

EPPING UPLAND C of E PRIMARY SCHOOL



Behaviour Policy

Approved by	The Governing Committee
Signed off by	Lesley Duffin
Date	September 2026
Next review date	September 2027

1 Aims and Objectives

1.1 The aims and objectives of our Behaviour Policy reflect our school's aims and values and set out to:

- Encourage a calm, purposeful and happy learning environment;
- Foster the principles of Trauma Perceptive Practice (TPP), which focuses on kindness, compassion, hope, belonging and connection.
- Promote positive, caring attitudes towards everyone where achievements at all levels are celebrated and valued;
- Provide opportunities for children to develop their independence, resilience, self-discipline and sense of responsibility towards themselves and others;
- Develop a consistent approach for promoting positive behaviour throughout the school;
- Ensure that expectations of behaviour are clearly communicated to children and parents;
- Establish a coherent and fair reward system that acknowledges and celebrates good behaviour;
- Establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour. See Appendix.
- Raise self-esteem and teach positive behaviour through the content and delivery of the curriculum;
- Ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents;
- Effectively manage incidents of bullying, racism or homophobia if and when they occur.

2 Expectations of the Children

2.1 Through pupil discussions, the following has been agreed. Children at Epping Upland have the responsibility to be:

- *Kind and considerate* - Respecting everyone else as an individual;
- *Courteous* - Being polite and helpful at all times to all adults and children in the school;
- *Cooperative* - Being willing to work together;
- *Friendly* - Being on good terms with each other and respecting the different cultures, beliefs and needs of others;
- *Hardworking* - Doing their best;
- *Sensible* - Including moving appropriately in and around the school, especially in corridors;
- *Honest* - Being truthful and respecting the property of others;
- *Responsible* - Taking responsibility for our actions;
- *Quiet* - At appropriate times at the request of an adult.

3 Expectations of Staff

3.1 The Headteacher and senior leaders in the school have a responsibility to provide strong school leadership in relation to promoting positive behaviour. Furthermore, it is made clear to all staff at Epping Upland Primary School that they have responsibility to:

- Fully comply with the school's policies and procedures;

- Attend appropriate training;
- Apply the principles of Trauma Perceptive Practice (TPP) within the daily running of the school;
- Inform the Headteacher of concerns related to behaviour;
- Treat all children fairly and with respect;
- Raise children's self-esteem and develop their full potential by providing high quality learning experiences;
- Maintain high expectations of pupil behaviour and learning;
- Provide an interesting, relevant and challenging curriculum;
- Create a safe, stimulating and pleasant environment for learning;
- Use rules and sanctions clearly and consistently in line with this policy;
- Be a positive role model for behaviour;
- Establish effective partnerships with parents so that children can see the key adults in their lives sharing a common aim;
- Recognise each child as an individual and to take into account their needs;
- Praise and reward appropriate behaviour and achievements.
- Supported by the Assistant Head, SENCo, Wellbeing Mentor or external professionals, such as the Educational Psychologist.

4. Expectations of Parents/Carers

4.1 There is an expectation that parents/carers (and their children) will support Epping Upland in its stated aims by reading and signing the Home/School Agreement document. A copy of this is kept in each child's file and a database is used to record that the signed Home/School Agreement has been returned.

4.2 It is made clear in this Home/School Agreement that parents and carers will:

- Support the school in the high standards it seeks to achieve by respecting the rules, values and aims of the whole school community;
- Encourage their child(ren) to read and listen to them on a regular basis;
- Support the setting and completion of appropriate homework;
- Support the school in maintaining high standards of behaviour in accordance with the school's Behaviour Policy;
- Ensure regular attendance and a high standard of punctuality;
- Ensure that their child(ren) come to school dressed in school uniform / school colours;
- Respond to any reasonable request by the school to discuss their child's education;
- Ensure their child(ren) has what he/she needs to take full part in all activities such as PE;
- Support the school approach to online safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community.

4.3 As part of the EFSPT, we have the following expectations of all of our visitors. These are displayed on a notice around Epping Upland Primary School and consists of the following points:

- All our staff are here to help parents and other visitors;
- We expect that all adults are treated with respect;
- We will not tolerate threatening or intimidating verbal or physical behaviour;
- If you have any concerns, please speak to us.

5 Expectations of the Governing Committee

5.1 It is the responsibility of the Governing Committee of the school to:

- Ensure the school has a behaviour policy and procedures in place in accordance with local authority guidance and government guidance;
- Ensure the behaviour policy is made available to parents/carers on request;
- Ensure the school has procedures for dealing with allegations of abuse against staff and that volunteers comply with guidance from the EFSPT and agreed inter-agency procedures.

6 Government guidance on ensuring good behaviour in school

6.1 Our school believes that staff, parents/carers and children must share responsibility for the maintenance of high standards of behaviour. We have adopted the key principles in the Department for Education 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' document. Sentences within quotation marks come from this document.

6.2 Punishing poor behaviour

"Teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil."

"The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher."

"A punishment must be proportionate. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirement affecting them."

6.3 Searching Pupils

In addition to the general power to use reasonable force, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items. (See 'Use of Reasonable Force' Policy)

6.4 Confiscation of inappropriate items

"The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

6.5 Use of Reasonable Force

The Education and Inspections Act 2006 states that staff at a school 'may use such force as is reasonable in the circumstances to prevent harm.' Furthermore, the Department for Education in its document 'Use of reasonable force: Advice for Headteachers, staff and governing committees (July 2013) states that 'School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action'(Please see the 'Restraint Policy'). In our school, staff who support individuals displaying distressed or challenging behavior are provided with PRICE training, which reflects the ethos of TPP.

