

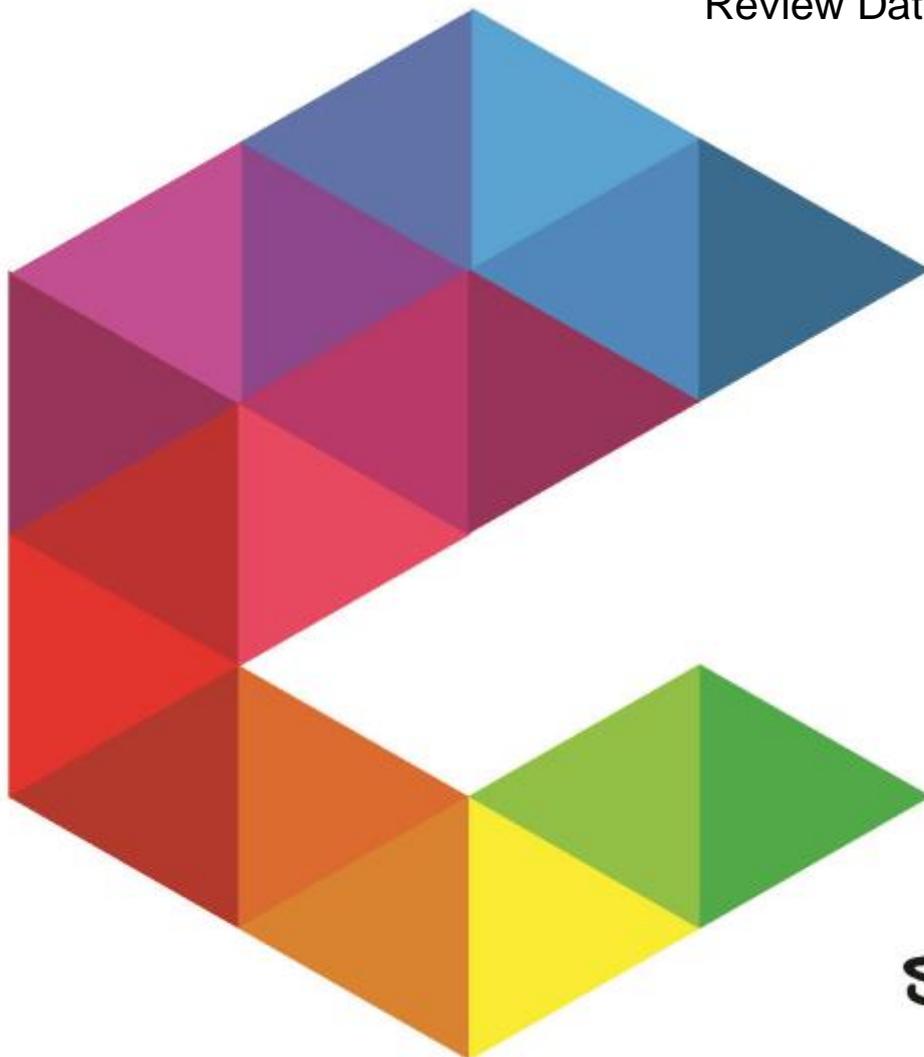


eastbury
primary
school
Succeeding together

Behaviour Policy

Approved: July 2016

Review Date: July 2017



Succeeding together

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1. Rationale

This policy aims to increase pupil’s ability to take responsibility for the management of his or her own behaviour. It should be read in conjunction with school’s anti-bullying policy.

2. The Role of Adults in School

All adults working or helping in school have a duty to ensure the highest standards of behaviour by their management and supervision of all pupils and by acting as a role model. Adults by can promote good behaviour:

- a) ensuring that pupils are properly supervised at all times, being aware of specific times or situations when unacceptable behaviour may occur such as wet playtime or change over between sets or on educational visits
- b) Dealing appropriately with breaches of the school rules from pupils in all areas of the school
- c) Being consistent and fair in their management of behaviour and the awarding of rewards and sanctions by following the school's behaviour systems
- d) Recognising that each pupil is an individual with individual needs
- e) Responding rapidly to incidents of violence, bullying or racism, malicious damage
- f) Working towards raising the self-esteem of all pupils
- g) Encouraging and recognising pupils achievements in a variety of ways as described in the rewards and awards section
- h) Providing opportunities for pupils to discuss behaviour and express opinions as to what is and what is not acceptable
- i) Demonstrating tidiness and encouraging pupils to take a pride in their school building and school resources
- j) Encouraging pupils to appreciate the work of everyone employed in the school
- k) Modelling the behaviour that is expected from the pupils

