Eden Primary School
Policy on Managing Behaviour and Relationships

December 2020

Status	Statutory
Last reviewed	December 2020
Ratified	December 3rd, 2020 Full Governing Body
Review period	December 2021 (Annual)

Linked Policies

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection policy
- Peer on Peer Abuse Policy
- Anti-bullying Policy (Updating)
- Exclusion Policy (In development)
- Positive Handling Policy (Updating)

- Staff Disciplinary Policy
- Staff Code of Conduct

POLICY ON MANAGING BEHAVIOUR AND RELATIONSHIPS

Purpose and Rationale of Policy

The purpose of the Eden Primary Behaviour and Relationships Policy is to:

- Create a happy, safe, respectful and inclusive learning environment and culture in which everyone is ready and able to learn, express themselves appropriately and achieve their true potential.
- Enable all adults and children in the school to thrive as a result of positive and effective relationships.
- Promote and develop children's self-discipline and sense of personal and group responsibility for the social and physical school environment.
- Support children with SEND and/or mental health difficulties that impact behaviour
- Provide effective procedures and rewards for promoting and celebrating expected and exceptional behaviours.
- Provide effective procedures and sanctions for handling challenging and unacceptable behaviours.

At Eden Primary innovative and high quality teaching, together with pupil engagement, promotes effective learning and good behaviour. Innovative teaching cannot be built on inconsistent behaviour practice. Our emphasis is on:

- developing excellent relationships
- recognising and celebrating effort and achievement
- connecting with and getting to know each child as an individual
- making expectations and rules for expected behaviour and routines very clear and teaching them repeatedly and effectively to pupils
- respecting and valuing one another in our school community
- Supporting children with behavior difficulties that may be related to SEND or poor mental health
- having a clear sequence of escalating consequences for repeated poor or unacceptable behaviour
- keeping clear and consistent records of behaviour incidents to ensure that effective analysis leads to effective interventions and support on an individual, class and whole school basis.

We adopt a zero tolerance approach to bullying by adults or by pupils and any such incidents are dealt with promptly and firmly. (See Anti-Bullying Policy, Nov 2020 – being developed in line with this new policy)

THIS POLICY WILL HAVE A ONE PAGE SUMMARY TO SUPPORT STAFF.

Development of the Policy

In December 2019 every member of the Eden Primary staff was asked to read *When the Adults Change, Everything Changes* by Paul Dix.

In January 2020 an INSET day was held in which the staff attended a half day training on Mental Health and Well-Being and a half day training on the content of the book and its possible application to Eden Primary.

The staff felt strongly that the Paul Dix approach resonated deeply with the needs of our school and our children and our professional needs . We decided to adjust our approach to behaviour based on the current pupil community and demographic, their needs and the increasing level of mental health and well-being concerns resulting in behaviour challenges at school. Teaching staff began to trial some of the approaches.

In March 2020 during our process of introducing these changes, the school went into lockdown as a result of the global Covid 19 pandemic. In September 2020 the school re-opened and the staff resumed their work introducing a new approach to behaviour in line with the previous reading and discussions.

As a school committed to inclusion, the Paul Dix approach provided teaching and support staff with powerful strategies that the staff believes will effectively support behaviour and relationships in our school at this time. In the light of a changing climate, our continuous professional development in Mental Health and Well-Being and changing children, parents and staff, our experiences led us to believe that a new policy and approach was necessary.

At the Annual Meeting of parents in January 2020 run by the Chair of Governors and the Head Teacher, parents were introduced to the new approach to behaviour and informed of the process of developing the policy. We had hoped to have another meeting with parents in the summer term to fully introduce and gather feedback and parental input. This meeting will happen when the policy is launched and has had some time to embed in the Spring Term of 2021. Governors were also introduced to the ideas in a full governing body meeting.

Eden Values

At Eden Primary we believe that children develop into responsible learners and members of the community through experiencing a school ethos and school values which promote respecting and valuing inclusion, celebrating difference and diversity and encouraging engagement in respectful discourse with others. Our inclusive school balances the needs of each individual with that of the entire community.

Eden is an inclusive school. The school is emotionally responsive to the needs, challenges and difficulties of all members of its community including those children with SEND and mental health and well-being difficulties. Encouragement, constructive praise and feedback about work and behaviour are vital in helping children to develop a positive self-image which leads to good behaviour. It is the right of all children, regardless of their special needs, gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognise our legal duties under

the Equality Act 2010 and those in respect of safeguarding and supporting pupils with special educational needs and disabilities.

Eden Primary will always take into account an understanding of child development, each child's developmental level, emotional milestones and the particular needs of each child when determining how to deal with behaviour issues. At Eden we understand that children's poor or unacceptable behaviour sends a message about the challenges they experience and we endeavour to understand what the root cause of the behaviour is, without using it as an excuse, in order to facilitate and guide support, introduce rewards and sanctions and promote change and improvement.

The school clearly identifies and teaches children what behaviours are expected, which behaviours are exceptional and go 'over and above' the expected, and which behaviours are unacceptable. Consequences for positive and unacceptable behaviours are made clear to all staff and pupils.

Whole school rules and values are deeply embedded across the school and referred to frequently in all conversations, lessons and assemblies about behaviour.

<u>Aims of Policy</u>

This policy aims to:

- Clearly explain and lay out Eden's approach to and culture of managing behaviour within effective relationships, making sure that all stakeholders know that 'this is how we do it here at Eden.'
- Provide a clear, consistent and fair approach to the management of behaviour and relationships
- Provide clear guidance and outline expectations of all staff
- Outline how pupils are expected to behave
- Outline which behaviours are unacceptable
- Outline our system of rewards and sanctions
- Define what is considered to be unacceptable behaviour, including bullying
- Promote consideration and respect for others and property within school
- Ensure the emotional and physical well-being and safety of everyone in our school
- Promote pride in our school environment
- Recognise and act upon any incidences of bullying immediately (see Anti-Bullying policy).
- Ensure that children continue to follow the school behaviour guidance and rules when on educational visits and are positive ambassadors for the school
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

<u>Legislation and Statutory Requirements</u>

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)

- It is also based on the [special educational needs and disability (SEND) code of practice](#).

- Dfe Guidance on Behaviour and Mental Health:

  https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

  DfE guidance on Exclusion: https://www.gov.uk/government/publications/school-exclusion

  DfE guidance on use of Reasonable Force:
  https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

  In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

  This policy complies with our funding agreement and articles of association.

Definitions

We consider the following types of behaviour to be unacceptable:

- **Hurting others**: physical acts of aggression such as hitting, kicking, pushing, biting or threatening physically
- **Refusing to follow instructions**: defiance, rudeness to adults, answering back, refusing to cooperate with guidance and rules, refusing to listen
- **Unkindness**
- **Disruption**: frequent interruptions during learning, noise, affecting the ability of others to learn
- **Putting others at risk of harm**
- **Discriminatory behaviour**: racism, homophobia, sexism
- **Bullying:** the repetitive, intentional harming of one person or group where the relationship involves an imbalance of power.
- **Speaking inappropriately**: name calling, verbal disruption or abuse, rudeness, swearing
- **Misusing computers**: cyber bullying, misuse of the internet
- **Damaging school property**: wilful destruction of property of others and the school, stealing
- **Repeated milder misbehaviours that are not responsive to guidance**
- **Possession of prohibited items:** knives, drugs, cigarettes, pornographic images, stolen items.

- **Sexual assault:** any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Bullying

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

Bullying is therefore:

- Deliberately hurtful;
- Repeated or over a period of time
- Difficult to defend against

Bullying can include:

- Emotional: excluding, tormenting, ignoring
- Physical: hitting, kicking, pushing, violence, grabbing
- Racial: taunts, words, graffiti, gestures
- Sexual: sexual remarks, showing sexual material, sexual gestures, unwanted physical attention, comments, inappropriate touching
- Direct or indirect verbal: name calling, sarcasm, spreading rumours, teasing
- Cyber Bullying: online bullying through social networking sites, messaging apps, gaming sites

Details of the approach to preventing and addressing bullying is set out in the Anti-Bullying Policy.

Roles and Responsibilities

The Governing Body
The Governing Body/Achievement Committee is responsible for reviewing and approving the policy. The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

The Head Teacher
The Head Teacher is responsible for reviewing and approving this behaviour policy in conjunction with the Achievement Committee of the Governing Body.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Senior Leadership Team Including the Inclusion Lead

The Senior Leadership Team is responsible for ensuring staff have adequate training to implement the policy and manage behaviour and relationships including for individual pupils with SEND and mental health challenges.

The Senior Leadership Team will support staff in responding to behaviour incidents according to clear guidance included throughout the policy and in a supportive and supervisory manner.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Following the school's approach to managing behaviour consistently

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

This is communicated with parents through The Family Handbook which is updated annually.

<u>Pupil Code of Conduct</u>

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- Follow instructions when given

- Make it possible for all pupils to learn in class

- Walk and move quietly around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Special Educational Needs/Mental Health Needs/ Inclusion lead

In certain cases, a child may present challenging behaviour as a result of special educational or mental health needs. Children's behavior is often a way of sending a message to adults and peers about unmet needs and significant issues or even trauma. For a variety of reasons, they may find it difficult to cooperate with rules, instructions or guidance. In cases where inappropriate behaviour is clearly related to special educational and mental health needs, relevant accommodations and an individual behaviour support plan will be agreed by staff, parents, the Inclusion Lead and relevant professionals and shared with the child and all relevant staff. Staff will use their professional judgement and experience working with the Inclusion Lead and other relevant experts and agencies (Educational Psychologist, therapists, etc) to make decisions about accommodations and support. There will be clear and appropriate rewards and sanctions for the individual agreed with the class teacher, Inclusion Lead, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies.

It is also important that all children are provided with opportunities to understand when a child has Special Educational Needs resulting in accommodations being made. At Eden we teach about behaviour to include all pupils. Children are taught to manage, work with, understand and support all children including those experiencing difficulties, e.g. by understanding alternative ways of dealing with behaviour, ignoring certain behaviours, reporting to staff as appropriate. It is also made clear to children which behaviours are unacceptable (as listed in the policy on page 5) and they are given opportunities to express their thoughts and feelings about incidents or concerns. This enables children to gain the empathy, greater understanding and resilience important in many circumstances in the next stages of their education and life generally.

At Eden the Inclusion Lead is part of the Senior leadership Team and plays a significant role in the managing and supporting of behavior working closely withal members of staff as outlined in this policy.

MANAGING BEHAVIOUR AT EDEN PRIMARY

Behaviour management at Eden Primary is focussed and must be consistent.

School Rules

The school has three school rules:

- **Respectful**
- **Ready**
- **Safe**

These are referred to and pursued relentlessly, embedded in all conversations about behaviour both positive and poor.

All other guidance, routines and expectations around the school stem from these thee rules and it is made clear which rule they relate to.

Approach to Behaviour Management

The approach is rooted in educating children about expected and unacceptable behaviours and in kindness. The school will teach children behaviours that they require in order to be effective learners and responsible and caring members of the school community.

All staff have a responsibility for building relationships with children and managing their behaviour and the school will avoid a rapid dependence on moving upwards through the staff hierarchy to empower all members of staff in the eyes of the children. Staff will remain calm and emotion free when managing behaviour, saving their passion for teaching and learning. Good behaviour will be actively and repeatedly taught and pursued.

Our approach is based on:

- Consistency
- Agreed Adult Approaches to Promoting and Celebrating Good Behaviour
- Agreed Adult Approaches to Managing Poor and Unacceptable Behaviour
- Clear rewards and sanctions

Consistency

Consistency of staff behaviours is key and must be visible, palpable and audible. What staff do every day matters more than what they do once in a while.

Consistent language and consistent response:

At Eden simple and clear agreements and expectations are made between adults and children for the whole school and in each classroom about behaviour and these are reflected in all conversations. All comment about behaviour is positive.

Consistent follow up

All adults take responsibility for behaviour, behaviour plans and interventions, seeking support from senior leaders but not delegating or passing up the hierarchy unless absolutely necessary.

Consistent positive reinforcement

All staff regularly use consistent ways of reinforcing, encouraging and celebrating appropriate, expected and good behaviour.

Consistent consequences

Consequences are defined, agreed and applied at the classroom level and there are also consistent established structures for more serious behaviours

Consistent respect from the adults

Eden staff show respect to all children even in the face of very challenging behaviour and disrespectful learners.

Consistent models of emotional control

Emotional restraint is modelled at all times by staff as role models for children.

Consistently reinforced routines for behaviour around school

In each classroom and in all shared areas there will be clearly defined routines for behaviour. These may change from time to time.

Consistent environment

Consistent visual messages in the school environment echo core values, three school rules, positive language and positive images of learners.

Agreed Adult Approaches to Promoting and Celebrating Good Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At Eden, agreed and expected adult behaviours build appropriate relationships and encourage positive behaviour in every child. We have developed a number of important processes which are explained below.

Teachers in particular and all support staff are expected to:

- Build strong relationships with every child
- Get to know and connect with each child as well as possible
- Meet, greet and welcome each child using their name when they enter the classroom each day showing visible enthusiasm
- Show **'deliberate botheredness'.**
- Set the tone for the classroom and other school areas by showing positivity and kindness at all times.
- Use positive language at all times and never shout in anger or displeasure
- Very explicitly teach, recall and regularly re-teach all expected behaviours and **key routines** in a timely manner with care and compassion rather than retrospectively and re-actively with a punitive tone
- Re-teach behaviours as context, curriculum, and age changes and as time passes
- Persistently and relentlessly catch expected and positive behaviours
- Agree rules, routines and expectations of behaviour in writing in the class and demonstrate their relationship to the three rules
- Keep emotion for when it is most appropriate: passion for teaching and learning and praise for children's achievements
- Use a **Recognition Board** at all times for behaviours that are desired and expected
- Make awards each Friday for 'over and above' behaviours

- Regularly use '**positive notes'** and phone calls to communicate with home about good behaviour
- Deal pro-actively, promptly and positively with any low level disruption
- Conclude the day positively and start the next day afresh.

What is a Recognition Board?

A recognition board is a display in each classroom with one target behaviour that all children are working towards. Children's names are placed on the board when they have achieved or have shown effort with regards to achieving the targeted behaviour. The target is refreshed very regularly, either daily or after a few days. The focus is on improving behaviours and usually relates to behaviours necessary for effective learning.

Recognition boards are effective in persistently and reliably identifying learners demonstrating the right approach or attitude and encourages more of that behaviour across the class. It celebrates the good behaviour and effort of individuals making children feel important and valued. Once there, children's names remain on the board; all names are only removed when the target changes. The approach encourages peer responsibility and collaboration as it is not a competition and the whole class hopes to be on the board. It is about effort and behaviours that all children can learn. Each individual is celebrated and there is a collective 'whoop' rather than large rewards when everyone makes it.

What is Deliberate Botheredness?

Teachers and all staff are expected to get to know each and every child well. They must take the time, effort and commitment to build the relationship deliberately over time with care and kindness. They show that they are interested in the children's lives in and outside of school making connections through particular interests, listening to, noticing, enquiring about and remembering what is happening for each child and returning to what is important either regularly or after an event.

Staff at Eden ensure that each child feels appreciated, valued and important and in this way builds emotional currency and rapport. The quality of lessons and teaching also build on this. Positive recognition is critical and knowing the ways in which different children feel appreciated is key.

Key Routines

Classroom Routines: each teaching team will establish routines for their own class and comply with routines that have been agreed with for the whole school

These will change from time to time and include the following examples:

- Getting attention for listening
- Hand washing
- Lining up
- Registration
- Collecting resources and tidying up

- Lunch routines
- Writing the date and the Learning Objective
- Work presentation
- Going to the toilet
- Checking understanding
- Making contributions
- Partner and group working
- Checking success criteria
- Independent work, eg what to do if you've finished; remote/blended learning

Whole School: routines for the whole school will be shared with everyone in writing and adjusted on a yearly basis if needs be.

They will include:

- Coming into assembly
- Lunch arrangements
- Moving around the school
- Playtime routines
- Arrival and dismissal

Rewards

Rewards for Good Behaviour

All staff will focus over and above on celebrating, recognising and rewarding positive behaviour, emphasising to children that it is advantageous and satisfying to demonstrate expected behaviours. Staff will draw on the guidance above to emphasize the advantages of responding positively to children's behaviour. Rewards include but are not limited to:

- Adult feedback and praise
- Peer feedback and praise
- Encouragement
- Use of 'Thank you'
- Recognition Boards
- Positive notes
- Celebrations
- Letters and phone calls home to parents
- Emails to senior leaders and other key adults
- One to one comments and conversations both public and private
- A partial positive note for children who are trying very hard
- Social responsibilities
- Special privileges

Rewards for Over and Above Behaviours

- Every Friday: Special mentions, two from each class with a certificate
- Every half term: Leaves on the Eden Tree
- Every Term: Tea or a treat with the Head Teacher or Deputy Head Teacher

Examples of 'Over and Above' Behaviours

- Exceptional kindness
- Taking responsibility
- Consistently working hard and with effect
- Perseverance despite challenge
- Actively taking care of the school environment
- Consistently helping
- Full cooperation
- Consistently listening and being attentive
- Making excellent contributions
- Outstanding work and presentation
- Acting as a role model to peers
- Demonstrating expected behaviours being focussed on
- Creative problem solving in a social situation
- Taking care of others

Agreed Adult Approaches to Managing Poor and Unacceptable Behaviour

'When everyone sees poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn.'
Paul Dix

Class Teachers and teaching teams (led by the class teacher) must manage and take responsibility for the behaviour of children in their own class seeking support from colleagues, senior leaders and other specialist agencies with the Inclusion Lead when required. If a teacher sends a child to someone else too quickly it's clear to the child that they can't deal with the behaviour and undermines the relationship and authority with the children. If someone else more senior is talking through the incident, administering the consequence and resetting the boundaries, then teachers cannot expect the changes in behaviour that they need in class.

Teachers may choose to involve a colleague, not to discuss or address the behaviour but to supervise the child until they have time to speak to them. In a dangerous or unpredictable situation teachers may call for SLT or other immediate appropriate support.

All adults are expected to:

- Give first attention to those doing the right thing at all times
- Resist an emotional response: shouting and humiliation or punishment in public can have a long lasting impact on children and are not acceptable
- Use positive language only
- Address and relentlessly follow up all poor and unacceptable behaviours
- Show empathy and the determination to help a child improve and achieve
- Earn, rather than expect, the child's respect and trust and do not give up on any learner
- Remain deliberately calm and avoid showing exasperation, frustration or anger, or communicating other negative emotions such as anxiety and fear.
- Avoid making children with challenging behaviour celebrities but correcting in private
- Avoid over praising poorly behaved children by making praise focussed and specific
- Remember that sanctions are a consequence not personal retribution
- Avoid getting distracted by or responding to secondary behaviours such as giggling or not looking you in the eye, which may be due to discomfort
- Avoid chasing children or power plays
- Use distracting and supportive strategies such as supervised movement breaks, jobs, additional responsibility, an engaging task
- Use brief, quiet and private 30 second interventions to avoid disrupting teaching and learning in lessons.
- Set aside private time with the child to manage behaviour
- Use prepared sentence starters and scripts that are repeated and familiar to the class or to an individual
- Use sanctions in appropriate escalating order: see below
- Ensure that everything is scrupulously recorded including repeated low level behaviours and unacceptable behaviour in a class log or in the whole school recording system.

Sanctions and Consequences at Eden

Sanctions must be proportionate and not damaging.

Sanctions must be time specific and limited.

Whole class sanctions are never acceptable.

Staff must use the agreed list of sanctions in order and should not invent them on the spot.

When giving any consequences, staff must always tell the child clearly, explain why and clearly explain what the sanction is.

Staff should not jump sanction steps or accelerate through sanctions and no deals should be made with sanctions.

Every new session or new day is a clean sheet.

Sanctions at Eden Primary

Level 1

- Quiet reminder to an individual: we have three simple rules - ready, respectful, safe, at the moment you are…..I would like to see (reminder of expected behaviour preferably with example from the child involved)… (see sentence starters and scripted interventions)

Level 2

- Quiet 'warning': clear verbal or visual caution/reprimand – think carefully about your next step (see sentence starters and scripted interventions)
- Thirty second intervention, speak to them privately, scripted intervention- see below.

Level 3

- Time in another space or with another adult few minutes to breathe or calm down, bounce back, on balcony, class intervention area, always supervised
- Internal exclusions in another class for fixed periods from an hour to a day
- Additional teaching time of expected behaviours for short moments during break times.
- Expecting work to be completed at home

Level 4

- Reflecting on behaviour (verbally and/or in writing)
- Time to talk about what has happened with an adult: think over what has happened, repair any damage, agree next steps
- Restorative follow up conversations involving 'perpetrator' and any 'victim'

Level 5

- Conversations with SLT
- Conversations with parents
- Email or letter to parents agreed with Head Teacher
- Agreed behaviour support plan involving understanding of triggers put together by class teacher, TAs, SLT, Inclusion Lead, parents and outside agencies when relevant.
- Risk Assessment if necessary for hazardous behaviour and plan for triggers
- Plans for what happens next time
- Interventions: behaviour support and accommodations, social skill work, therapies, observations by therapists, assessment, etc

Level 6

- Exclusion: if there is risk of harm to others either children or staff, this must be considered. (See Exclusion Policy for details)
- The school follows government guidance on exclusion which can be found at https://www.gov.uk/government/publications/school-exclusion.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

In hazardous or following very challenging and upsetting situations:

- Support the rest of the class and any individual affected when required
- Move the class in an emergency
- Use radio or another adult to get help if needs be
- Avoid all physical contact and use Team Teach safe restraint techniques when needed

Use of Internal Exclusion

Internal exclusion is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. It is not a legal exclusion, so exclusions legislation and government guidance on exclusion from school do not apply. It is a process internal to the school. Pupils are marked as present on the register to ensure that the pupil is accounted for in an emergency.

Where the school is regularly using internal exclusions where a pupil is working in isolation or separately from their own class, it is important to carefully consider the pupil's learning, wellbeing and behaviour needs.

During an internal exclusion a pupil may work in a space (communal or office) supervised by an adult at all times or in another class for clearly defined periods of time.

Thirty second interventions

When a child is showing disruptive, poor or unacceptable behaviour in class, staff will use quiet, brief and no more than 30 second interventions to change the behaviours and to avoid further disrupting learning or celebrating the child involved. Staff should keep delivering the same script calmly even if the chid turns away, mimics, deliberately refuses to listen. It shows consistency and fairness.

These should:

- Be 1-1 and not aloud in front of the whole class

- Be gentle, side on, at eye level
- State what was observed and what rule it contravenes
- Refer to good behaviour as a model reminding the child of their own previous good or expected behaviour
- Use please and thank you if making a request or giving an instruction. EG - Thank you for picking up that piece of paper
- If required tell the child a sanction as above (reminder, warning, intervention)
- If required arrange a time to meet and talk which is time specific and soon (5 minutes at playtime)
- Use encouraging and positive language – EG 'When you meet me at playtime make sure you bring….' rather than, 'I want to see you at playtime.'
- Show belief…this is going to be an excellent lesson/day. I am so looking forward to it.
- Encourage responsibility- EG 'we need to have a grown up conversation
- Give the child opportunities to 'bounce back' - 'You can do this, you are intelligent and able'
- Thank the child for listening
- Not demand eye contact
- Have an end when the staff member walks away to give a chance for both to calm down or reflect
- Perhaps include you don't have enough information to make a decision right now

See Appendix

Record Keeping and Analysis

(During the transfer to CPOMS staff may use previous forms of record keeping in parallel until use of CPOMS is secure)

Each class team will keep a record of behaviour issues and challenges for individual children. This will include date/time, possible triggers/current activity, behaviour demonstrated, consequences, and follow up actions. This will be transferred to CPOMS as soon as the behaviour is repeated more than twice or if it falls under the unacceptable category.

Once a behaviour is repeated or falls under the unacceptable category this will be recorded in CPOMS and SLT will be alerted. The record will include date/time, possible triggers/current activity, behaviour demonstrated, consequences, and follow up actions.

SLT will analyse behaviour reports and records on a half termly basis in SLT meeting.

SLT will have a standing item in every weekly meeting to consider behaviour concerns.

All documentation of behaviour and related behaviour plans, action plans, meeting minutes, conversation records, restorative conversations, letters, etc will be attached to CPOMS.

SLT will consider carefully the links and connections between behaviour challenges, SEND and safeguarding concerns. These will be linked clearly in CPOMS.

It is the responsibility of the class teacher to communicate with any other adult teaching or entering the class regarding behaviour issues and plans.

Extreme Behaviours from Children with SEND/Mental Health Issues

For children who fear or respond well to punishments and sanctions it can be a deterrent, but for children who are behaving differently because of emotional trauma suffered, or because they have communication and learning difficulties, the punishment road can heap pain onto problems. Inflicting increasing punishment onto vulnerable and damaged children can be unfair and cruel and they are often not impacted by sanctions as what they are coping with in their own lives may outweigh any challenge that the school could impose on them.

We must make it clear to children that we will deal with the behaviours with which we are presented while allowing them to understand that they are also part of our community.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

The school takes very seriously the needs of the whole class and the impact of extreme behaviour on other children. This influences decisions about behaviour support plans and next steps and is dealt with explicitly with children affected when necessary.

Safeguarding

All staff should be aware that poor behaviours or changes in behaviour can be associated with factors impacting the child outside the school. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or other safeguarding concerns and whether this may be leading to behaviour challenges. A holistic picture of each child should be taken into account when responding to behaviour difficulties.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort in line with Team Teach Training
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Off -site Behaviour

Eden has the same expectations of children when they are offsite on an educational visit or representing the school. Sanctions may be applied more rapidly when taking the environment, the risks, hazards and potential for damage into account.

Sanctions may be applied where a pupil is off-site representing the school, such as on any trip out of school or on transport used by the school.

When there is concern about a child's potential behaviour offsite a risk assessment will be completed to determine necessary measures required to ensure the safety of the child and others.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will apply sanctions in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation, Searching and Screening

Searching, screening and confiscation are conducted in line with the DfE's latest guidance on searching, screening and confiscation. This must be referred to for further detail.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Any member of school staff can search a pupil for any item with their consent.

Written permission is not required. A staff member can ask a pupil to empty their pockets or if they can look in their bag or tray, and may go ahead if the pupil agrees.

If a staff member suspects that a pupil has a banned item in their possession and they refuse a search, a staff member can apply an appropriate sanction according to the policy.

Staff may only undertake a **search without consent** if they have 'reasonable grounds' for suspecting a pupil may have a prohibited item in their possession. Staff may hear other pupils talking about the prohibited item or notice a pupil behaving in a way that causes them to suspect they are concealing a prohibited item

Only the Head Teacher or a member of school staff authorised by them can search without consent.

The searcher must be the same sex as the pupil being searched, and another staff member must be present (if possible, they should be the same sex as well).

Staff can use reasonable force when conducting a search for prohibited items.

However, staff can search an opposite sex pupil and/or search without a witness present if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately; **and**
- It isn't reasonably practicable to summon another member of staff

Prohibited items are:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury or damage to property

Staff can also search for any item that's:

- Banned by our school's rules, **and**
- Been identified in the rules as an item which may be searched for

This would include phones, non-kosher food, sweets, toys and objects that have been banned, etc.

In exceptional circumstances the school can require pupils to undergo **screening** by a walk-through or hand-held metal detector, even if they are not suspected of having weapons and without their consent.

If a pupil refuses to be screened, the school may refuse to have them on the premises. This should be treated as an unauthorised absence.

Electronic devices

If during a search staff find an electronic device, they may examine its data or files if they have a good reason to do so and:

- The device is prohibited by school rules; or
- You reasonably suspect it has been, or is likely to be, used to:
    - Commit an offence
    - Cause personal injury or damage to property

Staff may delete data or files if they think there's a good reason to do so.

A 'good reason' to examine devices or erase data or files is if staff reasonably suspect that data or files on the device in question have been, or could be, used to:

- Cause harm
- Disrupt teaching
- Break the school rules

Evidence related to an offence: If staff have reason to believe that the device contains evidence in relation to an offence, they must give the device to the police as soon as reasonably practicable. If staff search the device and find data or files related to the offence, they must not delete these before handing the device over.

Informing parents: Parents do not need to be informed before a search takes place, and their consent is not needed to search their child.
Staff should definitely inform parents if any of the following are found:

- Stolen items
- Alcohol
- Illegal drugs
- Potentially harmful substances

There's no requirement to make or keep a record of a search.

Pupil Transition

To ensure a smooth transition to the next year, staff members hold transition meetings and pupils may have transition meetings with their new teacher. This is in accordance with the school's policy on transition.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term

or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

The school keeps a staff training log of all CPD.

Monitoring and Evaluation of Policy

The policy will be regularly evaluated and updated in terms of implementation and effectives to ensure that it fully reflects school practice, changing context and needs and follows statutory advice.

The evidence used will include:

- Class and whole school record keeping systems analysis and evaluation
- Regular slot in SLT meeting every week devoted to analysis of behaviour and incidents
- Classroom and lesson observations and learning walks which will always have an element related to behaviour and relationships management.
- Playground and communal space observations in all areas of the school
- Staff appraisal will always have a behaviour and relationship management component
- Regular CPD, staff training and discussion
- Surveys of pupils, staff and parents including annual surveys , regular surveying of and discussion with children, gathering feedback from parents, focus groups, etc.
- Safeguarding and SEND records and logs
- Termly report to the full governing body to include numbers of behaviour incidents, information about exclusions and racist incidents.
- Governor visits and conversations with staff and pupils.
- Case studies

This behaviour policy will be reviewed by the head teacher and full governing body or Achievement Committee every two years. At each review, the policy will be approved by the head teacher.

Addendum 1

Examples of Sentence Starters and Scripts for 30 Second Interventions or Other Interventions

▶ I'd like you to understand that every choice has a consequence. If you choose to do the work that would be fantastic, and this will happen…. If you choose not to do the work, then this will happen…... I'll leave you to make your decision.

▶ Do you remember yesterday when you helped me to tidy up? That is the person I need to see today; that is the person you can be all the time.

▶ Your behaviour right now is disruptive. I believe you can turn this around and be a success.

▶ You need to …. (speak to me at the end of the lesson)

▶ I need to see you …(following the agreed routine)

▶ I expect … (to see your table cleared in the next two minutes)

▶ I know you will …..(help to clear the mess off the floor)

▶ Thank you for …..

▶ I heard what you said and now you must …. (move to the next table)

▶ We will ….(chat about this later, have a better day tomorrow)

▶ You need to understand the consequence…

▶ Do you remember when you … (insert positive)

▶ Your behaviour right now is disruptive but I believe you can ……..

▶ I'm staying right here as I care about what happens….

▶ What can you and we do to avoid this happening again?

▶ This is not like you….

Child	Adult
▶ 'It wasn't me'	'I hear what you are saying'
▶ 'But they were doing the same thing'	'I understand'
▶ 'I was only............'	'Maybe you were....and yet....'
▶ 'You are not being fair'	'Yes, sometimes I may appear unfair.......'
▶ 'It's boring'	'Be that as it may..............'

► 'You are a .... (name calling)   'I am sorry you are having a bad day'

► 'I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.' ETC

'You are a .... (name calling)   'I am sorry you are having a bad day'