



# Eastbrook Primary School Behaviour Policy

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## **Introduction**

We believe that effective teaching and learning requires excellent behaviour in all aspects of school life. As such, we will create a purposeful environment through:

1. Structures
2. Environment
3. Early intervention
4. Building relationships with parents
5. Encouraging responsibility

### **1. Structures**

- Eastbrook has clear rewards and consequences in place. In addition, Eastbrook trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms.

### **2. Environment**

- Eastbrook makes sure that there are always sufficient numbers of staff to ensure that children are physically safe and free from harm. In addition, the school will ensure that all children are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.

### **3. Early Intervention**

- Eastbrook tries wherever possible to be proactive rather than reactive.

### **4. Building Relationships with Parents**

- Eastbrook builds meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing behaviour policies.

### **5. Encouraging Responsibility**

- Eastbrook teaches and encourages children to take responsibility for their actions.



## Purpose

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
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## Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must publish their behaviour policy online.



## Roles and Responsibilities

<p><b>Pupils</b></p>	<p>Expected to take responsibility for their own behaviour and always follow the school behaviour expectations. Understand the expectations of behaviour they should be displaying at school. Know that it is their duty to follow the behaviour policy. Know the pastoral support that is available to them to help them meet the behavioural standards.</p>
<p><b>Parents</b></p>	<p>Work in partnership with the School to maintain excellent standards of behaviour. Inform the School about any changes at home that could impact learning or behaviour in School. Know the school's Behaviour Policy and reinforce it at home where appropriate. Support their child in adhering to the school's Behaviour Policy. Discuss any behavioural concerns with the class teacher promptly. Take part in any pastoral work following misbehaviour.</p>
<p><b>All Staff</b></p>	<p>Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction. Create a common safe environment for pupils. Establish and maintain clear boundaries of acceptable pupil behaviour. Implement this policy consistently. Provide a personalised approach to specific behavioural needs of pupils. Consider their own behaviour on the school culture and how they can uphold school expectations.</p>
<p><b>Senior Leadership Team (SLT)</b></p>	<p>Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring rewards and consequences systems and devising and implementing strategies to improve behaviour where required.</p>
<p><b>Headteacher</b></p>	<p>Responsible for the implementation and day-to-day management of the policy and procedures. Reporting records of serious incidents to the Governing Body in termly meetings. Evaluating and reviewing the policy with the Governing Body. Giving due consideration to, and approving, the school's statement of behaviour principles (Appendix 1). Offer appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour. Ensure this policy coincides with the Safeguarding Policy to offer pupils the appropriate sanctions or support where necessary. Ensure that data from the behaviour log is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy.</p>
<p><b>Governing Body</b></p>	<p>Responsible for ensuring the Behaviour Policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour. Monitoring the effectiveness of the policy and reviewing it with the Headteacher. Giving due consideration to, and approving, the school's statement of behaviour principles (Appendix 1).</p>



## **Beyond the School Gate**

**The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:**

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

## **Bullying**

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour. This behaviour can also be communicated remotely, through text messages or via the internet.

At Eastbrook we aim to prevent bullying from happening in school and outside of school, by teaching children to recognise different forms of bullying and the effects these have on both victim and perpetrator. Children, Parents and Staff are taught strategies for prevention and the correct procedure to follow for dealing with incidents.

The school's Anti-Bullying Policy is monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, sanctions may be imposed even in relation to conduct which takes place outside school premises.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs;
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum; and,
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

Examples of bullying include:

- Cyber-bullying via text messages or the internet (e.g. Social Media)
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability
- Physical e.g. punching, kicking, hitting, spitting at another person



- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
  - Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
  - Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. ( Physical or verbal threats might be used to force the person to hand over their property)
  - In person or cyber via Social Media or text
  - By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, falsely discredit, or humiliate.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a statistics report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and the measures taken as well as procedures followed to deal with them. We review this data termly and take action to reduce incidents.

