

Egloskerry Primary School

Part of the Athena Learning Trust

Egloskerry Primary School

Behaviour Policy

Review

Reviewed on: 9 March 2023

Reviewed by: LGB

Review Period: Annual





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1. Purpose

1.1 The purpose of this policy is to create the environment, espouse the values, and develop the ethos that allows all members of the community within the Egloskerry Primary School community to feel safe, valued and respected.

1.2 Egloskerry Primary School believes that for high quality teaching and excellent student progress to be maximised, student behaviour needs to be excellent in all aspects of school and community life so that learning is free of disruption and distraction.

2. Policy

2.1 Egloskerry Primary School will develop and maintain good behaviour and discipline in and out of school through clarity of expectations, simplicity of systems, investment in routines, and highly effective communication leading to positive working relationships.

2.2 Egloskerry Primary School believes in equality of opportunity and will ensure that students are treated fairly, with respect, and with dignity at all times.

2.3 A safe learning environment, free from disruption and distraction, violence, bullying and any form of harassment will be provided for all within the school community. Instances of bullying will be dealt with within reasonable timeframes and in line with the following documents which can be found in the policy section of the school website:

- Anti Bullying Policy - Primary Cluster
- Suspension and Exclusion Procedure

2.4 Egloskerry Primary School will encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

2.5 Egloskerry Primary School will not tolerate behaviour or language that targets a student's gender, disability, national origin, religion, ethnicity or sexual orientation. ALL instances, including casual use of racist, homophobic, misogynistic, or ableist language, will be met with a zero tolerance response



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and the application of appropriate policies and procedures. Homophobic, racist, ableist, and misogynistic attitudes, behaviours and language are not welcome within the trust.

2.6 A culture of praise and encouragement will be promoted in which all pupils can progress and achieve through celebration assemblies/recognition log.

3. Responsibilities

3.1 It is the responsibility of the school's Governing Body to:

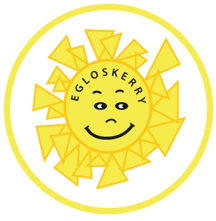
- Establish a procedure for the promotion of desired behaviour and keep it under review.
- Ensure this policy is non-discriminatory and is communicated to pupils and parents/carers.
- Support the school in maintaining high standards of desired behaviour of pupils and staff.

3.2 The Principal of each school is responsible for the implementation and day-to-day management of this policy and the related procedures.

3.3 It is the responsibility of all staff within the school to:

- Ensure that this policy and related procedures are followed and consistently and fairly applied
- Advise the Principal on the effectiveness of the policy and related procedures.
- Create a high quality learning environment.
- Promote positive behaviour patterns for learning.
- Know what is meant by reasonable force and when it might be required - as such all staff must read:- [Use of reasonable force DfE 2013](#)
- Ensure this policy is applied fairly, consistently and in accordance with the relevant legal frameworks
- Ensure the concerns of pupils are listened to and appropriately addressed.

3.4 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with school staff to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy or related procedures.



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3.5 All pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. The curriculum includes opportunities for pupils to improve their understanding through opportunities such as: *assemblies and our PSHE and RSE curricula.*

3.6 The school will uphold the right to challenge and discipline any inappropriate behaviours 'outside the school gates' such as when:-

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

3.7 The school will uphold the right to challenge and discipline any inappropriate misbehaviours at any time, whether or not the conditions in paragraph 3.6 above apply, that:-

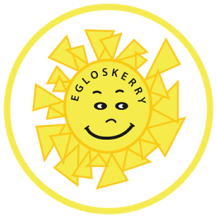
- Could have repercussions for the orderly running of the school or
- Pose a threat to another pupil or member of the public or
- Pose a threat to others by not following appropriate social distancing / Covid-19 rules or
- Could adversely affect the reputation of the school

3.8 Reasonable force. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

3.9

It is the responsibility of Principals to ensure the policy is known by staff and implemented on a consistent basis. This is done at Egloskerry Primary School by Mrs Rachel Davey through the following methods:

- Primary Cluster Policy Checklist



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4. Rewards

4.1 A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral part of achieving this.

4.2 Rewards have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the related procedures.

4.3 Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

5. Consequences

5.1 Consequences are needed to respond to undesirable behaviour.

5.2 The range of consequences is clearly defined in the school's related procedures.

5.3 The school's related procedures make a clear distinction between the consequences applied for minor and major offences.

