



Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL



BEHAVIOUR POLICY

- I. STUDENT CODE OF CONDUCT**
- II. STAFF MANAGEMENT OF BEHAVIOUR**

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INTRODUCTION

At East Lane Primary School, we are committed to fostering a positive and welcoming environment that promotes good behaviour through a comprehensive and inclusive behaviour policy. We believe that enrichment activities play a vital role in encouraging good behaviour, as they engage students in diverse and stimulating experiences that enhance their overall development. Our curriculum days are designed to provide unique learning opportunities that captivate students' interests and reinforce positive behaviour. Parental and pupil buy-in is crucial to the success of our behaviour policy; we actively involve parents and students in its development and implementation to ensure it reflects our community's values and expectations. Additionally, our robust attendance policy underscores the importance of regular school attendance, recognizing its significant impact on behaviour and academic success. By warmly welcoming students into our school each day, we create a supportive atmosphere that encourages respect, responsibility, and a strong sense of belonging.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining exemplary standards of behaviour that reflect the values of WMAT
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff \(February 2024\)](#)
- [Searching, screening and confiscation at school \(July 2022\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(September 2023\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(September 2023\)](#)
- [Use of reasonable force in schools \(July 2013\)](#)
- [Supporting pupils with medical conditions at school \(August 2017\)](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice \(Jan 2015\)](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Wembley Multi Academy Trust's ethos is '*Achievement for All*'. We expect all of our children at East Lane Primary School to be successful and to achieve highly.

At East Lane Primary School, we aim to:

- provide a safe and positive learning environment built on clear expectations, where dignity, kindness and respect are at the forefront;
- promote self-esteem through success, self-discipline and positive relationships;

- instill high standards and principles of good behaviour;
- ensure that the school's expectations and strategies are widely known, understood and supported;
- ensure a consistent, fair and proportionate response to positive and negative behaviour;
- encourage children to take responsibility for their behaviour;
- work closely with parents and carers to reinforce the school behaviour policy.

WMAT VALUES

1. Integrity

- Integrity means distinguishing right from wrong and doing the right thing. Integrity also requires courage and accountability. We deliver work of the highest quality (by our standards as well as those of our students and their families).
- We deliver what we say we will. We share our professional judgements with students and their families - even those that may be unpopular - in a manner that is both candid and respectful.

2. Respect

- We respect the capacity and desire for personal growth in our students and staff. We treat people with consideration. We value ideas on their merit.
- We recognise that respect requires both truthfulness and empathy. We deal with one another in an open and honest way. We encourage constructive criticism. We reward performance and contribution consistent with our values. We lead by example.
- We thrive knowing that ours is a demanding profession. We accept this responsibility as a trust, as schools and as individuals.

3. Diversity

- We strive for a diverse workplace. It is fundamental to our success that we accept, value, and integrate the contributions of people. Diversity of thought, expertise, experience, and background are important in creating an environment in which creative tensions are harnessed and new ideas emerge.
- We are committed to WMAT being an institution in which all individuals have an opportunity to flourish and succeed, regardless of their age, disability, ethnicity, gender, gender identity, race, religion, belief or sexual orientation.

4. Student Achievement

- We measure our success by our students' success. We make all our resources available to our students and commit ourselves wholeheartedly to their success. In trade-offs between staff and a student's interest, the student comes first.
- Strategy matters. We seek competitive advantage for our students. Our approach is to consider the education agenda as a whole, the competition, and its dynamics. Valid data, rigorous analyses, external perspectives, root causes, and explicit logic serve as our foundations for objective decision-making.
- Our standards for progress and value added are extremely high. Our work helps change, as necessary, the mindset of our staff and students. We make sure we enhance student capabilities and deliver for them exceptional examination performances. We hold ourselves accountable for this.

5. Working in Teams

- WMAT schools are divided into departments and teams. In these teams, staff work together in a manner that is team-oriented, constructive, and challenging. We know that teamwork is essential to the success of our students. We want to strengthen our students' capabilities and be a catalyst for change in their lives. Each student is unique, and there is seldom only one solution. We believe that breakthrough ideas often result from the work of teams seeking to creatively solve real achievement challenges.

6. Sharing our Success

- We seek to extend the art and science of teaching and school leadership by generalising from our experience. We seek to have a positive and lasting impact beyond the multi academy trust domain.
- We believe we can contribute to the changing educational landscape, both directly through our student work and through our work with other trusts, schools and national organisations.

I. STUDENT CODE OF CONDUCT

Overview

This agreement encapsulates our belief that parents are key educators of their child. It is designed to help achieve the highest possible standards of achievement through close communication and effective partnership with parents.

Roles and responsibilities of the Headteacher, other staff, Trustees and Governors

The Headteacher will ensure that the Home-School Agreement and other significant communications with parents and pupils are reviewed in consultation with parents, pupils, staff, trustees and governors. Methods of consultation will include:

- Parent meetings and informal discussion at Open Days
- Surveys
- School Council Meetings
- Telephone contacts
- Staff meetings

Where parents do not read English, translators will be provided.

The Learning Contract, Behaviour Contract and Acceptable use of the School Network form part of the contractual agreement between parents/students/school. The agreement is signed by parents/carers in the Student Planner.

1. Home-School Agreement

ELPS will:

- Provide a learning environment that is stimulating, safe and caring.
- Treat everyone with dignity, respect and kindness.
- Ensure a deliberate approach to maintaining behaviour standards is implemented; where key behaviours are practised, rehearsed and rewarded.
- Ensure that the school community's expectations and values is communicated clearly and precisely to all pupils.
- Ensure that each pupil has the opportunity, support and guidance to achieve his/her full potential.
- Report regularly on each pupil's progress.
- Expect high standards, set clear rules, promote mutual respect and develop a sense of accountability and responsibility.
- Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns.
- Promote and reward good effort, progress and performance.
- Offer enrichment activities that will develop broader skills to prepare for life and work.
- Enforce fair and appropriate behaviour consequences where necessary.

I/We (The Parent/Guardian) shall ensure that:

- I/we will encourage my/our child to succeed.
- My/our child will maintain high levels of attendance and will arrive punctually.
- I/we will inform the school on the first day of any absence (and will keep the school updated on subsequent absences).
- I/we will make the school aware of any concerns or problems that might affect my child's work or behaviour.
- I/we will support and respect the school rules and Code of Conduct.
- I/we will support staff in their duty in the local community (e.g. dropping off and collecting my child, car park, leaving the area after school promptly).
- I/we will attend Parents' Evenings and Meetings when attendance is requested.
- I/we will encourage my child to succeed by monitoring and helping them with their homework and will sign the planner each week to acknowledge this.
- I/We will ensure that my child will read for 20 minutes or more every day, either to an adult or independently if they are old enough.
- I/we will monitor our child's progress and behaviour via the parent app on SIMS.
- I/we will make sure my/our child attends school in correct full school uniform, arrives on time and is properly equipped for school.
- I/we will graciously accept the sanctions of the school system.

- I/we will share information concerning our child.
- I/we will pay for any school property damaged/vandalised by our child.
- I/We agree to respect the school's decisions regarding our child's education. This includes, but is not limited to, matters such as school trips, workshops, and the curriculum.
- I/We will attend scheduled meetings as deemed necessary by the school's leadership team.
- I/We will attend all school workshops and parents' evenings/meetings pertinent to my child's education.

As a student I will:

- Be a positive representative for ELPS.
- Work hard in class and at home.
- Treat others with dignity, kindness and respect.
- Be polite to staff members and other children.
- Be proud of my school.
- Respect the school rules and follow the Code of Conduct.
- Understand that any poor behaviour will mean being a consequence being issued.
- Come to school every day and be on time.
- Care for the environment.
- Not purposely damage or vandalise school property.
- Not graffiti on any wall or other item in school.
- Complete homework on time.
- Bring all the equipment needed every day.
- Listen carefully when the teacher/others are speaking.
- Consider the safety of others at all times.
- Be in full school uniform, which must be smart and tidy.
- Participate in all school trips, workshops and other enrichment offers provided as part of the curriculum.

2. Conduct for Learning Contract

Students are expected to:

- Enter and leave any room or area in the school quietly.
- Remove outdoor clothes or items of non-school uniform as soon as you enter the classroom
- Sit where asked by your teacher.
- Take out your equipment and planner at the start of the day and begin independent reading when you are in class.
- Raise your hand to ask or answer questions.
- Speak and behave respectfully to others.
- Concentrate on the tasks set.
- Remain in the classroom unless there is an emergency.
- Listen carefully when the teacher is speaking, and work quietly.
- Actively participate in the learning by showing determination, commitment and resilience.
- Follow all health and safety rules.
- Wait to be dismissed by the teacher.

When you follow these routines, you will:

- Achieve your potential.
- Be proud of your achievements. Staff will award achievement points for successes.
- Feel motivated and positive about your learning.
- Receive recognition of achievements during assemblies.
- Have certificates and reports sent home acknowledging your good work and effort.
- Receive a special sticker for positive contributions and excellent work, and determined effort in lessons.

If you do not follow these instructions you may:

- Be given a verbal reprimand and a reminder of the expectations of behaviour
- Encounter loss of privileges, for example, missing part of lunch break to reflect on ~~their~~ behaviour
- Be given a behaviour point.
- Be put on report.
- Be sent to a member of the Leadership Group to reflect on behaviour.
- Have a letter sent home or a phone call made home.
- Be required to attend a meeting with a Senior Leader.

- Be given a pre-personalised behaviour plan after 10 or more behaviour points.
- Be given a personalised behaviour plan.
- Be internally excluded.
- Be suspended temporarily.
- Be excluded permanently.

