



The Ellis CE Primary School Behaviour Policy

Completed and approved EE/Governors. To be reviewed April 2025.

1) Behaviour Policy Principles

The Ellis CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

2) Intent of the behaviour policy

The intent is for every member of the school community to feel valued and respected, and for all persons to be treated fairly and 'be the best they can be'. We are a caring Christian community, whose values are built on mutual trust and respect with a focus on forgiveness. This policy is designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

This entails simple, practical procedures for staff and children that;

- Encourages children to recognise that they can and should make 'good' choices.
- Recognises and shares what expected behaviour looks like.
- Promotes self-esteem and self-discipline; proper regard for authority, and positive relationships based on mutual respect.
- Teaches appropriate behaviour through positive, early intervention.
- Encourages positive relationships with parents in all aspects of school life, including their children's behaviour.
- Encourages a shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promotes a culture of praise and encouragement in which all pupils can achieve, rewarding good behaviour.

3) Purpose of the behaviour policy

- To provide a safe, comfortable and caring environment where everyone can learn well, free from disruption, violence, discrimination, bullying and any form of harassment.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To provide clear guidelines for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally.
- To help children take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

4) Core Values

All core values support the government's 4 key areas of modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

a. Democracy

b. Rule of Law

c. Mutual Respect

d. Tolerance of those of different faiths and beliefs.

The Ellis CE Primary School's core values are:

We are gentle –

We look after each other.

We respect our friends, families and the adults in our school.

We follow the 'hands and feet rule'.

We use kind words.

We are kind and helpful –

We have good manners.

We help each other learn.

We work and learn together.

We notice if friends are unhappy and support them so they are happy.

We listen-

We listen to adults.

We follow instructions.

We listen to each other's ideas with respect.

We explore friendships and work together as a team.

We are interested in finding out about new things.

We find out about other people's successes and celebrate with them.

We are honest –

We are honest with each other and ourselves.

We forgive.

We work hard –

We push ourselves.

We don't give up.

We try new things.

We concentrate.

We are proud of our achievement and the achievement of others.

We look after property-

We are respectful of others and their property.

We look after our school environment and our local community.

We are advocates for the environment.

These sit alongside our Christian Values of:

Friendship, Responsibility, Courage, Perseverance, Forgiveness and Peace.

5) Expectations of all pupils:

- To follow and respect our core values.
- To be polite to all adults, children and visitors and show respect to the adult in charge.
- To listen to adults and children in lessons and assemblies.
- To walk around the school calmly and quietly, including moving to and from assembly.
- To enter school every morning calmly and quietly, walking along the paths until they reach the classroom.
- To try their best in all that they do.
- To work and play cooperatively with each other.
- To take responsibility for their own behaviour by always telling the truth.
- To accept solutions/consequences linked to their behaviour.
- To care for the school and equipment and to report any damage or graffiti they see.

6) Expectations of all staff:

- To follow and respect our core values.
- Meet and greet children at the start of the day as they enter the classroom.
- Model positive behaviours and build relationships.
- Reward children who are living up to our high expectations and value all aspects of children's achievements.
- Never walk past or ignore children who are failing to meet expectations; redirect children by referring to our school rules.
- To be polite and to address children in a reasonable tone of voice.
- To be as fair and consistent as possible with all children being treated equally, as individuals through taking an interest in them.
- To supervise the playground effectively.
- To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
- To create a positive, safe environment in the classroom and playground by maintaining the school rules.
- To see each day as a fresh start.

7) The Senior Leadership Team will:

- Meet and greet children at the start of the day.
- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, dojos and certificates.
- Support teachers in managing children with more complex or challenging behaviours.
- Review provision for children who fall beyond the range of written policies.

8) Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours.
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour.

9) Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm.
- Demonstrate unconditional care and compassion in line with our Christian values.
- Know when a 'change of face' would be beneficial.
- Communicate with families when needed.
- Always apply this policy consistently and fairly to all children.

10) Children want adults to:

- Give them a fresh start each day.
- Help them learn.
- Listen to them, take an interest in them and smile at them
- Be fair with Dojo's and sanctions

11) Rules

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed at class level ensuring there is consistency across the school. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are simple and easy for even the youngest pupils to understand. These rules will be visited regularly with the children; this is what we call our 'Golden Rules':

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

12) 1, 2, 3 Behaviour system

We use the 1, 2, 3 behaviour system in school as it is consistent and fair:

- It praises those who make the right choices and try their best in all that they do.
- It supports children who are struggling and provides opportunities for them to change their behaviour.
- It is easy to use and understand.