3. Rights and Responsibilities at Eastbury

We agree:

- **We have the right to be safe**

We have the responsibility not to hurt others

We will not hurt other people's bodies or feelings, or play fighting games at playtime

- **We have the right to be respected**

We have the responsibility to not offend or be rude to others

We will not be rude, use bad language or be disrespectful to children and adults

- **We have the right to learn**

We have the responsibility to behave sensibly and keep a good learning environment

We will not disrupt learning time with behaviour that is not welcome by others

- **We have the right to be heard**

We have the responsibility to listen

We will not talk over other people or argue with staff, we will listen and be polite at all times

- **We have the right to be happy**

We have the responsibility to be kind and to help others be happy.

We will always be kind and considerate of others.

These Rights and Responsibilities should be reinforced:

- a) Through assemblies that relate to the school rules.
- b) The rules will be displayed throughout the school in all the classrooms.

4. Classroom Rules

For learning to take place there must be a sense of order and as well as school rules, each class teacher should involve the pupils in drawing up a set of classroom rules which promote positive behaviour and the learning environment. The agreed classroom rules must be displayed in each classroom by the second week of term. When communicating the policy to pupils, class teachers should ensure that pupils are aware of the different methods of resolving and airing their views. This may be through discussion with the teacher, a senior teacher, learning support assistants or a note in the 'Have a word box', located in the school entrance.

5. Rewards

The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour, which we wish to develop. There should be consistent and public praise of good behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour. It is much better to give public, positive praise to one pupil, "Well done Asia, I can see you are ready and listening", rather than give negative attention to another "Sarah you're not listening to me". In addition to praise, pupils appreciate visible signs of recognition and will work towards achieving a reward. The reward system at Eastbury Primary School will be based on the Merit System, Golden Table and House Points.

6. Merit System

The aim of the Merit System is to promote positive learning and behaviour both inside and outside of the classroom, including educational visits.

- a) All pupils will receive an individual chart to record their Merit Stamps.
- b) When a pupil produces a good piece of work, shows particular effort, or behaves particularly well they may earn a Merit Stamp. They can also be awarded to pupils who are showing kindness, consideration and support to others. Merit Stamps should be awarded for achievements significant to the individual pupil.
- c) Merit Stamps can be awarded for good work and good behaviour in observing the school and classroom rules. Staff will need to strike the right balance between making the marks too easy or too difficult to obtain.
- d) To ensure that the appropriate number of Merit Stamps are being given out. A Merit Stamp can be awarded for example: a truly remarkable piece of work, exemplary behaviour or for a pupil who has successfully used the success criteria to enhance they're learning.
- e) Teaching assistants working within the room should also be encouraged to give out Merit Stamps.
- f) Pupils can only receive Merit stamps from their class teachers, members of SLT or the Inclusion team. Staff cannot hand out merits to pupils that are not a part of their class.
- g) As soon as pupils reach 5, 20, 40, 60 and 75 they will be awarded with prizes associated with the amount of merits they have earned.

It is essential that class teachers actively monitor the number of Merit Stamps that pupils in their class are receiving. If some pupils are not regularly receiving Merit Stamps teachers should

actively seek opportunities to find those pupils doing something worthy of the award. Teachers should also regularly discuss with pupils the kind of things that they can do to earn Merit Stamps.

7. House Points

The aim of the house point system is to provide all staff with a quick and easy method of rewarding positive attitude and behaviour.

All of the pupils in the school are split into house teams (Moore, Cook, Lynn and Fry).

House points can be awarded to a pupil, group of pupils or whole team. House points might be awarded to individual pupils for being the first person ready to listen, or for showing politeness by holding the door open for somebody, for answering questions correctly. Lunchtime supervisory staff may also award house points.

