



Title	Behaviour and Relationship Policy
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Associated Policies	HAT Exclusion Policy HAT Restraint and Reasonable Force Policy HAT Staff Code of Conduct HAT Anti-Bullying Policy HAT Online Safety Policy HAT Attendance for Learning Policy HAT Peer on Peer Abuse Policy HAT Searching Pupils and Confiscating Pupil's Property Policy EVPA Academy Uniform Policy EVPA Home / Academy agreement
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1. Creating a culture of high standards of behaviour

1.1 Principles

We firmly believe that:

Maintaining a positive culture requires constant work. This is achieved by positively reinforcing the behaviour which reflects the values of the academy and which prepares children to engage in their learning. (DfE 2022)

Good behaviour and positive relationships are integral components of the learning process and maintaining consistently high standards of behaviour is vital in ensuring that teachers can deliver the curriculum effectively.

All children have the right to learn in a calm, safe and supportive environment protected from disruption and harm. Helping children to understand and care about the viewpoint and feelings of others will strengthen their ability to develop and maintain positive relationships and behaviour.

Some children will require additional support to reach the expected standard of behaviour. Providing both support and sanctions at the earliest opportunity will help to prevent and deter further occurrences of misbehaviour.

Sometimes a child's behaviour will be unacceptable, and children need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate sanctions. (DfE 2022)

This policy aligns to other key academy documentation, as set out below and with associated Hatton Academies Trust (HAT) policies section, listed on the front page of this policy.

1.2 Academy Vision

This policy supports the Academy vision, set out below:

We aim to develop independent, curious learners who can persevere. We aspire to instil the values of Independence, Resilience, Ambition, Co-operation and Honesty (I REACH): to give children the skills to succeed in whatever they do, across all areas of school life and beyond.

1.3 Academy Values

This policy supports the Academy values, set out below:

Independence: Develop intrinsically positive attitudes to all aspects of school

Resilience:	Take ownership over your actions and be committed to perseverance
Engagement:	Develop positive and active attitudes to learning
Ambition:	Overcome challenges and strive to achieve your best
Co-operation:	To value collaboration
Honesty:	To reflect and evaluate in order to improve and develop

1.4 Academy Uniform

Our Academy uniform policy plays an important part in supporting positive behaviour and discipline. We expect all children to adhere to the expectations as set out in the Uniform Policy at all times. Non-compliance is monitored on CPOMS and followed up in line with the policy

1.5 Code of Conduct

All staff adhere to the Hatton Academies Trust code of conduct, which is clearly detailed in the Staff Handbook

1.6 Home-Academy Agreement

All staff, children and parents are expected to sign up and adhere to the agreements set out in the Ecton Village Primary Academy home-academy agreement

1.7 Attendance

Hatton Academies Trust (HAT) have a clear Attendance for Learning Policy, which plays an important part in supporting the culture, discipline and ethos of the academy. The academy has rigorous and efficient systems in place to actively encourage full attendance of all children and intervene robustly where this is not the case. This policy meets the requirements of “Keeping Children Safe in Education” September 2021.

2. Purpose and Aims

- To have a clear and consistent approach to managing behaviour and relationships which is commonly understood by all stakeholders
- Adults have the collective responsibility for insisting on consistently high expectations of children’s at all times and for managing misbehaviour consistently in accordance to the policy
- Children’s behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour (DfE 2022)
- Children will understand how their behaviour choices affect themselves and others, and this will support them to make consistently good choices
- Parents will have a clear understanding of the approaches the academy uses to manage behaviour and relationships and will support the academy in the use of these approaches (DfE 2022)
- Support will be sought for children finding it difficult to comply with behaviour expectations
- All members of the academy community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and any incidents of bullying,

discrimination, aggression, and derogatory language (including name calling) dealt with quickly and effectively. (DfE 2022)

3. Academy Systems and Social Norms

Our behaviour culture centres on helping children to understand what successful behaviour looks like by defining and teaching it clearly and using consistent repeated practice to promote the positive behavioural norms.

We have drawn expertise from the work of Darryl Williams and Doug Lemov (Teach Like A Champion) to support the development of our academy core behaviour techniques particularly around consistency and an embedded shared vocabulary. These techniques are simple for everyone to understand and follow.

3.1 Core behaviour techniques

For information about each technique listed below, see appendix 1

- Showing STAR
- Do it again
- Do now
- Least invasive intervention
- 1,2,3

3.2 Core routines

The set routines are:

- Silence when:
 - Walking through corridors, unless addressed by an adult
 - Learning independently
 - Lining up
- Lining up in register order
- Walking through corridors on the left hand side
- Whistle routines at lunch and play time:
 - 1st whistle everyone stands still in silence
 - 2nd whistle everyone tidies up and walk to lines and line up in silence
- Start of the day routines
 - Leave families at the gates and arrive on playground on time (between 8.35am-8.40am). Walk straight to class lining up area
 - 1st bell at 8.40am everyone in register order in class lines
 - 2nd bell at 8.42am everyone stand in silence for line check and walk into class in silence. In class by 8.45am

- Line checks. At the start of the day and end of break and lunch. Adults should check the following:
 - Correct uniform
 - Shirts tucked in
 - Ties done up properly
 - Wellbeing check in
 - Register order

3.3 Developing positive behaviours for learning

Our Behaviours for Learning boards clearly define what successful behaviour looks like. These represent the key habits and routines required in the academy and are used as a teaching tool throughout the academy. They are displayed in all learning spaces and on the playgrounds, see appendix 2 for further details.

