



Behaviour & Ethos Policy

Approved	September 2024
To be Reviewed	September 2027

Aims

At Eastburn, we are committed to providing a broad, balanced and effective education for all our children. We believe that meeting a pupil's emotional needs is key to promoting good behaviour, positive learning attitudes and success in life. We expect all adults who work in school to embrace the approaches in this policy and to proactively support it.

Our behaviour policy is designed to:

- provide a safe school environment for all
- promote a positive climate and learning culture within school
- provide a clear framework so that staff, pupils and parents understand what is expected of them
- develop pupils' internal motivation and standards of behaviour
- promote positive relationships between all members of the school community
- involve parents/carers in the behaviour management process and establish strong communication

Key principles and approach

At Eastburn, we take a relational approach to behaviour management as part of our nurturing ethos.

The main principles of our approach are:

- we view every child with unconditional positive regard
- we coach and support children to behave well
- we know that relationships make the difference

We promote a culture of mutual respect in school. We understand the importance of genuine care and acceptance, and valuing children for who they are. We show children that we are 'on their team.' We are here for them and we let them know it.

We understand that all behaviour has a cause. We know that no child wants to behave badly and that challenging behaviour is due to an unmet need. When challenging behaviour does occur, we remain non-judgemental and separate the behaviour from the child. We support the child to reflect on their behaviour, understand the impact of their actions, make positive behaviour choices and fix what has gone wrong.

We understand that positive behaviour is a skill to be learnt. We take a growth mindset and believe that with the right support, all children are capable of developing positive behaviour habits. We understand that coaching children to behave well is not 'stopping us doing our job' – it is our job.

We understand that what adults say or do can influence how children behave. We understand that if challenging behaviour is predictable, we can take steps to prevent it.

We understand that arbitrary punishment has little impact on future behaviour. All consequences are designed as restorative learning opportunities and are presented without judgement.

We accept that a relational approach is not a 'quick fix' – it is hard work and it takes time.

Eastburn Values

We have high expectations of pupils, parents and staff. These expectations are expressed through the 'Eastburn Values', which reflect the school's commitment to the rights and responsibilities of everyone within the school community. These values are displayed in every classroom and in prominent places around the school.

We are ready

We are safe

We are respectful

Staff spend time unpicking with children what 'Ready, Respectful, Safe' means in different situations and at different times of day. The language of 'Ready, Respectful, Safe' is then used in all coaching prompts and restorative conversations.

Section 1: 'Before the event' (Promoting positive behaviour)

The purpose of this section is to promote positive behaviour, and prevent challenging behaviour from happening in the first place.

We do this by striving to provide for pupils' emotional needs:

- good self-esteem
- a sense of belonging
- trusted relationships
- a safe, predictable environment

What adults do with their class or group
<p><u>Calm and purposeful environment</u></p> <ul style="list-style-type: none">-tidy/uncluttered classroom-clearly established routines for class organisation-be well organised and prepared for the day's learning-well-planned, stimulating lessons with appropriate balance of challenge and support-reduced levels of 'teacher-talk' and high levels of pupil activity (not just listening and talking)
<p><u>Clear expectations</u></p> <ul style="list-style-type: none">-slow down and state clearly the behaviour you want to see before pupils have the chance to show it-use descriptive praise for pupils showing the behaviour you have requested-have high expectations and enforce them consistently (e.g. listening to the teacher; following instructions; silent when requested)-for specific instructions, expect compliance first time (avoid a culture where children get used to you asking several times)
<p><u>Promote Eastburn Values</u></p> <ul style="list-style-type: none">-discuss and exemplify the Eastburn Values at the start of the year and then at regular opportunities-model the Eastburn Values through own behaviour-refer to the values frequently and praise when you see pupils demonstrating them
<p><u>Promote sense of belonging</u></p> <ul style="list-style-type: none">-promote sense of class/school community-class cohesion activities (e.g. stories, circle time, music, singing)

