

# Elkesley Primary & Nursery School



## Relational Inclusion Behaviour Policy and Behaviour Curriculum

(Policy Number 2)

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Agreed by	All Staff	April 2024 September 2025
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Signed	<i>C. Mack</i>	
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## **Our Vision and Ethos**

### Our Vision

To inspire a community of life-long learners.

### Our Mission

At Elkesley Primary and Nursery School we show a passionate commitment to learning and recognise the uniqueness of individual learners: ensuring all of our pupils enjoy their learning and develop the necessary skills to unlock their full potential. We believe that by working in partnership with parents and the local community, we can instill a love of learning that lies within all of our children, preparing them to be happy and successful. Our curriculum is carefully designed to be both challenging and exciting which nurtures our pupil's genuine desire to learn whilst developing confidence and self-esteem - inspiring today's children for tomorrow's future.

### Our Core Values

At Elkesley, we are:

- Welcoming
- Happy
- Compassionate
- Resilient
- Talented
- Achievers

### Our Aims and Ethos

In preparing our children for a happy and successful life, we aim:

- To prepare our children to be the best that they can be by establishing a life-long love of learning.
- To continually raise standards to ensure all children reach their full potential.
- To provide a safe, stimulating environment which creates positive attitudes to learning.
- To support our children in becoming independent, respectful, happy and motivated learners with a belief in themselves.
- To celebrate each child's uniqueness, individuality, talents and achievements.
- To build strong collaborative partnerships with families and the local community.
- To arrange enhanced opportunities for learning through visits to places of interest or visitors who come into school to enrich our learning and broaden knowledge.
- To instill the value of community and working and living together productively.

## **Introduction**

This Behaviour Policy places relational inclusion at its heart, embedding positive relationships and restorative practice as the foundation for creating a safe, respectful, and emotionally supportive school culture. It aligns with the Department for Education (DfE) guidance on Behaviour in Schools (2022), the Keeping Children Safe in Education (2025) statutory guidance, and Ofsted's Education Inspection Framework (EIF, 2019), which emphasise consistently high expectations for behaviour that are inclusive, equitable, and support pupil wellbeing.

This policy statement asserts that, at school, children have a right to learn and teachers have a right to teach. This can only happen where there is good behaviour. It is important that everyone maintains the highest standards of behaviour and are rewarded for it. The intention of this policy is to support the children and all learners to develop good behaviour and an understanding of why it is important. The Behaviour Policy and our Code of Conduct contribute significantly to the explicit teaching of Fundamental British Values and in particular the Rule of Law and Tolerance and Respect. This policy will ensure that all pupils are treated fairly and that good behaviour is always praised and rewarded.

## **Safeguarding Statement**

At Elkesley Primary and Nursery School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Elkesley Primary and Nursery School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Aims and Objectives**

- To set clear expectations for the behaviour children are asked to demonstrate.
- To enable every member of the school community to feel valued and respected, and for all persons to be treated fairly.
- To provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively; to foster a climate of mutual respect, personal accountability and responsibility.
- To support children whose behaviour within the school environment is challenging.
- To provide clarity of expectation and consequence.
- To establish more effective communication links with parents.
- To celebrate children's positive behaviour choices; to positively reward those who consistently demonstrate high standards of behaviour.

## **Relational Inclusion**

Our behaviour policy is based on the knowledge that negative behaviour is a communication of an unmet need. At Elkesley Primary and Nursery School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

1. We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to model and explicitly teach appropriate behaviours.
3. We understand behaviour communicates unmet needs and we can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs to ascertain.
4. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
5. We provide predictability and routine to build a sense of safety for emotional and physical environment.
6. We keep in mind that we are the adults and the children are still growing, learning and developing. Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process. We, therefore, support and guide our pupils to make appropriate choices.
7. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and, therefore, the skills of self-control, empathy and emotional management.
8. In developing emotional development and self-regulating skills, pupils can learn to improve their behaviour. Learning new behaviour is a task, just like any other learning.
9. Supporting pupils to effectively communicate is a very important way to promote self-regulation, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other school staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.
10. All incidents will conclude with a restorative conversation with the member of staff in which the negative behaviour occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.