### **Use of Reasonable Force**

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, Team Teach Trained and authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour that jeopardises the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

### **What does it mean to use physical intervention on a child?**

Physical intervention is used to restrict a child's movements with the intention of protecting the child from harming herself/himself or others or seriously damaging property. Physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening. Several staff at Eastbrook are Team Teach trained and any instance where positive handling strategies are used will be recorded in the bound book and parents informed. Throughout and after the use of physical intervention the child's wellbeing is of paramount importance, staff check in with the child after and ensure that the child knows why physical intervention was necessary.

### **Why use physical intervention?**

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. It is only



likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. Physical intervention techniques are used when a range of de-escalation techniques have been exhausted, are unsuccessful or would delay intervention and the child poses an immediate risk to themselves or others. Physical intervention, skilfully applied, is reduced as the child regulates and demonstrates that they are able to keep themselves and others safe. The use of physical intervention is always used for the minimum time possible.

## **Prohibited Items and Searches**

Though it is extremely rare, it may at times be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory authority to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member Team Tech Trained or authorised member of Staff or Leadership). The person carrying out the search, will where possible, be the same sex as the pupil being searched. The exception to this rule where a search can be carried out on a pupil, of the opposite sex and or without a witness, will only occur where the Headteacher, or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

## **Prohibited Items**

School staff have the power to confiscate property from students which they consider harmful or detrimental to others under their general right to discipline contained in s91 of the Education and Inspections Act 2006. This includes:

- knives or weapons





- alcohol
- illegal drugs
- stolen items
- tobacco / vapes
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Before a member of staff carries out a search, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only Team Teach trained staff members authorised by the Headteacher may use physical intervention to remove a prohibited item.

### **Searches with Consent**

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### **Extent of Search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags and coat pockets.

### **Disposal or Retention of Articles Confiscated from Students**

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items. (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

### **Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, vape pens and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to



permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

### **Confiscation of Drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

### **Use of Social Media**

In using social media, relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team report misuse of social media. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

### **Mobile Phones and Smart Devices**

Pupils are allowed to bring mobile phones to school. All mobile phones must be switched off and handed in at the office before entering class. All phones will be locked away during the day and are to be collected at the end of the day. Children are not allowed to have mobile phones, or smart devices (e.g. smart watches) in class.

### **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.



If a decision is made to report the matter to the police, the Headteacher or member of the Inclusion Leadership Team (ILT) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Safeguarding and Child Protection Policy – found in the statutory policy area of our [school website](#) - for more information.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.



Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## School Rules

### Stay on Green: School Rules

We have five rules in our school. These are:

1. Listen when somebody is talking.
2. Follow instructions.
3. Work hard.
4. Keep hands and feet to yourself.
5. Be honest

**1. Listening when somebody is talking, means we do not:**

- talk, make noises, or move around when others are talking.

**2. Following instructions, means we do not:**

- ignore instructions given by adults.

**3. Working hard, means we do not:**

- waste time, distract others or give up when things get difficult.

**4. Keeping hands and feet to ourselves, means we do not:**

- touch any person or object without permission.

**5. Being honest, means we do not:**

- say things that are untrue or do things to deceive others.

We expect all children to follow these rules. We call this 'Staying on Green'.

There are no rewards for following these rules. They ensure that every child has the best opportunity to learn in class and to enjoy school.

Following the School Rules is an expectation.



## **Stay on Green: Class Rules**

The School Rules form the basis for Class Rules that are discussed with and defined by children. Class Rules are illustrated and displayed in every class at the start of the school year. They are referred to by staff and children as often as necessary.

It is expected that teachers will re-teach the School Rules, and define Class Rules, at the start of each school year and continue to reinforce the rules throughout the year.

There are assemblies based on our School Rules throughout the year.

The School and Class Rules work in concert with a focus on Character Education across the school.

## **Rewards**

### **Go for Gold: Rewarding Virtuous Behaviour**

We particularly prize five character virtues in our school. These are:

1. Curiosity.
2. Perseverance.
3. Teamwork.
4. Gratitude.
5. Kindness.

1. Being Curious, means:

- We love to explore and discover new things and we find the subjects and contexts we study fascinating.
- We make the most of new experiences.

