

Elmore Green Primary School
Behaviour Policy



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Elmore Green Primary School
Behaviour Policy

At Elmore Green Primary School, we work hard to ensure that our school is a happy and safe place to be.

We have an ethos where we all care and look after each other. We celebrate the diversity and differing needs of our children and believe that we offer all children the chance to grow and develop into caring, responsible citizens.

We aim to promote a safe and secure environment in which everybody is able to learn and develop both academically and emotionally without any prejudice. We encourage tolerance, respect and awareness of others. Our school provides a calm working atmosphere where good manners are encouraged and expected at all times.

To achieve this, we promote our values daily:

Excellence
Learning for Life
Making a Difference
Optimism
Respect
Enjoyment

AIMS

We wish for every member of our school community to feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting positive, respectful relationships with the common purpose of helping everyone learn.

Our simple, non-negotiable values encompass the positive behaviours we expect from our children at all times whether in or out of school, including behaviour exhibited online whether within or outside the school day.

This policy and indeed our school rules, aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote desired behaviour, rather than merely deter anti-social behaviour. It is our expectation that children would behave appropriately at all times. Children need to be given every opportunity to raise their own self-esteem, but they also need clear guidance on what is, and what is not, acceptable behaviour. They need to know what will happen if they exhibit unacceptable and good behaviour.

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The purpose of this policy is to provide a structure within which children can feel secure and know what the consequences of the choices they make will be. We believe that the majority of children should be able to make informed choices about the way they behave.

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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

GENERAL BEHAVIOUR MANAGEMENT

Elmore Green Primary School is committed to providing a stimulating and supportive learning environment based on mutual respect and trust. The school strives to offer equality of opportunity to all of its pupils and recognises the vital role that the educational establishment plays in promoting and furthering social inclusion.

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Much of the support that is needed at Elmore Green is for pupils with emotional/behavioural difficulties - some of whom may or may not have an EHCP. Class teachers, SEND staff and the Senior Leadership Team offer support to pupils who experience emotional/behavioural difficulties. Children with specific behavioural difficulties, who appear on the School SEND Register, will have an individual plan that reflects their behavioural difficulties.

The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils - however it is inevitable that in certain cases the relationship will break down or never be forged. Emotional and behavioural difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on class work or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases, tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract.

At Elmore Green Primary School;

- All teachers have the statutory authority to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.
- The 'power' to discipline also applies to any 'paid' member of school staff (eg. Members of the Learning Support Team, Site, Administrative or indeed Visiting Specialists/Teachers).

The School employs the following general behaviour management strategies:

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.
- Each classroom displays the school values and discusses and refers to them on a regular basis when setting daily and long-term standards for classroom behaviour.
- The School Council with pupil representatives helps to give the pupils a sense of involvement and citizenship.
- Playground Supervisors organise activity sessions at lunchtimes for pupils. Pupils are chosen if they are at risk from disaffection or have problems in school with

relationships. These pupils are re-integrated into the playground when they feel comfortable with doing so.

- Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Staff report reoccurring problems or patterns of behaviour to senior leaders, who in turn discuss strategies to improve behaviour including rewards and sanctions.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods and the content of each lesson should be closely matched to the needs of the children and should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour and attitudes as well as good work.

REWARDS

Rewards are a very powerful tool for teachers to use. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. At Elmore Green Primary School, rewards are achieved by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements - 'It's Good to Be Green' is our behaviour motto and we endeavour to reward pupils who are on a daily basis. Pupils can earn Dojo points as rewards for good behaviour and effort in line with the Good to be Behaviour system. As parents can access Class Dojo, they are informed of their child's good behaviour.

REWARDS PROCEDURE

The value of praise by staff must never be underestimated. This can be a verbal or written comment by the teacher to the child. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Awarding Dojos or Super Dojos
- Verbal praise, written remarks about good work and sending children to another teacher or the Head/Deputy for praise.

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- Sharing work of a particularly high quality or effort on screen for all to see.
- Identifying a pupil for 'Star Pupil,' which helps to give the pupils a sense of achievement and a chance to celebrate their successes in the weekly Achievement Assembly. Star Pupil can be awarded for academic achievement, but also for good behaviour or indeed particular improvements in behaviour.
- Positive Postcards: These are a positive correspondence home, which are posted to parents and careers about the progress of their child in a particular area of school life.

In addition, individual certificates celebrating achievements will be awarded throughout the year, for example, achievements in swimming or sports events etc.

