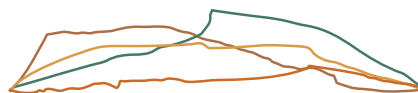


Ormesby Primary School Behaviour Policy



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IRONSTONE ACADEMY TRUST

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The Aim of Ironstone Academy Trust

The overriding aim of Ironstone Academy Trust is that:

‘Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.’

To achieve this, we ask all schools to offer provision to all that ensures:

‘Every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by school.’

The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils, and their parents.

We value inclusion, resilience, openness and nurture. Therefore, our expectations, and this Policy, apply equally to all School based activity, residentials, visits and extended School events.

The aims of Ormesby Primary School are:

For every child to be:

- Safe
- Respectful
- A learner
- Ormesby

In order to create and maintain good behaviour we will therefore:

Create a positive atmosphere based on a sense of belonging to a community which has shared beliefs.

Adopt a positive approach towards behaviour that is underpinned by evidenced based practice, promoting pupils’ self-discipline and based on clarity, praise and reward.

Develop close co-operation of our parents in upholding our expectations of behaviour of their children.

Provide a learning environment in which self-discipline and honesty are acceptable norms.

Maintain consistency, showing understanding of the necessity for mutual support and uniformity of approach.

Manage behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.

Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant training as required.

Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.

Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.

Foster good relationships with children by ensuring that our care of children is based on kindness, respect, and an understanding of their individual needs.

Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school’s code of conduct.

Equality

Ironstone Academy Trust is committed to taking positive action that will open up the curriculum and its associated activities, services, and opportunities to all, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.

Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.

Therefore, Ironstone Academy Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices, or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Our Schools Code of Conduct

We expect children to 'Be safe, Be respectful and Be a learner: Be Ormesby.'

This is displayed in all areas around school.

Shared understanding

Our expectations for good behaviour are shared on the school website, by displays around school and through referral to it by the staff in behavioural education within the curriculum.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated Policy.

Staff should seek the support of their team, when necessary, as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due.

SLT (Senior Leadership Team) and/ or the Head teacher should be informed of any serious breaches of our behaviour standard.

Recording

Recording of serious incidents, will be done using the CPOMS system. This system also enables the Headteacher and SLT (Senior Leadership Team) to analyse diverse types of behavioural issues. Analysis will be presented to governors in termly meetings.

The Head teacher may invite the parents of the children involved in incidents to discuss identified concerns.

Positive behaviours are encouraged through:

- Classroom responsibilities
- Assemblies
- Modelling and praising desired behaviours
- Extra-curricular opportunities
- Routines and systems
- Rewards and recognition

Ormesby Primary School believes that the effective management and organisation of the school day provide the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

Lunchtime Behaviour

Our Lunchtime Supervisory Assistants (LSAs) work in co-operation with the teaching staff and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and an informative dialogue is maintained. LSAs will receive training on a regular basis and have a (at a minimum) termly meeting with a member of the senior leadership team who is responsible for the LSAs.

Supervisors should be organised so that there is always adequate supervision. Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and will line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife

and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker, or using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable mode, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of holding a supervisor's hand for a limited period or withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to a member of the Senior Leadership Team.

Teaching Staff will be informed, at the end of a lunch break of any significant events and SLT will support as needed.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a formal manner. Disrespect towards adults is unacceptable and must be reported to.

Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours, and preventing them will all lead to happier lunch breaks for everyone.

For persistent misbehaviour during the lunchtime period, following failure to comply with our standards of behaviour a consequence will be decided by SLT on an individual basis and in line with the Behaviour Policy.

Rewards

Pride Points

From EYFS to Year 6, the children can be rewarded with a Pride Point. One Pride Point can be issued for demonstrating any of the school rules: be safe, be respectful, be a learner, be Ormesby. The children can save up their Pride Points and exchange them for a reward at the Pride Point Shop.