3. Behaviour Contract

It is vital that all pupils at ELPS understand what good behaviour looks like and are explicitly taught how to behave. Teaching children how to behave is done through our behaviour curriculum, which underpins our positive ethos and values around the school. See behaviour curriculum in Appendix.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. The value-based language used by staff creates a culture where pupils can flourish in safety and dignity; this culture supports pupils to behave appropriately through the consistent use of positive reinforcement, but also through the use of early intervention where required.

The 5 Bees represent part of our value-based language, which is used clearly and consistently when communicating with pupils and enforcing high behavioural standards.

5 BEES: Be Ready, Be Safe, Be Respectful, Be Responsible, Be Resilient.



- **Students must be ready for learning.**
 - Have equipment and resources prepared for the lesson.
 - Listen carefully to instructions.
 - Focus on the teacher.
 - Stay engaged throughout the lesson.
- **Students must be safe at all times.**
 - Walk sensibly and do not run.
 - Line up in a straight line.
 - Do not touch, push or pull others.
 - Follow your teacher's instructions.
- **Students must be respectful.**
 - Be quiet and calm – students must not shout, scream or be loud.
 - Be kind to others.
 - Share and wait your turn.
 - Be well mannered and polite.
- **Students must act responsibly.**
 - Follow the daily routines
 - Complete classwork, homework and reading as asked.
 - Help to tidy up.
 - Look after your classroom, equipment and playground.
- **Students must develop resilience.**
 - Correct your work.
 - Present your work neatly.
 - Practise and re-draft your work.
 - Contribute in lessons

The “5 Bees” are displayed in each classroom and throughout ELPS. Teachers will consistently reinforce the “5 Bees” and will directly reference them when verbally managing pupil behaviour. Having these visible ensures the values of the school and the expectations are clear for all pupils.

Rewards

Teachers consistently encourage good behaviour and respect by using consistent and clear language.

Teachers respond to positive behaviour in the following ways:

- Verbal praise
- Communicating praise to parents during pick-up time
- Certificates in weekly assemblies and award assemblies
- Assigned positions of responsibility, such as cloakroom monitor and book monitor
- Awarding achievement points

Positive Behaviour: Students can be awarded achievement points as a reward for the following 10 behaviours:

1. Be safe
2. Be resilient
3. Be responsible
4. Be respectful
5. Be ready
6. Demonstrating a determined effort in class
7. Demonstrating a highly focused attitude to learning
8. Excellent presentation of work
9. Excellent standard of homework
10. Excellent standard of classwork
11. Listening and following instructions immediately and accurately
12. Outstanding contribution during a lesson
13. Regular reading at home
14. Using subject-specific vocabulary when discussion learning

Achievement points are logged onto SIMS on a daily basis, which parents can check.

Level 1 award: Bronze

25 achievement points will lead to a bronze certificate being presented during an assembly by the student's form tutor.



Level 2 awards: Silver





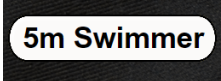
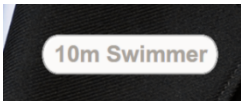




50 achievement points will lead to a silver certificate being presented during an assembly by a Senior Leader.

Level 3 awards: Gold

100 achievement points will lead to a special gold certificate being presented during an assembly by a Senior Leader.

At ELPS, we also celebrate success and achievement with the following badges and awards:

Award name	How and when to achieve the award	Award
Ambassador	To achieve: Represent ELPS TfL stars accreditation. When: Spring term. 1 boy and 1 girl per year group (Reception-Year 6)	
Green Star	To achieve: Reduce car congestion. Travel to school by any other method than car 3x per week e.g.: walk, cycle, scooter or bus. When: Weekly by school councillors	

House Captain	<p>To achieve: Demonstrate exemplary ELPS values. Excellent role model, ability to read - selected through class vote</p> <p>When: Annually</p>	
Deputy House Captain	<p>To achieve: Demonstrate exemplary ELPS values. Excellent role model, ability to read - selected through class vote</p> <p>When: Annually</p>	
House Badge (Phoenix, Orion, Pegasus, Aries)	<p>To achieve: Selected by tutor groups Take part in series of house challenges.</p> <p>When: Allocated at the start of academic journey. Pupils will remain in these houses from R-Y6</p>	
X Table Champion	<p>To achieve:</p> <p>YR – number books to 20</p> <p>Y1 – 2, 5, 10 x tables</p> <p>Y2 – 2, 3, 4, 5, 10 x tables</p> <p>Y3 – up to 10 x 10 tables</p> <p>Y4 – up to 12 x 12 tables</p> <p>Y5 – up to 15 x 15 tables</p> <p>Y6 – up to 20 x 20 tables</p>	
5m Swimmer	<p>To achieve: Swim 5 metres using any stroke</p> <p>When: Half-term achievement assemblies</p>	
10m Swimmer	<p>To achieve: Swim 10 metres using any stroke</p> <p>When: Half-term achievement assemblies</p>	
15 m Swimmer	<p>To achieve: Swim 15 metres using any stroke</p> <p>When: Half-term achievement assemblies</p>	
15m Swimmer – all 4 strokes	<p>To achieve: To be able to swim 25 metres using all 4 strokes: Front Crawl, Backstroke, Breaststroke and Butterfly</p> <p>When: Half-term achievement assemblies</p>	
Bronze Star	<p>To achieve: Read 5 books from the recommended 50 list.</p> <p>When: Half-term achievement assemblies</p>	
Silver Star	<p>To achieve: Read 10 books from the recommended 50 list.</p> <p>When: Half-term achievement assemblies</p>	

Gold Star	To achieve: Read 20 books from the recommended 50 list. When: Half-term achievement assemblies	
Platinum Badge	To achieve: Read 30 books from recommended 50 list When : Half-term achievement assemblies	
Reading Champion	To achieve: Read 40+ books from recommended 50 list When: Half-term achievement assemblies	
Speedy Reader	To achieve: YR – green book stage Y1 – 80 words per minute Y2 – 100 words per minute Y3 – 120 words per minute Y4 – 130 words per minute Y5 – 140 words per minute Y6 – 150 words per minute When: Half-term achievement assemblies	
Reading Trophy	To achieve: Class with the highest number of pupils who read daily and record in their planners When: Weekly - 1 class per year group	
Behaviour Trophy	To achieve: Class with the best behaviour demonstrated throughout the week When: Weekly – 1 class per year group	
Tidiest Classroom Plaque	To achieve Keep classroom tidy, clutter free and organised When: Weekly for the tidiest class per year group	
Highest Attendance Trophy	To achieve Highest attendance overall.1 class per year group When: Weekly for the class per year group	

4. Uniform

At ELPS we believe that uniform helps every student to develop a sense of pride, community and self-esteem. There is a high expectation that uniform is smart and of the highest standard, to reflect the aspirational ethos of our academic institution. When wearing school uniform, students are representatives of ELPS and must be aware that they carry responsibility for the school's reputation. If there is an issue concerning uniform, students must have a note in their planner from home explaining what this issue is and reasons why (failure to do this may result in students receiving behaviour points and other sanctions). This note must be shown to the class teacher on arrival at school. Adaptations to uniform may be made at the discretion of LG, for example, where a pupil may be SEND the uniform may be altered.

Not being in full school uniform is also deemed as a breach of the rules of the school. Students must wear full school uniform when travelling to school, whilst in school, when travelling home from school, when on school outings and at school activities.

The uniform for students is:

Reception Class

The uniform for Reception classes at ELPS is as follows:

- Plain red polo shirt (non-branded).
- Navy blue sweatshirt or cardigan (non-branded).
- Navy blue knee length skirt or navy blue trousers.
- Footwear should be soft black shoes with a buckle or velcro fasteners (no boots)
- Red school book bag with ELPS logo (provided by ELPS)

Years 1 - 6

The uniform for Years 1 - 6 is as follows:

- ELPS navy blue blazer with red piping.
- Navy blue V-necked sweatshirt with embroidered ELPS logo.
- Navy blue knee length skirt or navy blue formal trousers.
- Formal white, collared shirt.
- Navy blue tie with ELPS logo.
- Black shoes (no boots or trainers).
- Black, navy or white socks, or black or navy tights.
- Navy blue school backpack/bookbag with ELPS logo.
- In extreme weather, alterations to the uniform may be made as required. Tailored shorts will be permitted.

Outdoor wear for all pupils (Reception – Year 6)

- Black or navy blue formal coat, leisure wear is not allowed (e.g. logos on coats).
- Black or navy blue woolly hat, scarf and gloves with no logos (for cold weather)
- Black or navy blue cap (with no logo/no baseball caps) for summer.

Children are not permitted to wear jewellery, with the exception of pierced ears (children may wear 1 plain stud in each ear).

School uniform is available to buy from:

- Rumbles, 598 High Road, Wembley HA0 2AF (<https://www.rumbleschooluniform.com>)
- Juniper 154 - 156 Broadway, London W13 0TL (<https://www.juniperuniform.com>)

All clothing items need to have the pupil's name and class clearly identified on it.

Non-branded items are widely available and do not have to be purchased from specific suppliers.

- Plain white shirt with collar.
- Black full-length formal trousers or navy blue knee length skirt. Trousers must hang freely, cover the ankle and not be skintight.
- Plain black formal shoes (low heeled, no boots, no trainers, no markings or logos).
- Black, navy or white socks to the ankle or black or navy tights.
- PE Kit (see below).

PE kit for all pupils (Reception – Year 6)

- White T-shirt or white polo shirt.
- Navy blue shorts or tracksuit bottoms.
- Black plimsolls or appropriate sports trainers

5. Mobile Phones

Students will be in breach of the School's Code of Conduct if a student is seen with a mobile phone or uses a mobile phone on the school site. Students are expected to hand the phone to a member of staff when asked. Failure to do so will result in an appropriate consequence as deemed necessary. Phones will only be returned after a parental meeting has been held. Phones will be held at reception for parents to collect, and a meeting may be held with a School Leader depending on the circumstances.

