

EPWORTH PRIMARY ACADEMY



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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 students will be given clear guidance on what is expected of them. The Academy Rules will be learnt and 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 students. Every morning, children will be met and greeted by SLT, class teachers and support staff.

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. This will ensure that students are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help students 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. (See Anti Bullying Policy)

3 Managing Behaviour

Our School Rules

<p style="text-align: center;">Be Respectful</p> <p style="text-align: center;">What does it mean?</p> <p>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.</p> <p>We look after each other and we think about how other people might be feeling. We try not to upset each other.</p> <p>We treat everyone well, not just our friends.</p> <p>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.</p>	<p style="text-align: center;">Be Kind and Generous</p> <p style="text-align: center;">What does it mean?</p> <p>Being generous is about sharing. It is about being willing to give something to help someone else, for any reason.</p> <p>It means that we try to give help, our time, our friendship, even when we find it difficult.</p> <p>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</p> <p>In being generous with our time and our thoughts we become kind and thoughtful of and to others.</p>
<p style="text-align: center;">Be Honest</p> <p style="text-align: center;">What does it mean?</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Be a Learner</p> <p style="text-align: center;">What does it mean?</p> <p>We hope that you will enjoy being at school, but we must not forget that we are all here to learn.</p> <p>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.</p> <p>Being a learner means that we become independent and know how to work in a group and also work on our own.</p> <p>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.</p>

4 Rewards

- Praise – verbal, written, sticker, friendly word or gesture, Merits.
- Certificates; Star of the week (academic achievement)
- Blue stars; awarded to children who have gone beyond, demonstrating our Epworth Mind set. This mind set could be displayed either in or out of the Academy.
- Referral to SLT.
- Special responsibility, privilege or trust, this could include; 1st in line / out at break, being a monitor, reading ambassadors etc. (Reviewed in line with COVID-19 Risk Assessments)
- Informing parents – communicating good news whenever possible, a phone call and notes home.
- VIP Table; awarded by lunchtime staff for children using good manners, being kind and respectful towards others. (Currently on hold during COVID -19)

Examples of Possible Responsibilities and Privileges

Class	Responsibility	Privilege
EYFS	Register monitors Water plants outside EYFS Class teddy	First in line for dinner Top table
1/2	Water monitors Register monitors Class teddy	First in line for dinner Top table
3/4	Water monitors Register monitors Eco monitors Playground leaders	Top table SLT support
5/6	Water monitors Register monitors Eco monitors Reading buddies Playground leaders	Top table Prefects Head boy/girl

5 COVID-19

We do not accept any use of COVID-19 as a way of upsetting or hurting people. The coughing in faces, unkind words about COVID are unacceptable behaviours and will not be accepted. Children also using COVID as a way to 'get out of work' is also unacceptable and will be treated in the same way as any other negative behaviour would.

6 Traffic Light Behaviour Scheme

At Epworth we use a 'traffic light' Behaviour Scheme. For consistency and clarity, the 'traffic light' Behaviour System is used throughout the school. The 'Traffic Light' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, which allows our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- The 'Traffic Lights' are a means of promoting our high expectations of positive behaviour.

Every child starts their day on a positive note with their name on green displayed on the Class Chart.

At the end of everyday a 'Good to be Gold' sticker will be awarded by the class teacher for a child that has behaved above and beyond our school rules that day.

Children also have the opportunity to earn merits, these are rewarded for good work, being respectful and kind towards others.

What Happens When Things Go Wrong?

If, during the day, in lessons, or at break times, a child has to be warned about inappropriate behaviour, or has broken a school rule a 'Stop and think' card will be used: This is a verbal warning put onto the child's desk. This should be a reminder that they are overstepping the mark. As soon as they are back on with their learning it should be removed.

If the behaviour continues then Amber is given, and the child moves their name on to amber. (This should not be at any point confrontational. A simple "You have chosen to continue with your behaviour you need to place an Amber in, let's now see if you can earn it back." This can be earned back as behaviour improves.

If behaviour doesn't improve then the adult moves the name to the red card on the chart: "You have chosen to continue so you have chosen to move to red."

