



BEHAVIOUR POLICY

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

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Contents

INTRODUCTION	2
WMAT VALUES.....	3
I. STUDENT CODE OF CONDUCT	4
1. Home-School Agreement.....	4
2. Conduct for Learning Contract.....	5
3. Behaviour Contract	6
5. Mobile Phones	16
6. Items Banned in School	17
7. Rules for Acceptable Use of the Internet and School Network.....	17
II. STAFF MANAGEMENT OF BEHAVIOUR.....	18
1. Expectations of Staff	18
2. Lunchtime Behaviour Management	20
3. Roles of Parents and Carers.....	20
4. Sanctions and support	21
5. Responding to Behaviour.....	29
6. Meetings.....	32
7. Leadership and Management	33
8. Suspensions and Exclusions	33
9. Anti-Bullying and Referral System	35
<i>APPENDIX 1 - Behaviour – Positive Language & Effective Questions.....</i>	<i>38</i>
<i>APPENDIX 2 - Behaviour Management Scripts</i>	<i>39</i>
<i>APPENDIX 3 - Restorative Reflections – Framework for Verbal Reflections Scaffold.....</i>	<i>40</i>
<i>APPENDIX 4 - Personalised Behaviour Plan.....</i>	<i>42</i>
<i>APPENDIX 5 - Bullying referral system</i>	<i>44</i>
<i>APPENDIX 6 - Bullying Posters (To be displayed around school)</i>	<i>45</i>

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, translations will be provided where possible.

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 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.

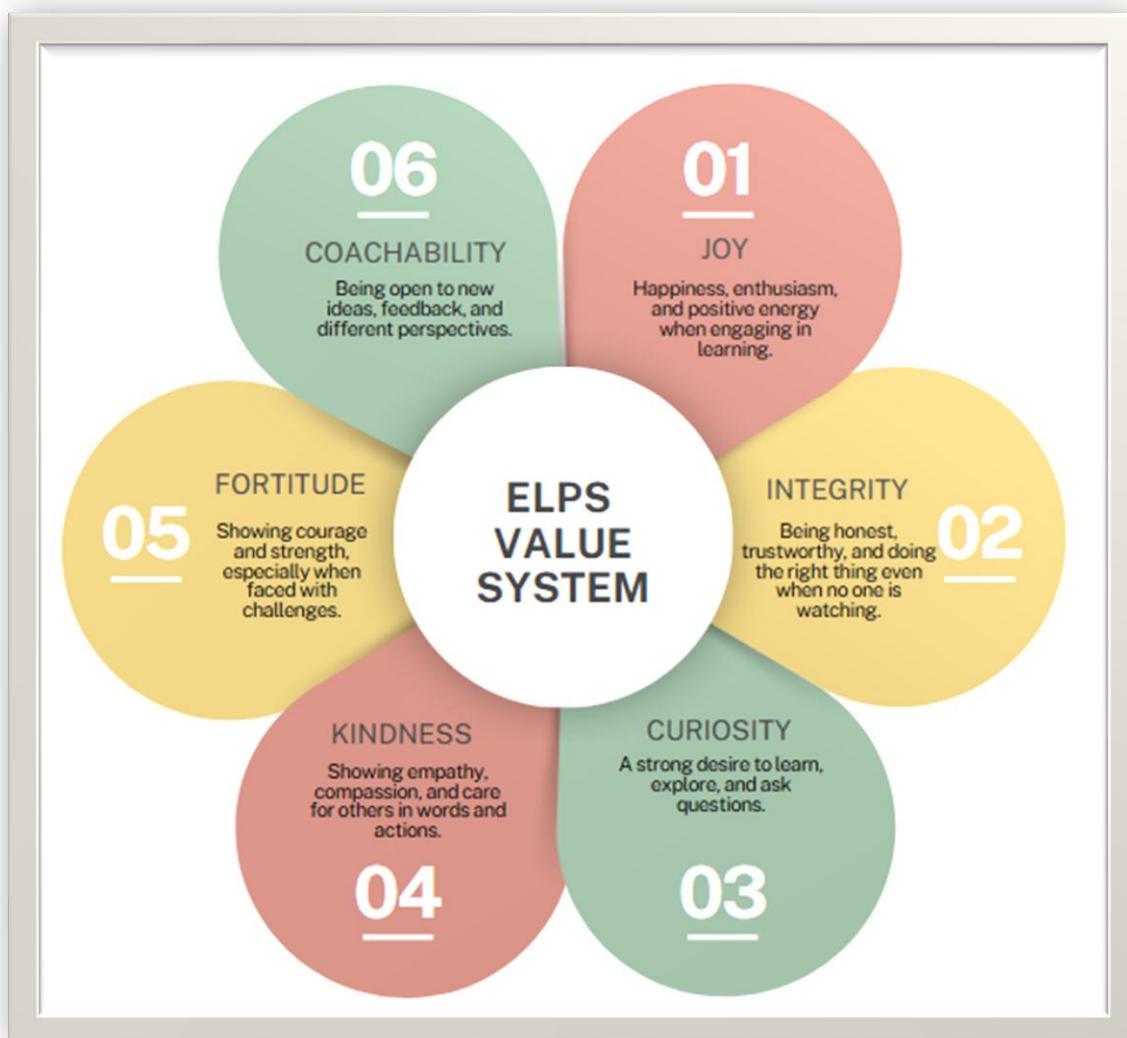
- Be given a pre-personalised behaviour plan after 20 or more behaviour points at the school's discretion
- Be given a personalised behaviour plan.
- Be internally excluded.
- Be suspended temporarily.
- Be excluded permanently.