Marbles

Each class in school has a marble jar. The aim is to fill up the jar with marbles to earn a class reward. One marble can be awarded for demonstrating a any of the school rules: be safe, be respectful, be a learner, be Ormesby. Once the jar is filled, the class will be able to pick their reward. The jar will then be emptied, so the class can then work towards a new reward.

Ormesby Value Awards

At Ormesby Primary School, we believe that every child can demonstrate our school values – Integrity, Self-Belief, Resilience and Courage. During our Values Assembly, held every Friday, one child from each Key Stage (including Early Years) will be awarded a Values Badge for demonstrating one of the values. Once all four have been collected, the child will be given a gold badge to signify they have demonstrated all of our school values. Parents and carers are invited to attend celebration/value assemblies.

Sanctions

There is no corporal punishment at any Trust school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will seek to discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school may use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- **Verbal Warning:** If the pupil does not stop immediately, the teacher will give a verbal warning.
- **Step 1:** If the behaviour persists, the pupil will be placed on step 1 of the school's behaviour tracker. The pupil will miss 2 minutes of their playtime/lunchtime.
- **Step 2:** If the pupil's behaviour continues to be disruptive, the teacher will place the pupil on time out in the classroom (Step 2 of the school's behaviour tracker). The pupil will miss 5 minutes of their playtime/lunchtime.
- **Step 3:** If a pupil's behaviour persists, the teacher will place the child on Step 3 of the school's behaviour tracker. This will result in the pupil reflecting on their behaviour choices during playtime/lunchtime. When the pupil returns to their classroom, they will complete a 'Pupil Reflection Sheet'. This will be added to the CPOMS log.
- **Step 4:** If the pupil continues the behaviour, they will be placed on Step 4 of the school's behaviour tracker. They will spend the rest of the session in their link classroom. When the pupil returns to their classroom, they will complete a 'Pupil Reflection Sheet'. This will be added to the CPOMS log. Parents will be notified of Step 4 behaviours.
- If a pupil is sent to another classroom, misses playtime, or receives another sanction several times during the term, the headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

If a pupil misbehaves on the playground, the same process will be followed and the pupil may be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning. Any pupils that are sent indoors will be supervised by an adult at all times.

We may ask children to repeat work if the work produced is unacceptable following disruptive classroom behaviour; however, we should never use writing or maths, for example, as a punishment, as we do not wish to instil negative attitudes towards any subject.

Children could be excluded from school clubs for more serious transgressions for a period of time agreed by the class teacher and club leader.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school may use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour
- Contacting external agencies such as social services
- Internal isolation with a member of SLT
- Excluding the pupil

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher verbally and via CPOMS.

The headteacher will ensure a record is kept of all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in another classroom whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

Restrictive Interventions

Schools should maintain a safe calm environment where staff use prevention and de-escalation to reduce restrictive interventions. Leaders must ensure staff are trained understand expectations and feel confident applying their training within the behaviour policy

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances as long as

it is necessary, proportionate and for the shortest time, to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions are trained in its safe and lawful use and in preventative strategies.

Seclusion

There may be times when seclusion is used. Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Schools should be clear about the purpose, place, supervision, length of time and reintegration plan.

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures.

Seclusion, as defined in this document, is not a disciplinary response to deliberate or wilful misbehaviour.

Recording and Reporting Incidents of restrictive interventions or seclusion

The recording and reporting of restrictive interventions or seclusion will be recorded by the staff member(s) involved and they should endeavour to do this on the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. This will be recorded on the Trust's approved Restrictive Intervention form, available on SharePoint.

The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

We will record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief rationale of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts when and how parents were notified, and what follow-up has taken place.

Terminology

For clarity, we will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools

Fixed Term Exclusions and Permanent Exclusions

This Trust supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The Trust supports headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour.

For repeated or various serious acts of antisocial or harmful behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher may exclude a child for bringing banned items (as designated in the policy) onto the school site.

