

Eleanor Palmer Positive Behaviour Policy



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Our school aims

The happiness and the wellbeing of our children underpins everything we do. We understand that when children feel happy, safe, listened to and respected then they make progress with their learning. All school staff, parents and carers, and children are expected to maintain the highest standards of **positive behaviour**, to accept responsibility for their conduct and encourage others to do the same. When we work together to do this everyone can achieve excellence, love learning, create and innovate, engage with their world and feel they belong at our school.

We aim to:

- **teach positive behaviour, self-regulation, self-discipline and personal development.**
- provide a safe, comfortable and caring environment for optimal learning to take place
- provide clear guidance for children, staff, parents and carers of expected behaviour
- use a visibly consistent and calm approach and language across the whole school
- foster the belief that there are no 'bad' children, just 'bad choices', encouraging and enabling children to make good choices.
- ensure all adults take responsibility for managing behaviour and follow up incidents personally
- use restorative approaches to follow up constructively on behaviour which falls short of our expectations
- involve families, parents and carers in the development of positive behaviour.

To achieve this, all members of our Eleanor Palmer community must adhere to the simple rules of being:

‘Ready, Respectful and Safe.’

Eleanor Palmer rules: Ready, Respectful and Safe

A clear structure of predictable outcomes will have the best impact on behaviour. This policy sets out the rules, relentless routines and visible consistencies that all children, families and staff must follow. Eleanor Palmer has three simple rules: **Ready, Respectful and Safe**, which can be applied to anybody, in a variety of situations, are easy to remember, and are taught explicitly.

Our three rules are based on the work of educator Paul Dix and his book, *When the Adults Change, Everything Changes*. Dix writes, '**Visible consistency with visible kindness** allows exceptional behaviour to flourish.' This is in tune with our school ethos and values.

Each class will make a class charter at the start of the year, agreeing on what these rules mean in their class. Below are examples (not exhaustive) of what children being ready, respectful and safe might look like.

Ready	Respectful	Safe
Sitting tall, facing the speaker, listening and thinking	Being polite to everyone	Using kind words that make others feel safe
Following instructions and tracking the teacher	Taking turns to speak and listen	Gentle hands, gentle feet
Keeping hands and feet in own space	Considering how other people feel - being kind	Wonderful walking!
Using equipment as guided by adults	Taking care of the school and its equipment	Following adult instructions
Following the rules of a game	Playing co-operatively and sharing	Staying in the classroom/playground as guided by adults
Putting in 100% effort	Valuing each others' work and contributions	Using equipment gently and as intended
	Telling the truth and listening to other people's perspectives	Reporting any damage noticed around the school
	Accepting a solution or consequence without arguing.	Taking responsibility for their own behaviour and planning how to repair when things have gone wrong.
	Seeing an apology as a signal someone has learnt and reflected on their behaviour and wants to repair.	

What children can expect of staff

Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that children are praised publicly and, as much as possible, reminded in private.

Everyone, everywhere!

Every member of staff at Eleanor Palmer is expected to deliberately and persistently notice children doing the right thing, and praise them for it. This applies to the Co-headteachers, the site manager, the kitchen team, the administrators, the teachers, the apprentices and the support staff... **everyone**. This applies in the classroom, the lunch hall, corridors, the playground, on trips... **everywhere!**

Our rules	Visible consistencies, visible kindness	Excellence recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Greeting and welcoming the children into a calm, ready school and classroom. Gate, classroom door or playground - we will be on time, ready and welcoming. 2. First attention going to children doing the right thing 3. Picking up on children who are not yet ready, respectful and/or safe... following through to support them to do better. 4. Accompanying children at transition points. Expecting, praising and modelling wonderful walking* at all times! 5. Praising in public, reminding in private , as far as possible. 6. Consistent language and behaviour scripts. 7. Deliberate attention and interest to build relationships. If eating lunch with the children or playing with them outside, talking, listening and taking an interest.	1. Non-verbal, verbal or written praise 2. Recognition on class board 3. Praise to parent or carer at pick-up 4. Phone call/message /postcard home 5. Show work to another adult 6. Stickers in golden book assemblies 7. Visit to SLT and headteacher for recognition and headteacher award sticker

*Wonderful walking at Eleanor Palmer means walking tall, chin up, with purpose, arms by sides gently swinging, keeping a space between you and others, not talking unless to say thank you to someone holding a door!