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 ELPS Value System represents part of our value-based language, which is used clearly and consistently when communicating with pupils and enforcing high behavioural standards.



The ELPS Values are displayed in each classroom and throughout ELPS. Teachers will consistently reinforce the ELPS values 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.

Joy at East Lane Primary School

Quote:

“The best way to cheer yourself up is to try to cheer somebody else up.” – Mark Twain

“Happiness is not something ready-made. It comes from your own actions.” – Dalai Lama

“Do what you love, and you'll never work another day in your life.” – Confucius

Definition Shared with Children	Example Behaviours We Teach Children	Example Language We Hear from Children
Happiness, enthusiasm, and positive energy when engaging in learning. A deep fulfilling satisfaction with the learning process.	Eagerness to participate: Raising hands with enthusiasm to share ideas, ask questions, and contribute.	That was really fun - can we do it again tomorrow?
	Positive body language: Smiling, laughing, and showing an open, relaxed posture indicating comfort and excitement in the learning environment.	I love helping you with this activity. It makes me feel proud and happy.
	Collaboration and sharing: Engaging in group work with a sense of camaraderie and celebrating each other's successes.	I didn't win, but it was so fun taking part.
	Creative expression: Taking initiative in imaginative tasks and showing a natural enjoyment for creating projects.	This challenge is tricky, but I'm enjoying figuring it out.
	Curiosity and exploration: Asking thoughtful questions and seeking out learning opportunities, showing genuine interest in discovering more about the world around them.	It's great fun to do tasks where we can work in a team

Integrity at East Lane Primary School

Quote:

“Be true to your work, your word, and those around you.” – Henry David Thoreau

“Integrity is doing the right thing, even when no one is watching.” – C.S. Lewis

“Be honest and trust yourself, for your actions will speak louder than words.” – William Shakespeare

Definition Shared with Children	Example Behaviours We Teach Children	Example Language We Hear from Children
Being honest, trustworthy, and doing the right thing even when no one is watching. It means being true to oneself and others.	Honesty in work: Admitting if you don't understand something, instead of pretending to know the answer.	I made a mistake, but I'm going to fix it
	Doing the right thing: Returning a lost item you found in the classroom or playground and showing respect for others' belongings.	I saw what happened and I will tell the truth
	Accountability: Taking responsibility for mistakes made and making efforts to correct them, rather than blaming others.	I didn't copy - I can show what I can do by myself
	Respect for rules: Following the classroom rules, even when the teacher is not present.	We're not all being fair. We should give everyone a turn.
	Fairness and inclusiveness: Including others in group activities and games, ensuring everyone has a chance to participate, and speaking up if someone is being treated unfairly.	Even though no one was there, I put it back where it should be

Curiosity at East Lane Primary School

Quote:

"The curious mind learns more every day." – Leo Buscaglia

"The important thing is not to stop questioning." – Albert Einstein

"Be curious, not judgmental." – Walt Whitman

Definition Shared with Children	Example Behaviours We Teach Children	Example Language We Hear from Children
	Asking Questions: A curious child frequently asks "why," "how," or "what if" to explore new ideas and understand the world better.	Why do you think that happened?
	Exploring the Environment: Investigating surroundings by touching, looking closely, and experimenting to discover how things work.	Can you show me how you did that?
Having a desire to learn, explore, and ask questions to grow in knowledge and understanding.	Reading and Researching: Seeking knowledge through books, the internet, or by observing others to learn more about topics they find fascinating.	I wonder what would happen if we tried it a different way
	Trying New Activities: Eagerly participating in unfamiliar games, subjects, or tasks to uncover new interests and skills.	That's very interesting - can you please tell me more?
	Connecting Ideas: Making observations or comparisons, such as linking what they learned in science to real-life scenarios, showing deeper engagement with learning	I would love to find out more about that topic. How can I do my own research?

Kindness at East Lane Primary School

Quote:

"Be kind whenever possible. It is always possible." – Dalai Lama

"No act of kindness, no matter how small, is ever wasted." – Aesop

"In a world where you can be anything, be kind." – Karen Salmansohn

Definition Shared with Children	Example Behaviours We Teach Children	Example Language We Hear from Children
Showing empathy, compassion, and care for others in words and actions.	Helping a Friend in Need: Noticing a classmate struggling with a task and offering help, showing care and support.	Would you like to join in with us?
	Sharing Materials: Sharing supplies during activities to ensure inclusion and generosity.	Are you okay? Would you like someone to talk too?
	Using Polite Words: Saying "please," "thank you," and "sorry" to show respect and thoughtfulness toward others.	You did a really great job there - well done.
	Including Everyone: Inviting a new or shy classmate to play, ensuring everyone feels welcome and valued.	I can help you carry that if you like.
	Complimenting Others: Offering kind words about someone's effort or skill to build confidence and spread positivity.	It's okay, everybody makes mistakes. I'll help you try again.