The Head Teacher may also exclude a pupil for serious acts of misbehaviour outside school.

In the event of an exclusion, we will follow the DFE (Department of Education) Guidance as shown on the following link <https://www.gov.uk/government/publications/school-exclusion>.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Ormesby Primary School use reasonable sanctions to discipline a child, parents should support the actions of school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concerns remain, they should contact the Head Teacher and/or our Chair of the Local Academy Committee. Alternatively, the complaints policy is available on the website for a parent/carer to action.

Banned items

These items are banned from Ormesby Primary School

Fire lighting equipment:
Matches, lighters, etc

Drugs and smoking equipment:
Cigarettes
Tobacco
Cigarette papers
Electronic cigarettes (e-cigs)
Alcohol
Solvents

Any form of illegal drugs

Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

Knives

Razors

Catapults

Guns (including replicas and BB guns)

Laser pens

Knuckle dusters and studded arm bands

Whips or comparable items

Pepper sprays and gas canisters

Fireworks

Dangerous chemicals

Other items:

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (i.e., pornographic, homophobic, racist, etc.)

Aerosols including deodorant and hair spray

Mobile phones, Smart Watches, unless handed to staff (and stored away from pupils) Y5 and 6 only.

Any other toys or items which are deemed hazardous.

Searches

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, and classroom trays. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff or doing so may present a safeguarding risk to the child.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, tobacco products or prohibited items.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police may be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item, although if it may be required in a future investigation it must be retained by the school/ handed to the appropriate authority (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

Liaison with others

The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern.

Levels of Acceptability

From staff discussion we have established what we would regard as unacceptable in terms of pupil behaviour. The School Code of Conduct supports children in understanding levels of acceptability.

Bullying

“There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children” (‘Bullying in Schools – A Positive Approach’).

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by education, vigilance and awareness.

Therefore, we are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying will warrant the involvement of parents.

Attitudes towards adults

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

We do not accept discourteous behaviour, such as answering back, challenging an adult's decision, raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

Unacceptable Language

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school, we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

Good Manners

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say "please," "thank you," "excuse me" and we will reinforce their usage at every opportunity.

Noise

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a "working hum" would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

Respect for the property of others

We do not tolerate stealing or any infringement of others' property. When such incidents occur, they are dealt with swiftly, positively, and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

Consideration of Special Educational Needs or additional vulnerability

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion.

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school's SENCO (Special Educational Needs Coordinators) to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need or additional vulnerability, will be treated without prejudice.

Health and Safety

The physical environment in each part of school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our Health and Safety lead and LAC make regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school's recreational facilities.

Our Corporate Health and Safety Policy recognise the need for careful supervision of pupils by duty staff at all times during the school day. The use of skipping ropes and ball games is encouraged to divert children away from aggressive play and to encourage good sportsmanship, co-operation, and responsibility. These privileges can also act as sanctions when required

Monitoring

Monitoring the behaviour of the children in our school is the responsibility of all that work within it.

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Lunchtime Supervisory Assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal analysis of our Behaviour Policy will take place at regular intervals in each school and at least once a term through the analysis of CPOMS and other data.

Each school will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings, as necessary.

Role of the CEO and Trust: Reviewing the Policy

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure that a Termly Review is included in the Local Academy Committee Agenda, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the Trustees.

The CEO will act to ensure that the Trust Behaviour Principles are enacted followed in each Trust School.

Appendix:

Reflection Sheet Examples



Reflection Time EYFS/KS1



Name: _____ Class: _____ Date: _____

Which rule didn't you follow? Please tick.

- Be Safe Be Respectful Be a Learner

Who was involved? Please tick.

- Myself Class mates (Please name) _____

- Others (Please name) _____

When did it happen? Please tick.

- Lesson time Play time Lunch time

- Other (please say when) _____



What happened?