Exceptional Learner behaviours are defined as follows:

I am a role model for and encourage others to:

- Show STAR
- Use a Strong Voice
- Show determination and always try my hardest
- Give kindness, thanks and support for others
- Take on additional responsibilities

3.4 Rewards

Acknowledging good behaviour encourages repetition and communicates the academy expectations and values to all children. Using positive recognition and rewards provides an opportunity for all staff to reinforce the academy's culture. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the academy's behaviour culture. (DfE 2022)

3.5 Smiles, Praise, Positive Comments

Praise is provided for effort and not just outcomes. When giving praise, staff will articulate the behaviour for learning demonstrated by the child to reinforce the commonly shared language.

3.6 Exceptional Learner Points System

Each week class teachers record on CPOMS the children in their classes who have consistently demonstrated the Exceptional Learner behaviours as detailed on the Behaviour for Learning board.

3.7 Pupil of the Week

Class teachers will choose one pupil from their class who has clearly demonstrated one or more of the EVPA values during the course of the week. A certificate is given in the weekly Awards and Celebrations Assembly.

3.8 Awards and Celebrations Assembly

Each Friday the Principal hosts an assembly to develop the children's understanding of the behaviours for learning, reflect on the week's learning, to celebrate achievements and to share appreciations.

3.9 Appreciations

During assemblies and lunch breaks children are supported to offer 'appreciations.' This allows them a chance to practise using a 'Strong voice' (which is one of the Exceptional Learner behaviours taught within our Oracy Curriculum) and the chance to express gratitude in front of their peers. This is designed to help children to look for the goodness around them and to have the opportunity to express to another person that their actions have been valued, by thanking and acknowledging them.

3.10 Boundaries

All children can make poor behaviour choices and can find it difficult to comprehend, interpret and express their feelings and thoughts. At Ecton Village Primary Academy we try to minimise the likelihood of this happening by providing clear and consistent boundaries and routines which apply to all children at all times. It is reassuring for children to know that the same things are expected of them wherever they are and whoever they are with and that adults will react to them in a consistent manner.

The boundaries will be on display in all classrooms and around the academy and act as a reminder to the children of the expectations of their behaviour. The routines are to be embedded by adults when working with the children and should be applied consistently and without exception.

The boundaries at Ecton Village Primary Academy are

1. We learn and play safely
2. We are kind with words and actions
3. We follow adult instructions
4. We respect property & people

4. Behaviour Support and Pastoral Care

We consider that through the creation of a calm and orderly learning environment with predictable routines and a shared language our behaviour culture will meet the needs of all children, including those with SEND.

However, we acknowledge our legal duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the academy's policies or practices. Our duty under the Children and Families Act 2014, to use

our 'best endeavours' to meet the needs of those with SEND and in terms of safeguarding and supporting children with special educational needs.

As such, this policy and the practice it supports, needs to be sensitive and responsive to individual needs. It may be necessary to make reasonable adjustments for children who may display inappropriate behaviour, relating to a special educational need. When a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, overseen by the SENCO.

In these circumstances, and where the whole-academy behaviour approaches are not effective in securing good behaviour regardless of identified SEND, targeted SEND or pastoral support will be implemented, which may include, but is not limited to:

- Behaviour or Pastoral Support Plans
- Individual Risk Assessments
- Regular parent meetings
- Internal referral to SENCO for intervention or assessment
- External referral to outside agencies for additional support, advice and assessment, including; Educational Psychologists, counselling services, Community Paediatricians, Occupational Psychologists and specialists, such as Autism support services and MHST (Mental Health Support Worker), Teacher of the Deaf and Visual Impairment Team

Through taking the above steps we aim to as far as possible identify any likely triggers of misbehaviour and put in place support to prevent these. Such preventative measures include, but are not limited to:

- Short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher; or a child who is easily distracted to sit at a work station
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Ear defenders for a child with sensory overload difficulties
- Individual visual timetable for a child with autism who may find changes in routines difficult to manage
- Training for staff in understanding conditions such as autism.

Although our methods of supporting children may vary, it remains our firm expectation that all children behave in socially acceptable ways and we believe that effecting positive behavioural change is nearly always possible.

