



Egremont  
Primary School



# Behaviour Policy

## Issue Status

| Date      | Issue | Comment | By  |
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|          | Signature | Name  | Date       |
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| Approved |           | Nigel Saunders –<br>on behalf of the<br>TOC | 30/09/2021 |

## Policy Aim:

This policy aims to provide the school community with clear and consistent guidance for behaviour management at Egremont Primary School.

The policy should be read in conjunction with other school and MAT policies such as Use of Reasonable Force, Safeguarding and Child Protection, Anti-Bullying and Acceptable Use.

Our primary aim is that all of our children are happy, healthy and safe and that during their time at Egremont they are guided in their decision making so that their choices, both now and beyond their primary education, are well-informed. We intend that this will help them to succeed and play an integral part of the wider community.

At Egremont, we work to build relationships that are built around mutual respect and tolerance of others; we guide the children accordingly. It is paramount that our children know and understand that we are their consistency.

## Principles:

The school recognises its standing within a community of high deprivation and whereby a significant number of our children have adverse childhood experiences. There is an acute awareness of the varying needs of our children and more specifically, the need for the behaviour policy to reflect the support, nurture and kindness that underpins daily life at our school. Our behaviour policy is based on an inclusive approach whereby restorative practice is used to help our children learn and understand their behaviour, their choices and the consequences alongside the impact of their choices on others.

## The Egremont Way:

We have just 3 school rules. These rules are easily remembered by all and allow behaviour management in school to be successful and positive. Our 3 rules are:

- Ready
- Respectful
- Safe

We work with the children to help them understand and develop the ability to demonstrate the behaviours expected. We take every opportunity to celebrate children who make the right choices and recognise their achievements in many ways – for example, we will send copies of good work home, praise publicly both in school and on social media, send positive postcards and letters home and make time for the children to share their work or achievements with wider school staff. On a weekly basis, children also have opportunities to be selected for class/phase recognition - Kindness Café, Punctual Party, Respectful Restaurant and the Above and Beyond Bistro.

Consistency is imperative and so we also provide them with consistent adult behaviours – our staff are:

- Calm
- Audibly Positive
- Kind

Our leadership team is very active and visible, and this allows for a significant contribution to behaviour management, particularly for celebrating and recognising achievement and progress.

## When things go wrong:

We recognise that not all of our children will demonstrate our behaviour expectations at all times. We also recognise that some of the adverse childhood experiences that some of our children have experienced may impact significantly on behaviour choices. Our approach to behaviour that is deemed to be more challenging and disruptive is based, therefore, on the exceptional working knowledge that our staff have of our children on an individual basis.

When things go wrong for our children, we typically begin by following our restorative practices and asking/discussing our 3 restorative questions:

- What happened?
- How did that make you/others feel?
- How can we fix this/turn it around?

If a child is escalated, the staff will provide reassurance and ensure that any discussions around behaviour and restorative practice take place at a timely point.

Sometimes there is a need for consequences – staff make these decisions based on the situation and carefully consider what happened in the build up to it. The typical range of consequences can be found in the attached appendix.

Significant incidents of behaviour are recorded on an online monitoring system (CPOMS) and are reported to senior leaders. The leadership team takes an active role in managing incidents of negative behaviour.

## Discriminatory Behaviour

Egremont is a Rights Respecting school. We do not tolerate any incidents of discriminatory behaviour and will deal swiftly and effectively with this should the need arise. Any child found to be behaving in a discriminatory way will be spoken to in such a way that they understand the discrimination, the impact on others and the need for this incident not to be repeated. Where necessary, we will involve wider agencies to support the children, their parents/carers and staff. All incidents of discriminatory behaviour are recorded, and parents/carers are informed. Our diverse range of texts allows us to immerse the children in a world where they can relate to and develop acceptance and empathy for others. We take a pro-active approach to this but will select and identify specific texts if the need arises. We believe strongly in the power of reading. These incidents are reported to governors and may be reported to wider agencies such as Merseyside Police.

## Searching, Screening and Confiscating

In line with DfE guidance, Egremont Primary School has the right to search, screen and/or confiscate. The guidance for this can be found by following the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## Responsibilities beyond the school gate

Like all schools, we work hard to instil behaviour values in our children that we hope translate to their time outside of school. Our 3 school rules are such that they can be applied outside of school and we hope that these guide our children to be ready, respectful and safe at all times.