2. Persevering, means:

- We finish what we start.
- We keep going in spite of obstacles.
- We take pleasure in completing tasks.

3. Teamwork, means:

- We work together to achieve our goals.
- We do our best to help the group succeed.

4. Being Grateful, means:

- We appreciate the people and things we have in our lives that make us feel happy and safe.



5. Being Kind, means:

- We are friendly, caring and considerate to other people.

We encourage all children to develop and demonstrate these character virtues. We call this 'Going for Gold'. Examples of Golden Behaviour are:

- **Curiosity:**
  - Discovering a new and exciting piece of knowledge through research and study and sharing it with the class.
  - Asking excellent questions that help everybody to learn.
  - Using ideas from school as a starting point for further exploration at home.
- **Perseverance:**
  - Finishing a piece of work or project that has been challenging and not quitting until it is as good as it can be.
  - Asking more and more questions until a new idea is understood.
- **Teamwork:**
  - Working on a project together, sharing ideas and information so that we all succeed.
  - Taking on a role in group work that plays to our strengths and allows others to play to theirs.
- **Gratitude:**
  - Saying thank you when someone does something for us.
  - Recognising and appreciating all the good things in our lives.
- **Kindness:**
  - Sharing our things, our knowledge, our friendship and our time with other people. Putting others needs before our own.
  - Thinking of others before ourselves.

### School-wide Rewards

Rewards, in the form of house points, are given to children to reinforce behaviours that exemplify our core values of Curiosity, Perseverance, Teamwork, Gratitude and Kindness. The children exhibiting these behaviours are role models for the rest of the children and are given a high profile. House points are awarded frequently, emphasising the reason they have been given. They are entered in class dojo with each award adding to a cumulative total for the individual and the house. Totals are attainable for defined periods (weekly, half-termly, termly and annual totals). House totals are recorded at class and whole school levels.

Each week for each class, the child that has attained the most house points during the week is



awarded a certificate in Friday's Achievement Assembly. A short speech detailing the child's virtuous behaviour is given by the class teacher.

House points are also awarded to groups of children for team successes: inter-house sports competitions, class / phase academic quizzes, public speaking competitions etc.

Each term, the house that has attained the most house points during the term, with outstanding individual, year group and phase achievements detailed. Children are rewarded with an afternoon activity. An entry is made on the school website.

### Individualised Rewards

Children who find it difficult to exhibit virtuous behaviours on a daily basis have other systems available to encourage and motivate them, e.g. class based reward systems, achievement certificates, certificates home, positive phone calls home, behaviour books etc.

A behaviour chart may be used to identify target behaviours and specify specific reward for these. Such charts may be published in class and shared with all the children. In this way each child's virtuous behaviour becomes the concern and responsibility of the class.

### Sanctions

Sanctions for unacceptable behaviour are made clear to all children. Emphasis is on children being accountable for their actions, and children must understand that the way they behave is a choice that they make.

### Applying Sanctions In-class

If a child's behaviour is disruptive to the learning of others or negatively impacts the class teacher's ability to effectively support the class, the child is given a series of verbal warnings. Each verbal warning is issued clearly and includes a rule-reminder, warning and choice.

Rule Reminder	Warning	Choice	Sanction
Remind child the rule to be followed.	Warn child of the consequences of non-compliance	Give the child the choice of compliance or sanction	Initiate sanction or praise compliance.
One of our five rules is that we listen when somebody is talking. You are talking – please stop.	If you continue talk you will have to move to this seat at the front.	You have a choice: stop talking or move to this seat here.	Please come and sit here – thankyou. <i>or</i> Well done you really listened carefully while I was explaining that task.



If behaviour does not change, a sanction is applied. The table below shows the progression of verbal warnings and sanctions:

<b>Behaviour</b>	<b>Sanction</b>
Not following one of our five rules:	Verbal warning.
Not following the rule a second time:	Amber Card – in class consequence.
Not following the rule a third time:	Time Out (in class).
Not following the rule a fourth time:	Time Out (in another class).
Not following the rule a fifth time:	Red Card.

If poor behaviour continues, the following applies:

Receiving three Red Cards:	Internal Exclusion.
Continuing to break rules following an internal exclusion:	External Suspension.

### **Time-out In class**

A child placed on time out in class will be asked to sit away from the class for a short period (up to five minutes). A timer will be given to the child so they can see observe time passing. Time-out is an opportunity to reflect. It disrupts the poor behaviour and is an opportunity for the child and others to refocus on their learning.

### **Time-out in another class**

A child placed on time out in another class will be asked to go to another class for a short period (up to ten minutes). A timer will be given to the child so they can time passing and take responsibility for letting the host teacher know when the set time has passed.

The child may be taken to the other class by an adult or another child, or they may go by themselves (as appropriate). On arriving in the other class, the child will be directed by the class teacher to a pre-arranged spot to sit in time-out. Minimal attention will be drawn to the visiting child.

### **Red Card - Reflection**

When a child is issued a Red Card in class, they go for a reflection in the Blue Room during break or lunch time. During reflection, a member of staff will guide the child to consider their behaviour and its effect on their own and others learning. The child may be required to





complete any classwork missed as a result of their behaviour.

When a Red Card is issued parents are informed and a meeting is arranged with the class teacher or a senior leader to discuss behaviour.

### **Red Card Behaviours**

In some cases, a child's behaviour can be so serious that the above system is overridden. These are 'Red Card' behaviours.

The following are classed as 'Red Card' behaviours and in this case the child attends the blue room at break or lunchtime.

- Swearing at an adult or a child;
- Seriously injuring another child deliberately;
- Extremely violent behaviour / fighting;
- Vandalism; and,
- Leaving the classroom without permission to an unknown location / running away / refusing to return to class within a specified time.

These incidents are fully investigated and dealt with by a member of the Senior Leadership Team. Where the incident is found to be of a critical nature, it is handed on to the Headteacher.

As previously, when a Red Card is issued parents are informed and a meeting is arranged with the class teacher or a senior leader to discuss behaviour.

Any incidents of deliberate physical abuse toward adults always result in a fixed term exclusion.

Any racist or homophobic incidents are investigated. They are recorded as a Red Card incident and a text is sent home. Any such incidents that occur in class will be recorded on Sanction Form and sent promptly to a member of the senior leadership team. All racist and homophobic incidents are reported to the governors and recorded in the governing body meeting minutes. Any member of staff may identify a Red Card behaviour and pass it to a member of the senior leadership team for investigation. Only a member of the senior leadership team can issue a Red Card.

Children who receive a Red Card, are automatically excluded from representing the school, in musical or sporting events, for at least one week. If Red Card behaviour persists children may be banned permanently from representing the school. If a child is elected as a School House Prefect or a School Councillor and exhibits Red Card behaviour on more than one occasion, he/she automatically loses their place.



## Internal Exclusion

When a child is internally excluded they will remain on the school premises for the duration of the exclusion. They will be educated in a specified location with an adult. They have no contact with any other children in school, which means they follow alternative break time arrangements and take their meals away from the school dining hall.

## Fixed Term Suspension

When a child receives a fixed term suspension they are not permitted on the school premises during the school day for the duration of the exclusion. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the time arrives for the child to return to school, the parent/carer will have a re-integration meeting with their child and the Head of School before they return to class. All details of the suspension, and how to appeal against it, are always given to the parent/carer in writing at the start of the suspension.

## Permanent Exclusion

Permanent exclusions are given as a very last resort when a child has been involved in an incident of such severity that the school no longer feels it is the appropriate place to educate the child. DfE guidelines are always followed, and the parent/carer is supported throughout the process.

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

## Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair. Each case will be judged on the facts and the context considering:

- The degree of severity of the offence.
- The likelihood of re-occurrence.
- The pupil's previous behavioural record.
- Contributory factors (e.g., recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment).



- Support provided.
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

### Headteacher's Decision

The decision to exclude will be made by the Headteacher after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Headteacher, or designated teacher in charge.