5. Responses to misbehaviour and consequences

All misbehaviours as identified in this section are recorded on CPOMS. A weekly report is reviewed by the Principal, from the previous weeks' recorded misbehaviour. Often the reported children have already received an appropriate consequence for each misbehaviour recorded. The child's past misbehaviour along with any previous action taken to rectify this is considered cumulatively, rather than the past week in isolation. Consideration will be given to the Behaviour Responses guidance (see appendix 4) and the level of support in place, Tier 1, 2 or 3, will be reviewed. Actions for each child identified may include, but are not limited to:

- A letter home to inform parents and continued monitoring
- A meeting arranged between parents, the child and a senior leader
- Consideration of moving the child to the next Tier of Behaviour Response
- A request for pastoral / SEND support to the SENCO
- A request for pastoral / SEND support from external agencies
- Further consequences being considered for any future misbehaviour, such as a suspension for persistent misbehaviours
- A referral to Education Inclusion Partnership to register a child as at risk of exclusion

Misbehaviours are broadly defined in our Reflecting Learner statements on our Behaviour for Learning boards and result in a red behaviour being recorded on CPOMS.

Although not an exhaustive list, negative behaviours include:

- Persistent refusal to follow instructions
- Persistent disruption to other children's learning (throwing objects, ripping work, calling out)
- Damaging property (throwing or purposefully damaging equipment, and / or furniture, kicking walls, throwing stones at windows)
- Poor conduct around site (pushing, tripping, shouting, kicking)
- Unsafe behaviours (climbing, standing on chairs or tables)
- Discrimination or prejudice towards another child or member of staff
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff (answering back, ignoring, name calling, mimicking)
- Fighting / Play fighting / Assault
- Absconding from permitted areas (leaving classroom, PE lesson, learning space or breathing space without permission, refusing to come inside from the playground areas)
- Swearing, inappropriate or derogatory language (verbal, written, gestures, including name calling)
- Bullying
- Child on Child Sexual Violence and Harassment
- Inappropriate online behaviour

When a member of staff becomes aware of misbehaviour, they must respond predictably, promptly, fairly and assertively in accordance with this policy, with the first priority to ensure the safety of children and staff.

The aims of any response to misbehaviour should be to maintain the culture of the academy, by restoring a calm and safe environment in which all children can learn and thrive, and prevent the recurrence of misbehaviour. Our responses have varying purposes; either to **improve** or **deter** future behaviour choices or for the **protection** of the child, other children and / or staff.

The following responses are rooted in developing children's understanding of the behaviour expectations and supporting them to follow these. The following responses are designed to **improve** children's future choices:

- Restorative Approach (see appendix 5)
- Emotion Coaching (see appendix 6)
- Reminders
- Do it Again routines
- Weekly achievement cards to help children monitor and regulate their own behaviour choices
- Being positioned on an individual table to reduce the temptation to misbehave

5.1 Consequences

Consequence can often be effective deterrents for a specific child or a general deterrent for all children at the academy (DfE 2022). The following consequences have been designed to **deter** all children from future misbehaviour.

5.2 Detention

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. (DfE 2022).

The number of 3s awarded throughout the week is monitored. If a child receives 3 3s in one week they miss part of their lunch break to engage in reflective conversations with the Principal in order to support more positive future behaviours.

5.3 Removal from class

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom and is differentiated from circumstances in which a child is asked to step outside of the classroom briefly for a conversation with a member of staff and being asked to return following this.

Removal from the classroom is a serious consequence and is only considered by the Principal when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal is only used for the following reasons:

- a) To maintain the safety of all children and to restore stability following an unreasonably high level of disruption;
- b) To enable disruptive children to be taken to a place where education can be continued in a managed environment; and

c) To allow the child to regain calm in a safe space (DfE 2022)

If a child is removed from class, they will not be returned until they have had a restorative conversation and / or completed a reflection task and are willing and ready to demonstrate Engaged Learner behaviours.

5.4 Thinking Space

A child demonstrating an unreasonably high level of disruption in their classroom or around site may be expected to work away from their class group in a room supervised and supported by the Principal. The decision for a child to be in Thinking Space is made by the Principal or delegated Senior Leaders and will be for the shortest time possible to secure behaviour improvements. This may be applied as either part day, whole day or more than one day and the individual circumstances and recurrence of this level of disruption will be taken into account.

- Although not an exhaustive list, serious disruptive behaviours include:
 - Persistent disruption to other children's learning (throwing objects, ripping work, calling out)
 - Damaging property (throwing or purposefully damaging equipment, and / or furniture, kicking walls, throwing stones at windows)
 - Poor conduct around site (pushing, tripping, shouting, kicking)
 - Unsafe behaviours (climbing, standing on chairs or tables)
 - Disrespectful behaviour towards a member of staff (answering back, ignoring, name calling, mimicking)
 - Fighting / Play fighting / Assault
 - Absconding from permitted areas (leaving classroom, PE lesson, learning space or breathing space without permission, refusing to come inside from the playground areas)
 - Swearing, inappropriate or derogatory language (verbal, written, gestures, including name calling)

5.5 Breathing Space

If a child is demonstrating red behaviours, which are disruptive to others learning or unsafe the class teacher or the Principal will direct them to take some time away from the class to allow the child to regain calm in a safe environment. The child will then be supported to reflect on their behaviour and start to make appropriate behaviour choices. This support will include de-escalation techniques if needed, such as; Limited choices, distraction, calm voice and help script 'I'm here to help' and reassurance.