Fortitude at East Lane Primary School

Quote:

"Strength does not come from physical capacity. It comes from an indomitable will." – Mahatma Gandhi

"It does not matter how slowly you go, as long as you do not stop." – Confucius

"Courage is not the absence of fear, but the triumph over it." – Nelson Mandela

Definition Shared with Children	Example Behaviours We Teach Children	Example Language We Hear from Children
Showing courage and strength, especially when things are challenging.	Trying Again After Failing: When you don't succeed at first, you keep practicing and trying until you improve.	This is very challenging, but I'm not giving up.
	Standing Up for a Friend: If someone is being unkind to a friend or another child, you speak up or tell a teacher to help.	I'll try again - I know I will understand it soon.
	Finishing a Tough Task: Even when homework or a project feels hard, you stick with it until it's done.	It didn't work this time, but I still learnt new things.
	Facing a Fear: You try something that makes you nervous, like speaking in front of the class.	I was very nervous, but glad that I gave it a go.
	Handling a Disappointment Positively: When something doesn't go your way, you stay calm and look for solutions instead of giving up.	Even though it was tough, I stuck with it

Coachability at East Lane Primary School

Quote:

"A person who won't listen will never learn." – Confucius

"Listen with the intent to understand, not to reply." – Stephen R. Covey

"We are all apprentices in a craft where no one ever becomes a master." – Ernest Hemingway

Definition Shared with Children	Example Behaviours We Teach Children	Example Language We Hear from Children
To be open to new ideas, feedback, and feelings.	Listening Carefully: You show receptiveness by giving your full attention when someone is speaking.	Thank you for that advice - it really helped me understand things more clearly.
	Asking Questions: When you ask thoughtful questions, you show you are eager to understand and learn more.	What can I do to make it better next time?
	Trying New Activities: A receptive child is willing to step out of their comfort zone and explore new games, subjects, or challenges.	I hadn't thought of it that way. Let me try it again.
	Accepting Feedback: You listen politely when someone offers advice or corrections and you think about how to improve.	I didn't get it right, but I definitely learnt a lot from that challenge.
	Being Open to Different Opinions: A receptive child respects other people's ideas, even when they are different, and considers them with an open mind.	Can you show me how to do it differently?

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
- Values Stickers and Values Postcards
- 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 behaviours:

Joy

1. Eagerness to participate
2. Positive body language
3. Collaboration and sharing

Integrity

1. Doing the right thing/Making good choices
2. Fairness and inclusiveness
3. Respect for rules

Curiosity

1. Asking valuable questions and showing inquisitiveness
2. Reading around a subject beyond the classroom
3. Willingness to learn

Kindness

1. Helping a friend
2. Sharing
3. Using polite words

Fortitude

1. Keep on trying
2. Finishing a tough task with a good attitude
3. Handling a disappointment in a good way

Coachability

1. Listening carefully to your teacher
2. Receiving feedback well
3. Being open to different opinions

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.

Level 4 awards:

If children achieve the following, they will be entitled to an exceptional prize at the end each term. For example, a movie afternoon, a special arts & crafts session or a special educational visit.

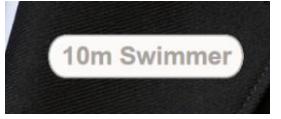
Autumn term: 50 Achievement points + 0 Behaviour points

Spring term: 100 Achievement points + 5 Behaviour points or under

Summer term: 150 Achievement points + 5 Behaviour points or under

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

Award name	How and when to achieve the award	Award
ECO Warriors Ambassador	<p>To achieve: To oversee and lead the school's effort to be environmentally conscious. This also includes sustainable and healthy travel to school.</p> <p>When: Autumn term</p> <p>1 boy and 1 girl per year group (Reception- Year 6)</p>	
Green Star	<p>To achieve: Reduce car congestion. Travel to school by any other method than car 3x per week e.g.: walk, cycle, scooter or bus.</p> <p>When: Weekly by ECO Warriors</p>	
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>	
25m 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	<p>To achieve: Read 20 books from the recommended 50 list.</p> <p>When: Half-term achievement assemblies</p>	
Platinum Badge	<p>To achieve: Read 30 books from recommended 50 list</p> <p>When : Half-term achievement assemblies</p>	
Reading Champion	<p>To achieve: Read 40+ books from recommended 50 list</p> <p>When: Half-term achievement assemblies</p>	
Speedy Reader	<p>To achieve:</p> <p>YR – green book stage</p> <p>Y1 – 80 words per minute</p> <p>Y2 – 100 words per minute</p> <p>Y3 – 120 words per minute</p> <p>Y4 – 130 words per minute</p> <p>Y5 – 140 words per minute</p> <p>Y6 – 150 words per minute</p> <p>When: Half-term achievement assemblies</p>	
Reading Trophy	<p>To achieve: Class with the highest number of pupils who read daily and record in their planners</p> <p>When: Weekly - 1 class per year group</p>	

Behaviour Trophy	<p>To achieve: Class with the best behaviour demonstrated throughout the week</p> <p>When: Weekly – 1 class per year group</p>	
Tidiest Classroom Plaque	<p>To achieve Keep classroom tidy, clutter free and organised</p> <p>When: Weekly for the tidiest class per year group</p>	
Highest Attendance Trophy	<p>To achieve Highest attendance overall. 1 class per year group</p> <p>When: Weekly for the class per year group</p>	

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.