How do adults teach and promote positive behaviour at Eleanor Palmer?

All school adults must strive to know the children extremely well and to relentlessly develop positive relationships and mutual respect with all of the children and adults in the school community. This requires deliberate engagement with children to ensure they feel valued. It enables adults to follow up on negative behaviour with genuine care. It's important that families work together with school staff, reinforcing the same messages, and showing the same respect for our rules and staff.

We tell parents and carers about progress and achievement academically, socially and with behaviour; we do this regularly and rigorously. This might be a quick chat at the classroom door, a phone call home, or a postcard with a written note. Again, any member of staff can and should be part of this. At Eleanor Palmer we use children's names, rather than 'darling' or 'sweetheart', and we expect them to use our names respectfully too e.g. 'Good morning, Natalie.' We know that the children want school staff who are fair, consistent, kind, and who show unconditional care and compassion. Each lesson is a fresh start.

What is excellence recognition?

The use of praise and positive encouragement is the best way to promote positive behaviour and at Eleanor Palmer we believe that we get more of what we pay attention to! Praise should be specific and the child should always know why they are being praised e.g. 'Excellent effort with your writing today! That is really above and beyond!' NOT just 'Good boy.' This helps to foster a growth-mindset where children are praised for their effort and progress.

How we teach positive behaviour and our wellbeing curriculum

Developing emotional literacy through our wellbeing curriculum goes hand in hand with achieving positive behaviour at Eleanor Palmer. Each week we teach wellbeing lessons, which include the National Curriculum for PSHCE (personal, social, health, citizenship and economic education) with the aim not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function in society. These are the core values that underpin successful peer relationships and exceptional learning attitudes. We aim that all children should be taught how:

- to maintain positive relationships with each other and adults;
- to build a happy life;
- to develop emotional literacy so they can label and recognise different emotions;
- to use strategies to regulate their emotions;
- to have positive learning behaviours which allow them and others to learn and make progress;
- to respect other people, their rights, property, beliefs and feelings... to respect difference;
- to be assertive, express their views and feelings and be constructive... but always be respectful; and
- to resolve disagreements peacefully.

The school has a curriculum for wellbeing and PSHCE designed to progress logically as children move through the school. This scheme of work will be adapted by class teachers to meet the needs of children with SEND wherever necessary, ensuring every child can access this important aspect of primary school at developmentally appropriate levels. Our wellbeing scheme of work is available in appendix 1.

At Eleanor Palmer, our curriculum is inter-linked, broad and deep; wellbeing and PSHCE is no exception. Whether it be Year 6 children buddying with Reception children at lunchtimes, litter-picking in the local area, or writing to politicians as empowered changemakers, through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child to prepare them for the opportunities, responsibilities and challenges that life offers.

Children who need more support to be ready, respectful and safe

Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring culture which enables children with SEND to learn, succeed and feel they belong. Eleanor Palmer is an inclusive school and we are all the richer for our diverse children.

Different children find different aspects of school a challenge. Some children will need adaptations of what 'Ready, Respectful and Safe' looks like. For example, a child may not be able to maintain eye-contact, but could show they are ready by having a whiteboard and pen in their hands. They may therefore have simple adaptations, or a Wellbeing & Positive Behaviour Plan, no less rigorous than our rules, enabling them to be successfully ready, respectful and safe. Plans are developed by class teams, the SENDCo and shared with families and the child. They may include alternative rewards, timetables or provision to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour, and strategies that help the child to succeed.

Examples of adjustments we make at our school for children who struggle with our rules or whose SEND impact on their capacity to meet age-expected positive behaviour range from training staff in understanding autism, developing trauma informed practice, making seating plans, changing line-orders to planning movement breaks. Our PE team spends several sessions each week mentoring children and focusing on improving their behaviour and wellbeing. Our ELSA (Emotional Learning Support Assistant) and our counsellor also support children throughout the school with their wellbeing and emotional regulation. Some children may receive additional support at playtimes, work to a partially alternative timetable or have mentoring time in school. We use a graduated approach to assess, plan, deliver and then review the impact of the support being provided, and work with families using our 'best endeavours' (Children and Families Act 2014) to:

- meet the needs of those with SEND (Children and Families Act 2014);
- take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our behaviour policy or practices (Equality Act 2010);
- secure the provision set out in Education, Health and Care plans; and
- enable all children to progress from their starting points academically, socially, emotionally and behaviourally.

