

EVELYN CP SCHOOL



BEHAVIOUR POLICY

Accepted by governors: January 2026

1. Purpose

This Behaviour Policy was produced in consultation with all stakeholders of Evelyn Community Primary School in May 2024.

It forms an integral part of Evelyn CP School's unique ARCS curriculum. This recognises the need to teach core values, such as respect, tolerance, empathy and kindness, alongside contextualised, knowledge and skills. These clear values are reflected in the school's principles and its religious education programmes, as well as the development of social, moral, restorative and emotional aspects of our Student Exit Profile.

RESPECT - ACHIEVEMENT – PARTNERSHIP

- ✓ Every member of the school community is valued.
- ✓ We each have an important contribution to make to the school community.
- ✓ Effort, hard work, and good behaviour are integral to the strong and supportive culture and ethos.
- ✓ We respect ourselves and each other.

2. Statement of Behaviour Principles

The Governing Body regularly reviews the following written statement of general behaviour principles, to guide the head teacher in determining measures to promote outstanding behaviour:

- ✓ Pupils learn best in a calm, safe and supportive environment.

This can be achieved when expectations of work and behaviour are high, and the consequences and rewards are made explicit and applied consistently.

- ✓ Pupils learning is enhanced with praise, rewards and celebration which enhances the self-esteem of all pupils.

Pupils need tangible recognition of success. It is important that behaviour is managed effectively to:

- ✓ create a climate where learning can flourish.
- ✓ protect basic rights of safety, learning and respect.
- ✓ set the boundaries in which children can feel successful and achieve.
- ✓ teach children about making appropriate and acceptable choice.

3. Boundaries of acceptable behaviour.

All staff have high expectations for standards of behaviour and are consistent in their approach. Staff endeavour to promote a positive attitude with all children and to safeguard their wellbeing and ensure teaching and learning still takes place. A continuum of Behaviour is referred to when assessing and clarifying acceptable behaviour.

All children have been involved in various, whole school achievements e.g. Maths, Writing, Reading, Merit, Golden Behaviour and Eco awards. This has helped to provide a corporate feeling of pride throughout the school.

We encourage children to;

1. Strive to achieve their best and to work hard
2. Respect the school, classroom, friend and themselves to ensure school is a happy and organised place
3. To embrace difference and individuality, celebrating everybody's uniqueness.

Legislation and statutory requirements

This policy reflects advice from the Department for Education (DFE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.
- Keeping Children Safe in education.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- Special Educational needs and disability (SEND) code of practice.
- 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 Inspection Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles.
- DFE guidance explaining that maintained schools must publish their behaviour policy online.

DFE Guidance – February 2024

Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encourage to behave.

Teachers have 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 all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

DFE Guidance (SEND) – February 2024

Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Preventative measure will be taken, such as (but not limited to);

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

(Equality Act 2010 and Children and Families Act 2014)

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

1. Knowsley Behaviour Intervention Plan

Child identified with behavioural issues

- Provide support in school
- Carry out an Early Help Assessment
- Ensure a Behaviour Plan and Pupil Support Plan is in place including internal and external support, eg. Educational Psychologist, CAMHS, Inclusion Worker

Make a referral

- Complete a Pupil Information Passport.

L.A. panel meeting

- This suggests which alternative education is appropriate, e.g. Further support in school, Meadow Park Behavioural outreach service etc.

2. Roles and Responsibilities

All staff have a responsibility to promote good behaviour. The school has appointed a 'Behaviour Ambassador' – a teacher who attends training and disseminates to staff.

Behaviour is discussed regularly at the Safeguarding and Behaviour working group and Reflective Supervision meetings.

The Well Being Counsellor, ELSAs (Emotional Literacy Support Assistants) work closely with the Behaviour lead, and Leadership Team to ensure Behaviour remains high profile.

Role of the Governors

1. To ensure the Behaviour Policy is enforced.
2. To receive regular updates regarding behaviour from the head teacher.
3. To form a Discipline and Appeals Committee if need be.
4. The Chair of Governors should be informed immediately of any exclusion.

Role of the Leadership Team.