Refer to the ELPS Uniform Policy for specific details and guidance for uniform expectations.

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, musical devices, smart watches and trading cards 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.
- recognise that behaviour is a form of communication
- maintain respectful, professional language when communicating a pupil's behaviour with another adult, including in the pupil's presence
- model calm, respectful and honest behaviour
- listen to pupils and ensure professional curiosity, especially when behaviour is unexpected, seeking to understand any underlying influences on behaviour and noticing non-verbal cues and signals that may be an early indicator of emotional dysregulation
- provide a challenging and stimulating curriculum, which is designed and adapted to encourage all pupils to fulfil their potential
- recognise and be aware of the contextual needs of each individual pupil including social and emotional and academic attainment, treating pupils fairly and consistently
- follow a positive approach where good behaviour is recognised and rewarded, including publicly where appropriate
- establish clear classroom routines, rules and procedures e.g. for lining up and when moving (silently) throughout the school - including to and from assembly
- ensure a tidy, decluttered and secure school environment
- deliberately engage with pupils with purpose, e.g. in the dining hall ensuring pupils are holding cutlery properly, when on duty in the playground promoting positive peer interactions.
- 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.

LG responsibilities:

- work in partnership with staff and families in their phase to ensure the effective implementation of the Behaviour Policy
- be responsive to day-to-day issues, concerns, or incidences by supporting staff in their phase – this includes meeting with parents when appropriate

Responding to misbehaviour

When a member of staff becomes aware of misbehaviour, they will respond in a consistent, fair and proportionate manner. See Appendix 1 & 2.

Behaviour points are given for the following:

Not showing joy

1. No eagerness to participate
2. Demonstrating negative body language
3. Not being collaborative

Not showing integrity

1. Not making good choices
2. Not being fair and including others (being rude)
3. Being disrespectful about the rules

Not showing curiosity

1. Showing limited engagement in class
2. Showing a lack of enthusiasm for learning

Not showing kindness

1. Not sharing with peers
2. Using impolite words or inappropriate language

Not showing fortitude

1. Giving up
2. Losing control of emotions

Not being Coachable

1. Not listening to instructions
2. Not taking on advice from adults or peers
3. Being disrespectful to other viewpoints

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 minutes of break playtime (for a pupil, pupils or the whole class) as the teacher deems necessary
- Losing minutes of lunch playtime (for a pupil, pupils or the whole class) as the teacher deems necessary
- Using minutes of lunch playtime to complete unfinished classwork
- Placed on a Behaviour Report
- Placed on a Pre-PBP
- Placed on a PBP
- Internal Exclusion
- Fixed-Term Exclusion
- Permanent 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.

Age and Developmentally Appropriate Consequences for Dealing with Inappropriate Behaviour

While we focus on positive rewards, we acknowledge that some behaviours are not consistent with our school values and our expectations of our pupils.

Understanding that there are consequences for behaviour choices is important preparation for adulthood. Consequences are used as appropriate for the age and stage of the pupil (we are particularly mindful, when applying consequences, of the age of our children in nursery and reception), based on the severity and frequency of the behaviour. It is always expected that pupils learn to manage their feelings so that they can make good choices about their behaviour, and to ensure a safe and purposeful school is the 'standard'.

For our school community and relationships to thrive, it is important that pupils and adults consider the impact of their own behaviour on others. Therefore, a Restorative Reflection is paired with a consequence.

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 behaviour 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.

Families can support their children by:

- ensuring that their children attend school every day
- ensuring children have adequate sleep each night
- supporting and following the Behaviour Policy
- providing for their child's physical and emotional needs, so that they come to school ready to learn
- attending parent-teacher meetings
- informing the school of changes in home life, and health and medical needs
- working with the school to address pupil's behaviour, if concerns arise e.g. following agreed consequences, attending meetings, accessing support from school staff and/or external agencies
- allowing time to support their children with homework and providing a calm, purposeful environment to learn in
- supporting children to achieve any education targets set by the school and being involved in any support programme
- celebrating achievements
- must sign a home-school agreement that outlines the responsibilities of the family, the child and the school; including those around behaviour and attendance

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 ELPS Values. There are a wide variety of classifications for Behaviour Points on SIMS; all of which are linked to one of the ELPS Values. See page 20 for a list of actions that would result in a Behaviour Point being given.

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 ELPS 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).