Beyond the School Gate

The school is committed to ensuring our children act as positive ambassadors for themselves and for Eleanor Palmer and, crucially, **the same behaviour expectations for children on the school premises apply to off-site behaviour**. Our policy covers any negative behaviour when children are: taking part in a school-organised or school-related activity, travelling to or from school, wearing school T-shirts for team events, in some way identifiable as a children from our school, posing a threat to another children or member of the public, or likely to adversely affect the school's reputation.

We therefore expect the following:

- Positive behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which fosters good relationships with other children, staff, volunteers or members of the public, and which does not threaten their health, safety or welfare

The Co-headteachers reserve the right to notify the police if these expectations are seriously breached. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

We hold school staff to the same high standards and outline this in the staff code of conduct.

How does our school respond to negative behaviour?

Adults in school have the responsibility to regulate their own emotions, our body language and our tone of voice. Nothing is gained by being verbally aggressive, or showing children a lack of control. Reactions to negative behaviour should be non-emotional, and given discreetly where possible to protect the dignity of the child and the adult. In order to ensure a consistent approach in what could be a challenging situation, we use behaviour scripts - consistent prompts which focus on redirecting the behaviour and keeping words to a purposeful minimum.

There must always be certainty that any member of staff will follow up on negative behaviour themselves with full support from their class team and senior leaders.

Reporting and recording negative behaviour

The language we use to describe negative behaviour must be **to the point and factual**, including actions taken and consequences wherever possible. This is consistent when verbally describing behaviour to colleagues who need to know about an incident, to parents and carers, and in our CPOMs logs (Child Protection Online Monitoring). **We do not use emotionally-loaded or judgemental words** (children's behaviour is never described as 'disgusting' or 'terrible') and **we are specific, not vague** (we don't use words like 'attacked', and instead we say exactly what happened e.g. 'the child pinched ____ on the arm.'). We also do not humiliate or shame children, families or school adults when describing behaviour. We are **factual, fair and respectful** at all times.

At Eleanor Palmer, we use a secure system called CPOMs to record any concerns relating to any child. These can range from playground injuries, to safeguarding concerns, and they include instances of negative behaviour. Whichever adult is present when an

incident occurs and/or is the main adult managing the behaviour, has responsibility to record what happened on CPOMs as soon as is practical, unless another teacher or member of the senior leadership team says that they have enough information to do so. These logs allow us to see behaviour patterns and to record concerns in a factual and accurate way so that additional support can be targeted appropriately. All members of staff are trained in how to use the CPOMs system.

Stepped Boundaries

At our school we use a system of stepped boundaries to ensure a consistent approach to negative behaviour. **We believe it is not the severity of the sanction, it's the certainty that this follow up will take place that is important.** Throughout the stepped boundaries, adults will remain calm and use behaviour scripts which redirect behaviour to be positive and ready, respectful and safe to learn. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Adults will try to avoid describing the child's behaviour to another adult in front of the child. Other adults will support quietly and calmly if necessary, for example, offering a seat at another table for the child.

The stepped boundary system is cumulative within a lesson/session but is important that everyone also has a fresh start each lesson. It is always the aim that a child will make good choices and have a successful lesson or play time. When this happens, it will be recognised and praised.

If a child is given time out or reaches the repair and restore stage (shown below), this must be recorded on CPOMs and parents should be informed at the end of the school day. As far as possible this will be communicated to parents discreetly. Language such as a 'bad day' should not be used; instead, be factual about needing to discuss a time out or repair that took place. If a child is repeatedly reaching the reminder step, even if behaviour is subsequently improved for a short time, teachers will discuss this pattern of behaviour with parents and carers to work together to support the child's behaviour.

