



Believe Strive Achieve

Eskdale Junior School

Behaviour and Discipline Policy

Take Care



1. Aims and Expectation

1.1 Eskdale Junior is a school with high expectations of all stakeholders and is defined by its core values and ethos. At the heart of this policy are principles that support the '*self-discipline*' aspect of our values as well as the promotion of being a '*take care*' school.

These can be defined as:

1.10: The promotion of high standards of behaviour and self-discipline where each person is treated fairly and with respect.

1.11: Prevention and zero tolerance of bullying so pupils feel happy, safe and secure.

1.12: Using the schools core values 'self-discipline' and 'take care' to nurture both academic and personal development.

1.2 The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting positive relationships, so that all stakeholders can work together with a common purpose. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way (*take care*)

2.0 Key aspects that contribute to effective behaviour management at Eskdale Junior School

2.1 A consistent approach to behaviour management through strong school leadership.

2.11: It is the responsibility of the headteacher, Mr Scruton, to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness and implementation of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

2.12: The headteacher, Mr Scruton supports the staff implementing the policy by setting standards of behaviour alongside senior leadership and teaching staff.

2.13: All staff are responsible for exemplifying and maintaining high standards of behaviour in school.

2.14: All new staff are made aware of the school's expectations and systems for managing behaviour.

2.15: The headteacher, Mr Scruton keeps records of all reported serious incidents of misbehaviour (see the Serious Behaviour section of this policy-3.3 for categories) and those pupils who frequently lose take care points (see 6.0)

2.16: The headteacher (and the deputy head in the absence of the headteacher) has the responsibility for suspensions or exclusions. Both these actions are only taken after school governors have been notified.

2.17: Mrs Kashmir Purewal, link governor for behaviour conducts termly monitoring of behaviour in school.

3.0 Rules and Behaviour Routines at Eskdale Junior

3.1 Expectation

At the start of each school year, pupils are introduced/reminded of expectation for behaviour in school by Mr Scruton, the headteacher. These expectations will be reiterated by class teachers and other adults in school to ensure consistency throughout the year. Pupils will be familiar with



Believe Strive Achieve

how the school's values relate to expectations of behaviour, *Take Care Rules* (see 3.2) and Serious Behaviour (See 3.3)

3.2 Take Care Rules

All pupils are subject to the expectations of the school's Take Care Rules. There is an indoor and outdoor expectation and pupils are expected to adhere to these expectations at all times. The school's expectations for behaviour are displayed in classrooms, in and around school and outside as reminders for both pupils and adults.

3.21 Take Care Rules-indoor expectation

See below the school's behaviour expectations and consequences for indoor school.

Take Care Rules Indoor	
Use your manners and be polite to children and all adults Move around school sensibly	
Actively listen	Consequence 1. STOP-a verbal warning You will be reminded of the take care rules. 2. Second warning You will be moved to orange and expected to apologise. 3. Third and final warning You will move to red and miss your break/lunchtime in the hall. You will be spoken to by Mr Scruton or Mr Dransfield to explain your actions.
Respect others and their feelings	
Focus on your task-aim high	
Take care of your work, equipment and the environment	

3.22 Take Care Rules-outside expectation

See below the school's behaviour expectations and consequences for outside.

Take Care Rules Outdoor	
Use your manners and be polite to children and all adults Move around school sensibly	
Play kindly and safely-no rough play	Consequence 1. STOP-a verbal warning You will be reminded of the take care rules. You will need to play on the side of school where you were spoken to and in view of an adult. 2. Second warning You will be told to stand by an adult for the remainder of break or lunchtime and expected to apologise. 3. Third and final warning You will be spoken to by Mr Scruton or Mr Dransfield to explain your actions.
Don't walk or run around the Unit building	
Line up in an timely manner, sensibly and quietly	
Always ask permission to be indoors at break or lunch	
Take care of equipment and our school environment	



3.3 Serious behaviour

See below the school's categories of serious behaviour and consequences.



