

Behaviour Policy



RATIONALE

A school is a place that promotes responsibility, respect, tolerance, civility and academic excellence in a safe learning and teaching environment.

All children, parents, staff and visitors have the right to be safe, feel safe and to be respected. With this right comes responsibility and to be accountable for actions that put the safety and well-being of others at risk.

The staff and governors at Eatock Primary School believe that a secure, safe, happy, caring and welcoming environment, where relationships are based on mutual respect, help to develop self-esteem and promote good behaviour. We are committed to maintaining high expectations of behaviour as an essential contribution to the educational experience of the pupils and to the happiness and well-being of the school community.

The purpose of this policy is to give a clear code for the use of all at Eatock Primary School. It has been written following discussion with staff, the School Council and pupils. It reflects the values and principles that we consider to be important for our school. This policy should not be seen as something static, but must be responsive to changes within the school.

AIMS OF BEHAVIOUR POLICY

To achieve and maintain high standards of behaviour, by working together to promote an atmosphere of mutual respect, trust and understanding where all are valued.

To teach positive behaviour by modelling it in ourselves.

To provide a caring environment, one in which children are encouraged to make the right choices.

To develop self-discipline, self-control and respect for the rights of others.

To promote happiness and the smooth running of our school by fostering positive caring attitudes towards one another and the environment.

To listen with care to one another's views and opinions and value them.

To provide a time and space in which a child can reflect on his/her actions and, where relevant, make reparation through providing support and comfort.

To make boundaries of acceptable behaviour clear and to ensure safety.

To respond in a polite and thoughtful manner to one another.

To give our pupils the guidance they need to grow up into confident successful adults.

We are adopting the whole school approach in the belief that consistency is the key to fulfilling our aims.

NEEDS OF CHILDREN

At Eatock Primary School, we recognise that children can have different needs and that we should know what they are. We know that we need to treat some children differently to others to get the same result and this is what we mean by equal opportunities.

We know that we need to use the most appropriate techniques in order to help our pupils; for some this will mean lots and lots of praise and rewards, for others a quiet 'Well done, I'm proud of you'. For

some it will mean extra help in lessons, for others it will be a challenge they can work on with their friends.

PUPIL VOICE

The consultation of pupils is an important recent duty which reflects children's rights under Article 12 of the United Nations Convention on the Rights of the Child. It will also help us to fulfil our safeguarding duties by allowing children a voice in matters that affect them:

- Children at Eatock will always be listened to. "The child who is capable of forming his or her own views has the right to express those views freely in all matters affecting the child" (Article 12 U.N. Convention on the Rights of the Child).
- Children apply annually to represent their peers on the School Council and feedback to their class every 3 weeks
- Children complete a Pupil Voice Survey on relevant issues.

School Council Statement

Children in our school know how to behave properly. Everyone within our school has excellent manners and are always kind and thoughtful to each other. School Council recognise the importance of Individual Liberty and understand that everyone has the right to their own opinions. Children at Eatock know someone they can talk to if they are worried or upset. Members of the School Council want everyone in school to shine like stars and will strive to make the school better for everyone. We believe that in order for children to learn well, feel happy and safe, everyone must be respectful, tolerant and take responsibility for their actions. (September 2017)

Our policy is founded on three agreed rules:

- Respect yourself
- Respect others
- Show tolerance and acceptance
- Take responsibility for yourself and others

These rights and responsibilities will be clearly discussed with all children throughout school, in order to ensure they appreciate how this will promote a well ordered and happy environment based on mutual respect.

These rights and responsibilities are clearly displayed in each classroom and around the school building.

Assemblies are used to reinforce all children's understanding of the school's expectations of behaviour. Circle time sessions are used to discuss aspects of behaviour including rights and responsibilities.

Children reach their potential where trust exists between teachers and the pupil and where peer groups are supportive. Teachers can use Circle Time to help them develop a positive classroom environment, where pupils can learn to be sensitive towards other peoples' feelings, to resolve

conflicts themselves and to disagree constructively. Circle Time aims to provide opportunities for individuals to grow socially and emotionally within a safe, caring, nurturing environment. Circle Time provides a person centered setting where the promotion of personal communication skills, listening skills and awareness of self and others' feelings, can be sensitively managed. Confidence and responsibility can be shared whilst developing healthy, positive relationships. Pupils' emotional maturity is fostered as they learn and understand more about each other and themselves in a structured, familiar, relaxed situation. It is positive, affirming and inclusive, accepting all Circle members, adults and students' contributions in the same way. Circle Time is a practical session where common values are celebrated. Co-operation, friendship and personal responsibility is taught and encouraged.