What adults do with individual pupils

Build self-esteem (See Appendix 1)

- build them up
- praise for 'being' (not just 'doing')
- show that you have unconditional positive regard
- positive recognition / descriptive praise
- house points

Build trusted relationships (See Appendix 2)

- give individual attention
- listen and take an interest
- show you care
- remember to smile
- speak with respect
- consider the emotional bank account
- give responsibility and show you trust them

Be a behaviour coach

- anticipate challenging behaviour and take steps to try and prevent it
- be ready for the behaviour and plan/rehearse your response
- work with the pupil to set individual behaviour targets
- remind pupil of target then give them opportunity to demonstrate it
- positive recognition/descriptive praise when met
- remember to check-in / check-up / check-out

What we do as a school

Calm and predictable environment

- tidy/uncluttered communal areas (e.g. cloakrooms, library)
- move around school in a calm, orderly manner ('smart hands' and 'voices off')
- playtime support (play equipment, playground rules, sport leaders, wellbeing mentors)

Build self-esteem

- house points, Class Dojo points, exceptional learner awards and celebration assemblies
- provide opportunities for all pupils to develop their strengths (e.g. sport competitions, art and creative tasks, musical performances, outdoor and adventurous activities)
- give pupils opportunity for jobs and responsibilities

Promote sense of belonging

- pupil voice
- school council and house captains
- school cohesion activities (e.g. assemblies, singing, mixed-age afternoons, mixed-age musical performances, Xmas and summer fairs, fund-raising opportunities)

Parental engagement

- support from pastoral mentor
- publish behaviour policy on website
- communicate with parents regarding the policy

Make behaviour and ethos a school priority

- staff training and support
- carry out monitoring and evaluation of behaviour management practices
- prioritise relationship building as part of the in-school transition process

Section 2: 'In the moment' (Responding to challenging behaviour)

We recognise that despite taking the approaches in Section 1, challenging behaviour may still occur due to a range of factors. These include:

- habit (what pupils are used to doing)
- distraction (internal and external)
- paradigms (how pupils see the world, how they see themselves, poor self-esteem)
- feelings (arising from experiences)

The purpose of this section is to stop the challenging behaviour while it is still occurring, and re-establish positive behaviour as quickly as possible.

Adults should maintain clear, consistent boundaries – **all inappropriate behaviour (including low-level disruption) should be challenged and never ignored or tolerated.**

Depending on the cause and severity of the behaviour, different responses and strategies may be used:

'Refocussing' response (for behaviour that is a result of habit or distraction)	'Relational' response (for behaviour that is a result of feelings, experiences or paradigms)	'Regulating' response (where pupil is in crisis and unable to think, act or communicate rationally)
-Be calm and respectful -Clearly state the desired behaviour (making reference to Ready/Respectful/Safe) -Prompt the pupil to make a positive choice -If appropriate, use non-verbal cues -Follow up with positive recognition or descriptive praise	-Empathise and connect ("I can see you are struggling. How can I help?") -Respond to the child's emotions in the same way as you would with an adult ("What's wrong? What has happened? What are you thinking?") -Translate what the behaviour is telling you and find a solution (e.g. work too hard, work too easy, low self-esteem, unresolved social issue) -Use empathic listening (seek to understand rather than to be understood; reflect what the child is saying back to them; support the child to propose their own solution) -Maintain high expectations (work 'with' the child and match high levels of challenge with high levels of support)	-Support the child to regulate their emotions before trying to relate -Use PACE strategies (playfulness, acceptance, curiosity, empathy) -Consider sensory regulation (e.g. removal of stressors, deep pressure, enclosed space) -Change of face*/change of space may be appropriate <i>*A new adult may initially try a refocussing or relational response. If successful, this does not mean the original adult was doing anything wrong – sometimes a change of face is all that is required to make the difference</i>

Classroom monitoring

In each classroom, there will be a 'Ready Respectful Safe' clip chart.

