Emotional Learning Support Assistants         | Learning Support Assistants who have received specific emotional support training.                                                                                                                      |
| Senior Leadership Team                        | The leadership team who have responsibility for the School Improvement Plan i.e.<br><ul style="list-style-type: none"> <li>- Head Teacher</li> <li>- Assistant Headteachers</li> <li>- SENCo</li> </ul> |
| Learning Mentor                               | Trained member of staff (Learning Support Assistant) who is able to specifically support the learning of individual children.                                                                           |
| Welfare Officer                               | Trained member of staff with a particular role in supporting and advising parents across a wide range of issues.                                                                                        |
| Pastoral Care                                 | Looking after the personal and social well-being of children.                                                                                                                                           |
| School Improvement Plan (SIP)                 | Part of the school's Strategic Plan, the SIP focuses on the improvement of learning outcomes and standards.                                                                                             |
| Special Educational Needs Coordinator (SENCo) | Teacher responsible for the management and leadership of Special Educational Needs (SEN) throughout the school.                                                                                         |
| Special Educational Needs (SEN) Register      | Statutory register of children who have additional needs related to their learning or physical being.                                                                                                   |
| Educational Health Care Plan (EHCP)           | Where a child has received an EHCP following external assessment                                                                                                                                        |