



Working Together,
Growing Together

North Westminster Federation *Working Together to Grow Our Future*

Essendine Primary School

Behaviour Policy

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1. Aims

Essendine Primary School's motto is 'Working Together, Growing Together'

This policy:

- Applies to all children and adults at Essendine Primary School
- Creates a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establishes a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outlines the expectations and consequences of behaviour
- Provides 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

We hope to achieve these aims through a behaviour policy based on high expectations of behaviour supported by clear guidelines and processes, for all the adults and children at Essendine Primary School.

Appendices

Appendix 1 A summary of the school's behaviour rules in the form of the '4Bs'

Appendix 2 is the *Classroom Steps Zero to Four* and provides more detail on how the school's system is carried out in practice in the classroom.

Appendix 3 is the *Home-School Agreement*

Appendix 4 is a Code of Conduct for Parents, Carers and Visitors

Glossary

Acronyms used in this document:

4Bs: Be Safe, Be Respectful, Be Responsible, Be Resilient

PSHE: Personal, Social and Health Education.

SEND: Special Educational Needs.

PPG: Pupil Premium Grant (the school receives additional funding in respect of some children from relatively low-income families).

EAL: English as an Additional Language.

SLT: Senior Leadership Team.

CPOMs: Child Protection Online Monitoring System.

LoL: Leader of Learning.

DHT: Deputy Headteacher

AHT: Assistant Headteacher

HoS: Head of School

Throughout this document the word 'parent' is used as a shorthand and includes carers who are looking after a child who is a pupil at this school.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in schools 2013
- [Supporting pupils with medical conditions at school 2017](#)
- [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

3. Definitions

At Essendine we have adopted **The Four Bs** as our School Behaviour Principles and as our definitions of behaviour:

Safety, Respect, Responsibility, Resilience

Be Safe: I make choices which keep myself and others safe

Be Respectful: I think about how my actions affect others and treat people as I would like to be treated

Be Responsible: I control my own words and actions

Be Resilient: I always try my best and never give up

Our 4Bs are actions that we look for - and that staff and parents and carers can be expected to model on site.

We refer to the 4Bs through our rewards and consequences, assemblies, PSHE sessions, displays, when contacting families, and when establishing expectations and rules. This applies equally for all of our school community: children, families and staff.

We reward actions which reflect the 4Bs and there are clear consequences when they are not put into action. Guidance for children is in each classroom and is shared with parents via a letter and our website.

- We define **good behaviour** as children using guidance to put our 4Bs into action consistently.

- We define **outstanding behaviour** as children exemplifying the 4Bs independently and leading others to do the same.
- We define **misbehaviour** and **serious misbehaviour** as acting unsafely, being disrespectful, not demonstrating resilience, or showing a lack of responsibility. This may be in class, in the playground or online.
- We define **bullying** as repeated instances of poor behaviour by one or more children to an individual or group - please see full definition below. This may be in class, in the playground or online as 'cyber bullying'.

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Possession of items such as: toys from home, mobile phones

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, Vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones (during the school day)

4. Bullying

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

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Essendine any form of bullying is not tolerated.

Further guidelines can be found in Essendine's Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The North Westminster Federation Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles

- Reviewing this behaviour policy in conjunction with the Executive Headteacher and Head of School
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher and Head of School to account for its implementation.

5.2 The Executive Headteacher / Head of School

The Executive Headteacher and Head of School are responsible for:

- Reviewing this policy in conjunction with the North Westminster Federation Governing Board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs (SEMH) on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Follow the Parents' Code of Conduct

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should display at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Including repeated induction sessions wherever appropriate so that they develop an understanding of the school's behaviour policy and wider culture.
- That they will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Essendine Primary we believe that quality-first teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We strive to create an environment where pupils may work purposefully; feel safe, happy and confident and where relationships between staff, parents, and pupils, are based on mutual respect and tolerance.

Approaches to Teaching Behaviour

6.0 4Bs in action: The school's rules:

Our rules focus on putting the 4Bs into action, through creating routines around a shared language and culture. Prompts for doing so are displayed in the playground, the Reading Den, the ICT suite, the halls, classrooms, lunch hall, the sensory room and on the stairwells. They are adapted so that all learners can read and access the 4Bs regardless of age or ability. These form our school rules.