At the start of the year:

- Each child will be given a peg to represent their classroom behaviour.
- Each class will have a discussion of what 'Ready, Respectful, Safe' means to them and make a set of classroom rules.

Each lesson:

- Every child will start each lesson or activity with their peg at RRS.
- If they are not ready, respectful or safe, the teacher will initially use the responses described earlier in this section (Refocus/Relate/Regulate).
- If these approaches have no impact, the child's peg will be moved to 'Turn it Around'.
- If their behaviour improves within the next 5-10 minutes, the teacher will praise the child and move their peg back up the chart.
- If there is no improvement or the behaviour worsens, the peg will be moved down again and a logical consequence will be applied.



Logical Consequences:

- Logical consequences should be proportionate and immediate (not delayed).
- They should be issued according to the impact the behaviour is having. Examples may be:
 - the child may be asked to move their place and sit next to the teacher
 - the child may be asked to sit out of the activity for a short time (5-10 minutes)
 - the child may be sent to another class for a short time (5-10 minutes)

After the consequence:

- Following a time-out, the teacher should acknowledge child's return to the lesson and remind them of the Eastburn values.
- The child's peg should be moved back to 'Ready Respectful Safe' for a fresh start and to try again.
- The reason for the logical consequence should be recorded on CPOMS.

Escalation:

- If a child's peg is moved to 'Logical Consequence' more than once in a day, the teacher should inform a member of SLT as soon as practically possible.

Section 3: 'After the event' (Reflecting on challenging behaviour)

The purpose of this section is to stop (or reduce) further instances of challenging behaviour. This restorative approach is vital in order to promote positive behaviour in the future.

'Reflect and Repair' discussions (See Appendix 3)

In order to try to prevent a re-occurrence of challenging behaviour, a **'Reflect and Repair'** discussion should be held with the child. This may not happen after every instance of challenging behaviour, but it should take place after repeat instances of the same behaviour and after more serious incidents. Where possible, this should be led by the adult most closely involved in the behaviour incident.

The aim of the discussion is to highlight the impact of the behaviour, fix what has gone wrong and prevent the behaviour happening again.

Adults should support the child to reflect on their behaviour and understand the impact of their actions. This impact is likely to be either causing upset to others or stopping learning (theirs and/or others). Adults should remain non-judgemental at all times and separate the behaviour from the child.

The discussion should only take place when the child is ready to talk about/reflect on their behaviour; this could be immediately after the incident, but if emotions are still heightened, it should be 'at a distance' from the behaviour when emotions have fully calmed.

The discussion could happen during lesson time, but pupils may also be asked to stay behind for a few minutes at playtime or lunchtime to hold the discussion.

Where teachers have been unable to hold a discussion before the end of the day, or where emotions at the end of the day are still heightened, the discussion may take place the following day.

As part of the discussion:

- Recap the behaviour that has led to the conversation.
- Help the child to understand the impact of their behaviour (who has been affected and how have they been affected?). Use the language of 'Ready, Respectful, Safe'.
- Encourage the child to suggest how they could 'put right what has gone wrong'. This may include a logical consequence (e.g. genuine apology, repair damage, complete learning tasks in own time).
- Help the child to consider what they could do differently next time in order to prevent the behaviour happening again.

If a child is unable to fully reflect on the impact of their actions, then a repeat of the incident is likely to occur. If the adult feels that this is a possibility, they may need to enforce a preventative consequence (e.g. moving place; no football at playtime) until the child is able to fully reflect and take control of their own behaviour.

Unkindness/arguments between children

Unkindness/arguments between children should also be followed up by holding a **'Reflect and Repair'** discussion. These discussions should take place separately to begin with, and then with both children together.

Adults should avoid focussing on finding the 'truth' in order to make a judgement – instead focus on fixing what has gone wrong, repairing relationships and discussing what could be done to prevent it happening again.

For deliberate and repeated unkindness, please refer to the school's Anti-Bullying policy.