For pupils with a special educational need, a social and emotional need or physical disability it has a double benefit because it allows them to function at their own level, within the same boundaries. It gives them a chance to participate fully. Pupils can have Individual Education Plans written with components that may be facilitated within the Circle Time setting.

ENCOURAGING APPROPRIATE BEHAVIOUR

At Eatock, we aim to encourage children to demonstrate appropriate behaviour in accordance with the school rules. We do this by creating a secure environment where children can learn and play free from emotional threat. Clear limits are set and maintained throughout the school and rewards and sanctions are used to assist children in making the right choices.

Class teachers and the children within the individual classes set expectations for behaviour at the beginning of the new school year. Age appropriate standards and systems within their classroom are established based on whole school approaches. The SEAL scheme of work provides assistance with this.

Using positive reinforcement children are taught appropriate behaviour using relevant rewards systems. Emphasis is placed on praise and deferred gratification rather than every reward being a material one.

Our positive reinforcement strategies in school include:-

Positive comments or smiley faces in pupil's work.

Public praise in front of peers.

Taking good work or a note about good behaviour to another teacher and /or the Head teacher for praise and stickers.

Sharing achievements with parents. Postcard/note home.

Achievement certificates.

A House point System

'Pride of Eatock' and the 'Blue Jumper' awarded weekly

All children are encouraged to give out certificates to peers for positive attitude and behaviour.

Individual classes may run individual reward schemes to reinforce positive behaviour e.g. raffle ticket system or star charts. We recognise that any scheme only really works for a limited period.

Individual class reward systems should be reviewed half-termly.

All staff in school, including lunchtime staff, supply staff and other visitors need to be aware of the

systems for encouraging and managing behaviour which are in operation and support their use and importance. Leading by example, staff should set standards of behaviour and encourage children to take responsibilities for theirs. We are all part of the school community and must reinforce the systems within this policy.

Staff have a duty to support all of the children in school (not just those in our own class) in the upholding of our shared rules in order for children to understand that we are all working towards the same goal; a well-ordered, calm and positive environment, where children have a respect for the rights of others and accountability for their own behaviour.

In order to achieve this, we will teach the children to understand that their behaviour results in a consequence. Desirable or undesirable consequences need to be seen by the children as an outcome of their own choice, i.e. good behaviour leads to praise or positive reinforcement, bad behaviour does not. ***Where a child is displaying both bad and good behaviour we will always reinforce the good.***

OPPORTUNITIES FOR CHILDREN TO DISCUSS APPROPRIATE BEHAVIOUR

Opportunities for children to discuss appropriate behaviour occur in aspects of school life and within the curriculum. **The School Council** provides an opportunity for pupils to discuss behaviour and feedback through the respective class councils (see School Council Policy).

The PSHE curriculum including Circle Time promotes mutual respect, self-discipline and social responsibility (see PSHE Policy). The RE curriculum includes ethical and moral issues.

INVOLVEMENT OF THE SCHOOL COMMUNITY

We aim to provide:

- Opportunities for all members of staff to evaluate and review behaviour issues.
- A well-ordered environment in which all are fully aware of behavioural expectations.
- Excellence role models of good behaviour.
- Immediate response to all incidents involving bullying or harassment.
- Support to work as a team, supporting and encouraging one another.
- Professional development for teachers, learning support staff and administrative staff.
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and apply them consistently.
- Care for and pride in the physical environment of the school.
- Governor training.
- Frank and open debate at staff and Governor's meetings about behaviour issues.

PARTNERSHIP WITH PARENTS/CARERS

We aim to provide:

- Access to staff and contact through Homework Diaries.
- Invitations to assemblies.
- Good communication channels including the school website and Facebook page, newsletters, text messaging service, parents'/carers' evenings, workshops, open days and productions.
- An outline of the behaviour policy as an integral part of school/home communication links so that each child appreciates that the key adults in their lives are working together for them.
- Welcoming ethos that welcomes parents into school. Open door policy.
- A clear policy for children with Special Educational Needs which involves parents from the outset.
- **BEHAVIOUR AT LUNCHTIMES AND PLAYTIMES**

At playtimes in KS1 and KS2 children are rewarded with house points, use of the climbing frames and the astro turf. At lunchtime, the lunchtime supervisors have a class set of age appropriate playtime equipment to use. In both key stages Lunchtime and Playtime Pals are ever present on the playground to play with children if needed. Where children mis-use the playground equipment, the child will be suspended from using it for a *minimum period of 1 week*.

MONITORING AND DEALING WITH UNDESIRABLE BEHAVIOUR

At Eatock, we believe that everyone is accountable for their behaviour and by planning consequences we take away the emotional aspect that can cloud our judgement in the heat of the moment. If children are seen to break the rules without incurring consequences, then the message we give is that the moral values of our school are unimportant.