See the following tables to see how it works:

13) Recognition and Rewards for Good Behaviour and Effort

We recognise and reward children who adhere to our expectations and follow The Ellis ‘Golden Rules’ as well as anything else worthy of recognition (e.g. behaviour including positive learning behaviours, manners, academic achievement, home learning, tidiness, jobs, kindness etc.).

	Steps	Actions
1	Daily positive praise	<ul style="list-style-type: none"> • A quiet word, a smile, thumbs up or nod. • Award of a Dojo/Dojo sticker. • A quick word with a parent or carer at the end of the school day.
2	Weekly/half termly positive praise	<ul style="list-style-type: none"> • Whole school assembly – each class teacher selects two children that demonstrates our positive learning behaviours. • Every 100 Dojos – children receive a Headteacher’s certificate in assembly. • Whole class rewards for accumulation of Dojos – every half term classes will get a reward for their shared total of Dojos. Autumn 1 – 15 mins extra play Spring 1 – Games/film afternoon Summer 1 – Class picnic Dojos/Dojo stickers will be awarded when children are noticed around the school, for example, in corridors, on the playground, in the school hall, at breakfast club. • Learning or behaviour that is exemplary can be rewarded by Headteacher or Deputy Head stickers.
3	Yearly awards- The Ellis Endeavours	<ul style="list-style-type: none"> • Awards will be given at the end of each year for children who show particular aptitude or commitment to different aspects of school life.

14) Sanctions for Poor Behaviour and Effort

We expect that pupils should take responsibility for their own behaviour and poor choices will lead to consequences.

	Steps	Actions
	Reminder- verbal	<ul style="list-style-type: none"> A reminder of the 'Golden Rules'. Remind using a positive example of good choices. Deliver the reminder as privately as possible.
1	Reminder	<ul style="list-style-type: none"> Say 'Number one' followed by a reminder of the Golden Rule (We are gentle, We are kind and helpful, We listen, We are honest, We work hard or We look after property) delivered as privately as possible.
2	Caution	<ul style="list-style-type: none"> Say 'Number two' followed by a clear verbal caution, delivered as privately as possible. Use the phrase 'Think carefully about your next choice.' Time to regulate may be offered at this stage.
3	Consequence	<ul style="list-style-type: none"> Say 'Number three' followed by pupil missing 15 minutes of the next social time (KS1 to be taken at lunch). During missed social time the child will spend time in the Y5/6 classroom or library and a restorative conversation will take place, with the adult giving examples of positive choices. Recorded in book. <p>If a child gets to 'Number three' 3 times in a week then their class teacher will speak to parents/carers.</p>
4	Unsafe choices	<ul style="list-style-type: none"> If a pupil makes choices that are unsafe and put themselves or others at risk then they will miss 15 minutes of their social time, speak to a member of SLT and their parents will be informed. This will also be recorded on CPOMS. PSA will record lunchtime incidents passed on by lunchtime supervisors on CPOMS. Unsafe choices include- <ul style="list-style-type: none"> - Breaking the 'hands and feet' rule. - Using inappropriate language or deliberately unkind words. - Not following instructions. - Damage of property. <p>If a child makes unsafe choices 3 times in a two week period then they will be given a behaviour contract to support positive choices.</p>
5	Serious incidents	<ul style="list-style-type: none"> If a pupil is involved in a serious incident, where they intentionally damage a person or property, then depending on the severity of the incident an internal or external suspension will be given. Internal suspensions- Parents/Carers will be informed over the phone that the pupil will be given a 1 day internal suspension, involving learning time and break times separate from peers. This will also result in a formal letter being sent home and will be recorded on CPOMS. Fixed-term suspensions- Parents/Carers will be informed over the phone and asked to collect their child from school. A formal letter will be sent home and the suspension will be recorded on CPOMS. A re-integration meeting will be held on the child's return to school.
6	Permanent exclusions	<ul style="list-style-type: none"> Permanent exclusions will be applied only in extreme circumstances. Parents/Carers will be informed over the phone and asked to collect their child from school. A formal letter will be sent home. The child will be removed from the school roll and the Local Authority will be informed.

Time to regulate is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves. On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.

Restorative Conversations - This might be a quick chat at break time or a more formal meeting. The Restorative Conversation will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.

15) Additional consistency guidelines for staff

Movement in and around School:

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not. All staff are expected to reinforce expectations for orderly movement around school. Adults should say 'We walk in school, thank you' to reinforce the rules.

At play time:

A bell or a hands up sign will be used to indicate the end of playtime.

* 1st bell/hands up= stop.

* 2nd bell/instruction = walk to the line

* Children are to stand silent in class line ready to go back into class. UKS2 will line up by their classrooms ready to enter the building and start work.

Playtime Supervision:

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of three staff members are required to supervise playtimes and should stand in separate allocated spaces (Playground, MUGA, Y5/6 area) to ensure full supervision of the outdoor space. Supply teachers should cover the duty of absent teachers but should never be without support. Staff who know they are out of school for a planned reason are responsible for organising cover for their duty.

When on duty, staff should circulate and take the opportunity to socialise with children and model play, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision.

Staff on the playground will follow the 1, 2, 3 behaviour system and will remind children of The Ellis 'Golden Rules'.

Behaviour at Breakfast Club and After School Clubs:

The expectation is that the behaviour policy is followed at breakfast club and after school clubs. The same procedures will be followed.

School is fully responsible for children's behaviour management for clubs held in school time such as lunchtime or run after school by our teaching or support staff.

Clubs run by external companies are responsible for the children's management. Any issues regarding a child's behaviour will be brought to the attention of parents through the club leader. Any issues parents wish to raise about behaviour during a club run by an external company need to raise this with the club directly.

School will work with the external companies to promote high expectations for behaviour during sessions and will work with them to resolve any issues that the company raise with school.

At PTFA and community events, parents are fully responsible for their child's behaviour. If there are any concerns about the behaviour of a child attending such an event, it *may* be required that parents attend an event to ensure their child's needs are met. School staff will be present onsite at events but may have other roles to undertake.

16) Pupil Transition

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. This forms the basis of welcoming pupils into a new school year and at the start of each half term and term. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly at the end of playtime before returning to class. This will also take place in regular assemblies linking expected behaviour linked to the school's Christian values. Pupils starting school at other times of the year, will have a clear induction, including pupils walking them through expectations, supported by key staff. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made (see below). Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

17) Children with Special Educational Needs and Disabilities (SEND)

Sometimes, children have particular needs or circumstances in their lives that make achieving consistently good behaviour difficult. The school rules will still apply to them, but the staff will employ different strategies to support them to make appropriate choices and to be proud of their behaviour.

The use of 'Thrive' strategies, five point scales, home-school diaries, personalised reward charts and behaviour contracts may be utilised to facilitate all children's understanding and reflection of their emotional state and how to regulate. This is a particularly important approach for the children who have particular needs or circumstances. The school will seek advice and involvement from external agencies (e.g. Educational Psychologist, SCI Team, Positive Regard, etc.) where necessary.

School and families will work together to ensure that all children are supported to make positive behaviour choices.

18) Staff Induction

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

19) Physical intervention

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Staff working with pupils at risk of needing physical intervention undertake Team-Teach Training to enable them to physically intervene in a situation or restrain a pupil. Where a child presents a high risk of needing positive handling, an Individual Positive Handling Plan will be put into place.

After an instance of physical intervention, SLT will be informed and the pupil's parent will be contacted. This will always be recorded on CPOMS.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

20) Searching, Screening and Confiscation Guidance

Head teachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, such as weapons, alcohol, illegal drugs and stolen items. This includes any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to themselves or another person or damage property. Further prohibited items include E-cigarettes and vapes, lighters, aerosols and energy drinks. All staff can use their power to search without consent for any of the items listed here.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Parents will be informed after the search and notified of any unacceptable item found as a result of the search, along with appropriate sanctions.

21) Behaviour Outside of School

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

22) Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour incident data – CPOMs and Behaviour Log Book
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

23) Roles and Responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the SLT on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Head teacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, head teacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching Staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly and seeking advice from a colleague or member of SLT to ensure the most appropriate outcome is reached where necessary.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include: SENDCO/ Headteacher/ Class teacher.
- Following the behaviour policy when sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

24) Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. Our school recognises that children are vulnerable to, and capable of, abusing their peers. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We recognise that Child on Child can manifest itself in many ways such as:

- Child Sexual Exploitation (CSE)
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, child protection policy and online safety policy.

25) Links with other policies

SEND

We recognise that repeated misbehaviour can –

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register).
- Be indicative of a cognition and learning difficulty.
- Be indicative of lack of appropriate social skill.
- Be indicative of emotional upset related to in-school circumstances e.g. bullying.
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil, etc.

Anti-Bullying Policy

Our School's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However, The Ellis CE Primary School will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

26) Monitoring and Review

This policy will be reviewed by the Head teacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Completed and approved EE/Governors. To be reviewed April 2025.