All instances of serious behaviour are recorded by the headteacher Mr Scruton, analysed and shared with governors termly. These records can also be used to determine a particular intervention for a pupil or contribute to decision making associated with suspension or exclusion.

If a pupil is involved in multiple instances of serious behaviour (typically 3) parents/carers will be invited into school to discuss the behaviour. This may result in a behaviour plan or other intervention. Parents will be warned that further instances of serious behaviour could lead to suspension.

4.0 Consequence/Sanction

Sanctions are applied appropriately to each individual incident and sanction must be proportionate to the act, applied consistently, with 'why' explanations for pupils given with instruction on future conduct in school.

Opportunity will also be taken to support pupil's personal development by reflecting on what actions need to be taken next, specifically the measures that need to be taken to avoid any repetition of the incident/s.

Disciplinary measures include but are not be limited to:

4.11: Verbal reprimand

4.12: Repeating unsatisfactory work until it meets the required standard

4.13: Missing a significant proportion of a break time-pupils will never miss whole break-times or miss repeated break-times over a prolonged period of time

4.14: Loss of privileges-for instance the loss of a school team place, participation in a school trip (children will never miss curriculum entitlements as a disciplinary measure) this must have the approval of the head teacher in advance of implementing the sanction

4.15: Loss of a Take Point (see 6.0 Rewards) The headteacher will keep a record of those pupils



who frequently lose take care points to be able to determine patterns of behaviour or identify a strategy to be able to address this.

4.2 Disciplinary measures for instances of serious behaviour include but are not be limited to:

4.21: Reprimand by the head teacher, Mr Scruton/deputy head teacher, Mr Dransfield.

4.22: Consultation with parents/carers

4.23: Pupils being sent to the hall, remaining in there for a full break-time to reflect on how to make better choices about their behaviour in the future

4.24: Permanent loss of privileges-for instance the loss of a school team place, participation in a school trip (children will never miss curriculum entitlements as a disciplinary measure)

4.25: Loss of a Take Point/s (see 6.0 Rewards)

4.24: Construction of a behaviour plan in consultation with parents/carers/staff to support the management of behaviour

4.25: Whether suspension or exclusion is a consideration

5.0: Child on Child Abuse-please see the school's Child on Child Abuse policy for details on how this is managed at school.

6.0 Suspension and Exclusion

Whereas the school will always endeavour to ensure that suspension and exclusion is a final step in the management of pupil behaviour, we recognise that there needs to be consequence to repeated instances of serious behaviour or a behaviour incident that would be deemed exceptional (exceeding the severity of the school's serious behaviour expectations)

6.1: Suspension

Suspension will only be considered if the following behaviour expectations are displayed with frequency by an individual or group of pupils:

6.11: Frequent and consistent breaches of the school's expectation for serious behaviour (see 3.3)

6.12: Violence towards pupils (including intentional actions to harm adults or pupils eg throwing items directed at pupils)

6.13: Violence towards staff (including intentional actions to harm adults or pupils eg throwing items directed at adult)

6.14: Criminal damage-intent or actual damage to school property

6.15: Persistent defiance where there is a risk of injury to self or others

If a pupil is suspended for a fixed term then both the Local Authority, Chair of Governors and parent/carer will be informed. The parent will be written to formally and invited to a reintegration meeting before the pupil/s will be allowed to return to regular school attendance.

For pupils who are suspended with frequency or at risk of increased suspension, then measures such as a reduced timetable will be considered or a managed move as a strategy to manage behaviour.

6.2 Exclusion



Exclusion will only be a consideration if a pupil is increasingly (and without improvement) displaying behaviour that consistently warrant suspension (see 5.1 Suspension). The decision to exclude a pupil or pupils will be done in consultation with the Local Authority, governors and parents carers.

This would always be a 'last resort' and decision making around exclusion would be made where every measure put in place was having little or no impact on the behaviour of the individual or group.

7.0 Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

If a child threatens, hurts or bullies another pupil, the incident is recorded in the school's serious behaviour file and sanction is applied. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. In these circumstances the offending pupil will have their behaviour monitored as a way of ensuring no repetition of any bullying occurs.

