



## **Eastfield Primary School**

### **Behaviour Policy**

*'Together on a journey for success'*

#### **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 children to access their education successfully by regulating the conduct of all children.

#### **Aims of the Policy**

- To develop a positive whole school ethos: where the expected is recognised and the above and beyond is rewarded.
- To ensure that all learners have equitable outcomes; respect and understanding is modelled from all members of the school's community.
- To help learners take control over their choices and be responsible for the consequences of those.
- To help learners reflect upon the consequences and impact of their own behaviour on themselves and others through a restorative approach.
- To build a community which values kindness, care, good humour, understanding, respect and empathy for others.

#### **Purpose of the Policy**

To have a clear system which is understood by all and works to:

- Positively recognise behavioural norms.
- Positively reward above and beyond.
- Promote self-esteem, self-awareness and control.
- Teach appropriate behaviour through positive interventions.

#### **Be... at Eastfield:**

Be kind

Be respectful

To yourself, to others and to the school.

This is the school's expectation.



### **Eastfield Primary School Staff will ensure:**

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 through the use of Zones of regulation.

More specifically children must be taught:

- To move appropriately in and out of the 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:**

**We add value to ourselves, others and the school and reward our character counts.** Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.

House Points – Celebrated each week with the Character Counts Assembly

Reach the Star – Children who go above and beyond and have their name moved to the star will have a message sent via Arbor (MIS) to parents/carers.

Headteacher award

Character Count Certificate

Whole class rewards

Verbal praise

Sharing success with others - SLT, DHT, HT and parents, through positive notes home, phone calls or photocopies of work that are shared with parents

Flourish awards for children who have overcome barriers

### **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 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.

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 in a pupil may miss some of their playtime to make up for loss of learning. The child must be provided with an opportunity to a movement break after this point.

#### **Sanctions:**

- 1) Warning
- 2) Reflect on your behaviour (5 Minutes)
- 3) Move to your partner class (10 Minutes)
- 4) To member of SLT

This is communicated visually in each classroom with a tiered cloud image.

The process:

When a staff member is responding to a child's behaviour they must follow these steps:

**Concern** – Clearly and calmly communicate what behaviour has been seen.

**Conversation** – Ensure that the child can enter into a restorative conversation about their behaviour. Helping them to recognise the impact on them and others.

**Consequence** – Implement an appropriate consequence that is in line with the behaviour policy.

Staff should record and report these behaviours on the school database (Arbor) and let the class teachers know about any incidents verbally.

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.

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

### **Individual Plan**

Where a child has additional needs and requires a more personalised approach to positive behaviour management, this will be decided in collaboration with the child, his/her class teacher, the SENDCo and the child's parents where appropriate. The individual plan will be recorded on the appropriate format and recorded on the MIS and dependant on the behaviour, CPOMS.

### **Behaviour Management Protocol**

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

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

### **Break times and Lunchtimes**

#### **Lunchtimes**

- 1) Warning provided for children
- 2) 'Time in' with a member of staff
- 3) Speak to a member of SLT

Member of staff to take the child to the member of SLT and communicate calmly the concern.

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 and SLT to monitor the behaviour records in order to analyse trends and provide targeted support.

### **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.
- 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 Director of Education.

#### **Responsibilities of the School Staff:**

- 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 scaffolded appropriately
- 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
- 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
- Work together to implement and embed a trauma informed approach to supporting our children
- 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 how to be at Eastfield
- 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 property of the school
- 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 SENDCo 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, and the Headteacher.



## **Bullying**

The school operates a proactive approach to creating a culture of high expectations of behaviour for all children and adults alike. It applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be addressed by school. All members of the school community should report incidents of bullying behaviour.

Headteachers have a specific statutory power to discipline children for poor behaviour outside of school premises and can also consider whether it is appropriate to notify the police or local council. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

School recognises that the bullying of school staff, whether by pupils, parents or other staff will not be tolerated. All members of the school community have the right to come into school free from harassment or bullying.

This section of the behaviour policy should be considered alongside our safeguarding policy, peer on peer abuse policy, PSHE policy, SRE curriculum, SEN policy, Parent Code of Conduct and E-safety policy.

### **Definition of bullying behaviour**

- The school adopts the Anti-Bullying Alliance definition of bullying which is:
- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.
- For our children we use the definition from our PHSE programme.
- When someone is mean to you on purpose, over and over again.
- Through our PHSE programme and assemblies, we seek to educate our children in the difference between bullying and friendship fallouts/unacceptable behaviour.