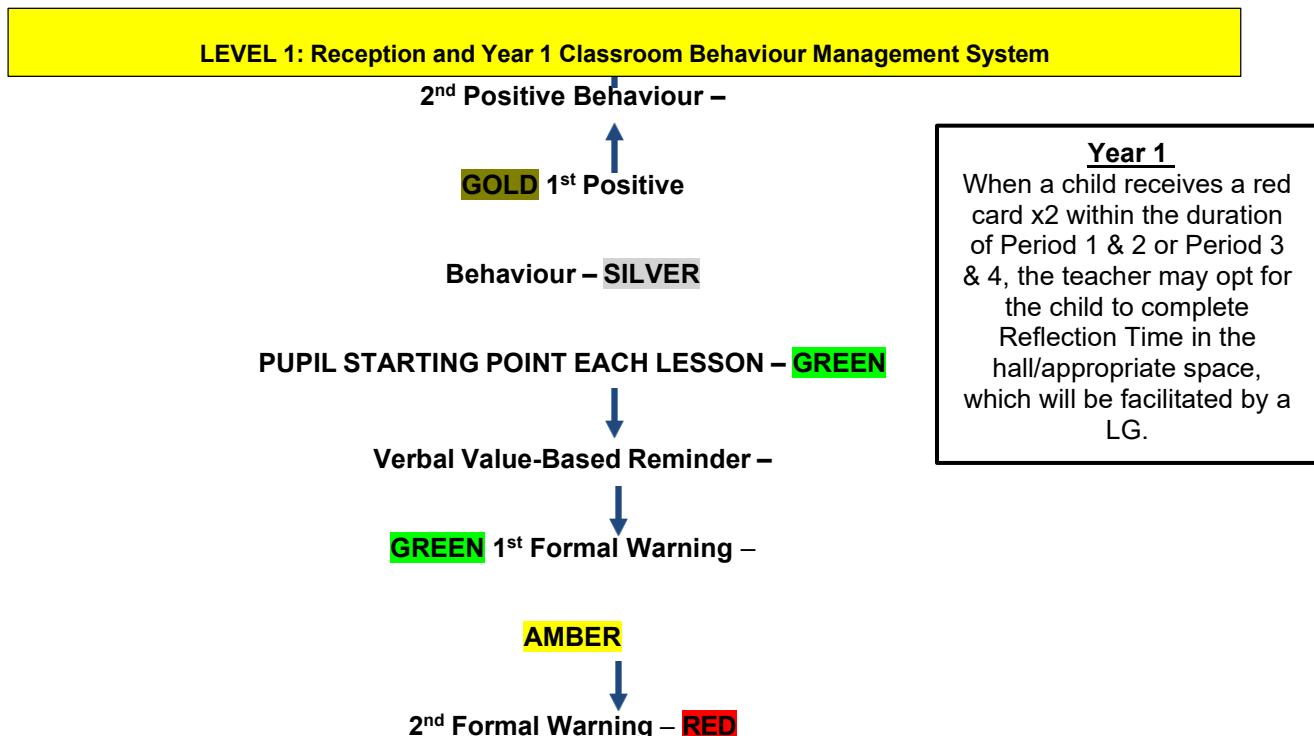
Reception will only begin tracking behaviour points from Spring 1; it is vital that the pupils have time to adjust to the new school setting in Autumn 1. However, serious behaviour incidents (e.g. physical violence, homophobia or racism) will be recorded on SIMS from Autumn 1.

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.



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 E 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 ELPS values. 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).

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 10 Behaviour Points will have a discussion with a Senior Leader



Pupils with many Behaviour Points (usually 20 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-PBP

- 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 but not limited to the following:

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

When a child goes through this cycle x2 within the duration of Period 1 & 2 or Period 3 & 4, the teacher may opt for the child to complete Reflection Time in the hall, which will be facilitated by a LG.

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 a Senior Leader or a permanent exclusion:

- violence
- vandalism
- stealing
- bullying
- serious lying
- racial and discriminatory abuse
- homophobic language
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- 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
- lack 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.

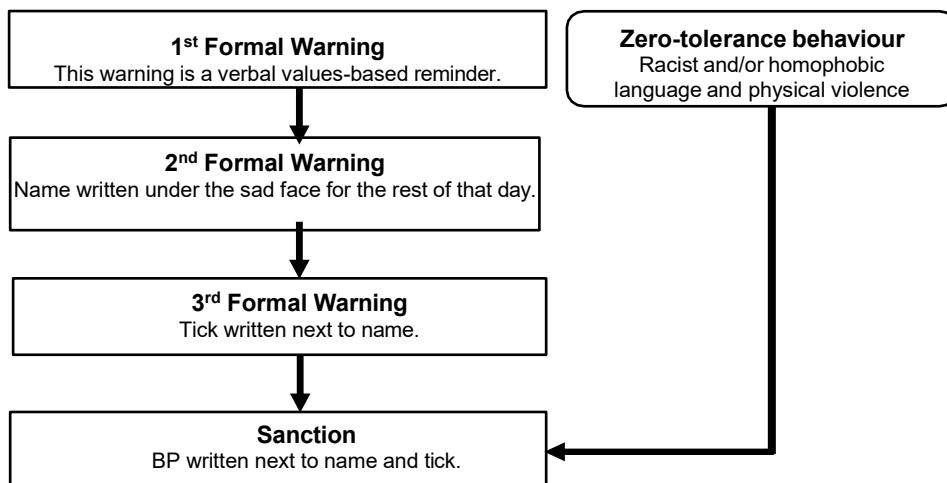
Arrangements for Internal Exclusion

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.