Positive behaviour and social skills will be taught throughout the school through our Personal Social Health Education (PSHE) curriculum, and through targeted interventions. Individual classes devise their own class charters reflecting the 4Bs. This is done collaboratively to ensure that all children and staff have a voice and share in the process.

6.1 A Trauma-Informed Approach

Our approach to promoting positive behaviour and understanding our children's needs is informed by the principles of Trauma-Informed practices. A Trauma-Informed approach to behaviour will:

- Place relationships and a child or young person's sense of safety and security at the heart of classroom management.
- Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging.
- Promote a sense of community and belonging.
- Take individual circumstances into account

6.2 Team Teach

We use the approaches of Team Teach to assist with behaviour management; using strategies that lower risk, build relationships, minimise physical intervention, and create positive environments. We follow guidelines to de-escalate situations and reduce the need for physical intervention.

6.3 A Restorative Approach

Restorative approaches (sometimes referred to as restorative practice, or mentoring) is an approach which is built into our Consequence steps and how we respond to behaviour and conflict. It can be described as a mindset, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with people rather than doing things to or for them. Relationships are at the heart of restorative approaches, built on mutual respect with individuals taking responsibility for their actions.

6.4 Peer Mediators

A selection of children from years 5 and 6 are trained in Peer Mediation. They are on a rota and assist with resolving minor conflicts, using a restorative approach, between peers on the playground during lunch and break times. Their conversations are recorded in a log and monitored by SLT.

6.5 Mobile phones

Mobile phones are prohibited in school and this includes the use of personal phones on trips. There are circumstances where a phone may be brought to school set out in the mobile phone policy, which require a permission slip and agreement with the school.

Intentionally bringing a mobile phone to school without permission, or not depositing in the office in the morning, can constitute misbehaviour or serious misbehaviour (if repeated).

Full details can be found in the Mobile Phone Policy.

6.6 Guidance and Pupil Voice: Values in Assembly

There is a weekly timetable of assemblies which explore the 4Bs in personal, local, national and international contexts. These are opportunities for the children's own voice to be heard because they all include opportunities to think, reflect, debate, share, contribute and to take

turns in listening. Each assembly concludes with all children and staff reciting the school prayer. This reflects our 4Bs.

Assembly	
Mondays	Deputy Headteacher's assembly
Wednesdays	Head of School's assembly
Thursdays	Phase assembly
Fridays	Celebration assembly.

Celebration Assembly has a strong focus on rewarding the positives from throughout the week. Each class teacher selects a child who has demonstrated the 4Bs or produced outstanding work. Each Leader of Learning then selects an overall Star for their phase. House points are added to the totals during this assembly alongside other rewards and celebrations, such as the announcement of the children for the 4Bs Tea Party.

6.7 Rewards and Consequences: Staff Guidance

How and when to apply the Steps, associated actions and managing the system fairly is all clearly laid out in the Staff Guide. A copy of this guide is part of the school's induction.

7. Responding to Behaviour - Rewards

7.0 Star of the Week

The teachers nominate one pupil per class per week to be Star of the Week. These pupils have been identified due to hard work and/or exemplary work or behaviour. They receive a certificate in achievement assembly, with an overall star for each Key Stage awarded a trophy which they keep for the duration of the week, on their desk in class.

7.1 The 4Bs Tea Party

Twice a term, children who consistently demonstrate the 4Bs have their names put forward to go to a tea party. One child from each class is selected and then invited. On the day, they come into school wearing party clothes and attend the party.

7.2 House Points

All children at Essendine are assigned houses:

- Elgin
- Kilburn
- Morshead
- Shirland

The awarding of House Points is detailed in the Staff Guide and displayed in all classrooms. These are recorded in house point booklets and are rewarded as follows:

- 25 house points- a certificate in class
- 50 house points- a certificate in Phase Assembly
- 100 house points- house point badges; a bespoke reward, such as a sports session

At Friday Celebration Assembly the house points for each class are announced and added to the overall total, which is displayed in the hall. At the end of the academic year, the house with the most overall points receive the 'House Winners' trophy. Also at Celebration Assembly, the class with the best attendance is awarded an attendance trophy and extra playtime is given to the winning class.