How are you feeling? Please tick.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | |
| Angry | Happy | Sad | Unhappy | Confused |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How do you think the choices or actions you choose made others feel? Please tick.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | |
| Angry | Happy | Sad | Unhappy | Confused |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What do you need to do now to make the situation better?



What will you do differently next time? Please tick.

- Ignore it
- Walk away
- Talk friendly ("I don't like it when you _____!")
- Talk firmly (Tell them to STOP)
- Talk to an adult and ask for help
- Say you're sorry



Checked by: _____



Reflection Time KS2



Name: _____ Class: _____ Date: _____

Which rule didn't you follow? Please tick.

- Be Safe
- Be Respectful
- Be a Learner

Who was involved?

Where did it happen?

When did it happen?

Why did it happen?

What happened?

How do you think the choices you made or actions affected others?

What will you do differently next time?

- Ignore it
- Walk away
- Talk friendly ("I don't like it when you _____!")
- Talk firmly (Tell them to STOP)
- Talk to an adult and ask for help
- Say you're sorry



Checked by: _____

Behaviour Pathway Script

1. Redirection
2. Verbal Warning
3. Step 1
4. Step 2 - Time out - in class
5. Step 3 – Reflection time to be completed during playtime/lunchtime (Pupil Reflection Sheet)
6. Step 4 – Time out to be completed in Link Classroom (Pupil Reflection Sheet and a Restorative Conversation)

Steps:	Actions:
<p>Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.</p>	
1) Redirection	<p>Talk to the child. <i>I noticed that you chose to (Behaviour).</i> <i>This is a reminder that you need to follow the three school rules. You now have the chance to make a better choice. Thank you for listening.</i> Walk away and do not engage in any responses.</p>
2) Verbal Warning	<p><i>I noticed that you chose to (Behaviour). This is the second time I have spoken to you. This is a reminder that you need to follow the three school rules. Remember when you (previous example of positive behaviour). You now have the chance to make a better choice. Thank you for listening.</i> Walk away and do not engage in any responses.</p>
3) Step 1	<p><i>I have noticed that you are continuing to (Behaviour). You need to speak to me at the end of the lesson about your behaviour. If you continue with this behaviour you will need to take a time out.</i> Walk away and do not engage in any responses.</p>
4) Step 2 - Time Out in Class	<p><i>I have noticed that you have chosen to (Behaviour). You need to have a time out in (Designated area). I liked it when you (previous positive behaviour). I will come and speak to you about your behaviour at the end of the lesson.</i> Walk away and do not engage in any responses.</p>
5) Step 3 – Reflection Time to be completed at playtime/lunchtime	<p><i>I have noticed that you have chosen to (Behaviour). You now need to take a time out away from class.</i> Instruct the child where the timeout will take place and with who, provide work for the child to complete. <i>I will come and speak to you later.</i> Reflection time will be completed at Playtime/Lunchtime.</p>
6) Step 4 - Time out to be completed in link classroom.	<p><i>I have noticed that you have chosen to (Behaviour). You now need to take a time out away from class.</i> Instruct the child where the timeout will take place and with who, provide work for the child to complete. <i>I will come and speak to you later.</i> Time out of class will be completed in link classroom.</p>
<p>Persistent poor behaviour may lead to an internal exclusion (with a member of SLT) or a fixed term exclusion. In severe cases, a permanent exclusion will occur.</p>	

Restorative Questions to be used after a child has completed Step 4:

1. What Happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Restorative Questions can be used with the children in KS1, but using all of the above can be overwhelming for them. Instead choose two that you think are pertinent to the incident or that you want to focus on with that particular child.



Behaviour Policy Blue Print



How Will Staff Behave?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organised and prepared to teach the children at Ormesby Primary School.
3. Staff will keep children and adults safe.
4. Staff will answer children in full sentences – modelling the correct grammatical structure.