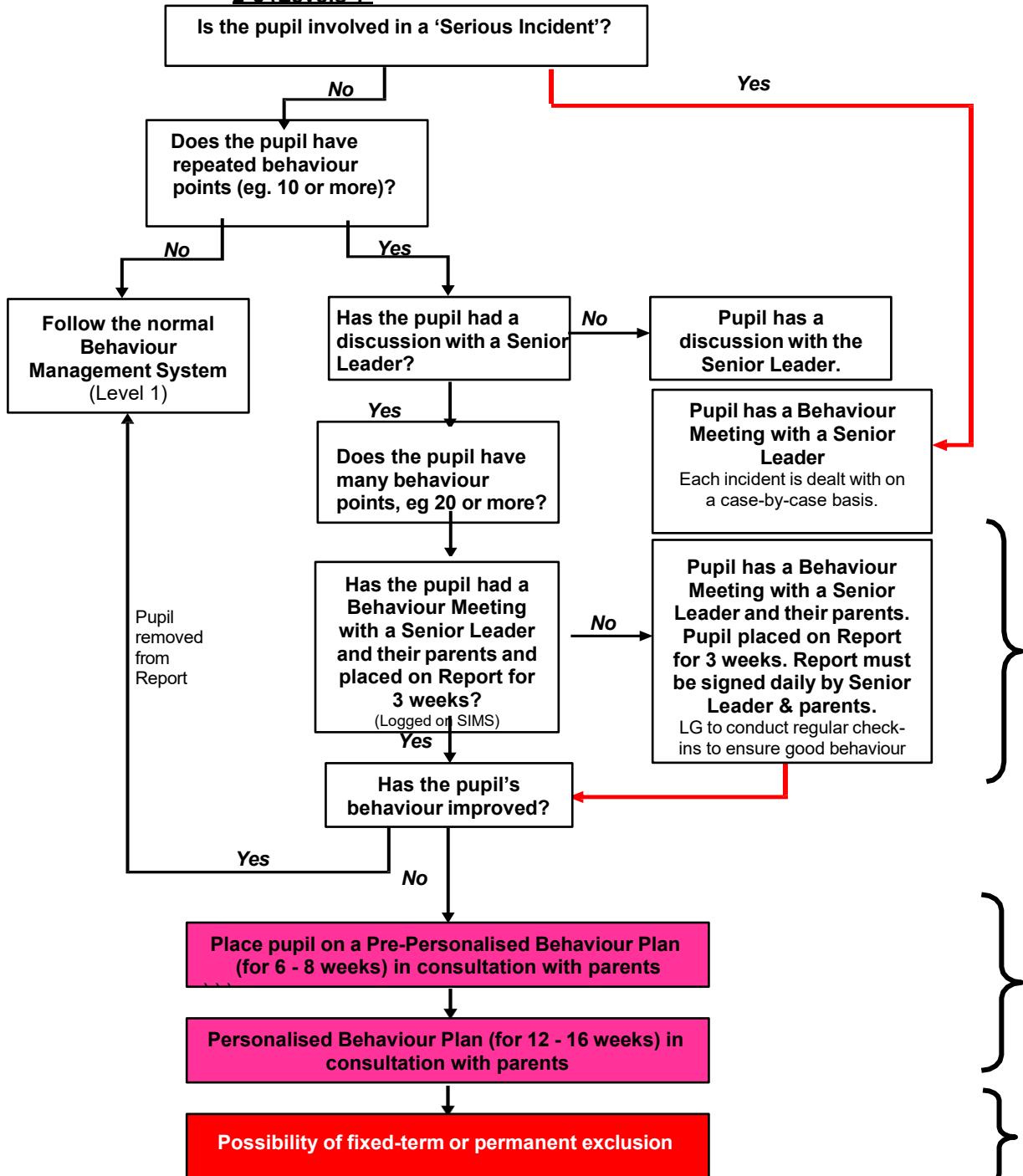
Arrangement	Key person/provision
A meeting to discuss the following with (a) the pupil, and (b) the staff: - The reasons for exclusion - The length of time for exclusion - The arrangements for the exclusion (see below)	(a) Behaviour Lead to conduct meeting with the pupil. (b) The Phase LG to conduct 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)