Informing parents

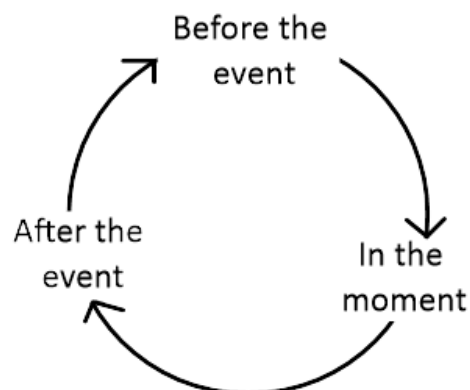
Class teachers will inform parents regarding any significant behaviour incidents. This will include (but is not limited to) deliberate unkindness towards other children, damaging school property and disrespectful behaviour towards staff.

Teachers may also inform parents about repeated instances of low-level disruption in the classroom (for example, if a child's peg has been moved to 'logical consequence' several times in the same week).

Preventing a re-occurrence

At Eastburn, we understand that the effective prevention of challenging behaviour is just as important as our response to it. We believe that if challenging behaviour is likely to re-occur, we can take steps to try prevent it.

Following an incident of challenging behaviour, adults working with the child will consider the cause of the behaviour (distraction; habit; paradigm; feelings) and consider what can be done to ensure a reduction in the behaviour over time. This should involve referring to Section 1 of this policy ('Before the Event') and 'completing the cycle'.



At Eastburn, we understand that to enact long-lasting behaviour change, we cannot just focus on 'changing behaviour'. To effectively change behaviour, we have to change pupils' paradigms (how they see the world, how they see themselves, what they believe is true).

Section 4: Ongoing concerns and consequences

Our behaviour policy is designed to prevent a re-occurrence of challenging behaviour. This is achieved through a combination of prevention (Section 1) and reflection (Section 3). We accept that on occasion, these approaches may not be successful, and an alternative approach may be needed.

The following consequences may be issued 'after the event' for persistent low-level behaviour or significant one-off incidents. The list should not be seen as a progression; any of these consequences may be implemented depending on the severity or frequency of the behaviour:

- 1) A child may be required to miss part/all of playtime. This will be used as an opportunity for restorative practice:
 - to speak to the teacher about their behaviour in the preceding lesson
 - to make amends when things have gone wrong (e.g. write an apology letter to another child)
 - to complete work that has not been completed due to their behaviour
 - to catch up on lessons that have been missed due to a refusal to participate
- 2) Parents may be contacted by a teacher or member of SLT. If appropriate, a meeting may be arranged to discuss their child's behaviour.
- 3) A child may be issued with an internal exclusion, where they will be separated from their peers for a fixed amount of time (e.g. half a day; a full day; breaktimes only). Parents will be informed and may be invited into school to discuss their child's behaviour and reintegration.
- 4) A child may be issued with a fixed-term suspension and will not be permitted to come to school for the duration of the suspension. Parents will be informed in writing and will be invited to a reintegration meeting in school.
- 5) A child may be permanently excluded and will not be able to return to Eastburn Primary School. This will only be implemented as a last resort, and when allowing the pupil to remain in school would significantly harm the education or welfare of the pupil or others such as staff or pupils in the school.

Individual support

Where there is an ongoing concern about a child's behaviour, we may use a range of approaches in order to coach and support the child to make positive behaviour choices. These may include:

- Individual 'one-way' steps charts: these can be used to structure praise and recognition, and work best when they are linked to a specific behaviour for a set amount of time
- Individual report cards: these can be used to hold children to account for their behaviour, celebrate successes, and support discussions around what RRS looks like and what the child needs to do to improve their behaviour
- Individual coaching sessions with an adult (e.g. teacher; pastoral mentor; SLT)

Not every approach is right for every child, and these interventions should be monitored closely to ensure that they are having a positive impact.

Suspension and exclusion

A suspension will only be issued, where in the opinion of the Headteacher, suspending the child for a fixed term would result in an improvement in the child's behaviour in the future. This may include the opportunity for the school to create a risk assessment/seek advice/implement plans.