Our School Rules

Be Safe
Be Respectful
Be a Learner
Be Ormesby

Key Routines

1. Walk silently, in single file, with our arms by our sides.
2. Sit silently in assembly.
3. In the classroom, track the adult who is speaking, actively engage in learning, keep your hands free.
4. Line up in single file, face the direction of travel and walk silently.
5. When the whistle blows at playtime and lunchtime, stand still and then walk to your line when the second whistle is blown.
6. At the end of a session, tidy up equipment, silently stand behind your chairs.
7. Use full sentences when talking.

Every child's potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.

All staff, everyday

1. Staff will consistently model our school rules: be safe, be respectful, be a learner.
2. Staff will greet pupils when they are entering the school building/classroom.
3. Stop Signal – Raise one hand.
4. Listen to our pupils.
5. Praise children who demonstrate behaviours that are representative of our school rules.
6. Consistently follow the steps in the behaviour policy.

Rewarding Positive Behaviour Choices

- Verbal Praise.
- Awarded a Pride Point.
- Awarded a Marble.
- Presented with a Values Pin Badge.

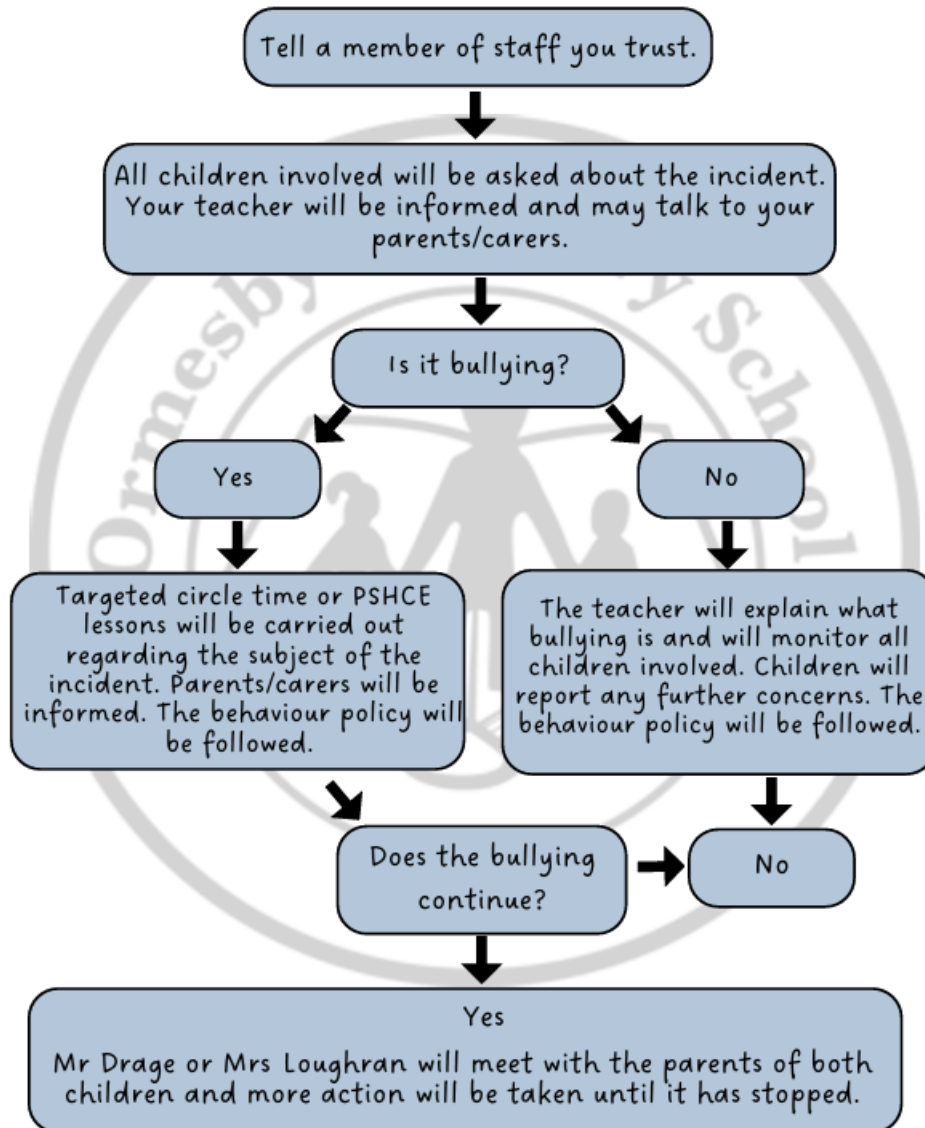
Stepped Sanctions

1. Redirection
 2. Verbal Warning
 3. Step 1. Miss 2 minutes of playtime.
 4. Step 2 - Time Out in Own Classroom. Miss 5 minutes of playtime.
 5. Step 3 – Reflection time to be completed during playtime or lunchtime (reflection sheet)
 6. Step 4 – Time out in a link classroom (reflection sheet and a restorative conversation)
- Persistent poor behaviour may lead to an internal exclusion (with SLT) or a fixed term exclusion. In severe cases, a permanent exclusion will occur.

BULLYING

what will happen:

Several
Times
On
Purpose



Classroom Link Organisation

Miss Foster	→	Miss Kish
Miss Kish	→	Miss Foster
Mrs Edditts	→	Miss Kish
Miss Goldsbrough	→	Miss Thompson
Miss Thompson	→	Miss Goldsbrough
Mr Bearpark	→	Mrs Bennett
Mrs Bennett	→	Mr Bearpark

IAT Restrictive Intervention and Seclusion

INCIDENT REPORT FORM

1. Your name			
2. Pupil Name			
SEND Need, if applicable:	No SEND	K – SEND Support	E- EHCP
3. Does the pupil have a disability?			