7.3 Oral and Written Praise

All teachers will seek to identify positive behaviours in class and reward that verbally whenever possible. Our Marking Policy encourages children to accept ways forward and teacher's use of the Growth Mindset concept reinforces the idea they can make positive choices to change and develop their decision-making, behaviour and learning (see Marking and Feedback Policy).

7.4 Collective Class Rewards

Individual classes have reward systems for their own class. This can be visually represented, for example, by using counters, a traffic light system, clouds and rainbows, or marbles. Rewards can include:

- Additional break or lunch times
- A short sport activity
- A game in class
- Verbal or written praise

7.5 Stars (individual rewards)

Stars are awarded for excelling in certain areas, academic or personal development. Stickers are also used as an equivalent in KS1. They are awarded a coloured, enamel badge. To earn stars, children need to be seen demonstrating the 4Bs, and outstanding production of work in lessons or at home. These are given out each Friday, by SLT. At the end of each academic year, the badges process 'resets', and children start the new academic year with no visible badges. They have to be earned again. Children wear their enamel stars on their uniform to display their achievements.

7.6 Roles and responsibilities

Children can be given additional jobs and responsibilities as a reward and to encourage our 4Bs, particularly in showing responsibility.

7.7 Year 6

In year 6, there are some additional reward systems which are in place. These involve additional responsibilities, such as Captains for Houses, or receiving Ambassador badges, as a mark of the children demonstrating an above-and-beyond demonstration consistently of the 4Bs.

7.8 Behaviours for Learning

At Essendine good behaviour for learning is actively promoted by teaching staff. Children are encouraged to develop the following behaviours towards all aspects of their work:

- Focus
- Application

- Productivity
- Presentation
- Risk taking

7.9 Playground Star of the Week

Playground staff nominate one pupil per Key Stage who has been displaying excellent exemplification of the 4Bs in the playground. These pupils are awarded a certificate in Star of the Week assembly.

7.10 Achievement Letters

Children who have demonstrated outstanding following of the 4Bs can receive an Achievement Letter. This is sent home to parents.

8. Responding to Behaviour - Consequences and Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. This is detailed in our Step descriptors. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

8.0 Home School Agreement

On enrolment all parents/carers and children sign a **Home School Agreement**, which contains the school rules. Every class from EYFS to Year 6, follows our Step Zero to Step Consequences System. The steps are explained to the class, new teachers and supply staff and all staff follow these. Every classroom has the steps displayed in a central area. This ensures the children are taking responsibility for their own actions and when a new teacher or staff member takes the class, the behaviour policy is followed consistently. Clear rewards and consequences systems, opportunities for reflection, having a voice in setting targets, support with making a change: we link these actions to our 4Bs.

8.1 Step Zero to Step 4

We operate a Step Zero to Step 4 system so that children, parents, staff all develop an equal, shared, fair understanding of how we administer consequences. There are occasions when an incident will miss out the lower Consequences Steps (Steps Zero, 1 and 2) because of the seriousness of the matter. In this instance it will immediately be treated as a Step 3 or 4 incident. This is at the Executive Head, Head of School, Deputy Head or Assistant Headteacher's discretion.

8.2 Reflection Sheet

Reflection sheets are used at Step 3. They record the child's own thoughts and feelings. These are kept on file. They are collected and scrutinised weekly to identify if a pattern of misbehaviour has emerged over time.

8.3 Behaviour Reports

Behaviour Reports can be used at Steps 3 and 4. Leaders of Learning and/or SLT will arrange a meeting with family and the child and class teacher. The report names the behaviour and the targets necessary to achieve behaviour in line with the 4Bs.

Initially, adults in school grade the Report and later the child will grade him or herself. This is to ensure a growing awareness of the effects of actions to others. A copy is sent home each week and a copy is kept on file. They can be passed on to the child's next school if it forms part of a pattern and is relevant to handover. Behaviour reports are bespoke to the needs of each child; an example can be found in the Staff Guide. In some cases, other formats can be adapted to be used to suit a child's individual needs.