The school cannot undertake time-consuming investigations for stolen, lost or misplaced phones. In such instances, parents/carers/students will be advised to report the matter to the police.

CONTACTING YOUR SON/DAUGHTER DURING THE SCHOOL DAY

Any parent wishing to contact a child in an emergency should call Reception. Please do not attempt to make mobile phone contact with your son/daughter, as this will lead to a breach of the Code of Conduct. Pupils are not permitted to bring mobile phones or other communication devices. Should your child need to contact you in an emergency, a member of staff will call you.

6. Items Banned in School

It is important that students do not bring items that are expensive, unnecessary or easily damaged or lost into school. Any item that distracts students, or their peers, from their learning is strictly prohibited. and Learning is our first priority. Items that are not necessary should not be brought into school and will be confiscated if found. Examples of prohibited items are, but not limited to:

- Visible mobile phones
- Glass bottles
- Computer games
- Smartphone devices, headphones, MP3 Players, etc.
- Tobacco and cigarette papers
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Other items considered unnecessary in school.
- Any foods containing nuts – we are a nut-free school

Sweets and chocolate – pupils must not bring these foods into school for any reason. Water bottles must contain water only.

***Mobile phones should not be used in any part of the school at any time.**

VALUABLES: Jewellery, mobile phones, etc. are not necessary in school. Staff will ask for jewellery to be removed if they deem it to be inappropriate or a health and safety risk. The only jewellery allowed are wristwatches and a single pair of plain studded earrings. Smart watches with internet connectivity or any other device with recording functions (such as a camera or sound recording device) will not be allowed.

PLEASE LEAVE VALUABLES OR MONEY AT HOME. THE SCHOOL CANNOT ACCEPT RESPONSIBILITY IF ITEMS ARE LOST OR STOLEN. STUDENTS ARE NOT ALLOWED TO WEAR JEWELLERY (WITH THE EXCEPTION OF 1 PLAIN STUD IN EACH EAR) FOR HEALTH & SAFETY REASONS.

THE SCHOOL ACCEPTS NO RESPONSIBILITY FOR THE LOSS OR THEFT OF PERSONAL ITEMS.

7. Rules for Acceptable Use of the Internet and School Network

All pupils have access to MS Teams from home and the school computers during their IT lessons. These rules will keep pupils safe and help us be fair to everyone.

As a pupil at ELPS:

- I will only access the system and MS Teams with my own login and password, which I will keep secret.
- I will not access other people's files.
- I will use MS Teams *only* for school work and homework.
- I will not bring in CDs or USB sticks from outside school unless I have been given permission.
- I will only e-mail people I know, or people of whom my teacher has approved, and will be responsible for the content.
- The messages I send will be polite and responsible.
- I will not give out my home address or telephone number, or arrange to meet someone who I have met online.
- I will report any unpleasant material or messages sent to me. I understand this report would be confidential and would help protect other students and myself.
- I understand that the school may check my computer files and monitor the internet sites I visit or emails I send.
- I will not share any semi-nude or nude images, videos or livestreams, even if I have the consent of the person or people in the photo/video
- I will not bully other people
- I will not use AI tools and generative chatbots
- I will use sound files *only* for educational purposes.
- I will not attempt to access network system files or software to which I do not have access rights.
- I will not access any material which could be deemed inappropriate by the school.
- I will respect copyright and intellectual property.
- I will not use unauthorised chatrooms.
- I will not eat or drink in the ICT Suites.

Should students be required to engage in remote learning, the following guidelines must be adhered to:

- Students must be contactable by their class teachers during school hours.
- Students must complete the work to the deadline set by their class teacher.
- Students must use proper online conduct, such as using appropriate language in messages.
- Students must alert teachers if they are not able to complete work.

II. STAFF MANAGEMENT OF BEHAVIOUR

1. Expectations of Staff

Staff must, at all times, show that they understand their responsibility as role models in how they treat pupils and each other. Staff must always model and reinforce the ELPS Behavioural Values.

Staff are expected to:

- implement school-wide behaviour management systems and processes consistently;
- create an environment of consistency where positive behaviour is encouraged and rewarded;
- create an environment of consistency where verbal value-based reminders are given to support pupils in modifying their behaviour in the first instance, and subsequent negative behaviour is managed using the appropriate behaviour management systems;
- model responsibility, respect, courtesy and kindness;
- plan for and develop strategies for de-escalation of pupils.
- Speak to pupils with dignity, kindness and respect: ELPS has a no shouting policy.

All teachers are responsible for dealing with incidents in and around school.

Responding to misbehaviour

When a member of staff becomes aware of misbehaviour, they will respond in a consistent, fair and proportionate manner.

Behaviour points are given for the following:

- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against a member of staff
- Being disrespectful to others
- Being unkind
- Bullying
- Damaging equipment

- Has read less than 5 times
- Inappropriate responses
- Incomplete classwork
- Incomplete/no homework
- Incorrect uniform
- Not following daily routines
- Not following instructions
- Not ready for learning
- Physical contact against pupil
- Physical contact against staff
- Poor presentation of work
- Poor standard of homework
- Racist behaviour
- Abuse against sexual orientation
- Abuse against gender reassignment
- Use or threat of use of an offensive weapon or prohibited item
- Abuse relating to disability
- Running in the corridor/hall/class
- Talking out of turn

Sanctions will be used as a deterrent for negative behaviour in accordance with our behaviour system. These include:

- A verbal reprimand and verbal reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- Loss of privileges, e.g. loss of responsibility to bring out/collect play time equipment
- Losing up to 5 minutes of break playtime (for a pupil, pupils or the whole class) as the teacher deems necessary
- Losing up to 10 minutes of lunch playtime (for a pupil, pupils or the whole class) as the teacher deems necessary
- Using up to 15 minutes of lunch playtime to complete unfinished classwork
- Placed on a Behaviour Report
- Placed on a Pre-PBP
- Placed on a PBP
- Exclusion

Keeping pupils safe is of the utmost importance; therefore, protective measures may be put in place to adhere to this, for example, removing a pupil from a lesson may be immediate action taken, or after an assessment of risk. De-escalation techniques will be used, which all staff will be trained for, to help prevent further issues arising and recurring.

Teachers will have pre-agreed scripts and phrases to help them restore a calm learning environment. See sentence stems and scripts in the Appendix.

In line with our behaviour policy and approach, teachers must never:

- Shout
- Send pupils out of class
- Administer whole-class sanctions – unless deemed necessary by the teacher.

Supporting Pupils following a Sanction

If a child has demonstrated negative behaviour that does not follow the core values, then a short, targeted discussion may be had with the relevant pupil. This discussion will include explaining what they did wrong and identifying the impact of their actions. If the behaviour is of a more serious nature or a cause for concern, then a phone call with parents/carers may be deemed appropriate. To ensure that we are consistently monitoring pupils who demonstrate poor behaviour, inquiries may be made into the pupil's conduct with other staff members in the school.

2. Lunchtime Behaviour Management

Sports Provision

During lunch time, sports provision will be provided for designated Year Groups. During this provision. It is paramount that expectations of behaviour are high. If any negative behaviour occurs during this period, then the following steps should be adhered to:

- Sports coaches will have a targeted discussion with the pupil who has demonstrated misbehaviour.
- If the negative behaviour is of a more serious nature and requires further assistance, then a member of LG will be contacted by the sports coach to follow up.
- Any behaviour points accumulated during this period will be assigned by the member of LG, after speaking with the sports coaches to gain full clarity of the situation.
- Any incident which is serious must be followed up with a written account from the sports coaches.

LG Responsibilities

It is essential that LG monitor and actively enforce the high behaviour standards expected in the dining hall and playgrounds. If a behavior incident occurs pertinent to a child that is not in your phase, then the LG member must report this to the LG responsible for that Year Group. The LG leading that Year Group must then relay the information to teachers if required.

However, it is the responsibility of the LG member who witnessed the behaviour incident to put a behaviour point, if needed, onto SIMS.

3. Roles of Parents and Carers

ELPS believes that children learn and develop better when the school and parents work together to create a safe and positive learning environment. This relationship extends to giving children consistent messages about how to behave both at school and at home.

Parents are expected to:

- read and understand the behaviour policy and support it;
- sign and adhere to the Home-School Agreement, which sets out the school's expectations. This is located in the Planner;
- co-operate with the school in supporting their child's behaviour and learning;
- support the actions of the school and the use of its sanctions.

4. Sanctions and support

Negative Behaviour: Pupils can receive a Behaviour Point as a consequence for demonstrating behaviours which do not uphold any of the core "5 Bees" ELPS Behavioural Values. There are a wide variety of classifications for Behaviour Points on SIMS; all of which are linked to one of the "5 Bees". See page 14 for a list of Behaviour Points.

Behaviour Points are logged onto SIMS on a daily basis and parents will be notified when their child receives a Behaviour Point through the online portal.

In most cases, if a pupil exhibits behaviour that does not reflect the "5 Bees" behavioural values, then they will receive an immediate verbal value-based reminder from their teacher. This reminder will clearly identify the unacceptable behaviour and will give the child the opportunity to modify their own behaviour. If poor behaviour persists, then the Level 2-4 behaviour management system will be applied.

Reception Classroom Behaviour Management

As children enter the school setting for the first time, it is vital that our core values are understood by all pupils and parents. A safe, caring and happy environment enables maximum learning to take place. Successful behaviour is clearly defined and practitioners consistently explain, model and ensure all pupils understand the expectations of the setting with regards to behaviour. They do this by promoting emotional, social and cognitive skills in young children. The Reception setting encourages the development of 'positive behaviour' such as:

- **Emotional Intelligence:** Promoting the management of feelings and behaviour through continuous and clear value-based discussions

- **Social skills:** Encouraging pupils to form positive, respectful relationships where kindness is exemplified at all opportunities
- **Cognitive skills:** Increasing self-confidence, self-awareness and self-discipline.