1. To ensure the Behaviour Policy is enforced.
2. To celebrate staff, leaders, and learners whose efforts go above and beyond expectations.
3. To use behaviour data to target and assess the impact of interventions.

Role of the Class Teacher

1. To implement the Behaviour Policy consistently.
2. To model positive behaviours and build relationships.
3. To never ignore or walk past learners who are misbehaving
4. To follow a restorative approach to repair and restore positive relationships.
5. To complete a 'Restorative Conversation Record' detailing the date of the incident, children involved, and action required including, informing the child's parents, and escalating to the Head/Deputy Headteacher if needed.
6. To keep a record of all incidents where a Restorative conversation has been held and provide a copy to the Headteacher.

Role of the Lunchtime Organiser

1. To uphold expectations set out in the school's Behaviour Policy.
2. To model positive behaviours, e.g. tolerance, resilience, and fairness, and build relationships.
3. To never ignore or walk past pupils who are misbehaving.
4. To use positive language when talking to children about problems or conflicts, asking open questions such as 'Why do you think X is feeling unhappy? What could you do now to help make things right?'

Role of Parents

Home School Contract

Every parent is given a Home/School Contract which has to be signed and returned to school. Parents are also requested to discuss with their child a 7 Code of Conduct. Each child who completes this booklet receives a certificate. This forms a partnership between home and school and helps ensure the children are clear about our expectations of them. The standard of behaviour expected by all pupils is included in this Home School Agreement.

Parents and our School Council were involved in the formulation of both these documents.

Parents are urged to take responsibility for their children's behaviour in general through this Home School Contract and regular communication with the school. For example, school should be informed of any changes in circumstances that may affect their child's behaviour.

Measures to promote good behaviour, self-discipline and respect

The main purpose of this policy is to ensure behaviour problems rarely arise, as practical measures using positive strategies throughout the school, are constantly used to avert their onset. The school implements a positive and restorative approach to behaviour. Praise and rewards are fully integrated into school life.

A range of opportunities and strategies are used to promote good behaviour: A Going for Gold Behaviour Award: This is awarded to any child who consistently adheres to our school rule. How to achieve this award is made explicit to children and parents through comprehensive benchmarking statements.

The school follows their own Behaviour flowchart to support children in gaining the Gold Behaviour Award.

(Appendix 1)

4. Rewards, Sanctions and Exclusions

Rewards –

Rewards are vitally important to encourage and highlight appropriate behaviour, finding each child's strength and nurturing it. We aim to celebrate individual achievement, class teamwork and whole school success in a variety of ways.

Opportunities to recognise pupil and staff achievement are carefully planned for:

- ✓ Verbal praise
- ✓ Positive comments written in books
- ✓ Lead learner, maths magician, writing star awards
- ✓ Stickers and merit badges
- ✓ Certificates and commendations
- ✓ Lunchtime awards
- ✓ Praise postcards sent and phone calls home
- ✓ Specific responsibilities
- ✓ Golden tickets at lunchtime
- ✓ Kindness owl at lunchtime
- ✓ House points

The rewards are given out for a wide range of achievements on a daily and weekly basis and at special termly assemblies.

The views of parents and carers regarding their contributions towards ideas for the reward systems are welcomed and should be sent to evelyn.de@knowsley.gov.uk

A range of 'Golden' books, record and monitor children who win these awards which can be found outside Miss Macleod's office.

At all stages

- ✓ Appropriate sanctions are put in place. If misbehaviour is serious enough (eg. physical or verbal misdemeanours) the child is sent to the headteacher at any stage.
- ✓ Internal support is provided where necessary. This may be provided by the class teacher, Well Being Counsellor, Teaching Assistant or Headteacher.

- ✓ A Behaviour Support Plan should be completed by class teacher, parent and SENDCO at an appropriately agreed stage. See Appendix 4.
- ✓ If external support is required, the SENCO will provide advice and follow the Knowsley Intervention Plan, whilst the Class teacher continues to enforce strategies which encourage positive behaviour.