We recognise that consequences need to be in proportion to the misbehaviour and that consistency is crucial. The knowledge that the behaviour will be followed up is far more important than the gravity of the consequence.

It is of great importance that children understand that they are all different and may be responded to in slightly different ways. It is key to teach our children that all are treated **fairly**, but not necessarily **the same**. It is also important that the behaviour is targeted not the child. Therefore, the initial behaviour is focussed on rather than secondary behaviours.

SANCTIONS

Sanctions should wherever possible be immediate and discreet. The sanction should match the offence (e.g. tidying up when things have been thrown on the floor).

If misbehaviour disrupts learning, then the Head teacher, Deputy or SLT will be informed but the class teacher should remain responsible for the sanctions. If misbehaviour is persistent or of a very serious nature then the Head teacher will play a major role in applying the sanctions in partnership with the class teacher.

MINOR BEHAVIOURS

Behaviours that are incidental and unplanned. The adult response should be:

- Distract the perpetrator
- The “Look”
- Verbal request for what you want them to do (try to avoid using “don’t”)
- Saying “Thank you” at the end of the request to emphasise expected compliance
- Praise another child
- Forced Compliance (request to do a minor thing then what you really want them to do e.g. Will you pick up that and then...)
- Getting the child to focus and visualise what they should be doing (Are you alright (name)? What are you doing? Where should you be?)

- **MODERATE BEHAVIOURS**

- Dealt with by the class teacher, using time out or thinking time, whereby child is withdrawn to a quiet place for a period of time (possibly a quiet table or place within the classroom with these statements printed for the child to reflect on:- What I did. The rule I broke. What I need to do to improve).

- **DELIBERATE BEHAVIOUR**

- Where a child refuses to co-operate with the above and refuses to move. Use deferred consequence ensuring the child knows what they have done and say “I would like you to sit there and think about your behaviour and what you have done”.
- The objective is to give the child time out to calm down and reflect about their actions rather than to punish. It would then be appropriate to discuss the child’s behaviour after the child has had the reflection time.

- **MAJOR BEHAVIOURS**

- Deliberate, prejudicial and vicious behaviour that is intentionally used to hurt and harm. This will be dealt with by the Head teacher in partnership with the class teacher. Initially, the child will be taken/ sent (accompanied) to the Head with an explanation of what has occurred, this will be investigated and reported back to the class teacher.
- At this point a decision will be made as to whether the child can return to class or should be supervised elsewhere until a more suitable time. If the Head teacher is unavailable a member of the SMT will deal briefly with the incident (even if teaching a class). Serious incidents of a violent nature are reported and recorded in the ‘serious incidents’ book.
- When behavioural incidents occur, where practical, adults should start each day afresh and will encourage children to do the same.
- As the school wishes to have a proactive approach, parents will be contacted when unacceptable behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis.

The first meeting will be with the class teacher where the problems will be discussed and a strategy agreed. This may involve the setting up of an IBP and/or home/school report systems. A follow-up meeting will be arranged.

We hope by working together in this way the problem will be resolved. If, however, should matters persist or deteriorate then the following actions will be taken.

- Help will be sought from in-house staff (SENCO) and LA Behaviour Support staff.

- Possible escalation up the SEN scale with appropriate LA input
- Fixed term or permanent exclusion in line with current legislation.

TRIPS AND VISITS

Where children have an Individual Behaviour Plan in place or where their behaviour is a cause for concern, the parents of the child will be asked to accompany their child, unless the child has an allocated 1:1 support via a Health and Care Plan.

EXCLUSION

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. **However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**
- Only the Head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.
- **Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.**
- Detailed guidance on Exclusion can be found in the Bolton Exclusion Guidance (Sept 2012) Document available on the Bolton Council Intranet Website. This guidance updates and replaces all previous guidance regarding exclusion published by Bolton Local Authority. It applies equally to children with and without statements of Special Educational Needs. It is intended to supplement the statutory exclusion guidance published by the Department for Education (DfE), "Exclusion from maintained schools, Academies and Pupil Referral Units in England". Whilst the DfE document is the definitive guide, the LA document is intended to complement it by providing additional information and by amplification. It should therefore be regarded as a guide.

OTHER RELATED POLICIES

- PSHE Policy, Anti-bullying Policy, Safeguarding Policy, Teaching & Learning Policy, Equal Opportunities and Inclusion Policy, SEN Policy, Child Protection Policy, Lunchtime Policy, School Council Policy, Home/School Agreement, Racial Equality Policy and Bolton Exclusion Guidance (Sept. 2012).