Before issuing a suspension or exclusion, the Headteacher will consider whether the pupil's behaviour is a direct result of external factors (e.g. bullying, bereavement, home issues, changes to routine). Eastburn Primary School fully adopts and implements the Bradford Local Authority Guidance and Procedures for Exclusion, and the guidance provided in the DfE document: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023) .

Section 5: Responding to positive behaviour

At Eastburn, we use praise and recognition in order to both develop children's internal standards of behaviour and boost their self-esteem. We aim to share success and celebrate progress with pupils and parents at every opportunity. This is done in the following ways:

Positive recognition

Pupils will be given positive recognition for their efforts in both learning and behaviour whenever possible. This can be verbal (e.g. "Well done!", "You're amazing!") or non-verbal (e.g. smile, high-five, fist bump, pat on the back).

Descriptive praise

For maximum impact, explain exactly what the child has done when you praise them (e.g. "Well done for putting your hand up when you wanted to speak.")

Descriptive praise can also take the form of a simple statement of fact – just say what you see. (e.g. "You are really focussed on your learning today.")

Remember to praise children for 'being' and not just for 'doing.' (e.g. "You are such a kind boy and a really great friend.")

Speak to parents

Staff may speak to parents after school, either in person or by telephone, in order to share particular achievements relating to behaviour or learning.

House points

House points are awarded for effort in learning and positive learning behaviours. The children place the tokens in the boxes outside the office. House points are added up each week and announced in Friday's celebration assembly.

Class Dojo points

In some classes, teachers also award Class Dojo points for excellent classroom behaviour. These points can be seen by parents and exchanged for rewards at home or school.

Exceptional learners

Each class teacher nominates one pupil as 'exceptional learner of the week'. The exceptional learner is announced in class every Wednesday. Parents are invited to attend Friday's celebration assembly where their child is awarded a certificate.

Postcards home

Postcards celebrating significant achievements in learning or behaviour will also be sent home. Class teachers should put forward the names of approximately two pupils each half-term.

Related policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying policy
- Physical Restraint policy
- SEND policy
- Bradford LA Exclusions Guidance and Procedure

Appendix 1: Creating a positive climate

To build self-esteem, we must show, tell and convince all our children that they are amazing. To do this, we will create a positive climate by delivering 'positive strokes' whenever possible:

1) Greeting children with warmth and enthusiasm:

- on the door
- when entering the classroom
- when going to a group

2) Praising children at every opportunity. For example:

"That's brilliant!"

"What a superstar!"

Praise for 'doing'

3) Telling our children how fantastic they are. For example:

"You are so kind"

"You are so caring"

"You are so polite"

"You are so much fun"

"You are a great friend"

"You are a great partner"

Praise for 'being'

The aim of this approach is to 'fill the pockets' of our children with positivity. This will boost self-esteem, create a positive climate and develop children's sense of identity and belonging.