### Role of the Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified) that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

### Sanctions and Rewards at Break Times

In order to ensure consistency, rewards and sanctions in the playground mirror those in the classroom. House points are given frequently to our role models in the playground, as in the classroom, with a reason stated that makes reference to our core values.

Sequential sanctions are used in the same way as in the classroom:

Behaviour	Sanction
Not following one of our five rules:	Verbal warning.
Not following the rule a second time:	The child 'shadows' the adult in the playground for 5 minutes.
Not following the rule a third time:	Time Out in the Blue Room.

As in the classroom these steps are overridden by 'Red Card' behaviours; see above.



When behaviours are deemed to be Red Card behaviours by the midday staff, this is referred to the Leader of Learning for children with SEMH, or the SLT member that is on duty.

### **Prohibited Sanctions**

The Children's Act specifically prohibits the use of corporal punishment. This means the intentional application of force as a punishment and includes slapping, rough handling, striking with or without an implement or throwing missiles at a child. Physical restraint will only be used to prevent a child from harming him or herself, other people or property, and the child told clearly that they will be restrained. Staff should not put themselves at risk and restraint should involve minimum force (See Physical Restraint Policy).

When incidents of a serious nature occur, it is necessary for members of staff involved and any witnesses to make a detailed report of the incident as soon as possible. Where possible this report should be entered on the school's CII database. Where handwritten, the report should be signed and dated. The report must include:

- Details of where and when the incident took place.
- Circumstances and significant factors leading to the incident.
- The duration and nature of any physical restraint used
- Names of children and staff involved.
- Description of any injuries sustained by children or staff.
- Description of any action taken after the incident.

### **Support**

In Eastbrook School we support our children who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As previously stated, we believe the most effective way of supporting children in managing their behaviour is to praise and reward good behaviour. However, where children are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve. Early intervention and behavioural change is always our aim.

Strategies to support children to meet behavioural standards include:

1. Daily report.
2. Behaviour contract.
3. Individual behaviour support plan.

#### **1. Daily Report**

Putting a child on Daily Report enables class teachers and senior leaders to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is



taken home for parental signature and involves home and school in daily monitoring and support. Parents will be informed if their child is placed on report.

## 2. Behaviour Contract

Children and parents of children who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular child. This time-limited contract will form a binding agreement to be referenced in subsequent conversations between the school, the child and home.

## 3. Individual behaviour support plan

Children who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues are assessed by a member of the Inclusion Leadership Team and an Individual Support Plan established. This might include:

- Mentoring.
- Art therapy.
- Lunch club in the Blue Room.
- A reduction in mainstream lessons for a fixed period of time.

Support activities take place in the Blue Room. The Blue Room operates as a place of calm where children can reflect on issues and ask for support. If a child is upset or needs someone to talk to about an issue inside or outside of school, they can go to Blue Room and speak to a member of staff.

Individual Support Plans are agreed with parents as a result of a meeting between them and the school - usually a member of the Inclusion Leadership Team and the Headteacher. This **Support Meeting** will consider the causes for concern and the steps suggested to improve the situation.

In drawing up the plan the school will, in discussion with child and parents:

- Review any learning difficulties and put in place a programme of learning-support where necessary.
- Consider changes to the teaching programme.
- Consider changes of sets or class.
- Consider offering specialist support and therapy.
- 

### Related Policies

The following related policies give further detail with regard to approaches and procedures referenced within this policy.



- Anti-bullying policy.
- Physical restraint policy.
- Searching, screening and confiscation policy.

## **Appendix 1: Written Statement of Behaviour Principles**

There is nothing more important to us at Eastbrook than pupil development. Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour.

All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We believe that every child and every adult at our school has the right to feel happy, to feel valued and to be treated with respect. Positive and desirable behaviour is the responsibility of everyone involved in our school. Positive classroom behaviour is as important as positive playground behaviour to ensure that everyone feels safe and valued at all times.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and virtues that will allow pupils to be successful learners, taking responsibility for their actions and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.