5.6 Reasonable Force

As a last resort, there may be occasions where staff are required to use 'reasonable force,' see **HAT Physical Restraint and Reasonable Force Policy** and <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (DfE Guidance P72-76) for further details. These may include:

- Remove disruptive child from the classroom where they have refused to follow an instruction to do so;

- Prevent a child behaving in a way that disrupts an academy event or a trip or visit;
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- Restrain a child at risk of harming themselves through physical outbursts.

Key members of staff receive regular Team Teach training to ensure they are kept up to date with current restraint and de-escalation strategies and techniques.

Some misbehaviours are referred and covered under associated HAT policies and further detail about the responses to these are detailed below:

5.7 Peer on Peer Abuse, Sexual Violence and Sexual Harassment

The academy follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

All incidences of sexual harassment, abuse or violence will be recorded on Class Charts and CPOMs and communicated with parents. These incidences will be tracked and analysed by the Designated Safeguarding Lead. Each incident will be considered carefully and the protected characteristics of the victims and perpetrators will be considered.

Consequences will be determined depending on the context and the nature of the incident. When more than one low-level incident occurs, a letter will be sent home to parents informing them that an incident has occurred. If a more serious incident occurs further consequences may be applied, which could include a suspension depending on the severity of the incident.

Support will be offered for any victims and perpetrators by a member of the welfare team and referrals to outside agencies will be made, when appropriate e.g. The Multiagency Safeguarding Hub. The Academy may also involve parents in writing a risk assessment for any children deemed needing additional support (see HAT Child Protection Policy, section B5 for further details).

5.8 Searching, screening and confiscation of banned items

At Ecton Village Primary Academy the list of banned items is as follows:

- Knives
- Weapons or objects that can be used as weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or Vape paraphernalia
- Fireworks
- Pornographic images

The Principal and other Senior Leaders are authorised to use such force as is reasonable given the circumstances when conducting a search for any of the above articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

This reflects advice set out in the following guidance;

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

Senior leaders will confiscate, retain or dispose of a child's property as a disciplinary in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Other banned items, which force may not be used to search for are:

- Mobile phones (unless staff reasonably suspect it contains pornographic images)
- Toys from home (including trading cards, fiddle toys and electronics). If toys from home are required for a specific reward or curriculum enhancement these will be requested in writing. If you believe your child requires a fiddler to support with attention, please discuss this with the SENCO and the academy will provide one if the need were identified. If a child brings in toys from home these will be confiscated and retained by the class teacher and returned to the child at the end of the day.

5.9 Use of mobile phones

Allowing children access to mobile phones in the academy introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. To reduce these risks, we prohibit the use of mobile phones by children whilst on site.

For children who walk home alone it is acknowledged that a having a mobile phone can help parents to track their whereabouts and to make contact with them at the end of the day. Given these safety considerations, we do allow mobile phones on site in the following circumstances:

- The child does not use the mobile phone whilst on site
- The mobile phone is handed in immediately on arrival to the class teacher
- The class teacher will send the mobile phone to be locked in the admin office for the duration of the day and return it to the child at the end of the day
- The academy will bear no responsibility or liability for the loss of any mobile phone whilst on site

If the child uses their mobile phone whilst on site or fails to hand it in immediately on arrival to the class teacher, the mobile phone will be confiscated until a parent can collect it and the child may be banned from bringing in the mobile phone in the future.

Bringing in any of the above banned items will be subject to the full range of consequences as detailed above in the policy. Consequences will be determined depending on the context and the nature of the incident and any mitigation will be taken in to account.

5.10 Misbehaviour outside of academy premises

The academy retains the right to apply the range of consequences detailed in this policy for misbehaviour outside of the academy premises, which is witnessed by a member of staff or reported to the academy.

A decision to apply such as consequence would usually be taken at a time when the child is under the charge or control of a member of staff at the time and could include when:

- Taking part in any academy-organised or school-related activity;
- Travelling to or from academy;
- Wearing academy uniform;
- In some other way identifiable as a child at the academy;
- There could be repercussions for the orderly running of the academy;
- There poses a threat to another child; or
- There could be adverse effects on the reputation of the academy.

5.11 Behaviour incidents online

We expect the same standards of behaviour online as apply offline, namely that everyone should be treated with kindness, respect and dignity.

As mobile phone use is prohibited on site the vast majority of online behaviour incidents amongst children at the academy occur outside the academy school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture and in these circumstances we reserve the right to apply the full range of consequences as detailed in this policy when online misbehaviour online;

- Poses a threat or causes harm to another child
- Could have repercussions for the orderly running of the academy
- When the child is identifiable as a member of the academy
- If the behaviour could adversely affect the reputation of the academy

Misbehaviour online which includes bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour and in relation to the details set out in the HAT Online Safety Policy. This may also include following the; HAT Child Protection Policy; Peer on Peer Abuse Policy; Anti-Bullying Policy and; speaking to the designated safeguarding lead when an incident raises a safeguarding concern and following principles set out in KCSIE. In cases where a school suspects a child of criminal behaviour online, they should follow the guidance in paragraphs below.