## **Roles and Responsibilities**

The roles and responsibilities for the implementation of our policy lays with our stakeholders i.e. our pupils, our parents and carers, our teachers and staff in school, the head teacher and our governing body.

### **Children:**

All of our pupils are expected to show high standards of behaviour at all times. They will be taught to have high expectations of themselves and of others and take responsibility for their actions. As a school we aim to foster within our children respect for others, resilience and self-reliance. Therefore, we expect children to:

- uphold the school values.
- uphold Fundamental British Values.
- ensure that their choice of behaviour does not impact on theirs or others learning and well-being; to work to the best of their abilities and allow others to do the same.
- follow the instructions of members of staff.
- take care of the school property and environment.
- understand the consequences of breaking the school rules.

### **Parent/carers:**

If a parent/carer is concerned about their child's behaviour or fear that their child may be being affected by other children, the staff welcome early contact from them. By working together, we strongly believe that the behaviour of our children will be maintained and respected by everyone.

For any parent/carer of any child at Elkesley Primary and Nursery School, we expect parents to:

- be aware of the school's behaviour policy, code of conduct and expectations.
- work collaboratively with school – so that children receive consistent messages about how to behave at home and at school.
- inform the school of any medical or social circumstance that might affect the behaviour of their child.
- inform the school of any concerns about their own child's behaviour.
- support and co-operate with the school in implementing the behaviour policy

### **School Staff:**

We expect all our staff:

- To foster good relationships with parents and carers.
- To model good behaviour at all times.
- To provide a challenging, interesting and relevant curriculum.
- To speak with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us.
- To agree a classroom code of behaviour (including non-negotiable positive behaviours) with each new class that will allow the teacher to teach and the

learners to learn and that will ensure a safe environment for all.

- To ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- To have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- To inform parents about expected behaviour and seeking their support.
- To use proximal praise to reinforce expectations, promoting intrinsic motivation by rewarding the process of learning.
- To ensure all children are noticed and receive attention in class.
- To treat each child fairly and enforce the rules consistently: to be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- To treat all children with respect and understanding.
- To provide a personalised approach to the specific behavioural needs of particular pupils.
- To teach children about behaviour skills/ plan and respond to individual needs to learn behaviour skills and self-regulation through our Behaviour Curriculum.
- To ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- To record behaviour incidents promptly on MyConcern.
- To seek both resolution and learning when dealing with incidents. Follow up every time,
- retain ownership and engage in restorative dialogue with children.

### **Class Teachers:**

The teachers in our school have a statutory authority, through the Education Act, to discipline children whose behaviour is not acceptable. In this duty they are expected to treat all children fairly and with respect and understanding. It is their responsibility to record significant incidents or repeated incidents of inappropriate behaviour and report them directly to the head teacher.

It is the responsibility of our class teachers to ensure that our Code of Conduct is enforced in their class and that their class behaves in a responsible manner with due regard for it. It is also the responsibility of our teachers to address any incident of unacceptable behaviour whenever they come across it during the school day. The emphasis when addressing poor behaviour is to seek from the child the reasons for their behaviour, why it is not acceptable and work with the child to seek an appropriate solution to it. Any sanction imposed, in line with policy and practice, is to be administered or supervised by them.

**Head Teacher**

It is the responsibility of the Head Teacher to implement the school's behaviour policy without prejudice throughout the school and report to governors, when requested, on the effectiveness of the policy. It also their responsibility to ensure the health, safety and welfare of all the children in the school and act in accordance with Education and Inspection Act 2006: Section 89. The Head Teacher will support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. They also monitor the consistency of application of the policy to ensure that it is applied fairly.

**Governing Body**

The Governing Body carries out its statutory functions for the management of behaviour at the school with due regard to the appropriate legislation and consider their duties under Section 175 Education Act 2002. The Governing Body will monitor the implementation of the behaviour policy and receive regular reports about its implementation.