Sanctions –

The sanctions ladder has been developed by representative stakeholders and is displayed throughout all areas of the school and made explicit to children and parents. It ensures a consistent approach across all year groups.

1. Reminders: Eye contact, facial expressions, gestures, verbal prompts
2. Verbal Warning
3. Reflection time – Including time out standing in the ‘time out’ zone during playtimes and lunchtimes.
4. Pay Back Time – Break, Lunch and/or Golden Time reduced and a completion of a Restorative reflection sheet.
5. Class Teacher speaks to parents
6. Pupil is sent to Head Teacher for repeated misbehaviour, or at initial stage if misbehaviour is serious.
7. Head Teacher sends letter home to parents
8. Parent invited to meeting with Head Teacher to decide on an action plan.
9. Pupil will be put on a daily report to the Head Teacher.
10. Governors informed of misbehaviour.
11. Final warning given to pupil and parent.
12. Exclusion – fixed term.
13. Permanent Exclusion

Internal support is provided where necessary which may be provided by:

- ✓ Class Teacher
- ✓ Early Help Ambassador
- ✓ ELSA (Emotional Literacy Support Assistant)
- ✓ Teaching Assistants
- ✓ Head Teacher

A behaviour support plan should be completed by the class teacher, parent and SENDCO at an appropriately agreed stage. If external support is required, the SENDCO will provide advice and follow the Knowsley Intervention Plan, whilst the class teacher continues to enforce strategies which encourage positive behaviour.

Most behaviour issues are successfully addressed at an early stage.

Exclusion –

EXCLUSION IS USED ONLY AS A LAST RESPONSE TO A PUPIL’S UNACCETABLE BEHAVIOUR.

Only the Head Teacher has the legal power to exclude a child and EXCEPTIONALLY the Deputy Head Teacher acting in the Head Teacher’s absence. In determining the need and duration of exclusion the

Head Teacher will consider several factors, and including, if a different approach may be needed if it is an emerging sign of an emotional and behavioural difficulty in giving rise to a Special Educational Need.

After an exclusion a pupil will be given every opportunity to make a fresh start either at Evelyn C.P. School or another school should he or she be permanently excluded. Support through the school and outside agencies will be made available and the support and involvement of parents will be sought. The procedures for excluding a pupil and any appeals will always be followed by those determined by the local authority.

Grounds for exclusion:

- ✓ Racial violence and abuse.
- ✓ Serious physical violence to any member of the school community.
- ✓ Selling illegal substances in school.
- ✓ Bringing offensive weapons into school.
- ✓ Extortion of money.
- ✓ Sexual assault.
- ✓ Malicious damage to property.
- ✓ Serious theft.
- ✓ Endangering the safety of others.
- ✓ Persistent intimidation.
- ✓ Persistent refusal to comply with school sanctions.
- ✓ Serious physical violence or abuse towards a pupil on the grounds of disability, gender, or sexual orientation.

7. Classroom Management – Behaviour for Learning

We have one school rule: **RESPECT**

Respect for Ourselves, for Others and for the World.

This is reflected in all areas of school life. All stakeholders are made aware of this rule. We believe that the quality of life in school directly affects the achievements of our students. We therefore strive to provide a rich environment of which the children have ownership and which in turn reflects positive attitudes in behaviour. Mutually understood rules and sanctions by staff and children and a repertoire of teaching skills, strategies, and resources with supportive behaviour management, together ensure the equilibrium of the school is rarely affected.

All staff constantly develop and enhance their 'toolkit' for promoting good behaviour. Staff expect high standards of the children in the following ways:

1. To follow our one school rule.
2. To enter, leave the building and move in class and around school quietly and sensibly.
3. To enter and leave the hall at assembly time quietly.

4. To address all adults by name, not SIR or MISS. – rather Mr or Mrs To greet people around the school with 'good morning' or 'good afternoon'.
5. To be helpful to each other and all members of staff.
6. To make lunchtimes a happy, polite, calm and social occasion.
7. To line up at the end of playtimes and lunchtimes quietly, being respectful to the lunchtime organisers and staff on duty.
8. To show a positive attitude during all lessons and be tolerant of one another.
9. To show respect for children and adults of all races and religions.
10. To show respect for people with any disability and those who are less fortunate than themselves.
11. To treat others as they would like to be treated themselves and to realise that all people have equal opportunities.
12. To tell the truth at all times and from a very early age, and to realise that when the truth is told immediately, problems/incidents are resolved much faster.