GOOD TO BE GREEN

Each classroom has a 'Good to Be Green Behaviour Chart'. Every pupil has a green card to start each school day, if they uphold school rules and values they keep that card for the duration of the day, they also have the opportunity to earn rewards showing additional effort or achievement. If a child does not uphold the school rules, then they lose their 'green card' and are awarded a 'yellow card' and they will receive a consequence for their action (see Sanctions).

Examples of Behaviours (*see appendix for child-friendly explanations of these behaviours*)

Green Behaviours	Yellow Behaviours	Red Behaviours
<ul style="list-style-type: none"> • Ready to learn (consistently) • Always giving 100% • Listening • Polite and using good manners • Respecting everyone • Caring for themselves, others and property • Following school rules • Cooperating 	<ul style="list-style-type: none"> • Talking when asked not to • Disturbing others learning • Answering back • Not following instructions given • Not putting in the effort you know they are capable of • Sulking or stropiness • Not using good manners • Being in the wrong place at the wrong time 	<ul style="list-style-type: none"> • Physical assault • Verbal assault • Bullying (any form) • Defiance • Swearing/inappropriate language • Racism • Homophobia • Dishonesty • Rudeness - answering back, gestures etc. • Repeated Yellow card behaviours

Pupils are given several reminders, these can be added to Dojo (which are not reported to parents) as they are a powerful tool to remind pupils of what is expected and that a yellow or red card will follow if behaviours do not begin to be green.

Should a child then not show they are following the school rules and values or are making no attempt to regain their green card, a 'card' is awarded. If the card is 'red', the child will automatically be awarded the sanction of loss of free time (break and/or lunchtime play).

This sanction will be given by senior leaders and the duration and severity will depend on the individual behaviours. If the behaviour is a serious breach of our value or rules, senior leaders may feel that exclusion is necessary (see Exclusion pg. 9)

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- It should be made clear that it is the behaviour that has warranted the sanction and not the child themselves.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' class work should initially be dealt with by the class teacher, and then, if necessary, by a member of the senior leadership team. The staff use sanctions which are appropriate to the particular behaviours in a flexible manner, by considering individual circumstances. The school discourages the application of sanctions to whole group/class unless this is unavoidable or appropriate. Only in severe cases or those exhibiting no signs of improvement should the senior leaders become involved.

Over reference to the Head teacher for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role. If this occurs, then it is likely to increase disorder and disruption in the School because:

- (i) It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom;
- (ii) Punishment is delayed and therefore loses some of its effectiveness;
- (iii) Senior managers cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

SANCTIONS PROCEDURES

- Children may be asked to repeat/finish work at playtimes **ONLY** by staying in. Remember, they must not be left unsupervised (the supervision is the responsibility of the class teacher).
- Poor behaviour should initially be dealt with by the class teacher using the 'Good to be Green' system. Class teachers should ensure that with children who persist in bad

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behaviour and receive a 'red card' during a school day are reported on CPOMS which will alert senior leaders or the school's behaviour leader, who will discuss their behaviour with them and apply an appropriate sanction. The child will miss their next available playtime.

- In some instances, a senior leader may decide that behaviour is serious enough for the child to be referred to the Head teacher .
- At lunchtimes, children who do not follow school or playground rules will also be awarded a yellow card. The sanction for this is a period of 'Time Out' whereby the child will be given an initial warning by the staff supervising. If this sanction is not adhered to or the behaviour continues, the child will be given a 'red' card and be escorted off the playground and then referred to a senior leader.
- Persistent misbehaviour at lunchtime may result in supervised lunchtimes or the child may be excluded from the premises at lunchtime for a fixed period. This will be followed, if necessary, by permanent exclusion. In all instances any exclusion at lunchtime will be recorded and reported to the Local Authority.

Sanction procedures are reviewed in accordance with need. If at any time staff members feel that the sanctions laid out in this policy are either inappropriate or ineffective then a review will take place.

RECORDING OF BEHAVIOUR INCIDENTS

Class teachers keep a log of yellow and red cards for their own class via Class Dojo, which also alerts parents to unacceptable behaviour. It is expected that any adult in school who deems it appropriate to award a 'card' to a pupil will inform the child's class teacher of their actions. Class Dojo is monitored by the behaviour lead weekly and patterns of unacceptable behaviour are analysed. If a child is receiving yellow or red cards on a regular basis, the behaviour lead and/or SLT will provide an individualised behaviour plan for that child in order to improve their behaviour.