6.6 Seclusion

In rare circumstances, we may adopt a procedure to 'isolate' a disruptive pupil in an area away from other pupils for a limited period. "It is for individual schools to decide how long a pupil should be kept in seclusion or isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there."

6.7 Exclusion

"The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community. An exclusion must be on disciplinary grounds."

6.8 Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- Posing a threat to another pupil or member of the public
- Using mobile communications or social media
- Adversely affecting the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour when in school uniform. Sanctions may be given for poor behaviour when off the school premises, particularly when in uniform which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges or participation in extra-curricular activities, fixed term exclusion or in very serious cases, permanent exclusion.

In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff). Any exclusion will be conducted in line with EFSPT policy guidelines.

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

7 **Behaviour approaches**

- 7.1 We celebrate good work, positive attitudes and behaviour. All classes establish class rules which are clearly displayed within the classroom. As well as this, we begin each year by discussing appropriate behaviour within KS1 and KS2 assemblies to ensure there is a collective responsibility towards this.
- 7.2 We encourage children to always try their best and we aim to encourage each child's self-discipline through providing positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour through the use of sanctions.

8 Rewarding good behaviour

- 8.1 Some of the ways we reward children for positive behaviour are:

Work

Children have the opportunity to show work to other teachers and the Headteacher where they are given appropriate praise.

Class Procedures

Individual classes may have their own systems to promote positive behaviour such as having Class Dojo points for example.

Kindness Star award

Children are awarded leaves of kindness for good deeds noted by teachers throughout the week. These are awarded during our weekly celebration collective worship and displayed on the kindness tree in our school library.

Postcard Home

A child from each class is presented with a "Well Done" postcard for a variety of reasons, related to work or their attitude to their work that week in school. Their names are read out in an assembly where the children receive their certificate and applause from the rest of the school.

9 Addressing inappropriate behaviour

- 9.1 Each teacher uses their own strategies for early intervention of inappropriate behaviour. These consist of:

- a direct look/shaking of head (non-verbal gesture);
- ignoring 'attention-seeking behaviour' when safe to do so;
- time-out;
- redirecting a child to the given task;
- having a private word and reminding a child of unacceptable behaviour;

- sending a pupil to another teacher;
- speaking to the child's parent.
- providing the opportunity for children to regulate through the use of a calm box

- 9.2 Serious incidents (including failure to show significant improvement in a behavioural area) are recorded on CPOMS by the Headteacher/Assistant Headteacher and a letter is sent home to parents notifying them of this.

In the case of the above, we use a restorative approach system whereby the child is involved in a discussion related to the 3 Rs of 'Reflect/Responsibility/Repair'.

Further sanctions could include a child not being able to participate in a special visit outside the school.

9.3 All children will be made aware that unacceptable behaviour will have consequences.

For example:

- If the behaviour is persistent, parents are involved in discussion with the class teacher and/or Headteacher/Assistant Headteacher;
- Sometimes a child's behaviour will be monitored using a report book in conjunction with parents/carers;
- A form of detention preventing a child from going out into the playground during a breaktime / lunch period may be applied for a fixed-term;
- Some children with behaviour difficulties are supported through the SEN Code of Practice and outside agencies;
- In the rare cases of serious unacceptable behaviour, some children may be excluded from school

10 Preventing Bullying

- 10.1 Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. If staff witness an act of bullying, they do all they can to support the child who is being bullied and bring to the attention of relevant staff the incident so decisions can be made as to how to prevent it from re-occurring.
- 10.2 Dealing with bullying incidents may involve counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. We use the 'Support Group' approach as supported by our LA to build empathy in the perpetrator(s).

11 Behaviour and Special Educational Needs

- 11.1 We recognise that repeated misbehaviour can:
- Constitute a special educational need in itself;
 - Be indicative of a learning difficulty;
 - Represent a lack of appropriate social skills;
 - Be indicative of emotional upset related to home or school life.
- 11.2 When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to the procedures listed above. Alternative procedures will be formed in agreement with the child, their parents, outside agencies and relevant school staff. The school acknowledges its legal duties under the Equality Act (2010) in respect to pupils with special educational needs.

12 Pastoral Support Programme

- 12.1 For children who are at risk of permanent or regular fixed term exclusion, a Pastoral Support programme will be drawn up by the school, child, parent and behaviour support team.

13 Allegations against staff

- 13.1 When an allegation has been made against a member of staff, advice will be sought from the Local Authority Designated Officer, who will consider the nature of the accusation and the circumstances. They will advise as to whether the allegation

should be dealt with by the school or with other agencies' involvement.

- 13.2 Disciplinary action will be taken against a pupil who has been found to have made a malicious allegation against a member of staff. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

14 Review

- 14.1 This policy will be reviewed by the senior management team, staff and governing committees every three years or earlier if necessary.

RELATED SCHOOL POLICIES

- Child Protection Policy / Safeguarding Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Use of Reasonable Force' Policy
- E-Safety Policy
- Admissions Policy
- Special Educational Needs Policy

RELATED DOCUMENTS

- Education and Inspections Act 2006
- Education Act 1996
- Behaviour in schools Advice for headteachers and school staff (October 2022)
- DFE: Use of reasonable force – Advice for Headteachers, staff and governing bodies (July 2013)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy was agreed by the Governing Committee:	September 2026
This policy will be reviewed every three years. Next review date:	September 2029

Appendix A.

GOLDEN RULES FOR CLASSROOM BEHAVIOUR

The following act as a guideline to support the teacher/adult within the classroom when dealing with a disruptive pupil.

1. **First verbal warning given – explaining behaviour expectations**
2. **Second verbal warning given – repeating behaviour expectations**
3. **Sanction for poor behaviour – e.g. missing a break or golden time**
4. **Pupil sent to another classroom**
5. **Pupil to be taken to Mrs Marshall and Mrs Fourie**