REVIEWED WITH SCHOOL COUNCIL SEPTEMBER 2017

Levelling Criteria for Unacceptable Behaviour

Level 1	Level 2	Level 3
<p>Not on task</p> <p>Disrupting other children, chatting in class</p> <p>Distraction, interruption</p> <p>Answering back</p> <p>Not taking instructions</p> <p>Telling lies/getting others into trouble</p> <p>Verbal abuse, minor bad language</p> <p>Unsafe movement around classroom/school</p> <p>Unsafe behaviour</p> <p>Careless damage</p> <p>Destruction of property (first time)</p> <p>Playtime incident (first occurrence)</p>	<p>Persistence of Level 1</p> <p>Incomplete tasks (deliberate)</p> <p>Refusal to work</p> <p>Defiance</p> <p>Deliberate destruction of another child's piece of work</p> <p>Minor vandalism</p> <p>Stealing/intent to steal</p> <p>Direct verbal abuse/racial abuse</p> <p>Threatening behaviour</p> <p>Isolated acts of violence – kicking, hitting, thumping etc</p> <p>Bullying, persistent name calling</p>	<p>Persistence of Level 2</p> <p>Major disruption of class activity</p> <p>Vandalism of school buildings/property</p> <p>Stealing/intent to steal (persistent)</p> <p>Repeated incidents of bullying</p> <p>Persistent bad language and verbal abuse/racial abuse/prejudicial/discriminatory language</p> <p>Extreme behaviours</p> <p>Violent hitting, kicking, fighting</p> <p>Aggressive violent behaviour, causing deliberate injury</p> <p>Abuse/threatening behaviour towards staff/parents</p> <p>Dangerous refusal to obey instructions</p> <p>Leaving school premises without consent</p>

Levels of Behaviour and Response		
LEVEL	BEHAVIOURS	CONSEQUENCES
1. Low level part of general classroom management.	Being noisy, teasing, pushing in, running inside, interrupting the teacher, attention seeking, being cheeky, arguing back, telling tales, clowning around,	Redirect to another activity. Talk to the child, discuss what has happened. Discuss in groups, or whole class. Move the child from the group to work on his/her own. Repeat work/ repeat appropriate behaviour. Appropriate sanctions applied, e.g. missing climbing frame.
2. Requires a consequence because of its intensity or frequency	Persistent teasing, rudeness, graffiti (on books, or class), spoiling others games, name calling, lying, hindering others from working, swearing at other pupils. Misbehaving at lunchtime on 2 occasions	Miss playtime (supervised), work to be sent home, detention (playtimes supervised), child writes a letter of apology, loss of responsibility, loss of privileges. Sent to another class, or a senior member of staff. HT to send warning letter home re: temporary exclusion.
3. Requires deferred involvement of senior staff because of intensity or frequency	Graffiti/vandalism, racial abuse, rudeness to staff/pupils, kicking, hitting back, stealing, refusal to follow instructions, swearing, fighting, being un-co-operative, Misbehaving at lunchtime on 3 occasions.	Report to HT or SENCO. Loss of privileges (to be determined by teacher). Letter to parents informing them of the problem. Possible meetings with parents/Headteacher, meeting with child and senior management. Behaviour targets for weekly behaviour report, involvement of Behaviour Support Team. IEP for behaviour. Possible fixed term exclusion of 1 day.
4. Requires immediate removal from the classroom and dealt with immediately by	Vicious kicking, biting, continued physical and verbal abuse to staff/pupils, extortion, and dangerous refusal to follow instructions.	Remove immediately from classroom and other children. May need to use physical restraint (see policy on the Use of Restraint),

Deputy head or Headteacher		set up an interim review pastoral support programme with support from external agencies. Removal to Head teacher or other members of the senior management team. Contact parents immediately, fixed term exclusion up to one week depending on frequency and severity. The next step is a permanent exclusion.
----------------------------	--	---

Eatock Primary School Behaviour Incident Form

Name:	Year Group:
Location of Incident:	Date and Time of Incident:
Other Children involved?	Staff involved?

Type of behaviour Incident – please tick

Pupil Incident		Staff Incident		Damage property	
Bullying					
Defiance		Disruption		Disruptive behaviour	
Fighting		Lunchtime Incident		Theft	
Verbal Abuse – Pupil		Verbal Abuse – Teacher		Racial	

Further details/other:

Action Taken – please tick and then add further detail

Letter sent home		Parent invited into school		Behaviour Support contacted	
Senior Leader Intervened		Class Teacher Intervened		Excluded	
Time out		Isolation		Lunchtime detention	

Further details/other:

Follow Up Action – please detail any follow up action:

Review date:

Signed:(Staff)

Signed: (Headteacher) Date:

Logged on SIMs: Yes/No Date:

Signed (Parent)

Saved: Office/Word/ Behaviour