All teachers use effective teaching strategies from their 'toolkit' to minimise inappropriate behaviour. E.G.

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- ✓ 1. Routines.
- 2. Environment.
- 3. Teacher skills.

8. Playground rules and Sanctions

All children should enjoy playing outside in safety. Adults in the playground will be positive role models.

Our playground rules are:

- ✓ Children should respect each other and treat each other kindly.
- ✓ Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way.
- ✓ Children show respect towards all adults in the playground.
- ✓ Children will be able to play freely unless it is judged that they are a danger to themselves or others.
- ✓ Children will look after equipment and play sensibly with it, tidying up at the end of playtimes.

Playground Behaviour Sanctions (Appendix 2)

A child will be removed from the playground immediately if:

- They act in a way which is a danger to themselves or others.

- They demonstrate aggressive or violent behaviour, verbal or physical – e.g. kicking, hitting, spitting, swearing, throwing objects.
- Bullying behaviour- persistent incidences will be dealt with according to our bullying policy and procedures.
- Deliberate vandalism or breaking of equipment.

9. Physical Restraint

In some circumstances, staff may use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

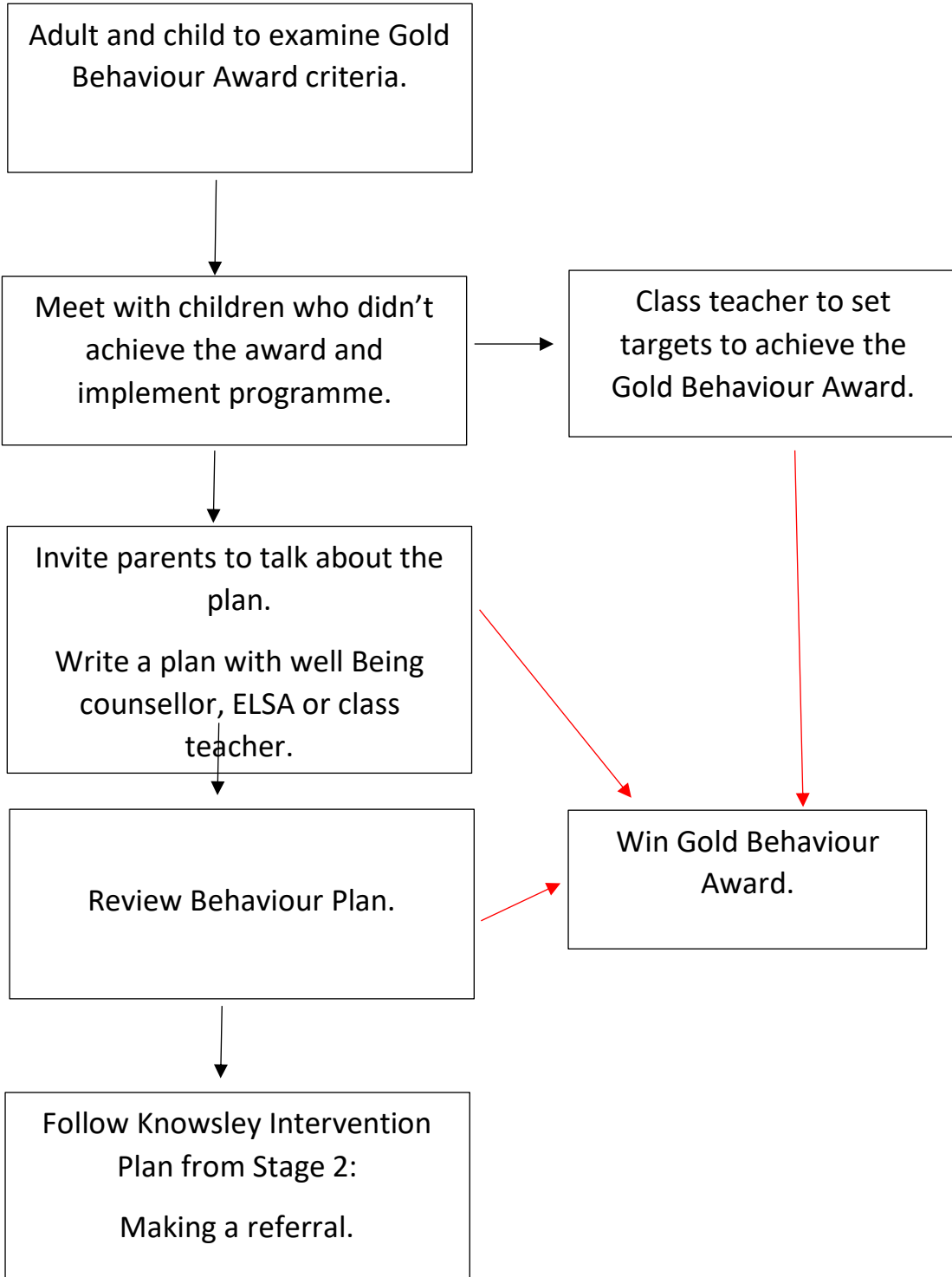
- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Staff are regularly trained in the use of 'Positive Handling' which helps staff support children with challenging behaviour, emotional and behavioural difficulties, or social, emotional, and mental health issues. The approach is based on a risk reduction approach, involving de-escalation and diversion strategies.