5.12 Suspected criminal behaviour

In cases when a member of staff suspects criminal behaviour, the academy will make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMS and the academy will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, the academy will ensure any further action they take does not interfere with any police action taken. However, will retain the right

to continue investigations and enforce consequences as so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make a referral to MASH (Multi Agency Safeguarding Hub). As set out in KCSIE, in most cases that the designated safeguarding lead would take the lead on this.

5.13 Managed move

A managed move is used to initiate a process, which leads to the transfer of a child to another mainstream school permanently. Managed moves should only occur when it is in the child's best interests and with agreement of all parties involved, including parents and the new setting. Reasons for offering a managed move may include, but are not limited to;

- A child is at risk of permanent exclusion if they remain at the academy
- A child persistently breaches behaviour expectations and is at risk of further fixed term exclusion if they remain at the academy

Managed moves will be offered as part of planned intervention for a child at risk of permanent exclusion. It will only be considered if other appropriate intervention has been explored, such as; external agency support, targeted intervention or statutory assessment.

Should a managed move be secured it will be preceded with information sharing between the academy and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective behaviour management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

5.14 Suspension and Permanent Exclusion

Good behaviour is essential to ensure that all children benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Principals and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. Principals can use their professional judgement when making a decision to suspend or permanently exclude a child, DfE 2022.

We believe that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. As such, the Principal may use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following consequences and interventions, in line with the HAT Exclusion Policy and may include other associated policies, such as Peer on Peer Abuse Policy or Anti-Bullying Policy for instance.

- Although not an exhaustive list, serious misbehaviours include:
 - There has been a series of violent incidents that put staff and/ or children at risk of harm
 - There has been one serious incident which in itself is deemed serious enough

- The resources and staffing cannot meet the needs of the child to keep him/her safe
- Persistent disruption and disrespect
- Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
- Sexual harassment and violence
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Damage to property, vandalism, graffiti
- Sexist, racist or homophobic abuse
- Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
- Gang affiliation

Suspensions are designed to send a clear signal of what is unacceptable behaviour as part of the academy's behaviour policy and show a child that their current behaviour is putting them at risk of permanent exclusion.

During a suspension work will be set for the continuation of the child's education for the first five days. This work can be accessed through the academy's online platforms which the child has access to as part of their home learning. In line with the academy's legal duties to children with disabilities or special educational needs, reasonable adjustments in how they supported will be made where necessary.

A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period and can be for parts of the academy day. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the academy premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half an academy day. The Principal will notify parents immediately a decision has been made to suspend or permanently exclude their child.

Following a suspension, the child will be reintroduced to the academy via a restorative meeting with the child and parents. Children will have an agreed reintegration plan at this point, which is aimed to support the success return to academy life.

If the Principal permanently excludes a child, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time it will also be communicated to the parents that they can, if they wish, appeal against the decision to the Academy Committee. The Principal will inform the local authority and the Academy Committee about any permanent exclusion, and about any suspensions beyond five days in any one term.

The Academy Committee Trustees cannot either exclude a child or extend the exclusion period made by the Principal. The Academy Committee has a personnel appeals committee which is made up of between three and five representatives. This committee considers any exclusion appeals on behalf of the Trustees. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any

representation by parents and the local authority, and consider whether the child should be reinstated. If the Academy Committee' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

For further guidance used to inform the managed move, suspension and permanent exclusion sections of this policy, please see; HAT Exclusion Policy and; DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

6. Roles and Responsibilities

The following section lists roles and responsibilities for all stakeholders. These are essential if the procedures and practices are to be adhered to.

6.1 Staff

Staff have an important role in developing a calm and safe environment for children and establishing clear expectations of acceptable behaviour. All staff must:

- Uphold the academy approaches to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the behaviour and relationship policy, so that children can see examples of good habits and are confident to ask for help when needed.
- Challenge children to meet the school expectations and maintain the boundaries of acceptable conduct
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations, adhering to the Academy Code of Conduct at all times

6.2 Class Teachers must

- Provide appropriate opportunities for Personal Development for all the children in their class as detailed on class timetables
- Record all 3s on CPOMS
- Nominate one child per week for Pupil of the Week and record this on CPOMS
- Explicitly use and teach the B4L language throughout the day
- Explicitly teach and provide opportunities for children to practise STAR, 'Do it again' and 'Do Now' routines

6.3 Support staff, Volunteers & Students must

- Report all behaviour incidents to class teachers or senior leaders so they may be recorded on Class Charts or report directly on Class Charts where appropriate
- Use B4L language throughout the day to reinforce expectations and celebrate successes
- Insist on children demonstrating expected conduct and routines when moving around the site. Consistently using 'Do it again' techniques if these expectations are not being met