## **Positive Behaviour Management Strategies**

*All teachers set high expectations of behaviour and use consistent verbal approaches focussing on positive behaviour reinforcement.*

**Our policy is to praise in public and sanction in private.**

### **Proud Cloud**

Each classroom has a Proud Cloud which is used to display achievements, good examples of work and teacher-written cards to explain how a positive attitude or school value has been shown.

### **A message is sent home**

The class teacher is to send a message home to parent/careers via class dojo, along with an image of their children's work.

### **Child is sent to share work with another teacher**

If the teacher identifies that the child's work needs to be celebrated across the school, they can choose to send the child with their work, and a note, to another classroom to share their achievement.

### **Child is sent to share work with Head teacher**

If a child is working exceptionally and modelling the highest expectations, then the teacher may choose to send them to share with the SLT/HT whom will provide further praise and recognition – annotating their work and sending it home. *When a child is sent to the Head Teacher for having shown exceptional behaviour or achievement, they will receive a head teacher's award – which will be presented to a child along with a prize from the prize box during Gold Assembly.*

### **Gold Assembly**

We have wonderful, talented children and we feel that recognising and celebrating achievements is of the utmost importance. Once per week, we hold a Gold Assembly in which two children from each class will be selected for exceptional behaviour/achievement across the week. They will receive a weekly award based around a particular theme of behaviour or effort which will be presented in a whole school assembly and sent home. Reading, attendance and out-of-school achievements will also be awarded during this assembly – along with the Head Teacher's awards.

## **Class dojo**

We believe that effective communication between home and school is essential to supporting children in their learning. As a result, we use Class Dojo in every class to celebrate the sensible choices that children make. Class dojo is used as our main school reward system and allows children's behaviours to be recognized by all teaching staff and shared instantaneously with parents.

## **Collecting points**

Children will be awarded 'Class Dojo Points' for positive behaviour. Each class has a set of behaviours which will be awarded and points are weighted dependent on the behaviour exhibited. As points are collected, they are added to the child's account and shared simultaneously with parents. Parents will receive information about the behaviours shown and how many points their child(ren) have received.

## **Non-negotiables**

Dojo points will not be awarded for *expected* behaviours. As children mature through school, the expectations for appropriate behaviour will increase. For example, in foundation stage children may be awarded points for sitting and listening, however, by KS2 this is an expectation.

Each class will have a list of non-negotiable behaviour, dependent on current cohorts, which will be shared with children.

## **Rewards**

Dojo points are collected to reach whole-class rewards. The following will be awarded:

**500 Points:** Choose a prize from the Head Teacher's Treat Box

**1000 Points:** 30 minute Board games/Bring in a toy.

**1500 Points:** Hot chocolate and a biscuit

**2000 Points:** Movie Night

**2500 Points:** Non-uniform day

**3000 Points:** Picnic with the Head Teacher

**4000 Points:** Class disco

**5000 Points:** Trip to the park.

**7500 Points:** VIP Guest / Treat

## **Displays**

A 'ClassDojo Behaviour Board' will be on display in each classroom. This will include non-negotiables, positive points available, needs work sanctions and rewards.

## Course of Action to Address Challenging Behaviours

Consequences are relational, proportionate and logical and aim to re-establish trust and boundaries rather than punish. Engagement with learning is always our primary aim and, for the vast majority of our learners, a gentle reminder is all that is needed. All members of staff praise the behaviour that they want to see, do not engage with attention seeking and use the following actions when required:

Steps	Action
1) Redirection /Reminder	<p>Read the room and redirect using PACE (See Below).</p> <p>Use whole class reminders of expectations to re-engage pupils. A reminder of classroom / school expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, ..... make the right choice" "think carefully about your next step".</p>
3) Last Chance  Use the 30 second script intervention	<p>The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:</p> <ul style="list-style-type: none"> <li>• I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)</li> <li>• I am wondering if you are feeling...</li> <li>• You know we have rules in the classroom. It was the rule about ... (lining up/bringing toys into school/allowing others to learn) that you broke.</li> <li>• Do you remember when you... (positive behaviour...?)</li> <li>• That is who I need to see today...</li> <li>• When I come back in X minutes, I want to see your wonderful.... Thank you for listening</li> </ul> <p>(walk away – remember to return at the given time!)</p> <p>The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour</p>
4) Cool Off / Time in	<p>The child will be asked to go to the 'wellbeing space' in the classroom where they will be able to regulate. Items within the area will help the child</p>

	<p>to re-engage their prefrontal cortex, such as breathing and grounding techniques.</p> <p>The teacher will have a chance to speak to the child away from the class. Boundaries are reset and the child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning. The child is given a final opportunity to re-engage with the learning / follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.</p>
5) Repair Restorative Conversation	See Repair – Restorative Practice – below.

It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

In all respects, every aspect of behaviour should be kept confidential by all members of staff unless discussing concerns with SLT. Small incidents that occur at school should end after the incident has been dealt with, and not be referred to or shared with anyone else.

### **Further Action**

If the above steps have been unsuccessful and challenging behaviours continue, the child will be sent to a member of SLT. If the Child refuses to go to SLT, a message is to be sent to SLT to collect child. If the child refuses to go with SLT, parents are to come to school immediately to discuss their child’s behaviour.

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success. If a pupil’s challenging behaviour persists then there are a variety of options that may be taken - all of which use our understanding of attachment and trauma in order to hypothesise about impacting factors and support personalised action planning:

- Contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- The class teacher will discuss their concerns with the pupil and a supportive target for behaviour will be set, identifying why there is a need for change and how the pupil will be supported.
- The class teacher will work collaboratively with the pupil / parents / carers to identify any reasons, concerns or difficulties. This can be supported by the Pastoral team if necessary. A plan-do-review approach will be taken, with records kept.
- If after an agreed time the pupil continues to struggle, the pupil will attend a meeting with the teacher and a member of SLT. At this time the Class Teacher will inform the pupil’s parent/carer of the situation and share the pupil’s behaviour target with

them. A plan- do-review approach will be taken, with records kept.

- If the pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher and member of SLT will arrange a meeting with their parent/carer to discuss the issues being faced.
- If a pupil struggles at more unstructured times such as break/lunchtime and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member or follow a 20/20/20 structure. This will be within an agreed timescale through a plan-do-review process.
- It may be decided that it is in the pupil's best interests to give them some supported time away from their class, for example with another member of staff or, in consultation with the ELSA or the office of a member of SLT.

## **PACE Approach**

PACE refers to **Playfulness, Acceptance, Curiosity and Empathy**.

**Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

**Acceptance** involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

**Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil.

**Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

### **Examples of PACE used with pupils at Elkesley Primary and Nursery School:**

Situation: Pupil in heightened state of anxiety, attempting to climb the perimeter railings and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down; if you fall, I will have to fill out a lot of paperwork!"

Acceptance - The pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel e.g. "I can see that this has made you feel really upset" (Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out.").

Curiosity- Enquire and check what the young person's emotional experience is e.g. "I wonder if you're feeling angry because of what X has just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset, I just want to run away from everything."

Using PACE and a calm approach, the pupil's anxiety decreased and they came down off the railings. They went with an adult to the Sensory Room. Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the railings. The pupil was able to reflect on their behaviour and think of alternative things they could do next time.

## **Repair – Restorative Approach**

This approach helps to build and maintain positive, healthy relationships, resolve difficulties and repair where there has been conflict. Restorative approaches can take place both formally and informally, depending on the need and severity of the situation. Our aim is not to ask ‘Why?’ something has happened but to determine what has led up to an issue and resolve it in a positive way.