Stepped Boundaries	
Steps	Example
1. Nudge This is gentle encouragement and may be non-verbal.	Standing next to a child, pausing mid-sentence, gently handing them a book, or placing a hand on the table are all examples of a nudge to encourage positive behaviour. It may also be a verbal nudge. For example, 'Let's see eyes on me and ready to learn like this morning.'
2. Reminder This is a short, polite reminder of the rules.	'I notice that you're talking when I'm talking. This is a reminder that we need to be ready and respectful. Please listen and stop talking. Thank you.'
3. Warning This is a discreet 30 second intervention (max) to make a positive choice.	'I notice you have chosen to keep talking and not to do your work. This is a warning .' Do you remember that yesterday you were completely focused and did brilliantly in our English lesson? That is what I need to see today. If you choose to break the rules by _____, you will need a time out, then stay with me for 2 minutes after the lesson."
4. Time out This is time out, in the moment, followed by 2 minutes of missed play or free time with the adult.	At this point the child will be told to take time out to stop, think, and reflect on how they can improve their behaviour. They may be asked to move to another area at this point to allow this to happen. This will always be followed by 2 minutes with the adult after the lesson, to have a mini-restorative conversation and to provide time to finish work, or tidy up etc. in a natural consequence. This might be 2 minutes of missed play, 2 minutes accompanying an adult to break duty, or 2 minutes at the end of the day. <i>'I have noticed you chose to _____.</i> <i>You are breaking the school rule of _____.</i> <i>You are choosing to have time out.</i> <i>I will come and check in on you in a few minutes.</i> <i>Thank you. After the lesson, you will need to stay with me for 2 minutes to talk and repair.'</i>
5. Repair and Restore This is a short restorative conversation during playtime followed by a consequence given to repair the situation.	If a child continues with negative behaviour following a time out, a short restorative conversation of about 5 minutes with a consequence of about 10 minutes will be given to repair the situation during playtime. A 'repair task' or 'consequence' should be agreed/reached with the child at the end of the restorative conversation, such as tidying the classroom, making an apology or withdrawal from playtime football. This consequence will be as logical/natural as possible e.g. withdrawal from football if that was when negative behaviour occurred; tidying up a mess made by the child. A repair task might involve work that must be completed at home (Year 2 upwards) to repair lost learning. This should be returned first thing in the morning. Parents and carers will be informed that there are expectations which are not being met, and the child should understand the natural consequence. If a child refuses to engage with the repair talk or to agree to a consequence they will miss the remainder of that playtime. It may be appropriate for the adult to say they will follow up with this talk later that day or the next day.

How does the school respond to serious negative behaviour?

There is some behaviour which by-passes stepped boundaries because it is sufficiently serious. This behaviour will be managed with no warnings or stepped boundaries, and senior leaders should be informed straight away. This behaviour includes:

- bullying/racism/sexism/homophobia or discriminatory language against other protected characteristics*
- swearing or obscene language
- physical violence or intention to physically harm
- vandalism (school property or that of other children) / stealing
- throwing objects with the intention of hurting others or damaging property
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to follow instructions when the stepped boundary system has been followed. For example, refusing to have time-out or go with a member of staff to have a repair talk.

**Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.*

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits negative behaviour to determine whether they have any underlying needs that are not currently being met.

What happens if a child is dysregulated?

Dysregulation = a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away or violence (to self or others) or conversely, 'shutting down' and refusing to speak or move.

We always try to be pre-emptive of children reaching this point and we look for 'triggers' and 'signs' that a child may not be managing at a moment in time. Wellbeing plans that are co-constructed with the SENCO record individual children's triggers and signs, as well as what helps to regulate them.

If a child is dysregulated, **our first priority will always be to keep all children and adults safe.** School staff may need to ask a child or positively handle a child in order to move them to a safe, calm space. We do not isolate or seclude children, but we do withdraw dysregulated children to support them in calming down. When needed, a member of SLT, a senior teacher, or our ELSA or PE coach will assist with this. However, all our staff are trained to de-escalate such situations and are empowered to do so.

We know that a dysregulated adult (in a state of high emotion such as anger) cannot regulate a dysregulated child. All staff will remain calm and professional, and do their best to stay with the child, following through the process of calming and then ultimately

using a restorative approach (see below). However, sometimes the adult with the dysregulated child is not the best person to remain with them. It may be that they need to teach the rest of the class, or that the child is particularly angry with them. Senior Leaders will support members of staff to manage particularly challenging behaviour. At our school we always ask, who is the best person for this moment? The best person to sit with a child quietly may not be the most senior person.

Members of staff will ask, 'help needed?' or say 'help available' and work together until the situation is calm.

We know that the average time for a child to self- or co-regulate again is 40 minutes, with some children taking a lot longer. It is only when a child is regulated, that restorative conversations and consequences can be established.

At least 95% of managing negative behaviour does not require physical contact, in a small minority of cases it will be safest for everyone, including the child concerned, to use positive handling. In an even smaller minority of cases, reasonable force will be used in order to safeguard the child and others (see appendix 3 for positive handling and reasonable force).