6.4 The Principal must

- The Principal team should be highly visible, routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Ensure that all new staff are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and how best to support all children to participate in creating the culture of the academy
- Ensure that all new children are inducted clearly into the academy's behaviour culture to ensure they understand its expectations and routines and their role in participating in creating the culture of the academy
- Consider any appropriate training, which is required for staff to meet their duties and functions within the behaviour policy, including The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting children's wellbeing in the academy.
- Ensure that their staff have adequate training and engagement with experts such as Educational Psychologists and counsellors on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child's behaviour.
- Monitor behaviour reports from CPOMS on a weekly basis and consistently apply the Behaviour Responses, including meeting with parents to discuss further support and sanctions line with the policy
- Support staff in implementing the Behaviour and Relationship Policy consistently throughout the academy, and to report to Academy Trustees requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the academy
- Keep records of all reported serious incidents of unacceptable behaviour
- Be responsible for imposing suspensions to individual children for serious incidents of unacceptable behaviour
- Be responsible for permanently excluding a child for repeated or very serious incidents of unacceptable behaviour
- Inform the Academy Committee, the local authority and parents of any suspensions or permanent exclusions

6.5 Children must

- Be taught that they have a duty, to follow the academy behaviour and relationship policy and uphold the school expectations and routines, and should contribute to the school culture.
- Be asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Be provided with extra support and induction if they are new to the academy

6.6 Parents must

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the academy, parents should:

- Know and support the academy behaviour and relationship policy and reinforce the policy at home as appropriate
- Where possible, take part in the life of the academy
- Support the actions of the academy if a reasonable consequence has been applied to their child
- Report any concerns relating to the administration of the Behaviour and Relationship Policy to the class teacher initially, whilst continuing to work in partnership with them
- Report any unresolved concerns relating to the administration of the Behaviour and Relationships Policy to a member of senior leadership team
- Attend meetings as requested to discuss their child's behaviour

6.7 Academy Committee must

- Be responsible for reviewing the effectiveness of this policy
- Support the Principal in implementing this policy consistently throughout the Academy
- Provide an appeal panel following a suspension or permanent exclusion, should the need arise

7. Communicating the Policy

Communicating the academy policy to all members of the community is an important way of building and maintaining the academy's culture. It helps make behaviour expectations transparent to all children, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We will communicate this policy in the following ways:

- Share successes in the academy newsletter
- Holding sessions for parents to help them understand the policy
- Hold regular review meetings with parents where pastoral support is in place
- Publicise the policy in writing to parents and staff once a year
- Publish the policy on the academy website

8. Monitoring

The Principal will review the effectiveness of this policy on a weekly, termly and annual basis. Monitoring will include:

- Behaviour audits
- Classroom Observations
- Playground Observations
- Weekly reporting from Class CPOMS
- Feedback from staff, children and parents

9. Review

The Academy Committee reviews this policy annually. They may review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.

'Teach like a Champion' offers effective teaching techniques to help teachers become effective practitioners in the classroom. These powerful techniques are concrete, specific and are easy to put in to action in every lesson. The key to their successes is embedding them so they become habitual routines and pupils respond to them without request. According to Lemov (2010, p.309), "a strategy is a decision and a technique is something you practice, hone, and adapt throughout your life."

There are nine categories of TLAC:

> Set high academic expectations.

- Plan instruction that assures academic achievement.
- Effectively structure and deliver classroom lessons.
- Effectively engage all students in every lesson.
- Create a strong classroom culture.
- Set and maintain high behavioural expectations.
- Build character and trust in students.
- Maintain a brisk instructional pace.
- Challenge students to think critically

Here at EVPA we have introduced 4 core techniques that we feel will support effective behaviour and learning in the categories above:

> **Strong Voice** - Being instantly in command. There are 6 principles of least invasive intervention

- **Shift your register** – The three registers are Casual, Formal and Urgent
- **Show both shoulders/ Stand still** – Show the importance of the directions you are giving by standing still and stopping other tasks that you are doing
- **Use economy of language** – When communicating what we want children to do we should use the fewest words possible
- **Quiet Presence** – Raised voices do not correlate with better listening. Be calm and help children build a habit of listening to and listening for information.
- **Self- Interrupt** – Breaking mid-word or sentence to emphasise the point that not all children are listening or ready.
- **Time and Place** – Keep instructions precise and don't get caught up in other conversations or arguments.

> **Do Now** - From the first moment pupils cross the threshold set the tone and reinforce the routines that bring excellence. Greet students on the door, establish rapport with a positive

comment and move to Do Now: a short activity on their board/desks on entry. This gives something clear for pupils to work on and eliminates excuses that lead to distraction.

> **Do it again** - make pupils do it again if they fail to successfully complete a basic task that you've shown them how to do e.g. come in quietly, track the speaker. This sets a standard of excellence, not just compliance and crucially, ends with success

> **Least Invasive Intervention** – If a child is off task or causing a disruption the teacher should use suite of interventions to support the child getting back on track with a minimum disruption to the rest of the class. There are 6 interventions:

- **Non-verbal intervention**
- **Positive group correction**
- **Anonymous individual correction**
- **Private individual correction**
- **Lightning Quick public correction**
- **Consequence**

All staff are committed to ensuring the highest expectations of these core routines. We recognise that ensuring excellence in this area will allow all children to thrive.

