

Eastfield Primary School

Behaviour Policy

Statement At Eastfield Primary School we believe that all children and adults in our school and community are important. We aim to provide an environment where everyone feels valued, happy and secure. We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

The Golden Rules

1. **Speak and act kindly towards others.**
2. **Listen when others are talking.**
3. **Follow directions first time.**
4. **Work quietly and do not disturb others.**
5. **Show respect for school and personal property**

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching the language of feelings.

More specifically children must be taught:

- To move appropriately in and out of school building.
- To be polite to adults and other children.
- To support and empower each other.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving themselves or others.

Rewards

These rewards are given to a child or a class when children follow the rules. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.

- Verbal praise
- Stickers
- Class star chart
- Sharing good work with others - Phase Leader, DHT, HT and parents
- Share a smile assembly
- House points
- Whole class rewards e.g marble in the jar/ golden time

DISCIPLINARY PROCESS

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our School rules. This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to help the child behave in an appropriate manner.

Children may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly.

Children are made aware that they are responsible for their actions.

Poor behaviour is dealt with consistently throughout the school.

Sanctions

The following steps highlight sanctions and consequences for negative behaviour if children are not adhering to classroom and school rules despite staff using positive behaviour management. Sanctions may depend on the time and place of behaviour or the age of the child e.g. classroom based negative behaviour may result in a loss of golden time or a pupil may miss some of their playtime to make up for loss of learning. If an incident occurs at break/lunchtime, it may be more appropriate to miss the following break/lunchtime.

1. Verbal warning and reminder of appropriate behaviour
2. Move to another area of learning
3. Lose 5 minutes of break-time or lunch-time to think about consequences of their actions.
4. 15 minutes spent in a different classroom
5. Go to a member of the SLT

For more serious incidents, sanctions may operate straight away. The following courses of actions might be taken following an investigation into behaviour by SLT.

- Phone call or meeting with parents
- Behaviour monitoring log (See end of document)
- Internal exclusion
- Lunch time exclusion
- Fixed term exclusion
- Permanent exclusion

Behaviour Management Protocol

At the start of each term all children will be reminded of the school rules.

There are 5 school rules:

1. Speak and act kindly towards others.
2. Listen when others are talking.
3. Follow directions first time.
4. Work quietly and do not disturb others.
5. Show respect for school and personal property.

- Visit the child and ensure that the work/activity is understood and at an appropriate level. If a child is misbehaving in a lesson, always look to your own practice first and the content of the work.
- Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage? When children continue to ignore directions and/or are disruptive teachers will give a clear rule reminder using the class rules display and give a reminder of the consequence so the child has a clear choice about following direction.
- If, despite this, the child is still displaying negative behaviour, refer to the sanctions process under 'Behaviour management protocol'.

Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

Responsibilities of the Governors on the Local Advisory Board

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Responsibilities of the School Personnel

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;

At the start of each term all the children will be reminded of the sanctions in place should rules be broken. There are 5 sanctions:

- Step 1 – warning
- Step 2 – move to another place to work
- Step 3 – miss 5 minutes of your play time to make up lost learning
- Step 4 – spend 15 minutes in a different class
- Step 5 – go to a member of the SLT

Non-teaching and Support Staff

Non-teaching and support staff will implement the policy as outlined above under the direction of the Class Teacher or Key Stage Leader. Support staff & lunchtime staff should record and report these behaviours on the school database (CPOMS) and let the class teachers know about any incidents verbally.

Break times and Lunchtimes

- Level 1 Positive reinforcement in the playground.
- Level 2 Reminder of the rules.
- Level 3 Told to stand next to a named adult or the wall for 2 minutes.
- Level 4 Pupil will be brought in from the playground to an SLT member.

Should then need to be sent inside to cool down they will spend time outside the Y6 classroom or headteachers office.

The member of staff on duty for each break must ensure that details of inappropriate behaviour are recorded. It is the responsibility of the Head Teacher, Deputy Head teacher or SLT to monitor the behaviour records on CPOMS in order to analyse trends and provide targeted support.

There are safe zones near each class to give the children the opportunity to reflect on their behaviour and complete learning that has been lost due to poor behaviour.

Children may be placed on behaviour monitoring report for up to a week to help support improvements in behaviour across the school day.

Guidelines

Teachers will spend time teaching children the rules and routines they need to follow and will review the school rules and consequences on a needs basis but at least at the start of every half term. Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHE resources, planning, teaching, visits and trips. All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour. At any time, staff will take the opportunity to praise children around school, in assembly, dining hall etc. Similarly, if any misbehaviour is witnessed by a member of staff, it will be challenged and appropriate sanctions may be carried out – consistency and clarity from everyone is the key to the policy working.

To encourage children who are slow to follow directions and rules, staff must be skilful in building a good relationship with the pupils and must employ a range of strategies in conjunction with effective teaching (see above). When dealing with instances of recurrent poor behaviour the following strategies should be used to support a behaviour management plan:

- Praise of children nearby.
- A questioning look
- Reminder of class rules
- Stand close and encourage back to work.

- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Responsibilities of the parents

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Responsibilities of pupils

Pupils will:

- be aware of and comply with this policy and follow our 5 school rules;
- accept responsibility and consequences of their actions;
- respect the adults with whom they work with and show empathy and understanding towards others;
- be kind, helpful and caring for others, especially on the playground;
- respect other peoples' property and the schools';
- work hard in class to the best of their ability and do their homework.

Exclusion

The Headteacher has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

The school reserves the right to exclude a pupil from a school visit if his/her behaviour presents "a significant, unmanageable and unacceptable risk" to the health, safety and welfare of that pupil or others on the trip, including the adult leaders.

Outside agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Educational Welfare Officer;
- School Health Nurse;
- Outreach Workers.

Incidents

- All incidents of bad behaviour are recorded on an electronic database
- The SLT and relevant school staff thoroughly investigates and are kept up to date with any behaviour incident.

Pupils with Special Educational Needs or Disabilities

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our SENCO to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan/Positive handling plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

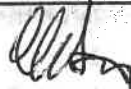
Bullying

The school does not tolerate bullying of any kind. Please see anti-bullying policy for further information.

Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others. A positive handling plan may be needed ^{if} this is a persistent occurrence. This will be written by the SENCO/Headteacher and parents.

Headteacher	Mr T Gilbert	Date	
Chair of Local Advisory Board:	Mrs H Smith	Date	



2/2/22