Each Thursday a member of the school ambassador's team will collect the house point totals from each class.

The winning house will receive a trip to the local park as a reward for their hard work throughout the year.

8. Respect Points

Respect points is a whole school reward system. Pupils will be rewarded with respect points for display, being respectful to staff and peers, respecting their work and others work, for respecting property. The class teacher will then keep a total amount of Respect points. The winning class with the largest total of respect points will then receive a trophy to keep for the week, to be handed out during celebration assembly on Mondays. Any member of staff can hand out Respect points.

Nursery and Reception

Nursery and Reception children receive stickers in place of house points. Nursery and reception implement a sticker reward system, which provides all staff with a quick and easy method of rewarding positive attitude and behaviour for learning.

In Reception there are specific achievement stickers and green, silver and gold stickers. Green, silver and gold stickers will be awarded to individual pupils for being the first person ready to listen, or for showing politeness by holding the door open for somebody.

Achievement stickers are specific and are a recognition of children's learning and behaviour for learning, for example 'I did well in phonics, reading, writing, listening.' 'I know what keeps me healthy.' 'I can talk about 2D and 3D shapes.'

9. Star of the Week

The aim of the 'Star of the Week' is to recognise significant improvement in behaviour and learning or sustained positive attitude towards learning.

Each Thursday the teacher identifies a pupil to be awarded 'Star of the Week'. Star of the week will be awarded a celebration certificate. They will receive this during a celebration assembly on Monday. Their names will be up on the star of the week display board and announced during the whole school radio assembly on a Friday afternoon.

10. Golden Table

The pupils will be rewarded with a visit to the 'Golden table' on a Friday afternoon as a reward for demonstrating good table manners and outstanding behaviour during lunchtime. The pupils will have the opportunity to choose a parent or staff member of their choice to join them on the table.

11. Lunch Time Stickers

The aim of the sticker reward is to provide mid-day supervisors with a quick and easy method of rewarding positive attitude and behaviour.

Each Mid-Day Supervisor encourages pupils' positive behaviour and attitude by presenting pupils with a sticker, pupils' can exchange this for five house points when they return to class. Lunchtime stickers are also distributed for good eating and representing good table manners.

12. Playground Procedures

To support this policy and to improve behaviour in the playground the following procedures should be followed:

- Listen to and respect all adults and each other.
- Play together by sharing in a kind and polite way.
- Walk away and speak to an adult if you are upset.
- Keep hands and bad words to yourself.
- Take your own decisions and allow others to take theirs.
- Respond to situations only when you are directly involved.
- Understand that poor behaviour will have consequences.

End of Break/Lunchtime Procedures

A member of SLT/Teacher on Duty rings the bells, which signals to pupils to stop what they are doing, stand still and remain silent. A second bell is then rang which signals to pupils to walk quietly to their lines. Teachers will wait in identified areas ready to organise and escort their pupils back to the classroom.

To ensure opportunities for poor behaviour is limited pupils should be collected promptly from the playground at the end of play and lunch time.

13. Sanctions

Although the emphasis should always be on encouraging positive behaviour, there must be a formalised system for dealing with instances of disruptive and harmful behaviour.

Teachers can deal with disruptive behaviour by using the following sanctions.

In every classroom a behaviour reward chart is displayed visually on the wall making it accessible for each pupil. At the beginning of each day the pupils' names are placed on the green. The aim is for each pupil to reach gold. At the end of the day all pupils return to the green showing that every day brings a fresh start.