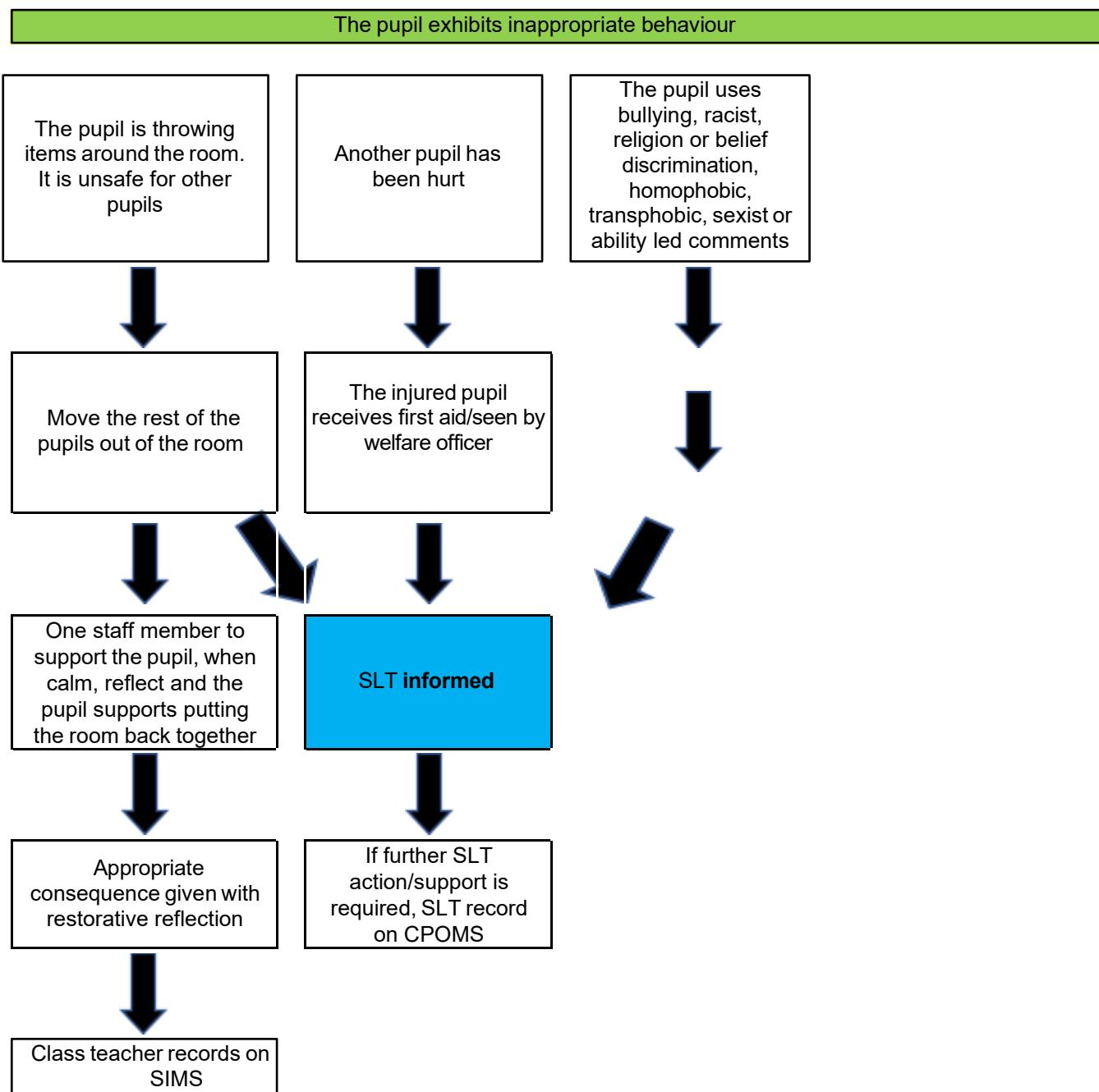


2-6 (Levels 1-6)



Serious Behaviour Flowchart

Despite efforts to proactively encourage expected behaviours, there will be times when reactive measures are required as exemplified below.



Restorative Reflections

Restorative Reflections will take place alongside an appropriate consequence. This process does not replace a consequence. They are most effective when held after a pupil or pupils has completely de-escalated. This may mean that it happens much later in the day/the next day. An adult is the facilitator within the session using the following questions to structure the conversation. Adults will use their professional judgement to adapt the structure to meet the age-related or developmental needs of the pupil(s). See Appendix 3 for the visual resource that facilitates this interaction.

- What happened? – Allow the pupil to tell the whole story from their point of view.
- What were you thinking when...? – Go back to different points of the story and ask what they were thinking.
- How were you feeling when...? After asking what the pupil was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.
- Who has been affected? How? – Encourage the pupil to think of the wider ‘ripple effect’ e.g. my teacher’s children might be affected because now she’ll be late home
- What do you need to move forward? – Encourage the pupil to refer to the needs of others along with their own needs and how those need could be met.

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-termly in year group assemblies.

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

Pegasus: Ms Chandler

Phoenix: Ms Moore

Aries: Ms Khalid

Orion: Ms Mawn

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. The Behaviour Inclusion Team will be involved if senior leaders are concerned about a child's behaviour.

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 Value system 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 2025, the following staff will have responsibility for the behaviour and attitudes in their phase:

Year Group	LG Line Manager
Reception	Ms Brazell
Year 1	
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 PBP. Set up and review Pre-PBPs.
- Work directly with the WMAT Director for students on formal PBP.
- 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)
- 'Doxxing' (uploading private images or videos to a website or public page)
- 'Fraping' (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 Personal Development 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 – Positive Language & Effective Questions

<p>Instead of don't run:</p> <ul style="list-style-type: none"> • We walk to keep ourselves safe <ul style="list-style-type: none"> • Walking feet please • Please walk safely around the school • We walk quietly and sensibly at ELPS • Remember to walk on the left-hand side • You need to stay safe so please walk <ul style="list-style-type: none"> • Smart walking please (EYs) • Show me your walking feet (EYs) ✓ How do we walk around the school? ✓ Why is it safer to walk around the school? 	<p>Instead of stop talking:</p> <ul style="list-style-type: none"> • Show me good listening (& praise other good listeners) <ul style="list-style-type: none"> • Let's listen • Please listen respectfully • Please listen so that you can enjoy your right to learn • Please listen so that you know what to do <ul style="list-style-type: none"> • You have the right to an education so please listen • We listen to each other and adults at ELPS • We have the right to be listened to • I love how enthusiastic we are but can we show other people respect and listen to their ideas • We all have the right to be heard so put your hand up to have your turn <ul style="list-style-type: none"> • Put your voices away (EYs) ✓ How do we show good listening?
<p>Instead of just saying time out</p> <ul style="list-style-type: none"> • Please take some time to calm down/ think about what you've done/ reflect on your actions • Think about how your actions have affected xxx right to learn/ feel safe/ have an education <ul style="list-style-type: none"> ✓ Why have you been asked to reflect? ✓ Do you think you are showing good behaviour for learning? <ul style="list-style-type: none"> ✓ What could you do to make it better? 	<p>Sharing (EYs)</p> <ul style="list-style-type: none"> • Kind hands • We all have the right to use that toy <ul style="list-style-type: none"> • What would be fair? • Could we share it? • How might they feel?