EVPA Behaviour Responses

Appendix 2

Tier	Targeted at	Approaches	Designed to
Tier 1	Everyone	Behaviour for Learning Routines EVPA Core Behaviour Techniques Smiles, praise and positive comments Appreciations	Establish and maintain high standards of behaviour Reward high standards of behaviour Give thanks for the good around us
		Emotion Coaching Restorative Approach	Improve misbehaviour
Tier 2	Targeted at some	Exceptional Learner points system	Reward and celebrate those consistently achieving the highest standards of behaviour
		Time out / detention Group pastoral / SEND support	Improve repeated misbehaviour Deter future misbehaviour
Tier 3	Specific to one	Pupil of the Week	Reward individual achievement
		Thinking Space Breathing Space Individual Pastoral / SEND support Referrals to outside agencies Detention Managed move Suspension Permanent exclusion	Improve repeated misbehaviour Deter future misbehaviour Protect child and others

What is behaviour for learning?

The DfE's Behaviour in Schools (2022) publication states:

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

At Ecton Village Primary Academy we recognise that teaching learning behaviours is a vital part of a child's education. Over recent years we have developed and adapted our Behaviours for Learning to ensure high expectations and consistency with regards to the conduct and learning behaviours within the Academy.

The behaviours identified cover our expectations relating to the following strands:

- General conduct
- Participation in learning and enhancing the school community
- Determination to succeed
- Respect for people and environment

Learning behaviours are broken down and graduated to show how children can improve their conduct in order to demonstrate the best learning behaviours. The sections are outlined below:

- Exceptional Learner
- Engaged Learner
- Distracted Learner
- Reflecting Learner

‘Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like.’

What constitutes an Exceptional Learner?

The statement *‘I am a role model for and encourage other to...’* identifies the behaviours that follow as being those that we aspire for all of our children at EVPA to be.

We believe that children showing, or working towards, these behaviours will not only be exceptional learners but will go on to make exceptional progress and attain exceptional outcomes from their individual starting points.

- Show Star
- Use a strong voice
- Show determination and always try my hardest
- Give kindness, thanks and support to others
- Take on additional responsibilities

Children who consistently demonstrate these learning behaviours will receive rewards in line with those outlined in the EVPA Behaviour and Relationships Policy.

What constitutes an Engaged Learner?

The statement *‘I am motivated to:’* identifies the step towards being an exceptional learner. For children who are not yet being an engaged learner, the behaviours identified gives clear guidance for how children can demonstrate positive learning behaviours.

- Always show STAR
- Listen to others with respect
- Work hard
- Be kind to others
- Respect property

What constitutes a Distracted learner?

The statement *‘I am only willing to show engaged behaviours with reminders’* identifies the key difference between the reflecting learner level below and the engaged learner level

EVPA Behaviours for Learning

Appendix 1

above. The behaviours that children are working towards remain the same as the engaged learners while children require reminders in order to achieve this standard of behaviour. Children who are displaying distracted behaviours will work towards requiring few or no reminders in order to display the engaged behaviours.

Children who require consistent reminders about their learning behaviour are at risk of being a reflecting learner.

What constitutes a Reflecting Learner?

Within the B4L mechanisms there are a clear and consistent set of expectations for all children to follow at all times and in all areas of the academy. Unacceptable behaviours are broadly identified in our 'Reflecting Learner' statements and lead to a warning or further consequence:

Reflective learner statements:

I am not willing to:

- Complete work or accept help
- Show STAR
- Be Safe
- Respect people and property
- Allow others to work without disruption

Although not an exhaustive list, unacceptable behaviours include:

- Persistent refusal to follow instructions
- Poor conduct around site (e.g. pushing, tripping, shouting, kicking)
- Discrimination or prejudice towards another pupil
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff
- Fighting / Play fighting / Assault
- Absconding from permitted areas
- Swearing, inappropriate or derogatory language (verbal, writing, gestures)
- Bullying
- Sexual harassment and violence
- Inappropriate online behaviour

Persistent poor behaviour

'When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.'

A child who displays and continues to display reflecting learner behaviour can expect to receive the following consequences.

. 1 123 Magic

123 Magic is a behaviour management system that should be used when a child is not responding to the Restorative Approach or when the restorative approach is not appropriate. It can only be used when a child is demonstrating a behaviour that you want them to stop and relies on the adult refraining from using talk and emotion when interacting with the child. It involves counting to provide the child with a number of warnings to refrain from the behaviour they are demonstrating, followed by a time-out consequence should the behaviour not cease.

Stop Behaviours: Minor everyday poor behaviour choices, such as:

- Arguing with another child or an adult
- Shouting out
- Running inside the classroom or building

123 Magic steps:

1. 'That's 1'

This may be followed by one simple explanation of the poor behaviour that needs to stop, only if necessary. Wait for a few seconds for the behaviour to stop. If behaviour stops, that is the end of the interaction, everyone moves on. If the behaviour continues, move on to step 2.

2. 'That's 2'

Wait for a few seconds for the behaviour to cease. If behaviour stops, that is the end of the interaction, everyone moves on. If the behaviour continues, move on the step 3.

3. 'That's 3'

Child is expected to go to the time-out area within their classroom or on the playground (depending on where they are when they receive the consequence)

A child may be given a 'straight 3' if a behaviour is deemed significant and an immediate stop is required; for example hitting another child or use of inappropriate / bad language.