Further detail can be found in our *Anti-Bullying Policy* that accompanies this policy

8.0 Behaviour outside of school premises

We would expect pupils to behave in the same way, exemplifying the school's values as they would while in school. School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This may be required in the following circumstances:

- 8.1:** When taking part in any school-organised or school-related activity
- 8.2:** When travelling to or from school
- 8.3:** When wearing school uniform
- 8.4:** When in some other way identifiable as a pupil at the school that could have repercussions for the orderly running of the school
- 8.5:** When posing a threat to another pupil
- 8.6:** That could adversely affect the reputation of the school.

9.0 Rewards

We praise and reward children for exemplifying high standards of behaviour (including learning behaviours) in a variety of ways.

9.1 Take Care Points

- 9.12** Pupils who exemplify the school's expectations for behaviour and attitude are rewarded with a Take Care point each day and then parents are notified at the end of each week if their child has achieved the maximum of 5 Take Care points.



Believe Strive Achieve

- 9.13** All Take Care points accumulate to a House point total and the House at the end of each term with the most Take Care points are rewarded.
- 9.14** Pupils who are not regularly retaining 5 Take Care points will be subject to informal behaviour monitoring and a dialogue between the headteacher and class teacher will determine a course of action to address this. Increased loss of Take Care points over a determined period of time may escalate to serious behaviour under the school's 'persistent defiance' expectation.
- 9.15** Pupils who have gone 'above and beyond' expectation each week can be awarded with a S.T.A.R.S certificate.

Other rewards in school:

The following rewards may also be applied and include (but not limited to):

- 9.16:** Y3 are subject to an induction to behaviour expectations through the schools 'Eskdaler' journey when they begin with the school
- 9.17:** Staff congratulate children (praise)
- 9.18:** Staff give Y6 pupils credits that contribute to a bronze, silver or gold certificate
Pupil's achievement is celebrated in class and in assembly
- 9.19:** Children who have produced work of particular note or notable improvement in either work or behaviour are recognised with a headteachers award
- 9.20:** The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement both in and out of school, for example certificates
- 9.21:** Class rewards may be implemented to motivate pupils and nurture a sense of belonging as 'Eskdalers' eg raffle tickets
- 9.22:** Additional break time
- 9.23:** Additional time to utilise a resource in school such as trim trial/ipads etc..

Mobile Phones

PUPIL MOBILE PHONES ARE NOT ALLOWED IN SCHOOL AT ESKDALE JUNIOR

There may be exceptional circumstances where a pupil may bring their mobile phone to school for a limited period. If this is the case, the following protocols would need to be adhered to:

- Permission from the head teacher (who would determine exceptionality)
- The phone would be handed in to the school office OFF
- The phone would be stored securely for the day
- The phone would be handed back to the pupil at the end of the school day and NOT TURNED ON until the pupil has left the school premises

The only exception to this is where a pupil requires phone for a medical condition.

10.0 The teaching of good behaviour

It is the responsibility of the class teacher to ensure that the school's high expectations for behaviour are enforced in their class, and that their class behaves in a responsible manner during lesson time, in and around school.

Staff in school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Class teachers treat each child fairly and enforce the school's expectation consistently. Class teachers treat all children in their class with respect and understanding (*take care*)

The school's values that promote good behaviours (responsibility, consideration, feelings, impact of actions etc...) are taught through our PSHE/RSE curriculum and through assemblies that are



rooted in the children's SMSC/personal development. There may be instances where more emphasis is placed on teaching good behaviour where a class or cohort or pupil consistently challenge the school's expectations.

11.0 Staff development and support

It is essential that staff have the support of both senior leaders and governors in managing pupil behaviour. Engagement in shaping the school's expectations and actively participating in any behaviour strategies that are beyond the typical management of behaviour are examples of this. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a pupil's behaviour continues, the class teacher can seek advice from the headteacher. CPD opportunities can be accessed where required.