Yes		No	
4. Does the child have a positive behaviour plan?			
Yes		No	
5. Date and time of incident			
Date:		Time:	
6. Was seclusion used?			
Yes		No	
<i>Seclusion was used to protect pupils from harm. The child was not acting with intent and this intervention was non-disciplinary although we recognise this prevented them from leaving voluntarily.</i>			
7. Location and duration of intervention			
Location			
Duration			
8. Was restrictive intervention used?			
Yes		No	
9. Why was it necessary to use restrictive intervention?			
<i>Causing injury to themselves or others</i>		<i>Committing a criminal offence</i>	
<i>Damage to property</i>		<i>Causing disorder to the pupils at the school whether during a teaching session, or otherwise</i>	
10. Was the welfare of the child considered?			
Yes		No	
11. Was verbal reasoning / de-escalation used prior to the incident?			
Yes		No	
<i>Highlight the strategies used, adding further information only if necessary:</i> Distraction, WIN language, choices, humour, praise, take-up time, fresh-face, change of adult, other verbal reasoning/de-escalation used:			

12. Were any weapons involved?		
Yes	No	
If 'yes' please stipulate what type of weapon was involved:		
13. Did you rate the risk posed by the pupil as:		
Low	Medium	High
14. How would you rate the amount of force applied by you:		
Low	Medium	High
15. How did you feel prior to, during and post the incident?		
Prior to:		
During:		
Post:		
16. What technique/s position of restrictive intervention did you use?		
17. Who else was involved in the restrictive intervention/ seclusion?		
Name		
Name		
Name		
18. Please list any injuries to you:		
19. Please list any injuries to the pupil:		
Name		
Signed		

Date	
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<p>Indicate follow up actions required. If other actions required, please outline below:</p> <ul style="list-style-type: none"> • Debrief Staff • Debrief Pupils • Damage to repair/ make good

Internal review by HT/SLT:	Name:
Date:	Signature:

Incident discussed with Parent/Carer	Yes/No
Parent/ Carer Comments:	
A copy of this incident report shared with Parent/Carer	Yes/No
Date:	Signature of Parent/Carer: