



**ELTHAM**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL  
SINCE 1814

## BEHAVIOUR POLICY

Prepared by: Matthew Bulpitt  
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## **BEHAVIOUR AND DISCIPLINE POLICY**

We believe it is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching, learning and play. Behaviour is good when children are motivated and successful. The whole curriculum therefore must be relevant and appropriately delivered to cater for all children. All staff should promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.

### **This policy aims to:**

- ensure positive relationships are built between children, staff and parents
- ensure a secure, safe and supportive environment for all members of the community
- foster the positive values of consideration, tolerance, courtesy and mutual respect for others
- encourage children to take responsibility for their own actions
- promote the development of self-esteem, self-discipline and high standards of behaviour
- support everyone in reaching their full potential, academically and socially
- provide praise and recognition of good behaviour through positive rewards and give sanctions where behaviour does not meet expectations
- encourage parents and carers to be involved in the development of their child
- value the rights of individuals and promote a zero tolerance of bullying
- prepare pupils for their future economic well-being

### **The underlying values and principles of this policy are:**

- physical violence and retaliation are not acceptable
- punctuality and attendance are important
- all members of the school's community should respect each other and the environment
- everyone is treated fairly and equally
- that positive behaviours are recognised and rewarded appropriately
- effective procedures are in place to evaluate and monitor this policy
- all forms of bullying and harassment are unacceptable
- individuals own their own behaviour
- good supervision of pupils is practised at all times
- Restorative Justice is an effective way of dealing with conflict

### **We believe we will be successful for staff when:**

- the behaviour policy and code of practice is fully understood and applied consistently throughout the school
- all members of the school community promote and develop empathy and respect for others
- staff feel empowered to manage pupils' behaviour successfully
- praise and sanctions are fairly used for both work and behaviour

- the curriculum is relevant, planned and well delivered to motivate all children
- classroom organisation and resource retrieval systems support effective teaching and learning
- all members of staff feel confident in asking for advice and support
- the need to be flexible in professional judgement is acknowledged and acted upon
- reports of anti-social behaviour are acted upon immediately
- any incidents involving seriously unacceptable behaviour, loss, theft, damage to property and inappropriate remarks are recorded using the appropriate forms

**We believe we will be successful for pupils when they feel:**

- safe from bullying, including religious, racial and sexual incidents
- appropriate behaviour and good practice is recognised in all areas of school life
- confident to talk to staff and others when they feel they are risk
- privileges and rewards are given consistently by all staff
- all members of the community are treated as individuals with respect and consideration regardless of sex, age, creed or colour.

**We believe we will be successful for parents when they:**

- feel they understand the school's systems and procedures and support it
- feel that the management of pupils' behaviour in school is consistently good
- feel that staff deal with behaviour issues patiently and positively
- accept their responsibilities for supporting the school rules and the school's code of conduct
- feel they can support the school when trying to resolve behaviour and conflict issues

**This policy is implemented through the school's codes for:**

- Supporting the Management of Behaviour
- Managing an Individual Who Displays Inappropriate Behaviour
- Strategies for Having a Calm Class
- Strategies for Having Calm Children
- Conduct
- The Use of Rewards

## **CODE OF PRACTICE FOR SUPPORTING THE MANAGEMENT BEHAVIOUR**

The objective of this Code of Practice is to support staff in the management of pupils' behaviour.

All staff:

1) Plan your lessons well and have everything you need

- this will give you confidence
- it gives the children confidence in you
- well organised lessons with appropriate differentiation will ensure good working relationships and working habits
- be aware of the pace and progress of the lesson and modify if necessary
- make your instructions clear and ensure that the children understand what is required of them
- children are given opportunities to reflect
- use teaching methods that are interesting and lively
- plan your seating arrangements carefully to ensure that no child has their back to the teacher or the board

2) Find out about the children in your care

- read profiles, records and portfolios of children to familiarise yourself about them
- be aware of pupils social, medical and learning needs
- be aware of all ability levels
- be alert for any other difficulties which might lead to problems
- speak with other adults who are involved with the child
- Use Parents Evenings as an opportunity to extend your knowledge of the child
- observe the children in different contexts

3) Be on time for your lessons

- punctuality - collecting children from the playground after break times is essential, avoid being side-tracked

4) Always be courteous

- ensure every child receives respect and recognition
- learn children's names and friendship groups a.s.a.p.
- avoid 'highlighting' bad behaviour with undue teacher attention
- every child should be afforded their dignity - avoid using sarcasm or ridiculing children
- condemn bullying whether it be verbal, psychological or physical
- try to foster an awareness of each other's needs

- be consistent in the use of your voice. There is an expectation that teachers do not shout. If a teacher shouts the message to the children is that it is acceptable to shout at someone!

5) Be ready to

- share your expectations with the children
- let your sense of humour show through
- encourage children at every opportunity
- show your pleasure for both good work and behaviour
- praise small things and ensure that they are not taken for granted
- try to catch all the children doing something good, it is easy to miss people!
- use children's enthusiasm to generate new ideas
- offer a challenge to redirect children who are off task/bored
- be 'deaf' or 'blind' occasionally

6) Be firm!

- all children feel more secure in a well ordered situation where they know what is acceptable and they are clear about and understand the reason for rules
- once you have established the rules be consistent in using them

7) Be fair!

- children see this as an important criterion
- understanding a child's problem does not excuse their behaviour
- explain your reasons for any rewards or sanctions and be consistent
- ensure the child understands that it is their behaviour that gives you concern, not them personally
- be prepared to listen

8) Avoid 'confrontational' situations

- remember a challenge to your authority is also a challenge to a pupil's credibility within a group - only one can win!
- allow a 'cooling' down period - for child and staff - this gives an opportunity for children to retract or apologise
- avoid losing self-control at all times - children could mimic and exploit the situation
- over reaction can inhibit children and destroy relationships
- avoid making threats that cannot be carried through - this generates another set of problems

9) Resolve conflict using a restorative approach

- remember that the people best placed to resolve a conflict are those directly involved

- put repairing the damage done to relationships and people over and above the need for assigning blame and dispensing punishment
- avoid imposing solutions as they are usually less effective and less likely to be honoured
- prepare young people to take responsibility for their choices by giving them opportunities to do so

10) Working with parents/carers

- collaborate with parents so that a consistent measure about behaviour is established
- be sensitive to the needs of parents, particularly those who have a child with a recognised medical condition
- try to build a supportive dialogue with parents and talk through with them any concerns about their child's behaviour or welfare
- if concerns remain, pass the matter onto your Phase Leader

11) Recording, monitoring and evaluating behaviour

- record incidents of inappropriate behaviour in classroom incident books,
- pass on records of any separations to the phase leader
- use Circle Time to promote positive behaviours
- act immediately to eradicate bullying following procedures set out in the Anti-bullying Policy

12) Supporting Midday Supervisors with behaviour management at lunchtimes

- let pupils know that you support and respect the work of the MDSs
- that unacceptable behaviour at lunchtime can lead to a withdrawal of other privileges

## Managing an individual who displays inappropriate behaviour

### 16. Levels of Behaviour

### Actions and Interventions

<p><b>Level One –</b> <b>(Including distracting and irritating behaviour that affects learning)</b></p> <p><b>Examples of Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ <i>Calling out during a lesson</i></li> <li>▪ <i>Fiddling whilst the teacher is talking</i></li> <li>▪ <i>Off-task when should be working</i></li> <li>▪ <i>Leaving seat and wandering</i></li> <li>▪ <i>Defacing class property</i></li> </ul>	<p>Tactical ignoring and dealing with issue at a convenient time            Eye contact to show disapproval            Giving a quiet simple direction – draw attention to good sitting, listening .....</p> <p>Remind of the relevant rule            Work away / sit away from other pupils</p> <p><b>[Guidance.</b>            Use lots of non-verbal communication using your whole body. Avoid shouting at all costs – it can damage your voice and the children will quickly realise that you can lose self-control. To have the perfect class the teacher must be the perfect role model!]</p>
<p><b>Level 2 –</b> <b>(Including repeated behaviours that affect learning)</b></p> <p><b>Examples of Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ <i>Calling out during a lesson after being informed that it was not appropriate behaviour</i></li> <li>▪ <i>Interfering with someone else's property</i></li> <li>▪ <i>Isolated incident of graffiti</i></li> </ul>	<p>Giving a positive reminder of desired behaviour            Giving a private verbal reprimand            Time out written on board, but giving the child the opportunity to earn it back            Use the traffic light system or sad and happy faces            Five minutes loss of golden time</p> <p><b>[Guidance.</b>            Stay calm when giving a verbal reprimand. Avoid being emotional – manage the situation with your head! Teachers have to set limits on their emotional involvement with their professional duties to stay in control.]</p>
<p><b>Level 3 –</b> <b>(Including unacceptable defiant behaviour or refusing to comply with a teacher's request)</b></p> <p><b>Examples of Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ <i>Making a one-off unacceptable remark about another person</i></li> <li>▪ <i>Damaging someone else's property</i></li> <li>▪ <i>Isolated incident resulting in physical hurt</i></li> <li>▪ <i>Ignoring a teacher's specific request</i></li> <li>▪ <i>Not being honest when recounting an incident (victim or perpetrator)</i></li> </ul>	<p>Inform the child's parents            Loss of play            Giving the child the opportunity to retract something that has been said            Understand that with rights come responsibilities            Apologising to the other child            Time out in classroom</p>

<p><b>Level 4 –</b> <b>(Including persistent unacceptable behaviour or refusing to comply with a teacher’s request)</b></p> <p><b>Examples of Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ <i>Ignores an adult request following an incident</i></li> <li>▪ <i>Verbally aggressive towards other pupils having received a warning</i></li> <li>▪ <i>Consistently Ignoring a teacher’s specific request</i></li> <li>▪ <i>Vandalism against property</i></li> <li>▪ <i>Persistent use of inappropriate/bad language</i></li> </ul>	<p>Separation from classroom to Phase leader Requesting to meet with child’s parent Exclusion from the group until the behaviour is more co-operative Being given a community task</p> <p><b>[Guidance.</b> Stay calm when giving a sanction. The role of the teacher is to outline the choices they can make and apply the consequences if they choose to misbehave, or give rewards if they choose to comply. Don’t ask questions that can lead to a confrontational situation e.g. Why did you do that?]</p>
<p><b>Level 5 –</b> <b>(Including inappropriate response to, or repeated referral for, bullying, inappropriate discriminatory comment, dangerous behaviour including fighting)</b></p> <p><b>Examples of Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ <i>Verbal aggression and a complete lack of empathy towards the feeling of others</i></li> <li>▪ <i>Disobeys adult instructions which could lead to serious injury</i></li> <li>▪ <i>Deliberately hurts other children and shows no remorse</i></li> <li>▪ <i>Physical or verbal bullying</i></li> </ul>	<p>Referring behaviour to senior member of staff Behaviour monitoring – possibly with targets Missing special events Removal from the class by a member of the senior management team and placing in another class for a designated period of time Permanent removal to another class</p>
<p><b>Level 6 –</b> <b>(Including serious actual or threatened violence, repetition of Level 4 and Level 5 behaviour above)</b></p> <p><b>Examples of Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ <i>Constant non-compliant and disruptive behaviour which adversely affects others</i></li> <li>▪ <i>Being very physically aggressive with other pupils</i></li> <li>▪ <i>An unprovoked physical attack on another pupil</i></li> <li>▪ <i>Acts of physical and/or verbal aggression towards adults</i></li> <li>▪ <i>Complete lack of self control</i></li> <li>▪ <i>Dangerous to self and others and pose a H &amp; S risk</i></li> </ul>	<p>Referral to Behaviour Support Services Putting in places a Pastoral Support Plan Fixed term exclusion for incidents in the Headteacher’s opinion are of a serious nature Permanent exclusion for persistent unacceptable behaviour Permanent exclusion for behaviour that puts the Health and Safety of other pupils and staff at risk</p>

**17. Behaviour Descriptor****Management Strategy**

<ul style="list-style-type: none"> <li>▪ <i>Class very unsettled when entering the classroom</i></li> <li>▪ <i>The class is quite noisy when I want a quiet working atmosphere</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Stand by the door of the classroom and welcome the children as they come in, but make it clear that although they are welcome in the classroom you expect the rules of the classroom to be adhered to.</li> <li>▪ Make sure the classroom is tidy and appropriately set out- this will set the standard and help ensure a calm start. Clear out the clutter!</li> <li>▪ Draw attention to good sitting, listening, looking</li> <li>▪ Create a sensual experience for the children. Adding fragrance to the room, a scented plant or a candle. Use calming colours to back displays. In winter months use lights to add interest in the classroom</li> <li>▪ Using peer pressure – having whole class rewards e.g. marbles in a jar</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Some disruptive elements in the class are spoiling the atmosphere within the classroom</i></li> <li>▪ <i>Pupils are quite often off task and noisy</i></li> <li>▪ <i>Poor social interaction</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep a constant check on how you use your voice. The louder you talk to children the noisier they will be. Force the children to listen by speaking slightly quieter than normal</li> <li>▪ Keep the lid on over-excitement. Never shout over a noisy or excitable class. Use a sharp sound or a written instruction on the board to regain their attention</li> <li>▪ Distract the children by clapping, Simple Simon .....</li> <li>▪ Consider seating arrangements and organisation of classroom space</li> </ul>

<ul style="list-style-type: none"> <li>▪ <i>During practical sessions discipline within the class becomes difficult</i></li> <li>▪ <i>The children are very bad at clearing up after a lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider if it is possible to have the whole class working on a practical activity all at once. Get some children doing self-maintaining tasks whilst you focus your attention on the activity. Organise parental help.</li> <li>▪ Tidying up is a very important part of children's learning. Simple rule, 'if you make a mess you clear it up'. The classroom should always be tidy when the children leave at the end of the day.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Children find it difficult to co-operate during group or paired work</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Using circle time to explore behaviour issues</li> <li>▪ Groups need to be engineered in a way that allows all pupils to participate – don't put dominant characters together or children that cannot support each other. Assign specific roles to pupils within the group</li> <li>▪ Use team building games where children need to co-operate together for an exercise to work successfully.</li> </ul>

11)

**Strategies for Having Calm Children**

18.

**Strategies**

<ul style="list-style-type: none"><li>▪ Helping children to manage anger</li></ul>	<ul style="list-style-type: none"><li>▪ Use role-play as much as possible. Discuss strategies that will help children manage their anger and talk about positive ways of handling possible difficult situations.</li><li>▪ Speak with the SENCo who may be able to provide a trained and experienced LSA to support and counsel a child if necessary.</li></ul>
<ul style="list-style-type: none"><li>▪ Managing noise levels</li></ul>	<ul style="list-style-type: none"><li>▪ Insist on quiet periods at sometime during the day (not silent reading periods!) that give the children an opportunity to reflect.</li><li>▪ Give the children the responsibility of managing noise level. Create a way for the children to monitor their own noise levels.</li></ul>
<ul style="list-style-type: none"><li>▪ Minimising their stress</li></ul>	<ul style="list-style-type: none"><li>▪ Do simple relaxation exercises and introduce simple physical exercises to break up long periods of sitting.</li><li>▪ To de-stress, children could practice deep breathing - have a drink break.</li><li>▪ To exercise the children could take a short break and do some stretching exercises or have a run round the playground.</li><li>▪ Ensure there is a good match between a child's ability and the task set.</li></ul>

<ul style="list-style-type: none"> <li>▪ Celebrating and rewarding their success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a big thing of celebrating social achievements. Ask the children to reflect on all the positive things that happen in the course of a day. Get them to talk about the positive contributions of individual members of the class.</li> <li>▪ Recognise all the gifts and talents of all children <b>not</b> just academic.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Building their confidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared to listen to children and provide an adult listening ear if necessary.</li> <li>▪ Set achievable targets and praise children for their successes.</li> <li>▪ Make sure you know your children and you have read their files.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Keeping the lid on their over-excitement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Always keep your voice to a moderate level</li> <li>▪ Don't shout over a lively and excited class – find an alternative method of gaining control</li> <li>▪ Don't hype up the children to a pitch where you need to make threats or shout in order to regain their attention</li> </ul>

## **THE USE OF REWARDS**

### **To raise pupil self-esteem, reward good behaviour and recognise individual achievements**

The School recognises that a child's self-image is very important and realises how vital teachers' perceptions and expectations are in forming a positive self-image. We acknowledge that children who feel good about themselves learn more easily and retain information longer and that low self-esteem is often linked with behaviour problems.