Restorative conversations to repair serious negative behaviour

Restorative conversations can be conducted by any member of school staff, especially any adult who was there at the time of the incident. However, senior leaders and class teachers must be informed of what has happened, and can support with restorative conversations and consequence setting.

Although there will always be a structure for the child to explain their behaviour if they are able to do so, the main points of a restorative conversations will be outlining the facts of the behaviour, how it breaks our rules, and the consequence. Co-headteachers and senior leaders will consider which consequence is proportionate and best suited to the situation. Examples of consequences for serious behaviour breaches may be:

- *Not being on the playground at the same time as other children for ___ days/playtimes until we rebuild trust that they can be ready, respectful and safe.*
- *Working outside the classroom/ in another supervised room for a set time while we repair the trust that they can be ready, respectful and safe.*
- *Being withdrawn from (_____) within school or being suspended from school for a fixed time while we repair the trust that they can be ready, respectful and safe.*
- *Exclusion as outlined below.*

Adults will always be clear, calm and polite, and will emphasise that even though this behaviour is unacceptable, we still care about the child and we want to help them to be ready, respectful and safe so we can include them in our school. During this conversation, it may be that the adult notices the child becoming dysregulated again so they may end the conversation at any point but must follow up later, perhaps with parents and carers present. Children may be unhappy with the consequence or argue with the adult, but the adults will reassure the child that we want to help them to progress with their behaviour.

It is essential that we communicate that we want to work together with the child and their parents and carers, so we will then explain what has happened to parents and carers in the same, polite, calm manner, if they haven't already sat in with the child during this conversation.

What about the others who are affected by the behaviour?

Once the children involved in the incident are safe and calm, **children and adults who have been negatively impacted** in this behaviour will be **reassured, listened to and cared for as a priority**. It is of the utmost importance that they should feel safe and happy at school. They should be informed that this behaviour is not acceptable at our school and that there will be fair consequences for the child who impacted them. Their parents and carers will always be told what happened towards the end or at the end of the day in person or on the phone.

Managing serious incidents on the playground

Children can become dysregulated at playtimes, when the social skills and self-regulation needed to play team games, for example, are too difficult. Just as in lessons, all adults are expected to pre-empt dysregulation and carry out stepped boundaries (nudge, reminder, warning, time-out, repair and restore). If there is behaviour which is more serious and by-passes stepped boundaries at playtime or lunchtime the following script is used:

- ✓ STOP
- ✓ I CAN HELP YOU
- ✓ LET'S GO (to a calmer space/inside)

Adults will adopt open body language, stand at a respectful distance from the child and remain calm. In some instances adults may be required to use positive handling techniques to keep children safe. The child can then be guided to a place where they will be able to calm down. If a child refuses these instructions, other members of staff can be called upon to come to assist, including senior leaders, using the phrase 'help needed'. The aim and priority will be to keep the child and others safe, and to de-escalate the behaviour positively. Time should then be given to calm down and regulate before expecting the child to have a restorative conversation to explain what happened. Adults will not jump to conclusions about what was happening and will follow the restorative approach in this policy.

The Restorative Approach

Eleanor Palmer has a restorative approach to behaviour management. Staff underwent training in 2022 and continue to develop restorative practice. Restorative practice at Eleanor Palmer means having extremely high expectations of behaviour, always picking up on behaviour which does not meet these high expectations, and teaching how behaviour can be changed and relationships restored. When a child does not behave in a way that means they are ready, respectful and/or safe, this will always be followed up on, and consequences or 'impositions' will sometimes follow, even if these do not occur in public.

What are the principles of the restorative approach?

- Importance of developing and maintaining positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness
- Repairing and resolving situations where something has gone wrong
- Learning how choices could be more positive in future

The skills being nurtured in this approach are emotional expression and literacy, self-reflection, problem solving, listening, empathy and self-control.

Restorative conversations are never held when the child is emotionally dysregulated. Dysregulation may look like a child who is very angry, violent, running away or shut down and refusing to move or speak. At Eleanor Palmer, we aim to pre-empt and help regulate children before they get to this point. However, if a child does become dysregulated, we give them the time and space to safely calm down, secure in the knowledge we will *always* have a restorative conversation to follow-up from this. This may mean that a child seems to be calmly playing with construction equipment or colouring in, having just had an incident of very negative behaviour. At Eleanor Palmer adults agree that this is part of the self-regulation process and that restorative conversations and consequences will always follow when the child is calm.