At Red the child will pay-back the time at lunchtime. This time will be dependent on age (KS1 10 minutes, Y3/4 15 minutes, y5/6 20 minutes) at lunch with a member of staff. For Foundation Stage children this will take place on a time out mat within their classroom or

referred to the SLT dependant on the behaviour. Sometimes, just the mention of moving a child onto Red is enough to encourage them to behave appropriately. Continuation within a lesson past Red will result in time out or referral to a member of SLT, the child will then return to class when ready.

If a child returns to class and the behaviour continues then the member of SLT will ring home with the child for the parent to speak to them.

Reds will be logged using Arbor. If a child makes it to red twice in a week the class teacher must ring the parent and discuss the behaviour. Report cards will be used for children who make it to red 4 times in a week for the next 5 days and recorded on Arbor. (These will be completed after each session and then the child must have the card signed by a member of SLT at the end of the day and the parent should also sign the report card)

There will be times when certain behaviours require more than the classroom process of behaviour and a straight red is required. There are certain behaviours that will automatically require a straight red or intervention by a member of SLT. (Behaviours could include: Swearing, homophobic language, leaving the classroom without permission, throwing something.) However, the consequences for these will vary.

If a child refuses to complete their time, then this is a refusal and the teacher will contact the parent and the consequence will carry over to the next day. However, where there are repeat incidents of behaviour in a short period of time or the member of SLT deems the behaviour to be significant enough then it may be appropriate for the punishment to be more than one lunch time.

7 Lunch Time

During lunch time all staff will continue to use the 'Traffic Light' scheme, all staff record incidents using Arbor. Pastoral staff are on duty during lunch time, any significant incidents will be referred to pastoral staff immediately who will refer with SLT if required and children can be nominated for Top Table.

8 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 him/herself, 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 use positive handling techniques if reasonable force is required to resolve a situation. School 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; parents/carers will always be notified of this.

9 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 school guidelines.

10 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. The school takes bullying very seriously and will respond assertively to any such behaviour and this policy should be read in conjunction with the school'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 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.

11 Swearing

When a child is heard swearing, this must be recorded on Arbor, the parents should then be informed by the class teacher. If there is a second occurrence within a rolling month then there will be a letter sent home to the parents.

12 Harassment

No level of racial, sexual or other harassment will be tolerated. The DfE (May 18) updated guidance for schools in relation to sexual violence and sexual harassment. 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 and/or create a hostile, offensive or sexualised.

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: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) 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. By this, meaning that 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.

13 Support for staff

It is recognised that dealing with behaviour difficulties can be stressful for staff and it is not always easy to ask for help. We believe that dealing with difficult behaviour is the collective responsibility of all staff in the school not just the teachers immediately concerned with a child, and we expect staff to be supported by the parents.

Where poor behaviour is difficult to manage in the classroom or playground situation, the Principal/ SLT will become involved. This may mean referring the child directly or providing support and advice for the staff involved.

14 Staff Responsibility and Monitoring

In accordance within this policy:

All staff will have responsibility for the management of and recording of classroom behaviour and 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.

15 Exclusion

Where a child's behaviour is in breach 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/ aggression – including spitting
- 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 school rules is also reason for exclusion. Any exclusion procedure will be carried out in line with IET exclusion guidance. When permanent exclusion is considered, there will be full consultation within the Trust.

We are confident that the students at Epworth respond well to the behaviour system. Most students behave extremely well in and out of the Academy and are a credit to the Academy and their parents/carers, and we will do all we can to help and encourage those few students who find it a little more difficult to behave in an acceptable way with the use of restorative practice. Everyone wishes the very best for all the students and they deserve to be able to learn in a calm environment without others disrupting the teaching and learning. By working consistently together we can ensure that every student does as well as s/he can and leaves Epworth well prepared for life at secondary school and beyond.

16 Related policies

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

All of which are available on the school website hard copies will also be readily available via the school office if required.

17 Appendix

Restorative Language to be used.

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?

Document Control

Contact	S Woolley
Status	Issue
Initial Publication Date	December 2019
Review Date	September 2023
Approved/Ratified by	AOC September 2022
Version Control	
Draft 1 - For comments	
Issue 1 – Authorised version	
Reviewed – September 2022	