### **The Restorative Questions:**

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

**Language** to use during the Restorative Conversation:

**Encouraging:** Tell me some more about that?

**Clarification:** Can you help me understand that more...

**Checking:** So did I hear you say... Am I right in thinking....

**Reflecting:** So you..... (Repeating back last few words)

**Summarising:** So there seem to be several things bothering you? And earlier you said....

**Empathy:** It’s understandable that you are worried / upset about/ this; sounds tough;

**Affirmation:** Thanks for telling me that; I appreciate you talking about this with me

**What happened?** Drawing out each person’s story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g., families.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

### **Course of Action if children do not complete expected tasks.**

If children have no completed tasks due to their own choices, they are expected to use their own time to complete the work. Where possible, break times and lunch times will be prioritised for children to get fresh air and a break. However, these times may be used for children to complete work where appropriate. If children refuse to complete a task within lesson, the work may be sent home at the end of the day, along with an explanation, and they will be required to complete the work in their own time.

### **Keeping a log of challenging behaviours**

Incidents of behaviour, which go beyond low-level disruption, will be recorded on 'myconcern'. Challenging behaviours will be recorded to indicate the time, severity and, if appropriate, details of the behaviour to form a behaviour log for children; this log will be kept to indicate a pattern of behaviour to identify a safeguarding concern of if further support is required. This information will be shared with the SLT.

### **De-escalation and Positive Handling (Team Teach)**

In all cases of serious misbehaviour staff use communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property or behaviour compromising good order and discipline then staff may resort to positive handling to ensure the safety of all.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DfE and the school provides staff with opportunities to access the appropriate training and updates to support this work.

Unless it is a situation of imminent danger, trained staff only, will intervene physically to restrain children in certain situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

After several occurrences of physical intervention, an individual handling plan and a risk assessment is written and discussed with parents/ carers. Individual education plans may be reviewed. Outside agencies may become involved with the agreement of parents.

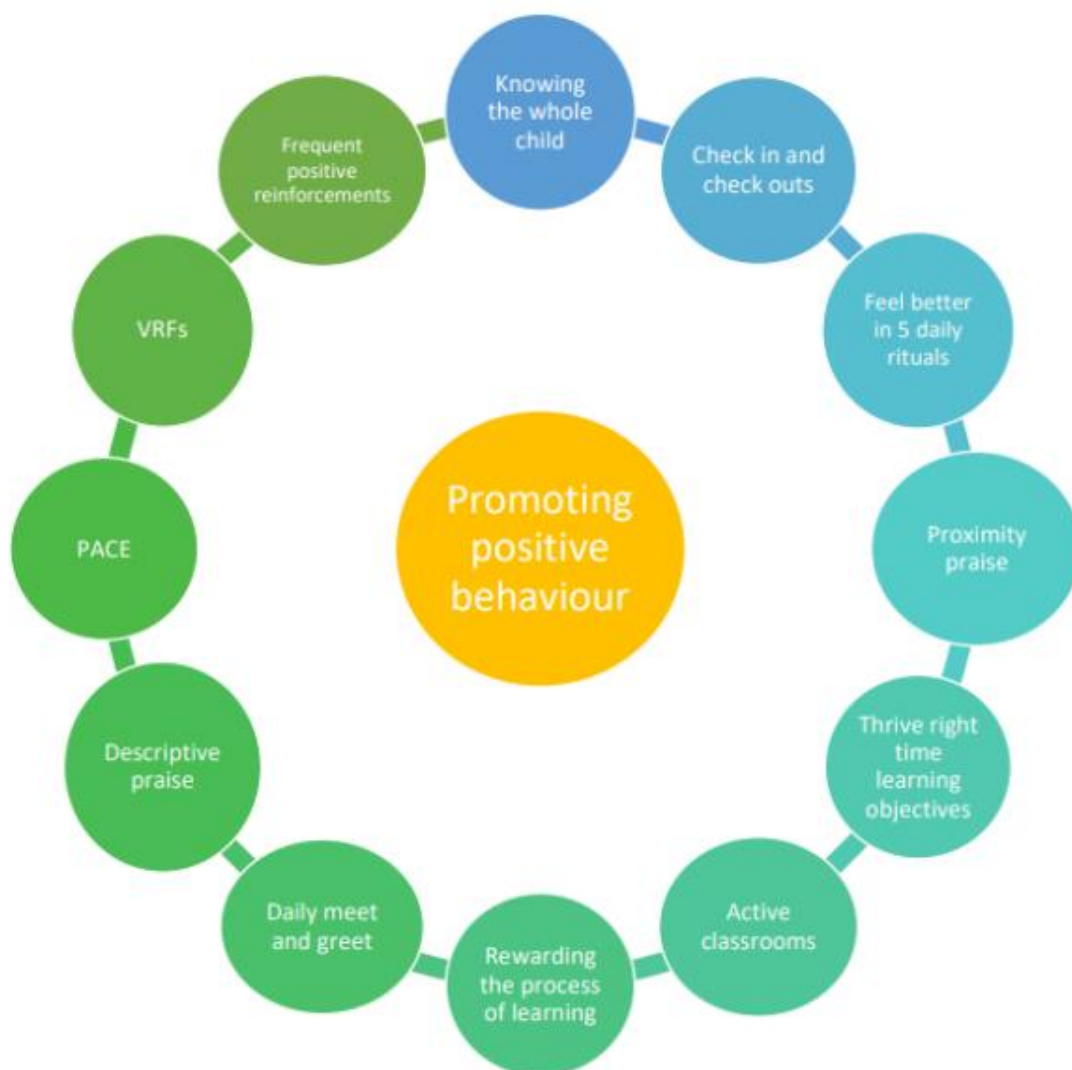
If children attempt to leave site without an adult, an explanation is given to them that if they leave the building/school the police may be contacted. During incident of extreme behaviour, health and safety permitting, the child is left in situ until parents can be on site.