14. Sanction Stages

| Stage 1 – Oral Warning | |
|--|---|
| Behaviour | Consequences |
| Calling out Talking when the teacher is talking Difficulties in waiting their turn Talking on the carpet Tale telling Inability to share Other low level behaviours | Help pupils to learn appropriate behaviours (refer to the Rights and Responsibilities poster) Ignore initially but keep an eye out Take up time: "You need to start by... and I'll see how you are getting on in a minute." Redirect: "C... you need to ... Thank you." Rule Reminder: "We have a rule about.... please use it, thank you." |
| It is no coincidence that there are more strategies in the consequences column at Stage 1. This is where we as teachers and learning support assistants can redirect behaviour before it escalates. Most difficult behaviour can be turned around at this stage. | The idea is to reduce the amount of attention pupils receive for negative behaviours and to increase the amount of attention we give for positive effort. In other words, to catch pupils doing the right thing. Try to keep explanations to minimum unless choosing a quiet time to conference a pupil. |
| Stage 2 - Time out in class | |
| Repetition of the previous Rudeness to other pupils Taking other people's property Refusal to work or follow adult instruction | Discuss how other people's feelings are affected by difficult behaviour. Blocking: Helpful for pupils who try to draw adults into arguments ... repeat the instructions. The language of choice: "When you.... then you..." or "What choice do you need to make?" etc. Time out in class: The adult must tell the pupil WHY they are having time out. In the time out area, there should be a small display with focus questions for pupils to think about. What I did wrong? How can I fix it? This should be filed. Repair and rebuild at the end of time out session. Praise the pupil when they turn their behaviour around. |
| Consequences need to be learning based and not time wasting. | Pupils are not to stand outside the classroom. |
| Stage 3 – Sent to Year Lead | |
| Pupils can only be sent to the Year lead if Stage 1 and Stage 2 have been completed and/or the pupils show distress in the timeout zone. | |

| | |
|---|--|
| <p>Upon completion of Stage 1 and Stage 2, if the child persists to display disrupting behaviour the pupil must be sent to the Year leader.</p> <p>If the child refuses to follow the use of timeout the pupil must be sent to the Year leader.</p> <p>Child is obviously in a state of anger or has high anxiety levels.</p> <p>If the child is in an emotional state that is affecting their learning and ability to cope within the classroom environment.</p> | <p>Behaviour Team to collect pupil from the classroom.</p> <p>Repair and rebuild at the end of the session.</p> <p>Praise pupil when they have reflected on their behaviour.</p> <p>Behaviour Team to log behaviour calls.</p> <p>Behaviour Team to inform parents with class teacher when deemed necessary.</p> |
|---|--|

Stage 4 – Referral to Inclusion Team/Alternative Lunch

| | |
|--|---|
| <p>Aggressive behaviour: hitting, kicking, swearing and spitting</p> <p>Racist behaviour/language</p> <p>Bullying behaviour (persistent pattern of behaviour)</p> <p>Damaging classroom equipment (deliberate attempt)</p> <p>Continually disrespecting adults</p> | <p>Teacher to send SOS card to the Reception Office, staff to radio SLT/Behaviour Team to support.</p> <p>Teacher to complete Serious Incident Form and pass to Inclusion Leader, who then decides if Parent Contact is appropriate.</p> <p>Record in alternative lunch log.</p> <p>Pupils to complete Reflection From.</p> <p>Involve parents/letter home.</p> |
|--|---|

Stage 5 – Exclusions

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil’s behaviour.

Exclusion will only be considered where the educational entitlement and the well-being and safety of the pupil concerned, the staff and the rest of the pupils in the class/school is jeopardised.

The formal reasons whereby the school may consider the exclusion of a pupil would be:

In response to serious breaches of the Behaviour and Discipline Policy

If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be seriously harmed

Where exclusion is necessary we refer to “Improving Behaviour and Attendance: Guidance on Exclusion From Schools and Pupil Referral Units” (DCSF 2008).

Factors to consider before making a decision to exclude

Ensure that a thorough investigation has been carried out.

Consider all the evidence available to support the allegations, taking account of the school’s Behaviour and Discipline policy, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.

Allow the pupil to give his or her version of events.

Check whether the incident may have been provoked, for example by bullying, including homophobic or other prejudiced based bullying, or by racial or sexual harassment.

If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher’s decision, for example a member of the Governing Body.

Internal Exclusion

At the discretion of SLT and family, an agreement can be made for internal exclusion under special circumstances. Throughout the internal exclusion the pupil will remain under the supervision of the Deputy Headteachers.

Lunchtime Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusion is a fixed period exclusion deemed to be equivalent to one half of a school day.

At every stage, it is important to repair and rebuild teacher/pupil relationships when pupils are returned back to class or when they are back on task. Any effort to change behaviour to the positive, once pupils return to class, needs to be acknowledged: "I really like the way..."etc. Positive body language and tone of voice are important to the re-establishment of the relationship.