### **Different Types of Bullying**

There are a number of different kinds of bullying but is it not limited to:

- Physical: Hitting, kicking, stealing, hiding belongings, anything physically unpleasant.
- Verbal: Name-calling, insults offensive remarks, teasing, using language which is threatening, coercive.
- Emotional bullying: rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising. Indirect: Spreading rumours or stories, graffiti, threatening or obscene gestures, inciting others to be unkind, excluding, isolating or ignoring another child.
- Cyber: All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities.

Forms of bullying, including that which includes age, marriage and civil partnership, pregnancy and maternity will not be tolerated by school (as referred to in our Equality policy and in line with the Equality Act 2010)

Additional forms of bullying not tolerated by school:





- Racial, religious, cultural bullying - where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
- SEN and disability bullying - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.
- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.
- Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.
- Homophobic and Biphobic bullying – relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.
- Transphobic bullying – relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- Sexual bullying – can relate to the target's gender or body, this can have a sexual and/or sexist element.

What should the children do if they think they are being bullied or witness bullying?

- Tell an adult - this should be their teacher, parent/carer, or any other adult in school.
- Write or draw about the incident and put it in the class Worry Box if they feel unable to share verbally.

What should parents and staff do about bullying?

Parents should:

- Talk about the definition of bullying to their child and try to establish the facts.
- In the first instance speak to the class teacher, who will then inform a member of the Senior Leadership Team.

School staff should:

- Be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy, supporting the child who is being bullied by offering reassurance and support to help restore their self-esteem and confidence.
- Spend time talking to the child identified as displaying bullying behaviour, discussing the incident and explaining why their actions were wrong.

If a staff member becomes aware of any bullying taking place between members of a class, they must deal with the issue immediately and inform the Senior Leadership Team



Staff in our school take all forms of bullying seriously, and intervene to prevent incidents taking place. Teachers should record incidents managed within the behaviour policy on Arbor. The leadership team will also record on Arbor and may use CPOMS to record specific incidents.

How will school deal with an incident?

School will always endeavour to work with both parties involved to offer support and change behaviour.

1. If bullying is reported or suspected, the member of staff who has been approached (either by a parent, child or staff member) will respond to the incident immediately.
2. A clear account of the incident(s) given by the parent, child or staff member will be recorded and emailed to [dsl@eastfield.bpeschools.org](mailto:dsl@eastfield.bpeschools.org) where the Senior Leadership Team will be informed.
3. A member of SLT leads the case and gathers further facts and information if/where necessary. The SLT member will create a Risk Assessment. Parents are informed if they are as yet unaware.
4. All parties agree ways forward, and consequences are used where necessary and in line with relevant policies. Restorative conversations are had with both the young person displaying the bullying behaviour and the target of the behaviour.
5. A review meeting is planned and a date is set.

If a problem persists, the SLT will seek advice from the appropriate external agencies. Extreme cases may result in exclusion of school, for instance, if a serious act of violence is committed against a child. In these cases, the school will follow the Local Authority's Exclusion Policy and the police may be contacted if a criminal offence has been committed.

Proven bullying incidents will be logged and monitored to identify trends or issues that are arising.

### **What will the school do to stop bullying?**

In order to reduce bullying incidents as far as possible, the school will ensure that the children receive the following proactive steps:

- A PSHE curriculum which provides children with the opportunity to acquire the knowledge and understanding of healthy relationships and behaviour as well as an increasing understanding of the implications for when people choose not to be respectful towards each other.
- Assemblies throughout the year to focus on key elements around developing their understanding of key concepts linked to anti-bullying including: friendships, mental health, British values and the impact of bullying.
- Engage in local and national initiatives such as Anti-bullying week.
- Provide opportunities for children to voice their opinions and concerns through school council and friendship/playground ambassadors on a whole school level.
- Provide opportunities for children to voice their opinions and concerns on a personal level such as class worry boxes, child check ins and counselling.
- Uphold a culture of ongoing monitoring and professional curiosity where changes to children's general wellbeing and behaviour are noted, monitored and acted upon in a timely manner.
- Promote a culture of positive relationships and behaviour in school.



- Promote and model the school's values.
- A safe space at break and lunchtimes to be used if needed. All children are encouraged to speak to any member of staff during break and lunchtimes if they feel they are being bullied or have witnessed bullying.

As part of our regular safeguarding training, all staff will receive regular policy updates and anti-bullying training. Further training and information regarding anti-bullying is also available on the newsletter and staff briefing document.

### **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 SENDCo/Headteacher and parents.