RECORDING BEHAVIOUR ON CPOMS

Behaviour is a form of communication. We have taken the decision that all 'Red' cards will be recorded on CPOMS. This is a database that enables school staff to make links between behaviour, disclosures and any information that is shared with school staff. It also enables that information to be downloaded and used during transition points, parents'/carers' evenings or with outside agencies. When a red card is entered onto CPOMS senior leaders and members of the pastoral team in school (Behaviour Leader and Learning Mentor) are informed.

All 'Red Card' behaviour must be recorded on CPOMS. Staff should include all of the relevant information including;

- What happened - detail using the 'full' words or phrases as appropriate.
- Where it happened
- When it happened
- Who was involved (victims and perpetrator)
- Any witnesses to the behaviour

- Any investigation that has taken place by whom.

BEHAVIOUR OUTSIDE SCHOOL

Guidance states that staff have the statutory powers to discipline pupils misbehaving outside of the school premises. This is the case for behaviours that are witnessed by staff members or those that are reported to the school. This includes any misbehaviour when a child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing our school uniform or is in some way identifiable as a pupil at the school

In addition, misbehaviours at any time, whether or not any of the above apply that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases sanctions for behaviours outside school will follow those imposed within school (the closest match will be found) Some of these behaviours may also warrant exclusion (see above).

Criminal behaviours will always be reported to the police, regardless of a pupils age, in such cases parents will be informed.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

- Verbal warning by the Head Teacher or Deputy Head Teacher
- Involvement of the Police (if appropriate after informing parents)
- A letter to parents informing them of the incident/ problem
- A meeting with parents, and either a warning given about the next stage or steps that need to be taken (which may be exclusion)
- Involvement of external support agencies (if applicable)
- If the problem is severe or recurring, then exclusion procedures will be implemented
- Fixed-period or permanent exclusion.
- Parents have the right to appeal to the Governing Body against any decision to exclude and to be assured that the exclusion has been dealt with in accordance of the parameters of the policy. The school and governing body is aware that should the procedures not be followed that the decision to exclude can be overturned by an independent appeal panel.

NB A very serious problem or incident may result in the normal procedure being abandoned and parental involvement straight away.

EXCLUSIONS

Serious or major breaches of discipline may lead to exclusion. The school follows guidance from the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017' (and its subsequent updates up to and including 12/04/2022)

The following statutory acts or legislation is also followed;

- The Education Act 2002, as amended by the Education Act 2011
- The Discipline (Pupil Exclusions and Reviews) (English) Regulations 2012,
- The Education and Inspections Act 2006,
- The Education Act 1996: and
- The Education (Provision of Full-Time Education for excluded Pupils) (England) Regulations 2007, as amended by the (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) 2014.

There are two types of exclusion - Fixed-period or Permanent

FIXED-PERIOD EXCLUSION

The decision to exclude a pupil for a fixed period will be taken, if on a balance of probabilities, the child has breached of the school's behaviour policy, including persistent disruptive behaviour. Fixed-period exclusions may occur when discipline breaches are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges or 'loss of free time' are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary.

EXAMPLES OF ACTS FOR FIXED-PERIOD EXCLUSIONS (not an exhaustive list - each act will be considered individually in relation to circumstance, severity and/ or frequency and indeed some of the examples may also constitute a permanent exclusion)

Continued disruption to lessons or in school.

Defiance.

Verbal abuse to pupils, staff or others.

Racial abuse to pupils, staff or others.

Physical abuse to pupils, staff or others.

Bullying either physical or verbal including cyber-bullying

Physical abuse with a weapon.

Sexually inappropriate behaviour to pupils, staff or others.

Possession of drugs.

Theft.

Vandalism.

Arson.

Extortion.

Possession of a weapon, fireworks or alcohol.

Threatening behaviour.

Smoking.

Setting off fire alarms.

Fraudulent, inappropriate or illegal activity in the virtual world.

PERMANENT EXCLUSION

A decision to exclude a pupil permanently will only be taken:
in response to serious breaches of the school's behaviour policy; and
if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There will, however, be exceptional circumstances where, in the Headteacher's (or Acting Head Teacher's) judgment, 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; or
carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. Each incident will be considered individually in relation to circumstance, severity and frequency.

A decision to exclude a pupil is not take lightly and all means necessary will be employed to conclude the 'facts' of the incident/incidents. **This decision is then based on the principles of whether 'on the balance of probabilities' it is more likely than not that a fact is true. It is worth noting than any investigations do not have to give rise to the conclusion that the facts are 'beyond reasonable doubt' (as in criminal law).**

The decision to exclude a pupil will be lawful, reasonable and fair. As a school we have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will also consider the fair treatment of pupils from groups who are vulnerable to exclusion, although it must be noted that these groups are not precluded from school exclusion should the discipline breach necessitate this for the reasons mentioned above.