EVPA Behaviours for Learning

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The consequence is a 5 minute time-out for children in Early Years and KS1 and 10 minute time-out for children in KS2. Time out will be taken as soon as possible after the incident, to allow the child involved time to reflect on their behaviour and be removed from the situation; timeout should not be taken in an unsupervised area.

If it is not practical for time out to be taken immediately it may be deferred to lunchtime or break time. At a later point the class teacher and the child should discuss the behaviour using the Restorative Questions in order to help the child understand the impact of their actions on others and in order to restore their relationship.

The number of 3s awarded throughout the week is monitored by the Principal. If a child receives 3 3s in one week they miss part of their lunch break to engage in reflective conversations in order to support more positive future behaviours.

Staff members should record all behaviour incidents which led to a time-out on CPOMs. Staff members should note the antecedent, behaviour and consequence (ABC).

Breathing Space

If a child is demonstrating behaviours which are disruptive to others learning or unsafe, the class teacher or the Principal will direct them to take some time away from the class. The child will then be supported to reflect on their behaviour and start to make appropriate behaviour choices. This support will include de-escalation techniques if needed, such as; Limited choices, distraction, calm voice, help script 'I'm here to help' and reassurance.

There may be occasions where staff are required to use 'reasonable force' as a last resort, see Physical Restraint and Reasonable Force policy for further details. These may include:

- Remove disruptive child from the classroom where they have refused to follow an instruction to do so;
- Prevent a child behaving in a way that disrupts an academy event or a trip or visit;
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- Restrain a child at risk of harming themselves through physical outbursts.

Thinking Space

A child demonstrating serious misbehaviour may be expected to work away from their class group in a small room supervised and supported by the Principal. The decision for a child to be in Thinking Space is made by the Principal and will be for the shortest time possible to secure behaviour improvements. This may be applied as either part day, whole day or more than one day.

EVPA Behaviours for Learning

Appendix 1

- Although not an exhaustive list, serious misbehaviours include:
 - Persistent behaviours resulting in a 3 logged on CPOMS
 - Discrimination or prejudice towards another pupil
 - Disrespectful behaviour towards a member of staff
 - Play fighting / Fighting / Assault
 - Child on child abuse
 - Online abuse
 - Sexual harassment and violence
 - Absconding from permitted areas
 - Swearing, inappropriate or derogatory language (verbal, writing, gestures)

What is Emotion Coaching?

Emotion coaching was first introduced by John Gottman and is designed to help children become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. It entails validating children's emotions, setting limits where appropriate and problem solving with the child, to encourage better behaviour choices.

It enables adults working with children to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging.

At EVPA, Emotion Coaching provides a valuable technique for managing misbehaviour alongside creating opportunities for longer-term solutions to children's well-being and resilience. All staff members are trained on the 5 steps of Emotion Coaching and use this technique to help them address incidents of misbehaviour.

5 Steps of Emotion Coaching

1. Be aware of your child's emotions.

This is the vital first step of emotion coaching. Notice how the child is feeling by the expression on their face. With practise and with knowing the children well you will be able to see emotions in your child before they escalate. *"Looks like you are feeling frustrated with that" "Are you angry with I didn't let you have a longer break?" "I can see you're really excited / nervous right now"*

2. Recognise emotion as an opportunity for connection and teaching.

This is more of a mind-set than an action you need to take. There is no need to be afraid of the child's emotions. Helping a child correctly identify and label what they are feeling, is an opportunity to open up a connection between you and the child so that they feel heard and understood. A child can only learn to manage an emotion if they first learn to understand that emotion.

3. Help your child verbally label emotions.

Ask the child how they feel about something. Help them identify and say aloud the emotion they are experiencing. Ask them if they feel the emotion anywhere in their bodies. Research has demonstrated that the act of accurately identifying and labelling emotions helps to calm' the amygdala (the amygdala is a tiny brain structure deep in

the brain and its job is to quickly process and express emotions, especially anger and fear). Accurately labelling emotions helps children develop vital emotion regulation skills.

4. Communicate empathy and understanding.

This step means that you communicate that you understand how the child is feeling. Empathy shows the child that you see how they are feeling and that you understand why they would be feeling that way, which helps the child feel less alone with their feelings. Research suggests that children who do not feel understood and heard, will grow up feeling panicked about their strong or negative emotions and will be at greater risk of unhealthy coping strategies (e.g. things like using food, alcohol, gaming etc. to find comfort and soothe themselves). *'I can understand that it was upsetting when XX didn't want to play with you, I would have felt upset if that happened to me.'*

5. Set limits (if required) and help solve the problem if there is one.

All feelings are acceptable, but not all behaviours are acceptable. If the child's actions are unacceptable, then it is important to set limits on those behaviours. Setting limits means being able to say "no" to the child when necessary and not giving in to displays of angry emotional outbursts. For instance, *'It is OK to feel angry because you didn't get a turn, but it is not OK to throw your pencil at XX. How can we put this right?'*