6. Searching, screening and confiscation

The Egloskerry Primary School policy is based on the following DfE advice and Education Act 2018 (Screening, Searching and Confiscation):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Egloskerry Primary School is allowed to search for any item with pupils' consent. Written consent is not required; a member of staff can ask pupils to turn out his/her pockets, remove outer clothing in order for the member of staff to examine the contents of their pockets or a member of staff can look inside the pupil's bags. The search will be carried out by two members of staff, with one member of staff being of the same gender as the student (where possible). If the student prefers two members of



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staff of the same gender this will be arranged (where possible). A personal (outer clothing and possessions) search may be conducted for any prohibited item which has been identified in Egloskerry school's rules as a prohibited item.

The Principal and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited item:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/smoking paraphernalia
- fireworks
- pornographic images

Any item which the member of staff believes has been used, or may be used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

As per the DfE guidance, Principals and other authorised staff are permitted to search for any items prohibited by the school's behaviour policy or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, or damage to the property of, any person (including the pupil).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy (see above). The school has the right to retain, confiscate and destroy items found as a result of a pupil search where appropriate or where identified with the Egloskerry school behaviour policy. Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above and in line with DfE guidance: [Use of reasonable force DfE 2013](#)

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the school's rules. Egloskerry school has the right to erase data where



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appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

7. Suspensions and Exclusions

7.1 It is the responsibility of the Principal in each school to make decisions about suspension and exclusion. These decisions need to follow the suspensions and exclusions policy.

7.2 Governors will monitor suspensions and exclusions, particularly for vulnerable groups to ensure they are not disproportionately excluded or suspended from school.

7.3 The school will monitor the use of internal Reflection and report to governors each half term.

7.4 A reintegration meeting will follow each suspension and for those children with SEND, will review the Graduated Response approach.

8. SEND and Reasonable Adjustments

8.1 Exclusions of students with EHCPs will normally only happen for cumulative incidents if a graduated approach to support the child has been followed.

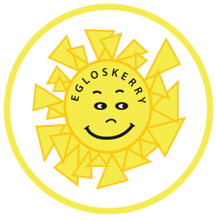
8.2 Exclusions for one-off serious offences of students with EHCPs can be considered by the Principal. The Principal must assess if the support detailed in the EHCP has been provided and, if not, could this have prevented the serious one-off incident.

8.3 Reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND reviews in line with the Graduated Response Procedure.

8.4 Some students may need additional scaffolding in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SENDCO.

8.5 In the context of this policy, a child is considered to have SEND if he or she:

a. has difficulties in learning which are significantly greater than the majority of other



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pupils of the same age; or

b. has a disability which prevents or limits them from accessing the curriculum; or

c. has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, Egloskerry Primary School will do all it can to ensure that the pupil receives appropriate support.

The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for Egloskerry school on the facts of the situation.

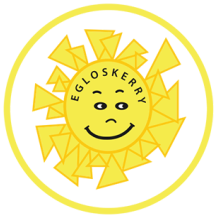
An [Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps] will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

The school will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

e. adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;

g. training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support services such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.



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9. Related Policies, Procedures and Documents

6.1 Egloskerry Primary School Pupil Code of Conduct

6.2 School Consequences Procedure

6.3 School Rewards Procedure

6.4 School Safeguarding and Child Protection Policy

6.5 Behaviour and discipline in schools' DfE 2016

6.6 Use of reasonable force DfE 2013

6.6 Egloskerry Primary School Suspensions and Exclusions Procedure

6.7 [Use of reasonable force DfE 2013](#)

6.8 [Screening, Searching and Confiscation](#)

10. Monitoring, Evaluation and Review

7.1 The Governing Body will annually review this policy and related procedures, to ensure its continuing appropriateness and effectiveness.