## Regulation Plans

Sometimes pupils can present very challenging behaviour which may be regarded as severely challenging. If appropriate, an individual behaviour plan will be drawn up for the pupil. We should always take the attitude that pupils behave in these ways for reasons which are important to them even if they are difficult for us to understand. It is essential that we find out what those reasons are if ever we are going to encourage a pupil to behave in more appropriate ways.

If challenging behaviour occurs, we, in consultation with parents, identify a package of intervention procedures designed to meet the individual pupil's needs known as a regulation plan. This intervention has clear targets and carefully planned strategies.

Examples of positive intervention used for individual plans:



## **Exclusions (See separate policy for more detail)**

Fixed Term Suspensions: At Elkesley Primary and Nursery School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion: The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Elkesley Primary and Nursery School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## **Moving around school/Using the school hall**

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others – showing our value of 'welcoming'.

In the dinner hall, Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

## **Obtaining Attention**

To obtain the attention of the class or group. A 3-step process will be used:

- 1) Use of voice, tone and intonation.  
For KS1 use of '1 2 3 eyes on me'  
For EYFS a doorbell noise will be sounded and children are to stop and wiggle fingers above their head.
- 2) Proximal Praise- Praise the children who are listening and ready to learn.
- 3) Show me 5: Raise hand and say 'Show me 5 ,4' and lower fingers on hand from 5 to 0 with children joining in silently.

## **Playtime**

Consequences apply at breaktimes as they do in the classroom. Although the school agreements apply at all times, there are some additional agreements which must be observed at playtime:

1. Stop, stand still and await instruction when the bell goes.
2. When having a disagreement, use 'conflict resolution', then speak to an adult on duty if this is not successful. Teachers should incorporate the teaching of conflict resolution into their RSE teaching (See behaviour curriculum).
3. If children are not following the school rules, are mistreating equipment or playing unsafely, they will be asked to stand and observe; if they continue to be disruptive, they will be asked to go inside and will be spoken to by a member of SLT.