Parents/carers do have the right to appeal against either a fixed -period or permanent exclusion and are able to lodge a request for an independent review of an exclusions practices details of which can be found in the guidance upon which this policy is based.

(see 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017')

DRUG-RELATED EXCLUSIONS

Illegal and other unauthorised drugs have no place within our school. Our first aid policy indicates any circumstances where authorised drugs may legitimately be in school.

In deciding whether or not to exclude for a drug-related incident, the Headteacher (or leader in charge) will consult the designated senior member of staff responsible for managing drug incidents. Where the misuse of authorised drugs is concerned, head teachers will conduct a careful investigation to judge the nature and seriousness of each incident before deciding what action to take.

In all cases of exclusion, the school will follow the guidance and statutory requirements of the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017'

PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Elmore Green Primary School has a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability. This applies to both permanent and fixed period exclusions. A disabled person is defined as someone who has a physical or mental impairment which has a substantial adverse effect on his or her ability to carry out normal day to day activities. The effect must be:

- substantial (that is, more than minor or trivial);
- long term (that is, have lasted or is likely
- to last for at least a year, or for the rest of the life of the person affected);
- and adverse.

The definition includes people with sensory impairments, and also hidden impairments (for example, mental illness or mental health problems, learning difficulties, dyslexia and conditions such as diabetes or epilepsy). The definition of disability is not the same as the definition of special educational needs but there is likely to be a large overlap between those pupils who have SEN and those who are disabled.

The school recognises that the number of children with SEND nationally who have been excluded, is disproportionately higher than those without a special educational need. Statutory guidance on identifying, assessing and making provision for pupils with SEND, including those with behavioural, social and emotional needs, is given in the Special Educational Needs Code of Practice. Elmore Green Primary School follows the guidance set out by this code.

We ensure that early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEND happens to minimise exclusions.

Where anti-social, disruptive or aggressive behaviour are deemed to be part of a child's Special Educational Need, then the process above is followed as part of the schools SEN policy and pupils will have an appropriate Behaviour Plan to help manage their behaviour, which will include appropriate rewards and sanctions.

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator 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.

MENTORING

The school employs a Learning mentor who will liaise with teachers and other staff to support children who need help to overcome barriers to learning both inside and outside the classroom, in order to achieve their full potential. This may include issues with behaviour, confidence, self-esteem, forming positive relationships, to name a few. The Learning Mentor will work closely with class teachers and senior leaders in order to plan and deliver effective programmes of work.

CONFISCATION OF INAPPROPRIATE ITEMS

All staff have the statutory power to confiscate, retain or dispose of a pupil's property as a punishment.

The statutory guidance protects all staff from claims of liability, damage to, or loss of any confiscated items.

The school may keep records of confiscated items and the grounds for the action, so that they can be justified later if challenged. Teachers will be required to inform a senior leader, inform the parent of the item that has been confiscated and request that the item not be allowed into school again. There may be occasions when a parent/carer will be asked to collect the confiscated items. This may be deemed necessary if the item is of significant monetary value or could be dangerous or unsuitable to be in a minor's possession.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, we will ensure that the appropriate storage arrangements are made (for example in the school safe) If similar items have been confiscated from several pupils, such as mobile phones; we will ensure that steps are taken to identify which item belongs to which pupil.

For some items, school staff should seek specialist advice, for example, suspected illegal drugs, weapons or items which might be used as weapons, this will be from the Police in the first instance.

The following criteria may be used when determining if it is deemed necessary for staff to confiscate an item from a pupil (not an exhaustive list and each situation will be considered in terms of severity, frequency):

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item poses a threat to good order for learning: for example, a mobile phone in class.

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- an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- an item which is illegal for a child to have: for example, alcohol, tobacco, vapes or racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

CONFISCATING ITEMS OF CLOTHING OR JEWELLERY

Staff should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations.

In order to minimise such risks, teachers must ensure that if an item of clothing or jewellery is confiscated, that this is done by a staff member of the same gender as the pupil and with another staff member present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

The school policy on confiscation of pupil mobile phones and the safety of pupils on their journey home:

If a child has a mobile phone for a specific purpose or a parental concern, these phones should be handed in (or confiscated) at the start of the school day but staff should ensure that they return them to the pupil at the end of the school day.

THE POWER TO SEARCH WITHOUT CONSENT (for prohibited-items)

The law also allows staff to 'search pupils' without their consent if it is suspected that they may have the following in their belongings or about their person;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules

PHYSICAL INTERVENTION (see Physical Restraint Policy)

The legal provisions of the discipline guidance also provide members of school staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and other authorised staff may also use reasonable force to conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If a child violently attacks another child or adult and does not respond to request to calm down, then physical restraint may be necessary, however physical restraint would only be used as a last resort.

Key members of staff are trained in physical restraint.

In the event of physical restraint taking place a member of the Senior Leadership Team will be notified and summoned and the procedures outlined in the Physical Restraint Policy followed.

BULLYING

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying includes:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments. It can also include the display of sexual material, sexual gestures, comments about sexual reputation or performance, or inappropriate touching.
- Homophobic because of, or focussing on the issue of sexuality. The language used and associated with homophobic bullying.
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber Bullying and harassment using technology, such as the internet, social media, email, chat room, gaming chats etc.
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities.

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This includes trolling, mobbing, stalking, grooming or any form of abuse online.

- Disabilities Bullying which involves children with Special Educational Needs and disabilities.

Bullying is considered to be anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. For more details please see our Anti- Bullying policy which outlines identification, statutory duties and strategies for dealing with this issue.

RACISM

Like bullying, this too is considered to be anti-social behaviour and will not be tolerated. All incidents of racism should be reported to a member of the Senior Leadership Team, so that they can be recorded and subsequently reported to Governors termly.

At Elmore Green Primary School, we need: -

- To do everything in the school's power to combat racism of all forms and treat it as a challenge to civilised living.
- To provide for the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background.
- To ensure that the learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture.
- To prepare all pupils for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.
- To promote mutual understanding, tolerance and respect among pupils of all backgrounds.
- To counter racism and combat discriminatory practices.

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents and carers since we believe that these are crucial in promoting and maintaining high standards of behaviour. Class Dojo, enables parents to see both positive and negative behaviours of their child on a daily basis. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns and of the steps, which are being taken in response. Early warning of concerns should be communicated to the Deputy Head and/ or Headteacher so that strategies can be discussed and agreed before more formal steps are required.

REVIEW OF POLICY

The school will review this policy annually and assess its implementation and effectiveness. The following are strategies we use to determine how we can review if policy is working:

- Do children behave on and off site?

Elmore Green Primary School
Behaviour Policy

- How many cases of aggression have to be dealt with? Are they becoming more frequent?
- Pupils' views? Teachers' views? Parents' views?
- Are children well behaved because they see the importance of being good?

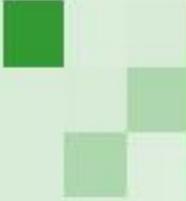
June 2022

Appendices

Green Card Behaviour

Yellow Card Behaviour

Red Card Behaviour



What does green behaviour look like?

- ⇒ Always being ready to learn.
- ⇒ Always giving 100% - trying your very best all the time.
- ⇒ Listening carefully to whoever is talking.
- ⇒ Being polite and using good manners.
- ⇒ Respecting everyone at Elmore Green.
- ⇒ Caring for each other and our school.
- ⇒ Always following our school rules.
- ⇒ Working together and being helpful
- ⇒ Always behaving in a safe way.
- ⇒ Always behaving in line with our school values.

What behaviour leads to a Yellow Card?

- ⇒ Choosing to talk at the wrong time.
- ⇒ Spoiling other children's chances to learn.
- ⇒ Answering back—being cheeky.
- ⇒ Not following instructions.
- ⇒ Refusing to do your best.
- ⇒ Being sulky or stroppy.
- ⇒ Being in the wrong place at the wrong time.
- ⇒ Not using good manners.
- ⇒ Not behaving safely.
- ⇒ Having poor body language.

What behaviour leads to a Red Card?

- ⇒ Hurting others with actions (e.g. hitting, pushing, kicking).
- ⇒ Hurting others with words in the real world or online.
- ⇒ Being defiant—ignoring or refusing to follow instructions.
- ⇒ Swearing or using words that are not appropriate for school.
- ⇒ Inappropriate use of equipment (e.g. damaging equipment, inappropriate use of iPads).
- ⇒ Not behaving in the expected way around school (e.g. running in corridors, being silly in the toilets, being disrespectful in afterschool clubs/the dinner hall etc.).
- ⇒ Not telling the truth.
- ⇒ Not behaving in a safe way— including online.
- ⇒ Repeated 'Yellow Card' behaviours.
- ⇒ Not behaving in line with our school values.