Reception uses the system of ‘Good to Be Green’, which is underpinned by the ELPS “5 Bees” behavioural values (see below).

Reception will only begin tracking behaviour points from Spring 1; it is vital that the pupils have time to adjust to the new school setting in Autumn 1. However, serious behaviour incidents (e.g. physical violence, homophobia or racism) will be recorded on SIMS from Autumn 1.

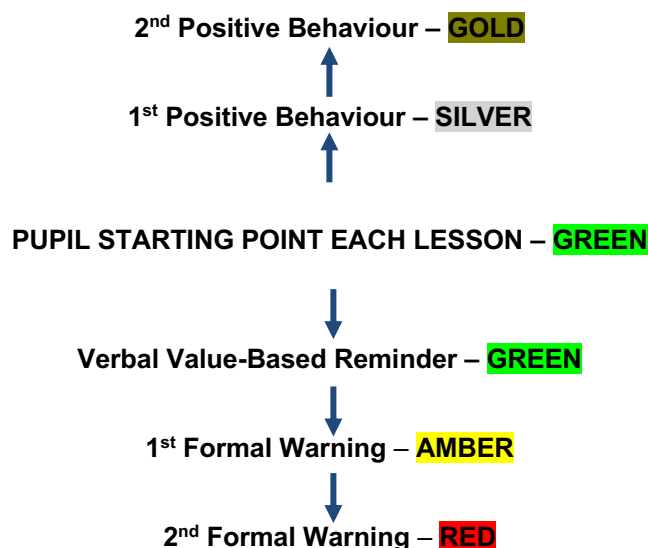
Reception and Year 1 Classroom Behaviour Management System

All Year 1 classrooms will have a ‘Good to Be Green’ chart, which is a visual behaviour chart consisting of coloured cards. Each child has a set of cards: gold, silver, green, amber and red. Each child will begin each lesson on a green card. The cards will then be changed according to whether their behaviour exemplifies the “5 Bees”.

For positive behaviour, the pupil will receive encouragement and praise along with the opportunity to change their card to silver. For subsequent positive behaviour, they will change their card to gold and will also receive an achievement point, which is logged onto SIMS.

For negative behaviour, pupils will receive a verbal value-based reminder to modify their behaviour. For further negative behaviour, pupils will receive a formal warning and will be required to change their card to amber. If this negative behaviour persists, then pupils will be required to change their card to red. Once a child has received a red card, they will be given a behaviour point, which is logged onto SIMS. Pupils can earn their way back from a red card by modifying their behaviour to uphold the “5 Bees” before the end of the lesson.

LEVEL 1: Reception and Year 1 Classroom Behaviour Management System



Behaviour Point logged on SIMS if behaviour is not modified before the end of the lesson

Year 2 – Year 6 Classroom Behaviour Management System

All Year 2 – Year 6 classroom whiteboards will have both happy and sad faces permanently placed on them. Pupils who receive an Achievement Point in a lesson for demonstrating behaviours which uphold one of the “5 Bees” will have their name written under the happy face for the duration of the lesson.

For negative behaviour, pupils will first receive a verbal value-based reminder to modify their behaviour to uphold the “5 Bees”. For subsequent negative behaviour, pupils will have their name written under the sad face. For a third instance of negative behaviour, pupils will have a tick placed beside their name. For a fourth instance of negative behaviour, pupils will **receive a Behaviour Point**. In every lesson, pupils have the opportunity to correct their behaviour. When the teacher has observed an improvement in behaviour, the teacher can remove the tick (and, upon further improvement, the pupil’s name) from

the board. However, should a pupil have the 'BP' mark next to their name, this cannot be removed – for subsequent negative behaviour, the **Classroom Behaviour Management System will restart from the first formal warning (verbal value-based reminder).**

There are some circumstances in which pupils will receive a Behaviour Point without receiving formal warnings under the sad face, such as zero tolerance behaviours (e.g. physical violence, homophobic or racist language or behaviour) or not respecting a teacher's direct instruction will also result in receiving a Behaviour Point. There are also some circumstances in which classroom behaviour management systems may be adapted to more effectively support specific pupils or classes in regulating their own behaviour. These must be discussed in advance with the LG or Jocelyn (SENDCO) in the case of SEND (examples of support include sticker charts, visual, timers and movement breaks).

LEVEL 1: Year 2 – Year 6 Classroom Behaviour Management System

Positive Behaviour

Name written under the happy face during the lesson and Achievement Point logged on SIMS.

Negative Behaviour

1st Formal warning - Verbal Value-Based Reminder



2nd Formal Warning

Name written under the sad face for the rest of that day



3rd Formal Warning

Tick written beside the name under the sad face for the rest of that day



Sanction

Behaviour Point logged on SIMS. BP written beside name/tick under the sad face for the rest of that day.



For subsequent instances of negative behaviour, restart the system from the 1st Formal Warning

Value-Based Behaviour Discussion During Assembly

The start of each assembly will begin with a 5-minute Value-Based Behaviour Discussion. This will involve celebrating the good behaviours observed around the school and a discussion of areas to improve. The LG will support pupils to understand *how* to improve in those areas and will follow up in the following assembly.

On an occasion where a pupil has accrued multiple behaviour points in one week, then the following system will be applied:

LEVEL 2: Pupils (All Years) with many Behaviour Points or Serious Incidents

Pupil Behaviour Points will be monitored weekly



Pupils with 5 Behaviour Points will have a discussion with a Senior Leader



Pupils with many Behaviour Points (usually 10 or more points) or Serious Incidents* will have a Behaviour Meeting with a Senior Leader **and their parents**. Meeting will be logged on SIMS.



Pupil placed on an LG Behaviour Report for 3 weeks



If behaviour improves, pupil is removed from the LG Behaviour Report Card.
If behaviour continues, pupil is considered for a pre-PSP

- a) Many Level 2 behaviours are repeated behaviours which disrupt learning in the classroom. Senior Leaders will take prompt action so that the pupil and parents are clear about ELPS Behavioural Values.
- b) Children will be put onto Level 2 (LG Behaviour Report) by Senior Leaders for serious incidents.

*Serious Incidents include the following:

- Physical violence
- Racist language and/or behaviours
- Homophobic/discriminatory language and/or behaviours
- Swearing and/or aggressive behaviour towards staff or pupils

LEVEL 3: PBP or Pre-PBP and Inclusion Plan

If a child is still finding it difficult to uphold ELPS Behavioural Values after being placed on an LG Behaviour Report Card, they may be placed onto a Personalised Behaviour Plan. The Pre-PBP will include targets for behaviour improvement and school support (e.g. social skills support, inclusion specialist support, in class support, possible SEND support).

The Pre-PBP is written in consultation with both the parents and the child, with regular review periods. Depending on the child's progress, Pre-PBPs would normally be expected to be in place for 6-8 weeks.

If after 6 – 8 weeks there is little improvement in terms of the child's behaviour a Pre-PBP will be escalated to a formal PBP. A formal PBP will be agreed in consultation with the pupil, their parents, the Senior Leader, and a member of the Brent inclusion team. Formal PBPs would normally be expected to be in place for 12 – 16 weeks.

Pupils who are on a Pre PBP or PBP may be sent to a Senior Leader during the school day for a limited time to reflect on their actions and modify their behaviour if required. Once the pupil has completed appropriate reflective work and modified their behaviour they will be sent back to class. If a child is required to be out of class for a longer period of time, then adequate work will be provided to maintain continuous education for the child.

LEVEL 4 – Fixed Term or Permanent Exclusion

The possibility of fixed term or permanent exclusion may be considered, in line with the school's exclusion procedures. This is particularly in cases of dangerous, unsafe, disruptive, out of control behaviours or behaviours that persistently disrupt the learning of others.

Zero Tolerance Behaviours

These behaviours can result in a temporary internal exclusion with the Pastoral Mentor or a permanent exclusion:

- violence
- vandalism
- stealing
- bullying
- serious lying
- racial and discriminatory abuse
- homophobic language
- extortion
- dangerous refusal to follow instructions
- biting
- serious physical contact towards a child or adult
- defiance
- swearing that is offensive / discriminatory
- running out of classroom or school building
- being out of control and not listening to an adult.

A letter will go home for a child who has been referred to the Senior Management team and the parent will be called in for a meeting with the Senior Leader. All meeting records will be logged into SIMS.