8.4 Behaviour Contracts

Behaviour Contracts can be used at Steps 3 and 4. Leaders of Learning and/or SLT will arrange a meeting with family and the child and class teacher. The contract names the behaviour and the targets necessary to achieve behaviour in line with the 4Bs.

8.5 Additional Consequences and Sanctions

Alongside those detailed above, the school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility, or trip
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Explicit details on how and when the above are used are detailed in the Staff Guide.

8.6 Engaging with parents

We share good news. We communicate patterns of good behaviour. We send certificates, 4Bs Tea Party invites and stars from SLT. We use Parents' Evenings and annual reports to reflect on the behaviour of pupils. We listen to parent views and concerns. When a behaviour incident has occurred, we investigate fairly and report back. Occasionally, short informal meetings are arranged at our discretion or at the request of a parent regarding patterns of misbehaviour. We arrange formal meetings for serious misbehaviour. It is each parent or carers' responsibility to engage positively with the school so that misbehaviour can be tackled

together. Parents and carers have a Code of Conduct to adhere to when onsite or in contact with stakeholders.

8.7 Rewards and Consequences: Ensuring fairness

Any 4Bs Tea Party, Achievement Letters as well as any Consequences letters, behaviour reports or patterns of Reflection sheets are shared with colleagues in Phase meetings, briefings and Inclusion meetings, and recorded on CPOMs if necessary.

LoLs / SLT ask:

- Are any children working towards or close to an Achievement letter? Any about to be issued?
- Any children working towards or close to a 4Bs Tea Party invitation, Writer, Mathematician of the week?
- Any concerns regarding patterns/multiple incidents?
- Any children close to a Behaviour report? How can we avoid this?
- Any children vulnerable to exclusion? How can we avoid this?

We do this to ensure our behaviour policy is administered equitably. The Head of School reports on behaviour to Governors in a section of the termly Head of School's Report.

8.8 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff training: staff training is carried out by accredited trainers and staff training certification is held on record. Training is updated in accordance with good practice and changes in legislation.

Guiding principle for adults:

Is it necessary? Is the child in danger of harming themselves or others?

Is it proportionate? Are the actions of the adult proportionate to the level of danger (ie danger of harm, danger of serious injury, danger of death)?

Use of necessary and proportionate force can leave the responsible adult feeling anxious and drained too. The school will ensure that the duty of care to both the child and adult is respected and followed up.

8.9 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9. Playtimes

In many schools, playtimes are challenging to children as they are a less structured time than classwork. Our aim is that every child should have every playtime so that they can get exercise, have fun, enjoy a break before resuming learning in class.

In order for each child to benefit from this, **they need to feel safe, respected and have choices of activity**. They also need to know that if something goes wrong (falling out with a friend, poor behaviour by others) that it is dealt with fairly and helpfully.

Playtime and lunchtime staff have designated areas of responsibility so all parts of the playground are monitored. Peer Mediators are on duty at lunchtimes on a rota to listen and to help. We make sure that we have a range of activity equipment.

Sometimes things go wrong when children are playing. If this happens, the children are given practical opportunities to talk problems through either with each other, with a peer mediator or with an adult on duty. Adults play their part by listening, implementing the rules and being fair.

We use Steps Zero to Step 4 when dealing with misbehaviour. In the playground this may mean a short period of time away from an activity or being asked to complete a Reflection Sheet.

Occasionally a child has to miss part of, a whole, or a sequence of playtimes due to poor behaviour or repeatedly not putting the 4Bs into playground actions.

10. CPOMs – Recording of Behaviour

All staff are responsible for recording behaviour issues on to CPOMs. This ensures effective tracking of children and a more consistent approach of behaviour management by staff and closer monitoring by Leaders of Learning. This is reviewed termly by Governors.

Individual behaviour reports can be accessed by Leaders of Learning and SLT for meetings with parents and relevant outside agencies

All behaviour incidents are recorded on CPOMs and the LoL / SLT are informed.

All staff are responsible for recording behaviour issues on to CPOMs. This ensures effective tracking of children and a more consistent approach of behaviour management by staff and closer monitoring by Leaders of Learning. This is reviewed termly by Governors.