12.0 Pupil support systems to manage behaviour

There are occasions when pupils may need support that go beyond the day-to-day management of their behaviour (and associated personal development)

This may involve one or more and not limited to the following strategies, depending on the current or emerging needs of the child:

12.1: Pupil and parent engagement in the school's personal development offer through our 'Take Care' club or Commando Joe (a social and emotional intervention for the improvement of behaviour through personal development)

12.2: Identification of the times when lapses in behaviour may occur and then minimising opportunity for this continue eg breacktimes/lunchtimes

12.3: Work alongside external agencies such as the local SBAP to develop strategies for behaviour management

12.4: Adjustments to attendance such as part-time or returning home for lunchtime

12.6: Engagement in alternative provision external to school such as local initiative 'The Hive'

12.7: Tailored sanction and reward to the needs of the individual

12.8: Introduction of a behaviour plan.

13.0 Liaison with parents and other agencies

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

13.1: The school's expectations for behaviour are shared with parents/carers We expect parents to support the school's commitment to sustaining high standards of pupil behaviour. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

13.2: If the school feels there is a need to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about behaviour or the way that their child has been managed, they should initially contact the class teacher.



13.3: If the concern remains, they should contact the head teacher and if this cannot be resolved, then the matter will be passed onto the Chair of Governors. If these discussions cannot resolve the problem, a formal complaint process can be implemented (the schools Complaints Procedure can be found on the school's website)

13.4: The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

13.5: The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service (SBAP)

14.0 The role of governors

14.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness-this is also reflected in the governor vision and strategic plan. The governors support the headteacher in carrying out these guidelines, through a link governor for behaviour who monitors behaviour in school through first-hand experience and reviews policy alongside the headteacher and the school's P&P committee.

14.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

14.3 If the headteacher suspends a pupil, he informs the parents immediately, giving reasons for the suspension. The headteacher informs the LA and the governing body about any suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

14.4 The headteacher informs the LA and the governing body about any exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

14.5 The governing body itself cannot either suspend/exclude a pupil or extend a suspension period made by the headteacher.

14.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any appeals on behalf of the governors.

14.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

14.8 If the governors' appeals panel decides that a pupil should be reinstated, the



headteacher must comply with this ruling.

14.9 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

15.0 Monitoring

15.1 The headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

15.2 Senior leaders monitor pupil behaviour at both structured (for example during lessons) and at unstructured times (for example during break or lunchtime) the results of this monitoring are recorded and shared with the link governor for behaviour.

15.3 The headteacher conducts frequent pupil interviews to gauge the views of pupils on behaviour and what can be done to improve aspects further. This also includes suggestions for increased reward.

15.4 The headteacher keeps records of all reported serious incidents of misbehaviour including instances of bullying and behaviour relating to protected characteristics. These incidents are reported to governors on a termly basis.

15.5 It is the responsibility of the governing body to monitor the rate of exclusions from information provided by the link governor and headteacher, and to ensure that the school policy is administered fairly and consistently.

R Scruton
Headteacher

June 25
Review: June 26



Additional information on managing pupil behaviour

(extracts taken from Behaviour in schools Advice for headteachers and school staff February 2024)

16.0 Use of Reasonable Force

16.1: There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

16.2: Members of staff have the power to 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.

16.3: 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, pornographic 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.

16.4: 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.

Guidance on specific behaviour issues

17.0 Child-on-child sexual violence and sexual harassment

17.1: Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

17.2: Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

17.3: Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is



Believe Strive Achieve

treated as unacceptable.

Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

17.4: Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

17.5: Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

18.0 Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.

18.1: Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour.

18.2: When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Handling such reports or concerns can be especially complicated and schools should follow the



principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school.

18.0 Suspected criminal behaviour

18.1 In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.

18.2 Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.³⁵ When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

Additional reading for behaviour related practice in school:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

[Additional health needs guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/20170301-additional-health-needs-guidance)

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/20170301-equality-act-advice-final)

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/mental-health-and-behaviour-in-schools)

[Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/20170301-behaviour-and-discipline-in-schools-guidance-for-governing-bodies)