Key questions in restorative conversations

Between two and five questions is usually enough to have a productive restorative conversation. Our teaching team choose from these questions to best fit the situation. For younger children, key questions are suggested in bold.

1. What happened?

2. What were you thinking at the time (and how were you feeling)?

3. What have you thought since?

4. How did this make people feel?

5. Who has been affected?

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in future?

Consequences

Most children will never need more than a reminder or warning but for some, further consequences must be employed.

Consequences that are unfair, inconsistent or really unpleasant tend to be counterproductive and are not in keeping with our policy. They should always aim to repair the damage caused and should never be merely time-wasting. (e.g. letters to apologise rather than copying lines, pay-back time to catch up with missed work rather than 'missed playtime'). The severity of the consequence should always be kept to a minimum; its certainty is what's important.

Suspensions and Exclusions

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together in all the ways outlined in this policy. On rare occasions the co-headteachers may decide that a formal process should be activated to withdraw a child from:

- imminent and specific school activities or trips (internal suspension)
- the school temporarily (a suspension)
- the school permanently (an exclusion)

The decision to suspend or exclude a child is at the discretion of the Co-headteachers, or the acting headteacher in their absence.

We aim to include children in every school activity, to make all reasonable adjustments to do so. However, on rare occasions, the Co-headteachers may judge a child's pattern of behaviour to be unsafe during specific school activities such as team sports or residential trips, or for parts of the school day, such as lunchtimes. We would make this judgement in the weeks and days preceding it, always supporting and expecting behaviour improvement, and communicating with parents and carers. The co-headteachers reserve the right to decide on an **internal suspension**, when we withdraw a child from a school activity or trip, if we feel the risk to the child and others is too great at that time. We may also decide to withdraw a child from a school activity following one very severe incident of poor behaviour, aiming for such decisions to be proportionate and logical. We will explain the reasons for an internal suspension to parents and carers, and the child where and when appropriate.

The purposes of a suspension are:

- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted;
- to signal to all involved the severity of the incident;
- to signal that the child's current behaviour puts them at risk of exclusion;
- to give everyone involved time to think, reflect and gain perspective on what happened;
- to give the school time to improve their plan of support for the child; and
- to act as a 'reset' so that we can work together to improve behaviour afterwards.

Suspensions will usually only take place when there is frequent serious negative behaviour which is not improving as a result of the strategies set out in this policy, and/or when the learning, wellbeing and/or safety of others is seriously hindered. Very occasionally, a behaviour incident may be serious enough to warrant an immediate **suspension** or **exclusion** in and of itself. Some examples of this are:

- Physical assault against another child or an adult
- Verbal abuse or threatening behaviour against another child or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying

- Racist abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the exclusion will be explained, provision for the child's education will be arranged starting the next school day, and the parents, carers and child will be invited to a **reintegration meeting**, where criteria will be set down between the co-headteachers, parent/carer and children in order that they can return to school successfully.

Permanent exclusions are a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of the decision-making progress, balanced with the duty of care to other children and members of staff.

Any type of exclusion is made known to our Governors (we will inform the Chair of Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Before and during the process of exclusion, support and advice from Camden's Inclusion Team and / or Behaviour Support Team may be sought. Parents have the right to appeal against an exclusion.

Anti-bullying

We do not tolerate bullying and prejudice of any kind at Eleanor Palmer School.

Bullying will be treated very seriously and may result in exclusion.

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This might be repeatedly hurting someone or calling them names, or leaving a child out and isolating them repeatedly. **It may be prejudice-based** - for example, **racist** or **homophobic** - which is not tolerated at Eleanor Palmer.

A useful acronym for children is:

STOP! Bullying is when something is Several Times On Purpose

Preventing and tackling bullying is part of our work to support pupils' social and emotional development. Our monitoring indicates that incidents of bullying are rare at Eleanor Palmer. However, an anti-bullying message and explicit teaching of what bullying is and how to prevent it are essential. Children are taught the difference between friendship issues, unkind behaviour and bullying. They are taught how to speak up if they see bullying, and how to challenge bullying behaviour. We always emphasise 'bullying behaviour' rather than labelling children as 'bullies' because we want children to know they can change for the better.

We understand the devastating and lasting effect being bullied can have on children and we will deal with all incidents equally seriously, quickly and effectively. If bullying has taken place outside of school, we will work just as decisively with families. We are vigilant of bullying at all times of the school day, but we also need to work with children and families if bullying is going unnoticed. This enables us to deal with it quickly and thoroughly. It is very important that parents and carers listen to their child and contact the school as soon as possible to resolve and prevent bullying. Parents and carers should not speak directly to other parents or children about bullying. Further advice for parents can be found in appendix 4.

Cyber-bullying is bullying through the use of communication technology like mobile phones, text messages, e-mails, online game platforms or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or emails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site, game message or blog.
- Making or sharing derogatory or embarrassing photos or videos of someone via mobile phone or email.

Like other types of bullying, it is essential that parents and carers work closely with us, alerting us to any instances of cyber-bullying. We can work together to find out what happened, deal with the incident thoroughly, and prevent it from happening again.

The ways in which the school prevents and deals with cyber-bullying are outlined in our [Online Safety Policy](#).

Governors

It is the responsibility of the Governing Body to monitor exclusions and instances of bullying, racism, sexism and sexual harassment (see part 5 of [Keeping Children Safe in Education](#)), homophobia and other discriminatory behaviour against protected characteristics. They will also ensure that this policy is administered fairly and consistently. The co-headteachers will report to the Governing Body and meet with the safeguarding link governor on a half-termly basis, and this policy is revised on an annual basis. The Governing Body and Pupils, Parents and Community Committee is responsible for reviewing and approving the written statement of behaviour principles; reviewing this behaviour policy in conjunction with the headteachers; monitoring the policy's effectiveness; and holding the headteachers to account for its implementation.

There is a Governing Body exclusion panel to review permanent exclusions and the Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors, laid out on p.38 of the [DfE statutory guidance on suspensions and exclusions](#).

What do we expect from families, parents and carers?

We place great importance on good communication with families, having 'open doors' and being approachable to celebrate or share concerns together. We share our school email addresses to enable parents and carers to contact us if they are not able to call in person; we expect that this high level of access and trust is never abused. To work together in the best interest for each child, we have clear expectations of families, parents and carers.

How can parents and carers be ready, respectful and safe?

This is not an exhaustive list, but outlines the main ways that parents and carers can follow and support our behaviour policy, help their children to have positive behaviour, and therefore put their children in the best position to learn and thrive.

Ready

Parents and carers should:

- get their children to school on time
- make sure children have enough sleep and are well-rested
- ensure their children eat breakfast and drink enough water
- check their children have their water bottles (clean and with fresh water) and are dressed for the weather
- have their book bag - reading with and to their child at home is crucial!
- read the newsletters and talk to their children about what's happening at school
- have had time to play, talk and relax at home.

Respectful

Parents and carers should:

- assume that their children are constantly learning from them, so behave in a patient, respectful manner to everyone in our community, being positive behaviour role models.
- speak positively and respectfully about school, staff and other children when at home, and be respectful to them at school.
- speak privately with the class teacher if they have any concerns or if they are unhappy with something related to their child's time at school.

- trust their child, listen to their child... and know that they have one unique perspective which may be emotionally amplified, particularly at the end of a long day. Children may just need parents and carers to listen. School staff always want to know if children are unhappy about something at school, and they can often add to this information, providing the 'bigger picture' they have of the whole class and school.
- react calmly and proportionately if your child raises a problem they have at school. This teaches them how to behave when things are difficult. Ask how they think you can solve the problem themselves, with you and/or with school adults.
- think about the impact on school staff before emailing, particularly late at night or over weekends. It is usually best to arrange a meeting or phone call.
- remember what we all have in common: that we care about your child and want to see them enjoy and succeed at school.

Safe

Parents and carers should:

- make sure their children are safe coming to school, for example, when riding a bike or crossing roads. Children in Nursery and Reception must always be dropped off and collected from classrooms.
- make sure their children follow our rules when they are with you in school or on a trip.
- ensure their children have the right PE kit and swimming kit to do sport safely.
- ensure children's shoes enable running, jumping and climbing on the playground.
- ensure they keep their children safe on the internet and mobile devices, seeking help and advice from school if needed.
- monitor screen time, try to avoid screens in bedrooms and safeguard against violence or scary/upsetting scenes on screen.
- talk to school adults if they are concerned about their child's safety in any way, so we can work together.

Appendix 1 - Eleanor Palmer Primary School Wellbeing Curriculum

Our Wellbeing curriculum was created using the strategies and research from Yale University. Through these lessons we aim to teach children the skills and strategies of how to manage emotions and support their own mental health. We understand that children are not born with these strategies and not all children will develop all of the desired skills during their Primary and Secondary years, without our support. Our approach is proactive and helps prevent serious mental health issues. The scheme dismantles barriers to learning along with building relationships among peers.

Each lesson builds on the previous lesson and there is progression of skills through the years. However, there is repetition of some key aims such as resilience, dealing with conflict and using zones of regulation and/or a mood meter as these are key teaching points that should be practised. During the autumn term, all children will learn about the importance of happiness and will receive similar teaching but with different tasks to complete. It is important not to miss any language based activities which help children develop emotional vocabulary. "If you can name it, you can tame it," Marc Brackett (RULER approach, Yale University.) The children will be taught a Wellbeing lesson twice a week with each lesson lasting 15 minutes, with the addition of longer PSHCE lessons which cover other aspects of personal development such as dental hygiene or road safety. The teaching of these lessons is supported through our wellbeing booklets, language progression and animations.

Appendix 2 - Examples of behaviour scripts adults will use in 30 second interventions (warning step)

You need to... (speak to me at the side of the room)
I need to see you... (follow the agreed routine).
I expect... (to see your table immaculately tidy in the next two minutes).
I know you will... (help Kyra to clean the pen off her face).
Thank you for... (letting go of her hair, let's walk and talk).
I've heard what you said, now you must ... (move to your work station).
We will... (have a better day tomorrow!).
Do you remember when you... (did something brilliantly)... that's the Keira I need now.
I am not leaving... you can do this. You are going to be brilliant.
Jack it's not like you to...
What are the poor choices you could correct now?

Appendix 3 - Positive Handling and Reasonable Force

There are circumstances when it is appropriate for any member of school staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control the movement of or restrain children.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children or blocking a children's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is only used in extreme circumstances, for a short time, and very rarely at our school.
- School staff should always try to avoid acting in a way that might cause injury, but in very extreme cases it may not always be possible to avoid injuring the children, for example, restraining a child could result in a bruise.

The use of reasonable force is an absolute last resort. All the strategies set out in this policy are used to try to prevent a situation where reasonable force or positive handling is needed. However, the safety of the child, other children and adults are the top priority.

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 Co-headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

Nearly everyone in our teaching team is Team Teach trained to safely use **positive handling**. Members of staff with this training have developed expertise to de-escalate situations, pre-empt negative behaviour incidents, guide and escort children away from situations that are becoming unsafe or breaching the school's rules, or to use positive handling. **Positive handling means making physical contact with the child in order to safeguard them.** An example is an adult guiding a child by placing their hands on the child's upper arms firmly using 'Caring C shaped hands', and walking close beside the child. Positive handling is rarely used, is as gentle as possible and follows the rule of using no more force than needed in the circumstances.

In the unlikely event of a serious breach of behaviour the school can use reasonable force:

- when behaviour severely disrupts the learning of others and the child has refused to leave the classroom;
- to prevent a children from attacking a member of staff or another children, or to stop a fight in the playground; or
- when a children is at risk of harming themselves through physical outbursts.

The school will record all attempts to restrain a child in the Bound and Numbered Book which is kept secure by the safeguarding leaders. If the school has restrained a child, then the parent will be informed.

The school cannot and will never use force as a punishment – it is always unlawful to use force as a punishment.

Appendix 4 - Anti- Bullying - Advice for parents

If your child is being bullied:

- Take time to listen to your child and stay calm and acknowledge how they are feeling.
- Explain that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails, texts or cyber-bullying.
- If appropriate, ask them if they think it is bullying or unkindness (the latter of which will also be managed at school). Is it several times on purpose?
- Encourage your child to talk to their teacher or someone at the school. If they are reluctant, reassure them that this is something the grown-ups at school need to know because it's their job to keep the children safe and happy.
- Never intervene with other children or parents, but let the school know, including the class teacher and co-headteachers. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again.
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers what action will be taken.
- If you are not satisfied with the response you get and any action taken, you should contact the class teacher or co-headteacher with your concerns.
- You can call or go on the website of one of the organisations dedicated to supporting parents and carers with bullying. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, being encouraged to bully, or that they have been a target of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them. Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher to talk about how the bullying can be dealt with.