Appendix 2 : Building trusted relationships

<ul style="list-style-type: none"> -Teach the child not the curriculum -Believe in them -Know their names -Know something about them -Show you're interested in them as people not just as students -Smile frequently -Be warm -Unconditional positive regard -Respect & support interests -Do show and tell with adults and children -Be real for your learners -Be interested in them as people -Consistently kind -Say good morning -Take a genuine interest in them -Let them know a little about you -Engage with them during break time -Greet students as they arrive at the gate and classroom door -End the day on a good note (no grudges) -Care about them -Banter (as long as you have trust) -Have lunch with them -Kick a football around the playground with them -Skip with them -Seek to understand rather than to blame -Listen with the intent to understand rather than the intent to reply -Aim to learn something new about them each and every day -Each day is a new day -Earn respect rather than expect it -Be authentic -Don't take yourself seriously -Care about their welfare -Share your favourite film or band -Make time or you'll make excuses -Brag about them outrageously to others -Every child needs a champion -Never use sarcasm -There is always more than one perspective -Intention and attention is key -Tone of voice is important -Tell them your first name -Talk about your own kids -Share a pen or pencil -Say goodbye at the end of the day 	<ul style="list-style-type: none"> -Show interest in their interests -Have a sense of humour -Mutual respect -Open communication -Be approachable -Be reflective -Smile from your heart -Pinch the occasional crisp (not the whole bag!) -Catch them at their best -Positive phone calls home -Have high expectations -Show empathy (not sympathy) -Look out for their sports team's results -Actively listen and then listen some more -Don't take yourself too seriously -Create a safe environment -Develop and cultivate compassion -Say the "hard things" -The small things are the big stuff -Ask questions -Set boundaries -Step in without being asked -Know when to dial it back -Give consistently, receive occasionally -You create the weather in your classroom -Mutual respect -Welcome diversity -Be supportive -Initiate conversations -Honesty is key -Follow through and do what you say you'll do -Compliment -Say thanks -Laugh -Be present -Be their biggest cheerleader -Let go of the past -Check in regularly -Be willing to learn from each other -Show 'Botherdness' -Remember important dates -Don't judge -Separate the behaviour from the person -Treat them fairly -Laugh with them -Remember their birthday -Learn to apologise
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Appendix 3: Restorative practice

The restorative approach is a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences. It involves helping the child think through their behaviour, its consequences and what they can do to make it better.

Restorative practice centres around a set of key questions that help children think about their behaviour and understand how they can correct it:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who has been affected by your actions? How were they affected?
5. What could you do now to help put things right?
6. How can we prevent this from happening again?
7. What can I do to help you?

For example, John has hurt Sam in the playground. They sit down together with a teacher, who helps John think through the above questions:

What happened? *'I tripped Sam up in the playground.'*

What were you thinking and feeling at the time? *'I was angry because he laughed when I fell over playing football.'*

How have you been thinking/feeling since it happened? *'I'm still cross that he laughed but I feel bad that he got hurt.'*

Who has been affected by your actions? How were they affected? *'Sam grazed his knees and it made him cry. He had to stop playing football because it hurt too much.'*

What could you do now to help put things right? *'I need to say sorry to Sam and try not to lose my temper next time.'*

How can we prevent this from happening again? *'I should just tell Sam that I am angry instead of pushing him over. I could walk away and find someone else to play with.'*

What can I do to help you? *'Please can you bring Sam here so I can say sorry. Also, please can you remind me of my target when I go out to play.'*

Sam is also asked the same set of questions. This helps him identify his part in what happened, and communicate how John's actions affected him.

In another situation, Joanne was continually chatting and distracting the children on her table during a maths lesson. After the lesson, the teacher asks:

What happened? *'I was talking too much in maths.'*

What were you thinking and feeling at the time? *'I was bored because I don't like maths.'*

How have you been thinking/feeling since it happened? *'I'm sorry I disturbed the class but I didn't understand the work.'*

Who has been affected by your actions? How were they affected? *'I stopped my friends from doing their work and I made you [the teacher] cross because you had to keep stopping to tell me off. I didn't finish my own questions either.'*

What could you do now to help put things right? *'I need to say sorry to you and my group, and I need to finish the learning that I have missed.'*

How can we prevent this from happening again? *'I could put my hand up and ask you to explain the problem to me.'*

What can I do to help you? *'Please can you show me how to do the questions, and please can you let me stay in at lunchtime so I can finish them?'*

Exactly what restorative practice looks like will depend on the children's age; for example, with very young children, teachers might use puppets to encourage them to talk about their feelings in a safe way. The important thing is to not point the finger of blame, so children don't get defensive.