Individual behaviour reports can be accessed by Leaders of Learning and SLT for meetings with parents and relevant outside agencies.

11. Confiscation and Searches

11.0 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

To ensure a safe learning environment, it is vital that children are safeguarded against harm and that high standards of behaviour are expected. This may require, where reasonable grounds are given, the searching of a pupil or their possessions.

11.1 Search with consent

School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child. The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned item in his/her possession (for example a mobile phone), they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in this policy. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

11.2 Search without consent

Where there are reasonable grounds to suspect a pupil may have a prohibited or banned item, senior leaders have statutory power to search a pupil or their possessions. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. This list includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Inappropriate images
- Tobacco / cigarette papers
- Any item staff reasonably suspect has been or is likely to be used to commit an offense or cause personal injury to, or damage property of, any person (including the pupil)

In these cases, parents / carers must be called before conducting the search. There must be two members of staff present. This should not involve the removal of clothing beyond a

final layer. The members of staff must ensure that the pupil understands the reason for the search and how it will be conducted.

11.3 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11.4 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, a member of SLT 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.

11.5 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 child protection and safeguarding policy for more information.

11.6 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. Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

12 Serious sanctions

12.1 Detention

Pupils can be issued with detentions during break or at lunchtimes. The school will decide whether it is necessary to inform the pupil's parents/carers. When imposing a detention, the school will consider whether doing so would compromise the pupil's safety.

12.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/carers will be informed on the same day that their child is removed from the classroom. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

12.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Head of School and only as a last resort. Please refer to our exclusions policy for more information.

13 Responding to misbehaviour from pupils with SEND

13.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

13.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

13.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

13.4 Supporting Pupils who may have Social, Emotional and Mental Health Needs (SEMH) or other Special Educational Needs (SEND), including Behavioural Needs.

Early Identification is crucial in ensuring that support is appropriately targeted for those children with additional needs. Therefore, prior to starting school, the Inclusion Manager and EYFS Lead will liaise with pre-school settings/previous schools to identify children who may have additional needs. Early Years teachers will also carry out home visits and liaise closely with parents to enable them to share information to improve the initial outcomes

for all the children starting in Nursery and Reception. Children who come to us from different schools, or from abroad will attend a pre-admission interview where possible additional needs and adjustments will be discussed. Where additional needs have been identified, the following systems will be used to review children's needs and plan appropriate support:

Class Observations

Children who may have significant social, emotional and mental health needs will be identified and the class teachers will ask a member of SLT to come and observe the child and then suggest additional support, which can include interventions or external agencies.

Pupil Progress Reviews

Pupil Progress Reviews are held termly to discuss pupil's individual progress and needs including additional or Special Educational Needs. The class teacher and the Leader of Learning attend the Reviews and will also liaise with the Inclusion Manager. Pupils with SEMH needs may be placed on the SEN register and appropriate support will be provided.

Vulnerable Pupils Register

This is updated termly. It is a record of all pupils seen as being vulnerable under the categories of attendance, attainment, behaviour, and exclusion or other. The severity of the concern is graded 1-3 (3 being most severe). The grading is based on established thresholds e.g. A3 would be given to a child whose attendance is extremely poor resulting in Early Help involvement. The Vulnerable Pupils Register then enables the Senior Leadership and class teachers to share information and identify key actions needed to support the child.

Liaison with Secondary Schools

The Inclusion Manager and Year 6 teachers liaise closely with secondary SENCOs and teachers around transition to ensure vulnerable pupils and those with additional needs are supported and have the best chance of success. This is done through formal and informal meetings with teachers, Leaders of Learning and the Inclusion Manager

14. Pupil transition

14.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

14.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

15. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

ESSENDINE 4 Bs

Be Safe

I make choices which
keep myself and others
safe



Be Respectful

I think about how my
actions affect others
and treat people as
I would like to be treated



Be Responsible

I control my own
words and actions



Be Resilient

I always try my best
and never give up



Appendix 2

Classroom Steps Zero to Four

How the school's system is carried out in practice in the classroom.

Consequences Steps Zero to 4:

Step Zero: Expectations are explained/ visuals shown. Verbal / non-verbal reminder of expectations.