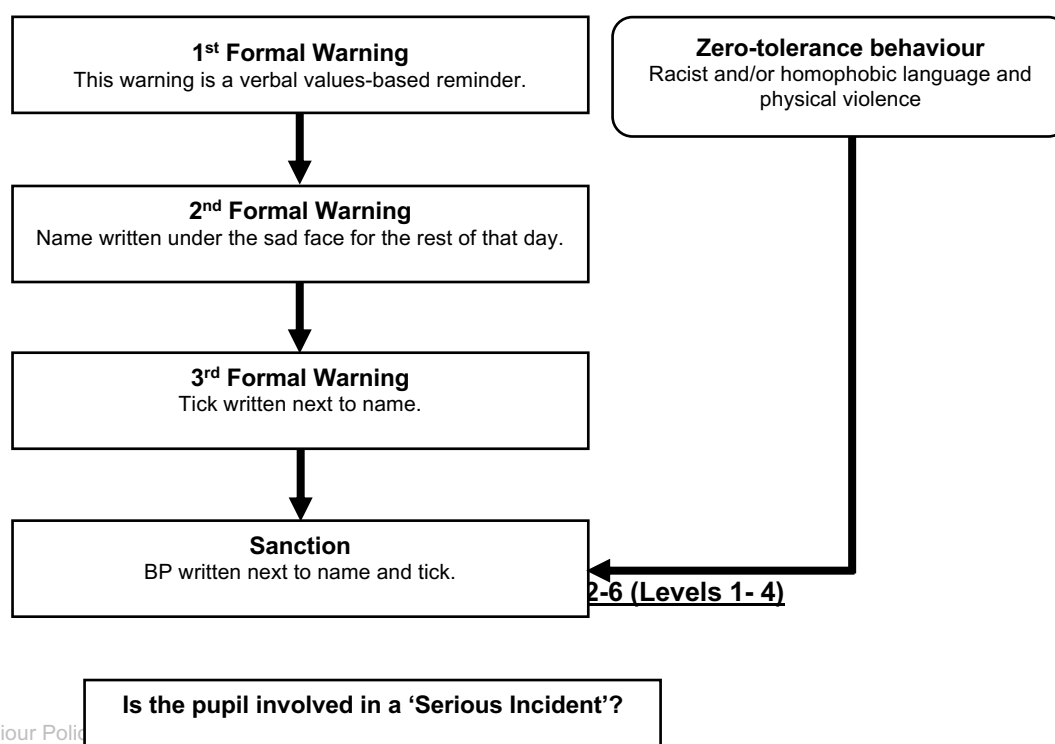
Arrangements for Internal Exclusion

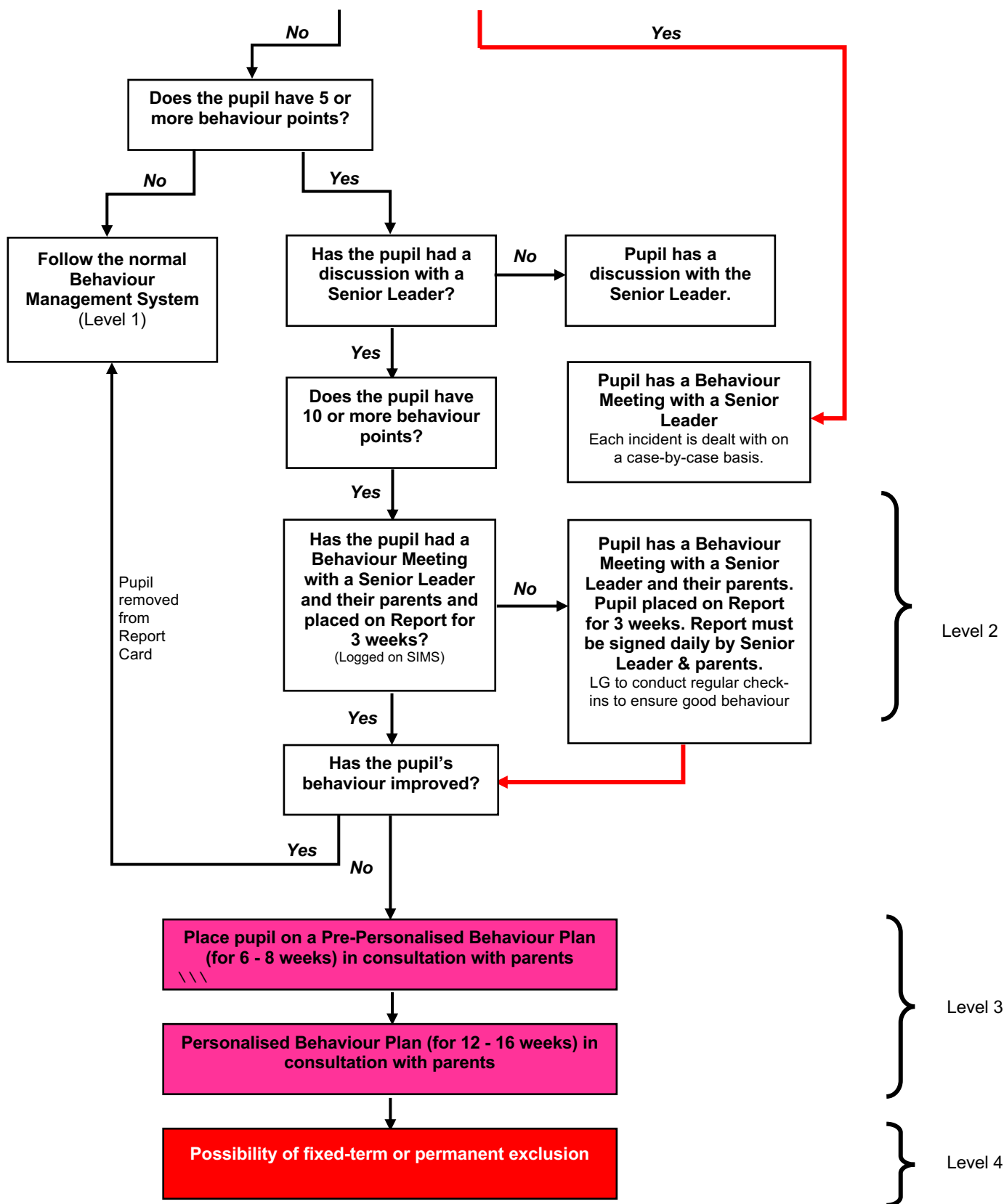
Arrangements for exclusion will be finalised by the Headteacher before the event. It is paramount that excluded pupils continue with their learning and disruption to this is minimised.

Arrangement	Key person/provision
A meeting to discuss the following with (a) the pupil, and (b) the staff: - The reasons for exclusion - The length of time for exclusion - The arrangements for the exclusion (see below)	(a) Behaviour Lead to conduct meeting with the pupil. (b) The Phase LG to conduct meeting with the staff concerned.
Educational resources and materials (including paper, pen, etc). (The work assigned must be <i>meaningful</i> for the pupil.)	Class teachers
Room	Intervention room
Staff monitoring the pupil during lesson time	Staff assigned by the HT
First point of contact for staff assigned to the pupil	The LG for that phase
Play time arrangements	Normal play – Pupil has an earlier or later playtime that avoids our normal playtimes. Wet play – Pupil stays in the intervention room with the assigned staff member.
Lunch time arrangements	Pupil resumes normal lunchtime routine with amendments as deemed fit by the LG
Staff responsible for targeted pastoral support	Mr Adams and Ms Kennedy
Staff responsible for reintegration	The phase LG and Ms Kennedy or Mr Adams

Flowchart of ELPS behaviour policy

ELPS Behaviour Policy Flowchart (Level 1)





House Point System

The house system is used to encourage positive interaction among children of different ages. It allows pupils to feel competitive and to work together towards a common goal. We encourage pupils to work hard, not only for themselves, but for the members of their house team.

The house point system is used for whole school events, such as sports day and competitions. These points will be added to a cumulative whole-school total of the house in which pupils belong. There will be 4 houses at ELPS, which are star constellations: Pegasus, Phoenix, Aries and Orion. Each house will be assigned a colour as follows: Pegasus – green, Phoenix – orange, Aries – blue and Orion – red.

House names have been chosen because of the qualities they represent. It is important that pupils embody these qualities not only in competitive tasks, but throughout life to be successful. Pegasus represents being good-hearted, helpful and loyal. The Phoenix displays strength, resilience and determination. Aries is passionate, courageous and confident, and Orion portrays a thirst for knowledge and a love of challenges.

Children are allocated houses when they start in Reception and will remain in this house throughout their time at ELPS. The total number of points for each house is announced half-terminly in year group assemblies.

Each house has a Head of House member of staff assigned:



Pegasus: Mr McNeill



Phoenix: Ms Siddiq



Aries: Mr Veater



Orion: Ms Brazell

Recognising the Impact of SEND on Behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Examples of our approaches include: -

- Short, planned breaks (including movement breaks) for a student with SEND who finds it difficult to focus;

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism;
- Use of the Intervention Room where a student can regulate their emotions during a moment of sensory overload using the 'Zone of Regulation' traffic lights.

ADAPTING SANCTIONS FOR STUDENTS WITH SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time because of their SEND
- Whether the pupil is likely to behave aggressively due to their SEND.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

CONSIDERING WHETHER A STUDENT DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

STUDENTS WITH AN EHCP

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority (SENAS) to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

VULNERABLE PUPILS

Where a pupil has a social worker and s/he is at risk of suspension or permanent exclusion, the Headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, a member of the Leadership team will contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

Both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so.

The Headteacher may cancel an exclusion that has not been reviewed by the Governing Board. This practice is also known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and, if relevant, the social worker and VSH.

For vulnerable students, suitable full-time education will be organised from the first day of the suspension/permanent exclusion.

5. Responding to Behaviour

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Restraint Policies for more information.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The Headteacher and authorised school staff may also use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, inappropriate explicit images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

SEARCHING, SCREENING AND CONFISCATION

- Any prohibited items (listed in the Code of Conduct) found in a student's possession will be confiscated. These items will not be returned to the student.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

OFF-SITE MISBEHAVIOUR

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions on school trips may include:

- Assigning an adult (teacher or parent volunteer) to the student (1:1).
- Having the student eat lunch/snack separately from peers (e.g. with the teachers).

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Where off-site misbehaviour has occurred, consequences may be given at the Headteacher's discretion.

ONLINE-MISBEHAVIOUR

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding Policy for more information.

MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

6. Meetings

Effective meetings are about maximising positive contributions and fostering productive communication between all participants. However, sometimes a meeting can be ineffective because:

- Time has not been set aside to prepare for the meeting
- The participants do not stick to the subject
- Nobody listens or participates
- The participants are long-winded

In order to make a meeting effective we expect that:

- Staff are prepared for the meeting
- All participants stick to the subject(s)
- Actions are followed up to ensure that all the tasks generated by the meeting are completed
- Accurate records of the meeting are kept
- The outcomes of the meeting are reported to the appropriate people

Confidentiality and data protection: We take our duty very seriously, therefore we will only hold meetings with the parent/guardian contact priority 1 and/or 2. We do not hold meetings about your child with any other person unless the meeting is a professional multiagency meeting. If a translator is required, we may involve a teacher or a suitable professional from external agencies e.g. Local Authority. We do not discuss details about your child with another parent.

Request for a meeting: In the first instance, we expect the parent or guardian with legal responsibility for the student to meet with a Senior Leader. If a parent/guardian wishes to request a meeting, a note should be written in the Student Planner or an email can be sent to Reception. Senior Leaders are always happy to meet with parents in the first instance they are available, but this must be requested through the appropriate channels. Alternatively, a meeting may be requested by the school, which is either agreed by telephone or in writing. Appointment times are logged with the Receptionist.

On arrival at the school: The Receptionist will need to verify that visitors are the appropriate family contact (priority 1 or 2) from the SIMS database. School staff can only meet with the parent/guardian who has primary responsibility for the student; this is logged as priority 1 or 2 in the school database. The content of the meetings is confidential and for data protection reasons only primary guardians are allowed to attend student support meetings.

Conduct during the meeting: At all times meetings shall be conducted in an atmosphere of mutual respect with the aim of resolving any issues that may have arisen. Intimidating or aggressive behaviour shall not be tolerated in parent/teacher/student interactions, and meetings may be terminated, should this behaviour arise. In the rare event of such an occurrence, the school shall issue a letter outlining the inappropriateness of such behaviour, as behaviour such as this goes against the school's policy of mutual respect. If this aggressive behaviour or harassment by a parent continues, the school may request that the parent/carer not come into the school until they can assure the school that they will not behave in such a manner again.

Following the meeting: Notes from the meeting will be logged in the school database. Action points will be highlighted at the end of the notes. All notes will be stored on the school database. If a parent has met with the Senior Leader, and the issues discussed are not resolved, the parent may seek to discuss these concerns with another member of the Senior Leadership Team. Requests should be made via the school Reception.

7. Leadership and Management

Behaviour is an integral part of a good education. An environment in which pupil behaviour is good is cultivated through clear, consistent messages and explicit teaching of the ELPS "5 Bees" core behavioural values. Therefore, it is important to have a Behaviour Lead who is able to monitor the standards of behaviour and address any misbehaviour predictably, promptly and assertively.

Overall Behaviour Lead: Theo Adams

From September 2024, the following staff will have responsibility for the behaviour and attitudes in their phase:

Year Group	LG Line Manager
Reception	Ms Brazell
Year 1	Ms Sidduiq
Year 2	
Year 3	Mr Veater
Year 4	
Year 5	Mr McNeill
Year 6	

MONITORING OF BEHAVIOUR

The use of both rewards and sanctions is closely monitored weekly by the overall school Behaviour Lead. This monitoring will include:

- Analysis of behaviour data from SIMS
- Pupil Voice
- Learning walks

LG ROLES AND RESPONSIBILITIES

- Support class teachers and middle leaders with standards of planners, uniform, and equipment.
- Lead the delivery of PD and assemblies.
- Day to day monitoring of behaviours across their year group.
- Weekly reports on trends of behaviour and attendance across the year group.
- Ensure that actions are taken, and appropriate sanctions are in place for each student.
- For serious incidents gather evidence for making decisions on day-to-day isolation, suspensions, or permanent exclusion.
- Take the lead on investigations, draw conclusions, and inform parents.
- Ensure that logs are up to date e.g., bullying, racist, sexist, homophobic, body shaming logs.
- Take the lead with students on a Pre PSP. Set up and review Pre-PSPs.
- Work directly with the WMAT Director for students on formal PSP.
- Lead and run the Parents' Evenings.
- Lead and run other events pertaining to their year group.
- Attend meetings with WMAT Director(s) / to QA actions from the previous meeting.

8. Suspensions and Exclusions

The Role of the Headteacher and ELPS Local Governing Body

Suspensions and exclusions are used for the purpose of supporting students to achieve and be safe.

- The Headteacher has the authority to suspend or exclude a pupil from the school. The LGB and Board of Trustees meet termly to review suspensions or exclusions. Data is shared with them, providing a detailed analysis of the characteristics of the pupils who have been suspended/excluded over the course of the term, and mentioning whether any repeat suspension has been imposed. As part of this report the Headteacher will also share with the LGB the use currently being made of Alternative Provision.
- The Headteacher will notify the LGB without delay of any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil); any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and any suspension or permanent exclusion which would result in the pupil missing a public examination.

SUPPORTING A STUDENT FOLLOWING A SUSPENSION

Following a sanction (Suspension or Exclusion), the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This will include:

- Reintegration meetings
- Daily contact with the SENCO or member of the Leadership Group
- A Support Plan with personalised behaviour targets

INDUCTING INCOMING STUDENTS

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

PREPARING OUTGOING STUDENTS

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

TRAINING FOR STAFF

As part of their induction process, all staff are provided with regular training on managing behaviour, including training on:

- The needs of the students at the school
- How SEND and needs impact behaviour
- The School's Behaviour Management Policy, including the use of scripts
- Behaviour management will also form part of continuing professional development

Our Behaviour Training is in line with the following:

- [The ITT Core Content Framework](#)
- [The Early Career Framework](#)
- [The National Professional Qualifications for Leading Behaviour and Culture Framework](#)

Key staff members will also be trained in how to appropriately restrain a child. See Safeguarding Policy and Restraint Policy for further details on this.

MONITORING AND EVALUATING BEHAVIOURS

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of AP, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher. The data will be analysed from a variety of perspectives, including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

MONITORING

This Behaviour Policy will be reviewed by the Headteacher and Chair of Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Board of Trustees.

9. Anti-Bullying and Referral System

Our Core Values

At ELPS we believe that everyone has the right to learn and work in an environment free from humiliation, intimidation, harassment, abuse and discrimination, where they feel safe and respected for who they are. It is the responsibility of all staff that learning takes place in an atmosphere which is caring, protective and respectful.

Key messages:

- Be kind
- Show respect
- Treat others as you would like to be treated
- Show good manners at all times
- Try to understand others' points of view

- Don't hurt others – physically or emotionally

Our Aims

- To create a culture within the school of good-behaviour, collaboration, co-operation, respect, courtesy and engagement, with understanding and appreciation of difference, in terms of race, sex, disability, religion, appearance, cultural background, family circumstances and perceived ability (high or low).
- To ensure that staff understand what bullying is and how to deal with it effectively, and how to use the referral system appropriately.
- To ensure that we log detailed information on bullying incidents, and use our analysis of that data to inform and improve future practice.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and ensure that students understand what bullying is and feel fully confident that if they report it, it will be dealt with effectively by staff.
- To ensure that staff model positive, respectful behaviour in their interactions with students, colleagues, and parents and carers.
- To promote, among pupils, self-discipline and proper regard for authority.
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- To regulate the conduct of pupils to ensure the school is a safe place for all.

Types of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can include:

- Name-calling
- Racist language
- Sexist language
- Homophobic language – particularly the use of the word 'gay' as an insult
- Excluding or abusing someone because of their race, sex or gender, sexual orientation or gender identity, religion, ability, disability or appearance
- Inappropriate or unwanted physical or sexual contact or harassment
- Making threats and / or demanding money or possessions, including phones
- Hurtful remarks about someone's appearance
- Generating and passing on rumours about others
- Laughing at someone who is hurt or upset
- Threatened or actual physical assault
- Mocking someone's differences, including accents
- Making a joke at someone's expense and taking it too far so that it becomes hurtful
- Damaging or hiding someone's work or belongings
- Pressurising someone to join in inappropriate behaviour
- Cyberbullying via email, social networks and mobile phones (see below)

Cyberbullying

Cyberbullying can be extremely humiliating and damaging because of the ease with which the bully can reach a large audience. This includes:

- Text message bullying - This involves sending unwelcome texts that are threatening or cause discomfort
- Picture/video-clip bullying via mobile phone cameras – is used to make the person being bullied feel threatened or embarrassed, with images usually sent to the other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone – uses silent calls or abusive messages.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them
- Chat room bullying – involves sending menacing responses to children or young people when they are in a web-based chat room
- Bullying through instant messaging (IM) – is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. WhatsApp, Facebook, Twitter, Snapchat, TikTok or other social media to generate or pass on rumours about someone.
- Sharing nudes and/or semi-nudes: This is the sending of sexually explicit digital images, videos, text messages, or email, usually via a mobile phone. It normally (but not always) involves boys

putting pressure on girls to send them photographs of the girl naked or performing sexual acts, and then passing these on to their friends.

- 'Trolling' (anonymously posting abusive messages on a profile page or a social media account)
- 'Doxing' (uploading private images or videos to a website or public page)
- 'Frapping' (posting a message on someone's Facebook or Twitter account pretending to be that person)
- Making videos on mobile phones and posting them on public sites, or sending them to others

Teachers do have the power to search for, and if necessary delete, inappropriate images, texts or other files on electronic devices, including mobile phones.

Victims of Bullying

The school recognises that there are groups of students within the community who are vulnerable, and therefore at greater risk of being bullied. Teachers should always be alert to signs of being bullied in these children. Vulnerable children are those who are likely to be bullied on the basis of:

- Race
- Gender identity (Male, Female, Non-binary)
- Religion
- Sexual orientation, (including being gay, lesbian, bisexual or transgender)
- Disability
- Appearance
- Cultural background (including Traveller children)
- Family circumstances (e.g. being a Looked After Child or being a carer)
- Having Special Educational Needs, or being a high achiever

ELPS Tutorial Programme

The school has an extensive Assembly and PSHE Programme where the ethos of the school is promoted and the values are reinforced and made explicit through appropriate examples. It includes:

- Spiritual, moral, social and cultural education, Relationships Education and the promotion of British Values.
- Exploration of the ideas of empathy, collaboration, courtesy, co-operation, and respect, making explicit what these entail and how they can be acted upon in and out of lessons.
- A Theme and Quote of the Week, which encourages students to reflect upon moral ideas and aim to put them into practice.
- The promotion of a sense of identity. This is achieved by rooming year groups in the same areas of the school so that they can collaborate with each other in developing the tutorial programme.
- The theme of bullying is examined throughout the year and various forms of bullying are discussed with the students through assemblies and tutor time. Students are given advice about what they should do if they witness bullying or they themselves are bullied in the school.
- Feedback is taken from pupils about how supported they feel as part of the regular Student Review system and actioned accordingly.

Organisation of the School Site

Staff have been allocated duty positions at break and lunchtimes. Staff must make sure that they are on duty on time and supervising their area. Talking to other members of staff during this time is not permitted. Staff also make sure that behaviours in the corridors are challenged. All areas of the school are also patrolled by Senior Leaders at break, lunchtimes, and after school.

In addition, each year group is allocated a specific play area for their use, so that the opportunities for older children to bully younger children are minimised.

Expectations of All Staff

In order for bullying to be addressed effectively, it is essential that all members of staff are determined to stamp it out, and feel confident in addressing it.

To this end:

- All staff receive training at the beginning of the year and throughout the year on the forms of bullying, what to watch out for, the most vulnerable groups, and the systems for dealing with bullying.
- It is expected that all staff follow the referral system for bullying (see below).
- All staff are expected to address all forms of bullying both in lessons and out of lessons. Staff should consistently challenge the use of offensive language; whether racist, sexist, homophobic or generally insulting, making it clear that it is always unacceptable, even when the victims do not appear to object to it.

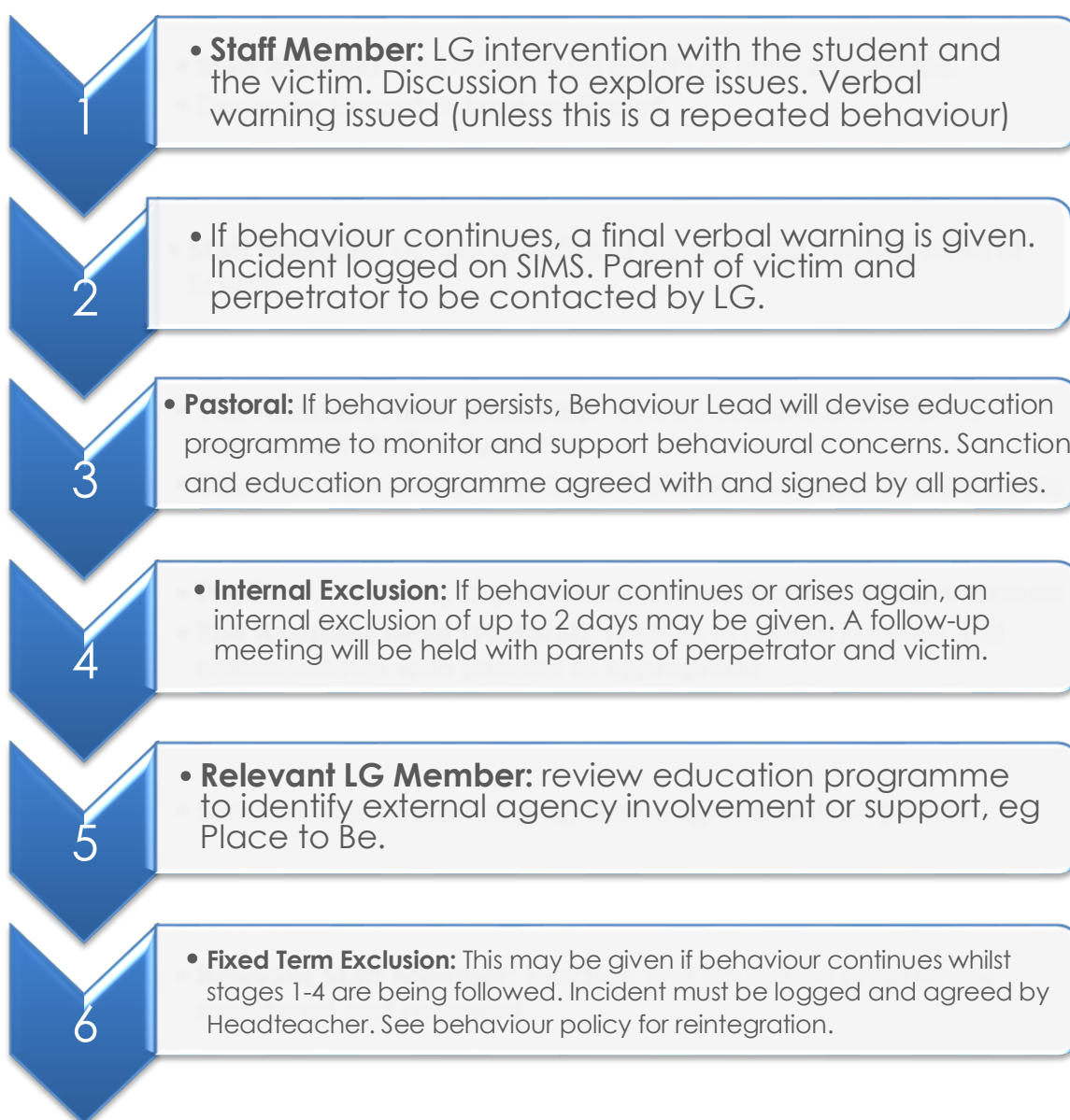
- Staff should watch for early signs of distress in students – deterioration in work, poor attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be dealt with using the referral policy below. It should also be appropriate to refer the student to the Designated Safeguarding Lead and Headteacher. Staff are expected to be positive role models for the behaviour of students, by ensuring that all their interactions with students, colleagues and parents and carers are courteous, thoughtful, respectful and professional.
- The basic instruction to staff with reference to bullying is: Listen, Believe, Act.

The Role of the Governors

The Headteacher will report on bullying incidents to the Board of Trustees of the WMAT on a termly basis. They will also be given a detailed analysis of bullying incidents and their outcomes.

Bullying Referral System

The school has a comprehensive system for dealing with bullying and the logging and referral of incidents.



Note: if either the bully or the victim is SEND, please contact Ms Kennedy (SENDCo)

APPENDIX 1

Behaviour Curriculum



BEHAVIOUR CURRICULUM

	WMAT Values	Integrity	Respect	Diversity	Student Achievement	Working in Teams	Sharing our Success								
Behaviour Culture	<p>The aims of the behaviour curriculum</p> <p>Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture that exhibits incredibly high expectations of staff and of pupils, which demonstrates respect, tolerance and an understanding of diversity in its drive for high aspirations and achievement for all. We aim to create a culture for good behaviour to thrive and positive behaviours to be rewarded. We aim to build a community which values kindness, care, respect, tolerance and empathy and is able to demonstrate these behaviours on a regular basis, both in school and within the wider community. It is imperative that our pupils value diversity in society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community.</p> <p>We believe that as pupils practice these behaviours over time, they become lifelong habits. It enables pupils to take control of their behaviour and accept responsibility for the consequences of it. At East Lane Primary School, it is essential that good habits are rewarded with positive praise.</p>														
Modelling the Culture	<p>Teaching the Curriculum</p> <ul style="list-style-type: none"> Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations. The ELPS behaviour system for learning and expectations sets out clear parameters for behaviour for learning, standards and routines to ensure that both staff and pupils have a shared and consistent values-based language. The curriculum is taught explicitly by form tutors during the first week of the Autumn Term. This will set the standard and remind pupils of the behaviour expectations. Children will know and adopt the content of the behaviour curriculum, so that they can use it effectively during their time at ELPS. At the start of each term, the behaviour curriculum is revisited and will continue to be reinforced throughout the year. All staff will embody key behaviours displayed in the behaviour curriculum. 		<p>The process for teaching behaviour explicitly is as follows</p> <ul style="list-style-type: none"> IDENTIFY the behaviour we expect Explicitly TEACH behaviour MODEL the behaviour we are expecting PRACTISE behaviour NOTICE excellent behaviour CREATE conditions for excellent behaviour <p>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</p>												
Maintaining the Culture	<p style="text-align: center;">Overarching Behaviour Principles</p> <p style="text-align: center;">Be Ready</p> <ul style="list-style-type: none"> We arrive to school on time every day. <ul style="list-style-type: none"> We wear the correct uniform with pride and ensure smartness at all times. <ul style="list-style-type: none"> We have all equipment required for each lesson ready on desks We do not waste a minute of learning time. Reading is undertaken during transition time between periods. <ul style="list-style-type: none"> We will be silent at the beginning and end of periods when we are waiting for teachers to transition. <ul style="list-style-type: none"> We actively participate in the lessons, ensuring we are focused on and engaged in the learning. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Be Resilient</th> <th style="width: 25%;">Be Respectful</th> <th style="width: 25%;">Be Responsible</th> <th style="width: 25%;">Be Safe</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> We always try our best in everything that we do. We are kind to ourselves when we find things difficult and we believe we will be able to do something. We have a positive mentality when approaching unknown learning. We show determination when we find learning challenging. We are supportive to our peers and use kind words when interacting with them. </td> <td> <ul style="list-style-type: none"> We always make eye contact and listen when an adult is speaking. We listen to our peers sharing ideas and giving feedback. We are polite and show good manners to everyone. We respect each other's individuality and uniqueness. We show care to the equipment we have in school. We demonstrate an awareness of other people's feelings and ensure we adopt values-based language when explaining any issues we may have. We take care of our environment and never drop litter. </td> <td> <ul style="list-style-type: none"> We walk in single file in the corridors, dining hall and other areas of the school. We use silent voices when walking around the school. We play sensibly in the playground without screaming voices. KS2 have a 'no touch' policy, meaning you cannot put your hands on another child under any circumstances. We will follow the behaviour systems adopted by the school. </td> <td> <ul style="list-style-type: none"> We use equipment and classroom resources carefully and sensibly. We do not touch any other pupil when walking in the line. We follow instructions without question or hesitation first time. We will stay in our seat in class, unless my teacher has allowed me to stand. We do not tolerate bullying or any form of victimisation and will report it immediately to a member of staff if it is seen. We will inform a member of staff if something does not look or feel right. We follow all rules for staying safe online and will report anything to a member of staff if it does not look right. </td> </tr> </tbody> </table> <p>SEND: Although the behaviour curriculum is taught across the school to all pupils, it is adapted where required for those pupils who may display SEND. It is important that pupils' needs are met through adaptations in the curriculum to support pupils' development in becoming well-rounded individuals.</p>							Be Resilient	Be Respectful	Be Responsible	Be Safe	<ul style="list-style-type: none"> We always try our best in everything that we do. We are kind to ourselves when we find things difficult and we believe we will be able to do something. We have a positive mentality when approaching unknown learning. We show determination when we find learning challenging. We are supportive to our peers and use kind words when interacting with them. 	<ul style="list-style-type: none"> We always make eye contact and listen when an adult is speaking. We listen to our peers sharing ideas and giving feedback. We are polite and show good manners to everyone. We respect each other's individuality and uniqueness. We show care to the equipment we have in school. 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Our pupils will be taught the following routines and behaviour expectations.

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you must say 'please' when asking for something. Know that you must say 'thank you' when receiving something. Know that you must hold open a door for those following behind you. Know that you should let any waiting adults through a doorway, before walking through yourself. Know that giving eye contact to those with whom you are speaking is good manners. Knowing that being responsible means being able to be trusted to do the right thing, even when you are alone or with your peers. Knowing that it is important to show gratitude in being appreciative and thankful for what they may have done for you. Knowing that interrupting an adult or your peer is deemed impolite. Knowing that tapping an adult to gain attention is not appropriate. 	<ul style="list-style-type: none"> Know that your shirt must be tucked in at all times. Know that you must wear a tie to school, in school and from school. Know that smart shoes must be worn and no boots are allowed. Know that all outdoor clothes are hung up properly in class cloakrooms. Know that your blazer must be worn at all times, unless otherwise instructed by a member of staff. 	<ul style="list-style-type: none"> Know that you must walk into assembly in single file and in silence. Know that you must be sitting cross-legged on the floor with eyes facing forwards. Know that talking during assembly is unacceptable and will not be tolerated. Know that silent hands up must be used if you would like to speak. 	<ul style="list-style-type: none"> Know that you must walk in single file at all times around the school. Know that we must line up in register order at all times. Know that voices must be off while walking. Know that 'hands are not for touching' while walking in single file. Know that you must be ready to respond to any instructions given by the teacher. Know that doors must be held open for others. Know that you walk up and down the stairs using the left-hand side. Know that you must be courteous and polite to any adults you may come across. 	<ul style="list-style-type: none"> Know that we must walk into the dining hall in a straight line, with silent voices. Know that we must sit according to the dining hall rules, eg line up order or boy, girl, boy, girl. Know that voices must be kept to a minimum whilst in the dining hall. Know that we must use 'please' and 'thank you' when communicating with adults, including catering staff. Know that the dining hall is not for shouting voices. Know that speaking with your mouth full of food is considered rude. Know that you must chew food with your mouth closed. Know that you use a knife and fork properly (this is explicitly taught in EYFS and KS1). Know that you walk in the dining hall. Know that you must clear away any wrappers or litter after you have finished your packed lunch. Know that you must clear away your cutlery and tray once you have finished your school dinner. Know that we must raise our hand if we require adult attention.
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Dismissal Behaviour	Presentation in Books
<ul style="list-style-type: none"> Know that attending school every day and on time is vital to your educational progress. Know that attending school, even when you are feeling under the weather builds resilience. 	<ul style="list-style-type: none"> Know that you must be ready to learn at the start of each lesson, with eyes facing forwards and voices off. Know that any minute between teacher transitions between periods should be used reading your book. Know that all exercise books should be given out at the end of the previous period to ensure time is maximized in each lesson. Know that we do not walk around the classroom, unless permission has been granted from the teacher. Know that when leaving our seat, we must tuck our chair in. Know that we respect all equipment and use it with care. Know that we sit with the correct posture for learning. 	<ul style="list-style-type: none"> You will be sat silently awaiting instructions to line up. You must line up according to the direction of the teacher, eg one row at a time. Know that we will walk to the line in silence and stand with your arms by your side. Know that we must line up in register order. 	<ul style="list-style-type: none"> Know that we must file out to dismissal spots in silence and in register order. Know that silence must be adhered to during dismissal. Know that we must be facing forward, ready to identify parents or carers. Know that we must raise our hand if we spot our parent or carer who may be collecting. 	<ul style="list-style-type: none"> Know that the date must be written on the top line of your exercise book. Know that the title must be written on the second line of your exercise book (with a line missed out between the date and title). Know that your date and title must be underlined using a ruler. Know that all handwriting must be neat, legible and written using either a sharp pencil or a handwriting pen. Know that any doodling or graffiti will not be tolerated and will be challenged according to the school's behaviour policy. Know that all exercise books must be well-looked after and respected: no dog ears or folded pages will be accepted.

Playtime Behaviour		Lining Up	Behaviour outside of school
<ul style="list-style-type: none"> • Know that we must walk in a straight line until our feet hit the playground – we must not run until we are in the playground. • Know that we must be safe at playtime, ensuring we look where we are going. • Know that we must ask an adult on duty if we need to enter the building to use the toilet. • Know that we do not use screaming voices at playtime. • Know that 'hands are not for hitting'. • Know that 'play fighting' is not acceptable and will not be tolerated. • Know that when the whistle blows you must freeze and voices must be turned off. You must await instructions from the adult. • Know that being kind and inclusive during playtime is important. 	<ul style="list-style-type: none"> • Know that our table areas are kept neat and tidy at all times. 	<ul style="list-style-type: none"> • Know that you must line up in register order. • Know that you must have arms by your side, with correct posture. • Know that hands must not touch any other person in the line. • Know that your eyes must be facing forwards at all times. • Know that walking is a must. 	<ul style="list-style-type: none"> • Know that whilst we are still in the ELPS uniform we are representing the institution so must adhere to behaviour expectations. • Know that we must behave respectfully and responsibly outside of school. • Know that we must be considerate of the wider community when arriving and leaving school. • Knowing that being considerate on the way home means walking, not running; not shouting; giving people space; not displaying any behaviour that may be deemed unacceptable in school.

How will leaders and teachers ensure that key behaviours are adopted and adhered to by pupils across the school.

- Taking an active stance in monitoring standards, eg immediately identifying poor uniform and writing a note in the child's planner.
- Ensuring pupils are given regular reminders of key behaviours, ensuring they are secure with the expectation.
- Teachers to model and explicitly teach pupils key behaviours.
- Praise and reward pupils for adhering to the behaviour expectations at ELPS.
- Teachers will 'trust' that pupils will display correct attention when the teacher is talking and will not continue speaking if silence is observed.
- Members of staff will actively engage with pupils regarding behaviour, ensuring open dialogues are taking place surrounding behaviour expectations and reminders given where required.

APPENDIX 2

Behaviour Management Scripts

Assertive sentence stems

1. You need to(speak to me at the side of the room)
2. I need to see you ...(following the agreed routine)
3. I expect... (to see your table immaculately tidy in the next two minutes)
4. I know you will ... (help Kyra to clean the pen off her face).
5. Thank you for...(letting go of her hair, let's walk and talk)
6. I have heard what you have said. Now you must.. (collect your things calmly and move to the thinking spot).

Addressing misbehaviour

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen....I'll leave you to make your decision
2. Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
4. Darrell it's not like you to (kick doors/shout out)

Whole-class warnings before sanctions

1. It is important that we all demonstrate our core value of responsibility and being safe. If we cannot line up silently in 5 seconds, we will all be practising lining up at (or missing 1-5 minutes of) break time (count down from 5).
2. You are not demonstrating the value of respect when you talk over me or are not showing that you are 'ready'. For every one minute that you are not ready as a class, we will miss that number of minutes at play/lunchtime (up to 5 minutes for playtime and 10 minutes for lunch time).

Script: Statement of Reality (i.e. simply tell them what you see)

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"

Script: Tell them the behaviour you want to see

"Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Script: Statement using Language of Choice

"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"

"Well done/Thank you Fred, you made the right choice"

Script: Reinforce and depersonalise

"Fred, at ELPS we respect and listen so that everyone can learn"

Bullying Posters (To be displayed around school)



LET'S STAMP OUT **BULLYING** TOGETHER.

Get help!

No one deserves to be bullied; talk to someone you trust – a parent, friend, teacher or leader.

For help and advice you can also call ChildLine or Kidscape on the numbers below:

ChildLine

0800 1111
www.childline.org.uk

Kidscape

08451 205204
(Monday to Friday)
www.kidscape.org.uk

What is it?

NAME CALLING
THREATS
NASTY RUMOURS,
TEXTS AND EMAILS
HITTING, PUSHING,
KICKING
BEING LEFT OUT
OF THE GROUP
TEASING

BULLYING
IS NEVER OK.

What is bullying?

Taking people's belongings

Violent actions, like hitting, kicking and pushing

Happy slapping

Spreading rumours

Using abusive language

Making threats

Leaving people out

Teasing or picking on people because of their colour, beliefs, appearance or where they come from



If you're bullied!

Don't feel ashamed, it's not your fault

Talk to someone you trust or tell a teacher

Walk away - don't let them see you upset

Don't do anything back

Be strong!



If you see someone being bullied...

Don't stand for it

Don't ignore it

Be his or her friend

If you are worried talk to someone you trust

Don't be afraid to help them

Ask them to talk to someone

Make them feel wanted