In some circumstances, negative behaviour outside of school could result in school-based consequences. Each case would be considered individually; the Headteacher could make a

decision to exclude a child based on actions and behaviour outside of school – as per the DfE guidance on exclusions. This can be accessed by following the link below:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## Bullying

We take any incidents of bullying seriously. More information about this can be found in our anti-bullying policy.

## Sexual Abuse and Sexual Harassment

Our staff are well informed of up-to-date research findings and legislation. They are aware of behaviours that constitute sexual abuse and/or harassment and as a school we have a zero-tolerance approach to this. We recognise that this does not mean that incidents will not occur and as such, our approach to dealing with incidents will be on an individual level. As a minimum, we will work with the child and their family, consult wider agencies and involve the children in learning opportunities to help them understand and identify their behaviour choices and impact on others. Educating children is powerful. We take a proactive approach to sexual abuse and harassment and subjects such as RSE and PSHE, alongside NSPCC Pants lessons, are carefully utilised to provide the children with the tools and knowledge necessary to keep themselves and others safe. These incidents are reported to governors and may be reported to wider agencies such as Merseyside Police.

## Peer on Peer Abuse

Much like our approach to bullying, discrimination, and sexual abuse/harassment, we believe firmly in the need to educate the children and to provide learning opportunities that enable the children to identify such behaviours, understand their impact on others and the consequences associated with them. We use the curriculum and texts to support this approach. Any incidents of peer-on-peer abuse will be dealt with on an individual basis and with the knowledge of the child and their experiences in mind. Incidents of peer-on-peer abuse are recorded and categorised on our online monitoring system and are managed by the leadership team. These incidents are reported to governors and may be reported to wider agencies such as Merseyside Police.

## Exclusions

A decision to exclude a pupil can only be made by the Headteacher. Any decision to exclude would not be made lightly and every consideration would be given to the support needed to reduce this risk. Exclusions from school only occur for the most serious of incidents or for persistent issues arising from sustained breaches of the behaviour policy. The DfE guidance regarding exclusions can be found by following this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## Covid-19

In light of the current Covid-19 pandemic, we have added the following to this policy:

- Any incidents of spitting will be deemed a serious incident and children may be excluded as a result. Any child spitting will wear a mask whilst awaiting collection/during the incident.
- Any child displaying repeated behaviour that compromises the health and safety of other children or adults will be excluded – in line with the risk assessment.

Appendix 1 – Behaviour Consequences (not exhaustive – consequences will be determined as appropriate and proportionate to any incident that arises)

Egremont Primary School will make use of its wide range of diverse text to explore behaviour and themes with the children – both proactively and reactively as appropriate. Opportunities to see themselves and others reflective in a text is powerful and we believe firmly in the need to educate our children on matters that may give rise to and/or present as a behaviour issue.

Our children will be given choices, as appropriate to their age/stage, to help guide them with independently managing and regulating their behaviour.

|   |   |
|---|---|
| Low Level Behaviours                                      | Restorative questions<br>Two-minute time out for reflection<br>Restorative opportunities between children   |
| Ongoing low-level behaviours or more escalated behaviours | Restorative questions<br>Reflection discussion with SLT<br>Longer periods of time out of the classroom, as determined by the relevant member of staff<br>Reflection with family involved  |
| On-going behaviours during unstructured times             | Restorative questions<br>Opportunities to divert self and others to a new activity/area<br>Self-reflection, reflection with peers or staff<br>Reflection with family involved<br>Risk assessment work (if appropriate)<br>Wider agency involvement  |
| Significant behaviour                                     | Restorative questions<br>Opportunity for reflection<br>Time out in another room to de-escalate situations<br>Reflection of behaviour between staff/parents/child<br>Wider agency involvement  |
| Extreme Behaviour   | This may result in fixed term or permanent exclusion in the most extreme circumstances. Examples of extreme behaviour relate to posing risk or causing harm to self or others and the destruction of property. Wider agencies/approaches will almost certainly be involved – i.e. EHAT, police, social care, LA teams |
| Covid-19  | Any behaviour that compromises the health and safety of others in relation to the Covid-19 pandemic may result in a fixed term exclusion. This decision will be made by the Headteacher.  |