Appendix 1

EVELYN CP SCHOOL

GOLD BEHAVIOUR AWARD FLOWCHART.



Playground Behaviour practice

<u>Consequence</u>		<u>Examples of behaviour</u>
Warning	<ul style="list-style-type: none"> ✓ Discuss with the child about why the behaviour is unacceptable. ✓ Be clear about what changes in behaviour are required ✓ Ensure the child has a clear understanding if the behaviour continues they will be placed in the Reflection Zone. 	
5 or 10 minutes in the Reflection Zone on the playground.	<p>When send a child to the Reflection Zone, advise the child that the behaviour they have shown is unacceptable and the Reflection Zone is there to calm the children down, reflect on their behaviour and think about the changes that need to be made.</p> <p>Once the agreed minutes have passed, playground staff will:</p> <ul style="list-style-type: none"> ✓ Praise the child for following instructions and remaining in the reflection zone. ✓ Explain the behaviour expectations on the playground and check the child has understood. ✓ Advise of the following consequences if the behaviour continues. ✓ Allow the child to re-join the play. <p>If previous unacceptable behaviours continue send the child back to the Reflection Zone. A playground behaviour slip is to be completed by Playground Staff.</p>	<ul style="list-style-type: none"> ✓ Name calling ✓ Falling out with friends ✓ Not taking turns ✓ Shouting at children and/or adults ✓ Not following adult instructions
Further incidents	<p>For serious behaviour, children will immediately be sent inside to either the Class Teacher or the Head Teacher to lose the remainder of their free time. A playground slip is completed by the Playground Staff in the first instance followed by a completion of a Restorative Reflection worksheet.</p> <p>The incidents will be reviewed on a weekly basis and offer individual support for the child struggling with inappropriate behaviour on the playground.</p>	<ul style="list-style-type: none"> ✓ Hurting other children ✓ Inappropriate language ✓ Fighting ✓ Dangerous behaviour ✓ Verbal abuse or threatening behaviour against an adult.

Appendix 3

Praise, Rewards and Sanctions Ladder

Appendix 4

RESTORATIVE CONVERSATION PROMPT

Restorative Conversation Record

Date of Incident	Names of Children Involved	Class	Member of Staff

Can you tell me what happened?	
What were you thinking/feeling at the time?	
How have you been thinking/feeling since it happened?	
Who do you think has been affected by your actions? How were they affected?	

Restorative Conversation Record

What could you do now to help make things right?	
How can we prevent this from happening again in the future?	
What can I do to help you?	

Additional notes: