BEHAVIOUR AND ACHIEVEMENT POLICY

2024-25

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Contents

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1   Introduction

Good behaviour is central to all we do at Epworth Primary Academy. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the Academy's life. All members of staff will set consistent high standards and pupils will be given clear guidance on what is expected of them. The Epworth Primary Mindset will underpin all that we do. Our academy rules will be followed by all, and rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that the Academy's values become central to the lives of pupils. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with Special Educational Needs.

2   Objectives

1. To create an ethos of good behaviour in the Academy to support pupils to be happy, secure and safe.

2. To ensure that all are treated fairly, shown respect and to promote good relationships.

3. To help pupils lead disciplined lives and to understand that good citizenship is based upon good behaviour.

4. To develop and embed The Epworth Mindset across the school.

5. To use good behaviour to promote community cohesion.

6. To prevent incidents of bullying.

3   Managing Behaviour

Managing behaviour is the responsibility of all academy staff. The way in which we improve behaviour relies on our familiarity and understanding of the policy enabling us all to show consistency of practice. As an Academy, we believe that all pupils must have the opportunity to concentrate and do well in lessons and that the work and progress of all pupils in lessons is important. In line with the Epworth Primary Mindset we expect Excellence for All and aim to develop learners who are respectful, honest and kind.

The Epworth Behaviour System

The behaviour system is an effective way of promoting positive behaviour and is a means of being able to track and support those children who find it harder to meet the academy's expected behaviour code.

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We believe that it is important to promote a positive message regarding behaviour management at all times.

If, during the day, in lessons, or at break times, a child has to be reminded about inappropriate behaviour, or has broken a school rule, a verbal prompt will be used: This should be a reminder that they are not following our rules. At this point, a child may need a preventative intervention to prevent the behaviour from escalating.

If the behaviour continues, then the next step will be for the adult to give out a 'think bubble' card. If the behaviour stops, then the card will be taken away.

If the behaviour continues the adult will replace the 'think bubble' card with a 'chat bubble' card and a restorative conversation will take place between the adult and child at a time convenient to the adult. Restorative questions will be used (see appendix 2).

If a child receives a 'chat bubble' twice in a week the class teacher must ring/see the parent and discuss the behaviour.

Incidents where a child has received a chat bubble will be logged using Restorative Conversation 2 on Arbor including a brief summary of the actions taken after the incident and the restorative conversation. If the incident requires the involvement of a member of SLT, it will be recorded as Restorative Conversation 3.

There will be times when certain behaviours require more than the classroom process of behaviour and a straight chat bubble is required and/or intervention by a member of SLT(behaviours could include swearing, inappropriate/offensive language, leaving the classroom without permission, throwing something, unprovoked violence). However, the consequences for these will vary.

This is summarised in Appendix 3's Behaviour Flowchart

Lunch Time

During lunch time all staff will continue to use the 'think' and 'chat' bubble system. The terms 'think' and 'chat' will be used verbally after an initial reminder about following the rules. If a child needs to 'chat', the adult will have a restorative conversation with the child walking or sitting together on the playground. Pastoral staff are on duty during lunch time. Any significant incidents will be referred to pastoral staff immediately who will refer to SLT if required. Incidents at lunchtime will be recorded on Arbor in the same way as incidents throughout the day.

The academy shares this information with pupils in the following way as part of the academy rules.

Be Respectful

What does it mean?

Being respectful is all about the way that we treat each other. In our school we are polite, kind and helpful regardless of who we are talking to.

We look after each other and we think about how other people might be feeling. We try not to upset each other.

We treat everyone well, not just our friends.

We show respect to our school building by looking after everything that is in it. We keep it tidy and clean and try not to break or lose things.

Be Kind and Generous

What does it mean?

Being generous is about sharing. It is about being willing to give something to help someone else, for any reason.

It means that we try to give help, our time, our friendship, even when we find it difficult.

We try to be free-hearted and open-handed which means that we will be generous with whatever we have in our hearts and hands

In being generous with our time and our thoughts we become kind and thoughtful of and to others.

Be Honest

What does it mean?

Being honest is about telling the truth. It means that if we do something wrong then we own up to it and try to put it right.

Being honest is about 'doing the right thing'. We try to be fair when we are working and playing and reliable so that people can depend on us.

We also need to be honest about what we can and can't do, and to learn to ask for help when we need it. This is a big part of being a learner.

Be a Learner

What does it mean?

We hope that you will enjoy being at school but we must not forget that we are all here to learn.

Being a learner means that you are always ready to listen, work hard and learn. It means that you know it is important to work hard at school so that you can get the job you want when you are grown up. It means we always have the correct things ready to learn with.

Being a learner means that we become independent and know how to work in a group and also work on our own.

It means that we let other people be learners too. We don't disturb them when they are working and we will give them time to talk and think without interrupting.

Zones of Regulation

The Zones of Regulation system is used to help each child develop skills in self-regulation. The Zones are based around the use of four colours to help children self-identify how they're feeling and

categorise this based on colour. Using the Zones helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they identify that they are in.

In using the Zones as a self-regulation tool, the children will learn how to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them.

A Zones of Regulation poster will be displayed in every classroom (see appendix 4).

4   Rewards

There are a variety of praise and reward systems used at the academy to promote good behaviour. These include

- Praise – verbal, friendly words or gestures.
- Special Mention assembly – every week a member of each class will receive a certificate in Special Mention Assembly linked to one of the Academy Rules and the Academy Mindset.
- Referral to SLT.
- Special responsibility, privilege or trust. This could include:
  o being a class monitor (to be decided by each class)
  o Reading Ambassadors
  o Anti-bullying Ambassadors, or
  o Play Leaders.
- Informing parents – communicating good news whenever possible, for example, by a phone call and notes home.

Stickers relating to the four Academy rules – Be a learner, Be kind and generous, Be honest, Be respectful.

5   Physical Restraint

All members of staff are aware of the regulations regarding The Use of Force to Control or Restrain Pupils (relating to section 550A of the Education Act 1996). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting themselves or to prevent them from committing a crime or damaging property. Key staff at Epworth are 'Team Teach' trained - they are skilled in using de-escalation techniques but will also use positive handling techniques if reasonable force is required to resolve a situation. Academy staff will always take measures to try and avoid injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

All incidents where positive handling is required will be logged. A support and intervention plan will then be implemented for identified children and parents/carers will always be notified of this.

6   Children with specific needs

Children who have particular needs or difficulties may have additional support and specific intervention and support plans to encourage and develop good behaviour. This will, however, still sit within our whole academy guidelines.

7   Bullying

Bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults.

Epworth Primary Academy takes bullying very seriously and will respond assertively to any such behaviour, and this policy should be read in conjunction with the academy's Anti-Bullying Policy.

Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be dealt with within the agreed procedures of discipline, and encouragement of good behaviour. Where necessary either child's parents will be involved.

Persistent bullying may result in a pupil's exclusion.

8   Swearing

When a child is heard swearing, this must be recorded on Arbor and discussed with the child to ascertain their understanding of the word/s and the context in which they are being used. Staff will then use their discretion as to how the incident is dealt with.

9   Harassment

No level of racial, sexual or other harassment will be tolerated. This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting
- physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any such incidences will be referred directly to the SLT, who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil's exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the Safeguarding Policy. The Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/ Assault by Penetration/Sexual Assault.

10   Staff Responsibility and Monitoring

In accordance with this policy, all staff have responsibility for the management of and recording of classroom behaviour. In addition, all staff share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an individual support plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.

- Lunchtime staff are expected to manage and support behaviour at lunchtimes.
- The Principal/SLT will support and monitor pupil behaviour at all times and will liaise with staff and parents whenever required.

11   Exclusion

Where a child's behaviour is in breach of this policy and the academy rules, the Principal/SLT reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion can include:

physical assault/ unprovoked aggression

verbal abuse and threatening behaviour,

bullying, including cyber bullying,

racist or sexual harassment & abuse,

sexual misconduct,

- drug and alcohol related abuse, damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the academy's rules is also reason for exclusion. Any exclusion procedure will be carried out in line with IET and DfE exclusion guidance.

12   Related policies

- Exclusion Best Practice Guidance
- Anti-Bullying
- E-Safety
- Safeguarding Policy

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13   Appendices

Appendix 1 Epworth Primary Mindset

Appendix 2 Restorative Language Guide

When staff conduct restorative conversations, the following provides a guide as to the type of language and questions they should use.

1. To the person who has done the harm:

What happened?

Who else was there/around when it happened?

What were you thinking at the time?

Who has been affected/upset/harmed by your actions?

How do you think they have been affected?

2. To the person who has been affected:

What was your reaction at the time of the incident?
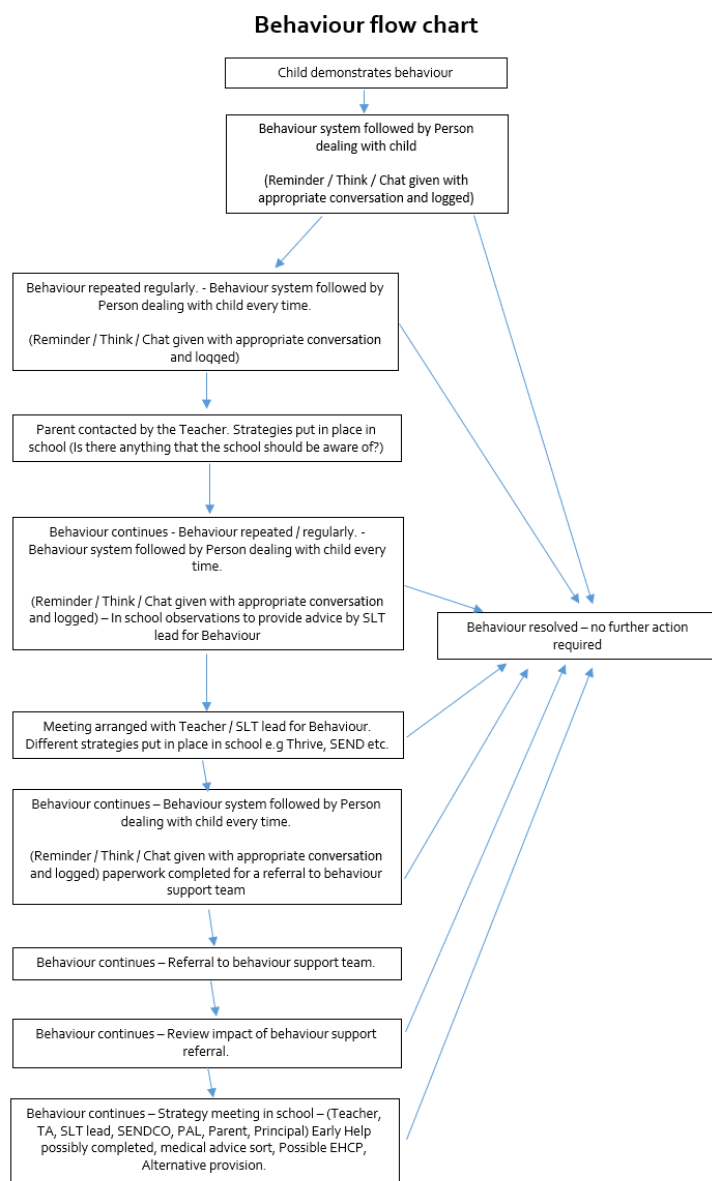
How do you feel about what happened?

What did you think at the time?

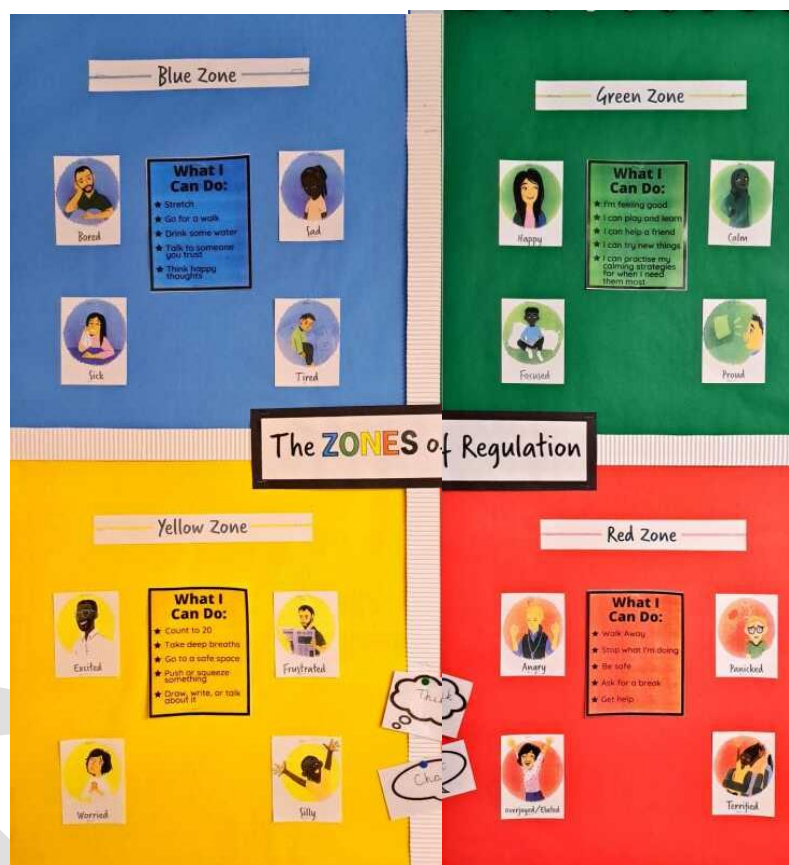**What** have you thought about since?

How has it upset/hurt/harmed you?

What has been the worst or hardest thing for you?

Appendix 3 Behaviour Flow Chart

Behaviour flow chart

Child demonstrates behaviour

Behaviour system followed by Person dealing with child

(Reminder / Think / Chat given with appropriate conversation and logged)

Behaviour repeated regularly. - Behaviour system followed by Person dealing with child every time.

(Reminder / Think / Chat given with appropriate conversation and logged)

Parent contacted by the Teacher. Strategies put in place in school (Is there anything that the school should be aware of?)

Behaviour continues - Behaviour repeated / regularly. - Behaviour system followed by Person dealing with child every time.

(Reminder / Think / Chat given with appropriate conversation and logged) – In school observations to provide advice by SLT lead for Behaviour

Meeting arranged with Teacher / SLT lead for Behaviour. Different strategies put in place in school e.g Thrive, SEND etc.

Behaviour continues – Behaviour system followed by Person dealing with child every time.

(Reminder / Think / Chat given with appropriate conversation and logged) paperwork completed for a referral to behaviour support team

Behaviour continues – Referral to behaviour support team.

Behaviour continues – Review impact of behaviour support referral.

Behaviour continues – Strategy meeting in school – (Teacher, TA, SLT lead, SENDCO, PAL, Parent, Principal) Early Help possibly completed, medical advice sort, Possible EHCP, Alternative provision.

Behaviour resolved – no further action required

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Appendix 4 Zones of Regulation Poster

IET reserves the right to make amendments to this policy at any time without notice.