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Appendix 4: Additional notes

Physical Restraint

It is very unusual for school staff at Eastburn Junior and Infant School to make use of physical intervention. The school works in line with the DfE guidance (2012) on 'Use of Reasonable Force' and the guidelines of the school 'Physical Restraint Policy'. Key elements are stated here and are agreed school policy:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as volunteers.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by staff at some point in their career that involve a degree of physical contact with children.
- Force is used either to control or restrain. This can range from guiding a pupil safely by the arm through to circumstances such as breaking up a fight or where a pupil is restrained to prevent potential violence or injury to themselves or others.
- Reasonable in the circumstances means no more force than is needed.
- As mentioned above, schools generally use force to control pupils or restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main reasons – to control pupils or restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always be dependent upon the individual circumstances.
- Examples of when to use physical force include: removing disruptive children from a classroom when they have refused to follow an instruction to do so, preventing a pupil leaving the classroom when allowing them to leave would put others at risk, restraining a pupil at risk of harming themselves through physical outbursts.
- Schools cannot use force as a punishment – it is always unlawful to do so.

Mobile phones*

- Pupils are not permitted to use mobile phones on the school site.
- If a child arrives at school with a mobile phone in their possession, they must switch it off before entering the school site, and then hand it to their teacher upon entering the classroom.
- Any phones that are handed in will be placed in a box and stored in the school office. Pupils may then retrieve their phone from the box at the end of the day, but their phone must not be turned on again until they have left the school site.
- School will take no responsibility for any phones that are dropped, broken or lost during the school day, even if school staff are at fault. Similarly, we will take no responsibility for ensuring that the right phone is retrieved by the right owner.

*These points also apply to other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video)

Searching Pupils

A separate legal provision in the Violent Crime Reduction Act (2006) makes it lawful for school staff to search suspected pupils for weapons without consent. It also deals with the seizure of items found during the course of search. Associated guidance sets out that schools can also screen pupils using electronic means such as wands or arches.

It makes clear that:

- Two members of staff must always be present at a search;
- The search must be undertaken by a staff member who is the same sex as the pupil;
- It should take place out of public view whenever possible.

A pupil might also reasonably be asked to turn out his/her pockets to hand over an item that is causing disruption or that has been suspected of being stolen. The school will follow the Behaviour and Ethos Policy procedures if the pupil unreasonably refuses to cooperate.

Power to Discipline beyond the School Gate

The Governing Body confirm that the Headteacher and staff are authorised to use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits;
- Pupils taking part in off-site educational activities;
- Pupils taking part in residential visits;
- Pupils travelling to and from school.
- Behaviour when wearing the school uniform in a public place.

Vulnerable Groups:

There is due regard for the rights and needs of pupils deemed to be 'at risk', including minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who have English as an additional language, looked after children, sick children, young carers, disadvantaged children and any others at risk of disaffection.

'Vulnerable children' are identified by the school and staff aim to work closely with parents, families and where appropriate, outside agencies to ensure that the needs of these pupils are met. Any personal circumstances, special needs or disabilities are also taken into account when addressing behaviour issues.

The school monitors behaviour incidents, exclusion data and attendance records to ensure that particular groups are not being discriminated against in the application of this policy.

Appendix 5: Governors' statement of general principles

Rationale

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour in Schools, 2022).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Behaviour and Ethos Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school's Behaviour and Ethos Policy, though they must take account of these principles when formulating this.

Principles

The governors at Eastburn Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures that all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Eastburn Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour is outlined in the Home School Agreement.

The school expectations should be clearly stated in the Behaviour and Ethos Policy. These should set out expected standards of behaviour and explained to all pupils. The governors expect the expectations to be consistently applied by all staff and monitored regularly.

Governors would like to see positive recognition and praise consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Ethos Policy and monitored for their consistent application and effectiveness.

Consequences for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of consequences should be clearly described in the Behaviour and Ethos Policy so that pupils, staff and parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears one may take place e.g. if illegal drugs are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Behaviour and Ethos Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. Governors expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The governors expect the Headteacher to include the following in some detail in the Behaviour and Ethos Policy:

a) Screening and searching pupils: the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.

b) The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained.

c) The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.