Step 1: Warning given. Behaviour explained with visuals.

Step 2: Name on cloud. Reflection table. Logged on CPOMs. Restorative conversation with teacher; re-join learning if able.

Step 3: Removed from classroom, accompanied to Leader of Learning / SLT. Re-join lesson if able.

Step 4: Removal from classroom, accompanied to SLT. Removal from classroom by SLT.

Serious misbehaviour will result in immediate Step 4 consequence.

Behaviour patterns to be monitored. Two incidents within two weeks will result in a further consequence.

Consequences Steps Zero to 4:

Step Zero: Expectations are explained. Verbal / non-verbal reminder of expectations.

Step 1: Warning given. Recorded on Tracker.

Step 2: Reflection table. Logged on CPOMs. Restorative conversation with teacher; re-join learning if able. Ticked on Tracker.

Step 3: Removed from classroom, accompanied to Leader of Learning / SLT. Re-join lesson if able.

Step 4: Removal from classroom, accompanied to SLT. Removal from classroom by SLT.

Serious misbehaviour will result in immediate Step 4 consequence.

Behaviour patterns to be monitored. Two incidents within two weeks will result in a further consequence.



Home-School Agreement

At Essendine we will:

Teach our children to follow our values through the 4Bs

1. Be Respectful
 2. Be Responsible
 3. Be Resilient
 4. Be Safe
- Underpin the curriculum and school life by positively promoting Fundamental British Values
 - Set homework and give feedback
 - Inform parents of their child's progress at meetings
 - Contact parents if there is a concern about their child's attendance, homework, welfare or behaviour
 - Provide guidance to parents on the content of the curriculum
 - Provide parents with the Aims of the School and the Code of Conduct

The family will:

- Make sure the child arrives at school on time, wearing our full school uniform
- Make sure the child attends regularly and lets the school know the reasons for absence
- Attend parents' meetings to discuss the child's progress, once each term
- Support the child in homework and other opportunities for home learning
- Attend termly curriculum meetings to support their child's learning
- Support the school on promoting the 4Bs
- Support the school on Core British Values

Signed: (Parent)

Signed: (Child)

Signed: (Teacher)

Appendix 4

Code of Conduct for Parents, Carers and Visitors



North Westminster Federation

Working Together to Grow Our Future

Code of Conduct for Parents, Careers and Visitors

At the North Westminster Federation (NWF) we recognise that educating children is a process that relies on a mutually respectful partnership between parents, school staff and the school community. It is important that children see everyone working together to help them understand how to work in the future. Therefore we will always welcome parents and carers and community members into the school.

This code of conduct is to remind everyone about how we expect you to behave in and around the schools in the federation.

Expectations:

We expect parents, carers and visitors to:

- respect the caring ethos of our federation and schools;
- understand that both school staff and parents need to work together for the benefit of their children;
- demonstrate that all members of the school community are treated with respect and therefore set a good example in your own behaviour;
- correct your own child's behaviour appropriately whilst on the school premises, especially where it could lead to conflict, aggressive behaviour or unsafe behaviour;
- approach the school to help resolve any issues of concern, in particular to check a child's version of events with the school;
- ask the school for help if you don't understand something or want to know more detail.

In order to have a peaceful, safe and happy school environment, parents, carers and visitors must not:

- disrupt classes or any area of the schools;
- question decisions made by the school in front of children or other parents;
- use loud or rude language, swear or show temper;
- threaten to, or hit/push a member of the school staff, other parents or carers or visitors;
- damage or destroy school property;
- criticise the school, staff, pupils or other parents on the school premises, or on social network sites;
- send abusive or threatening emails or make abusive or threatening phone calls;
- physically punish your child on school premises;
- go up to another child to ask them, or tell them off, about something that may have happened with your child. This may be seen as an assault;
- smoke or drink alcohol or drugs or be under the influence of alcohol or drugs whilst on school premises.

We know that parents, carers and visitors will be happy to help us provide a safe and happy school and we thank you for your support. However, in the event that parents, carers or visitors are unable to follow this protocol, the school may need to take further more serious actions.

September 2022