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"

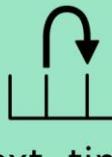
Script: Reinforce and depersonalise

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

APPENDIX 3 - Restorative Reflections – Framework for Verbal Reflections Scaffold

<small>broke something</small>	<small>scribbled on something</small>	<small>hurt an adult</small>	<small>hurt a child</small>	<small>was unsafe</small>	<small>worried</small>	<small>fidgety</small>	<small>confused</small>	<small>angry</small>	<small>sad</small>
	<h1>?</h1> <h2>What happened?</h2>						  <p>What were you thinking or feeling?</p>		
<small>took my clothes off</small>	<small>swore</small>	<small>threw something</small>	<small>ran off</small>	<small>tore my work</small>	<small>wasn't respectful</small>	<small>wasn't ready</small>	<small>hungry / thirsty</small>	<small>anxious</small>	<small>excited</small>
<small>didn't listen</small>	<small>threw something</small>	<small>ran off</small>	<small>tore my work</small>	<small>something different</small>	<small>silly</small>	<small>hungry / thirsty</small>	<small>anxious</small>	<small>scared</small>	<small>something different</small>
<small>Created in Widgit InPrint 3 for @corinne_teacherlife</small>									

<small>me</small>	<small>a friend</small>	<small>a teacher</small>	<small>a MDS</small>	<small>my class</small>	<small>write it down</small>	<small>write a letter</small>	<small>talk to someone</small>	<small>say sorry</small>	<small>fix something</small>	
	 <h2>Who has been affected?</h2>						  <p>What needs to happen to put it right?</p>			
<small>my mum</small>	<small>my dad</small>	<small>my family</small>	<small>people in the community</small>	<small>animals</small>	<small>my carer</small>	<small>someone else</small>	<small>make a plan</small>	<small>practise</small>	<small>finish my work</small>	<small>get energy out</small>
<small>Created in Widgit InPrint 3 for @corinne_teacherlife</small>										

<small>sad</small>	<small>sorry</small>	<small>guilty</small>	<small>ashamed</small>	<small>scared</small>	<small>talk to an adult</small>	<small>ask to go outside</small>	<small>go for a run</small>	<small>get a fidget toy</small>	
	 <h2>How do you feel now?</h2>						  <p>Next time I could...</p>		
<small>good</small>	<small>happy</small>	<small>tired</small>	<small>calm</small>	<small>better</small>	<small>okay</small>	<small>something different</small>	<small>ask for help</small>	<small>play with someone</small>	
<small>Created in Widgit InPrint 3 for @corinne_teacherlife</small>									

Restorative Reflection

Pupil Name:	Class:	Date:
Explain what happened to get to this point.		
Which right/value did you not enjoy/stop others from enjoying because of your choices?		
Which of our values did your choices not match?		
What will you do to put things right?		
Adult comment:		
Adult signature	Pupil signature	
	Logged on CPOMS: <input type="checkbox"/>	

APPENDIX 4 - Personalised Behaviour Plan

Pupil Name:	Pupil Class:	Teacher:	Date of Plan:	Date of Review:

What are this pupil's known triggers?

High Risk Behaviours	Medium Risk Behaviours	Low Risk Behaviours
Appropriate Consequences	Appropriate Consequences	Appropriate Consequences

The above consequences will be taken on a case by case basis taking into consideration reasonable adjustments and evidence. The above behaviours could also lead to a suspension from school.

Target Behaviour	Outcome Desired	Progress Made
1.		
2.		
3.		

Proactive strategies (strategies in place to prevent the behaviour from occurring)	Active strategies (what to do when the behaviour starts)	Reactive strategies (how to deal with the behaviour)

Family Signature	Class teacher Signature	Teaching Assistant(s) Signature	Phase Lead Signature	SLT Signature
Date:	Date:	Date:	Date:	Date:

★ STOP BULLYING! ★

At ELPS, we're here to help – and here's how



1 Tell a Grown-Up

If someone is being unkind or hurting you or someone else over and over.

tell a teacher or any adult you trust at school.



★ Remember: We will always listen, believe, and act.



3 Families Are Told

If it keeps happening, your teacher will call the families of the person being bullied and the person doing the bullying.

Everything will be written down.



4 Support Plans

We'll make a support plan to help the person doing bullying change their behaviour – and to help the person being bullied feel safe and happy.

6 Time Out

If bullying still continues, the person bullying may have to **take a break from class** (called internal exclusion).



We'll also meet with both sets of parents.

6 Extra Help

If things are really tricky, we might bring in experts (like Place 2Be) to give more support



Be Kind – Be Brave – Speak Up

If you or a friend is being bullied, don't wait –

TELL AN ADULT

Everyone deserves to feel safe and happy at 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