As a School we are committed to making children feel valued by ensuring that positive relationships exist and children feel supported both in social and learning situations.

Circle time is used for dealing with self-esteem issues and focuses on affirming the worth of the individual. This is an opportunity for group members to explore their own behaviour as they begin to support one another through co-operative activities and games.

We realise that rewards and recognition should be given for:

1. good social behaviour

- positive behaviour
- effort to improve behaviour
- individual acts of kindness/good deeds
- being a positive role model to peers
- being prepared to assist and be helpful

2. good learning behaviour

- showing a good attitude i.e. being positive, listening, sharing, being co-operative
- supporting others with their learning
- showing recognition of the achievements of others
- using initiative
- being sensible

3. good work

- consistent effort to improve quality
- to acknowledge an individual's particular effort or achievement

## Rewards

Our long-term goal is that children should behave well because they are intrinsically motivated to do so and understand that it supports our community. However, we recognise that for some children this is not enough and that artificial rewards are often needed to change their persistent behaviour problems. These rewards are designed to break the negative cycle of events that surround such children. **However, sweets should not be given as rewards.**

## Individual Rewards

This may include:

- Giving direct verbal praise
- Giving positive written comments on work
- Giving bonus points

- Giving stickers for good behaviour and work
- Sharing good work with the class
- Displaying children's work
- Sending the child to a senior member of staff with good work to be praised (with prior notice)
- Awarding special achievement certificates for effort and behaviour.

### **Whole Class Rewards**

This may include:

- Giving whole class praise – perhaps asking a senior member of staff to come to the class to give praise for a class achievement
- Giving class treats i.e. an extra creative session, a free choice quiet session or play a class game

### **Recognition of Achievement**

This may include:

- Awarding table certificates
- Awarding certificates to recognise achievement
- The Head Teacher visiting a class to award merit stickers

## **Exclusions**

At Eltham Church of England School permanent exclusions will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

The school has a Behaviour and Discipline Policy and an Anti-Bullying Policy and staff training in place to promote good behaviour and prevent poor and unacceptable behaviour. We apply our Behaviour and Discipline Policy and Anti-Bullying Policy in a consistent, rigorous and non discriminating way and seek to ensure that in all areas of application we satisfy the legal requirements under race, disability and gender discrimination law.

### **Removing Pupils from a School Site**

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
- a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.

These are the **only** circumstances in which pupils may be required to leave the school site. Where a condition of attendance is that pupils should be screened for possession of offensive weapons and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence

### **The Decision to Exclude**

Only the Headteacher can exclude a pupil.

A decision to exclude a pupil permanently is taken only:

- in response to serious breaches of the school's Behaviour and Discipline Policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school recognises that a decision to exclude a child permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried, without success, to modify behaviour.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon)

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place.

A decision to exclude a pupil for a fixed period is taken:

- on a balance of probabilities
- only in response to breaches of the school's Behaviour and Discipline Policy, that are not serious enough to warrant permanent exclusion and lesser sanctions as set out in the Behaviour and Discipline Policy are not considered appropriate.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusion of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

### **Pupil's Opportunity to Participate in Exclusion Procedures**

The pupil's participation in decisions related to their exclusion is not set out in primary legislation or regulations. Nevertheless the child or young person will be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding.

### **Factors to Consider Before Making a Decision to Exclude**

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegation, taking account of the school's policies, including the Behaviour and Discipline Policy, the Anti-Bullying Policy and the Equal Opportunities Policy and any other related legislation
- allow and encourage the pupil to give their version of events
- check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment
- keep a written record of the action's taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements will be dated and signed, wherever possible.

### **Length of Fixed Period Exclusions**

Regulations allow the Headteacher to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or pupil referral unit (PRU) in the same school year will count towards the total.

If a pupil transfers to a new school during an academic year, his/her record of the fixed period exclusions which have been served so far during the current academic year will be transferred promptly to the new school.

### **Lunchtime Exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor committee meetings so that parents can make representations. Lunchtime exclusions are not counted towards the school's duty to provide fulltime education from day six of a fixed period exclusion. Lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

### **Reintegration**

The Headteacher will arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion. The pupil should normally attend all or part of the interview. The interview will be conducted by the Headteacher.