*The children chose the following rules which they feel are important at break times and have agreed to adhere to them:*

We will:

- Let others join in and invite others to play
- Place nicely and be kind
- Share equipment
- Put away unused equipment
- Help others when they are hurt
- Listen to teachers
- Say please and thank you
- Line up quietly when the bell sounds
- Stop if others ask you t

We won't:

- Take games too seriously
- Hurt others on purpose
- Call others names that they don't like
- Shout or scream at one another
- Break school Equipment

- Annoy or upset other children intentionally

Play Leaders, part of the school council, will ensure that equipment is looked after and used fairly. They will also ensure that all children are included and will lead games.

Two members of staff are on duty on each playground during play times and will assume two roles:

1. Leading games
2. Conflict Resolution Support and First Aid

### **Conflict Resolution**

Conflict can arise through personal differences between individual pupils, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individuals or groups of pupils.

We teach children strategies to help them avoid conflict with each other. We also talk to them about avoiding problem situations and being aware of their own body language and verbal comments that might provoke an incident. In discussing these issues, we aim to raise individual self-esteem and empower children to deal effectively with situations that arise.

Children are shown ways of dealing with conflict situations. These include the following:

- Speaking to a teacher or member of staff for guidance and support
- Speaking to a play leader to help sort out differences
- Walking away and reporting the conflict rather than getting involved

### **Inappropriate conduct beyond the school gates**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

## **Our Behaviour Curriculum**

We have high expectations for all of our students and believe that 'Behaviour is a Curriculum' and is the responsibility of all staff; by teaching students positive learning behaviours and managing negative behaviour in a constructive manner we aim to provide 'Consistency and Certainty'.

The behaviours and expectations within this policy are taught explicitly during the first week in Autumn term. Children should learn the content of the curriculum so that they can recall the information and act upon it.

Our process for teaching behaviour explicitly is as follows:

1. Identify the routines
2. Communicate, in detail, expectations
3. Practice the routines until everyone can do them
4. Reinforce, maintain and patrol the routines consistently

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Through school assemblies, PSHE, RSE, Circle Time, out-of school experiences and after school clubs, we continue to develop the skills outlined in the above policy whilst teaching children the importance of positive behaviour and equipping them with the skills to succeed. We do this through the following:

### **School Assemblies**

A weekly whole-school discussion assembly will be used to discuss, in mixed-age groups with a leading member of staff, a number of topics linked to school rules and PSHE including: how to be respectful and how to resolve conflict. Other weekly assemblies are based around Picture News which focus on current world events and link to each of the Fundamental British Values.

### **School Values**

Through assemblies and lessons throughout the school year, children explore our six values. Each half term, we will focus on a school value:

Autumn 1: Happy

Autumn 2: Welcoming

Spring 1: Compassionate

Spring 2: Resilient

Summer 1: Talented

Summer 2: Achievers

These values are reinforced through our school expectations which are displayed around school and reinforced through lessons and assemblies. All staff refer to these when speaking to children about their behaviour and attitude to learning.

### **Fundamental British Values**

Through PSHE lessons, assemblies, significant events and the wider curriculum, we teach children about democracy, the rule of law, individual liberty, mutual respect and 'tolerance' of other faiths and religions.

### **PSHE and RSE**

Through use of KAPOW, we teach discrete PSHE and RSE lessons are taught on a regular basis to:

- understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.
- Understand appropriate and positive relationships and how to maintain these.
- Understanding stereotypes, bullying and how to treat one another.
- Knowing human rights (Rights and responsibilities of everyone), avoiding prejudice and discrimination and valuing diversity
- Knowing and adhering to rules beyond school
- Celebrating diverse communities
- Contributing to our communities

### **Online Safety**

Children learn about personal information, privacy, cyberbullying, how their actions online have consequences and what to do if they feel uncomfortable or unsafe. Through use of National Online Safety, we equip school staff, parents and children with the knowledge they need to understand online dangers and how best to react should an incident arise. We support the whole school community including parents and pupils to develop understanding and ensure children are safe online; along with knowing how to behave appropriately.

For further information, please see our Long Term plan for Computing along with our Online safety policy for full information.

### **PE:**

Children learn about how to participate and compete respectfully whilst showing our school values.