It is also important to remember that our emphasis is on giving attention to pupils who are doing the right thing; hence following of the reward systems.

Reflection and Incident forms

Reflection and incident forms are available from the staffroom. Reflection sheets should go back to the class teacher for monitoring purposes; a copy of the incident form should also be kept in class and a copy forwarded to the Inclusion Leader.

15. Racist Incidents

In accordance with the borough procedures all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. These are then reported to the borough.

16. Challenging Behaviour

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Risk Assessment may be required and a behaviour action plan completed and shared with members of staff.

If a pupil's behaviour is not improved by the consistent use of rewards and sanctions listed in the school Behaviour and Discipline policy, then it is possible they have a special need.

Consultation with the Inclusion Team and Leadership Team can lead to advice on the use of more specific techniques. If little or no progress is made, then an individual education plan will be required (see Inclusion Policy).

17. Individual Behaviour Support Plans

Where a pupils' behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the Inclusion Leader and class teacher will develop a Pastoral Support Plan in consultation with parents/carers. The plan is set for a fixed period of no more than 16 weeks at the end of which a review is held and a decision is made as to whether the plan has been successful. If the Pastoral Support Plan is not successful it is possible that the pupil may be excluded.

18. Pupils with Special Educational Needs

Other than in the most exceptional circumstances SEN pupils should not be permanently excluded.

19. Pupils with Disabilities

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

20. Race Relations

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

21. Pupils in Public Care

We should try every practicable means to maintain pupils in Public Care in school.

22. Procedures for Review and Appeal

The Governing Body must review all permanent exclusions and fixed period exclusions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the Inclusion team, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

23. Physical Restraint

Where physical restraint is necessary, we refer to the School's Positive Handling Policy. This policy is brought to the attention of all parents annually.

A Positive Handling plan will be made after the first physical restraint incident.

Positive handling trained currently:

Craig Stone
Emily Jeffs
Joe Wilson
Debbie Seymour
Donna Dobson
Ellie O'Connor
Rob Latty

Lesley Kodom baa
Maxine Sealey
Lisa Shephard
Rehana Akhtar
Jan Bull
Gillian Heaton
Fabienne Aityounes
Parul Morar
Ben Hughes

APPENDIX 1 – Rights and Responsibilities at Eastbury

Rights and Responsibilities at Eastbury!

WE AGREE...

- **We have the right to be safe**

We have the responsibility not to hurt others

We will not hurt other peoples bodies or feelings, or play fighting games at play time

- **We have the right to be respected**

We have the responsibility to not offend or be rude to others

We will not be rude, use bad language or be disrespectful to children and adults

- **We have the right to learn**

We have the responsibility to behave sensibly and keep a good learning environment

We will not disrupt learning time with behaviour that is not welcome by others

- **We have the right to be heard**

We have the responsibility to listen

We will not talk over other people or argue with staff, we will listen and be polite at all times

- **We have the right to be happy**

We have the responsibility to be kind and to help others be happy.

We will always be kind and considerate of others.

APPENDIX 2 – Incident Report Form

Report by.....

| | |
|---|------------------------------------|
| Pupils Involved: (Full names and Class) | Report: |
| Victim(s) Perpetrator(s) | |
| Action taken by class teacher: | |
| Action taken by Senior Leadership: | |
| Date: | Time/ Location of Incident: |

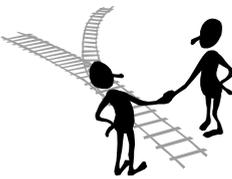
APPENDIX 3 – Time Out Form for Key Stage 2

| | |
|---|-------|
| <u>Time Out (KS2)</u> | |
| Name: | Date: |
| What I did against our class rules? | |
|  | |
| What rule was affected? | |
|  | |
| My explanation: | |
|  | |
| What I think I should do to fix it? | |
|  | |
| Teacher Comments: | |
| Signed: | Date: |

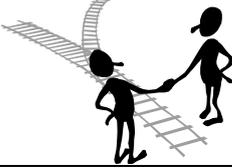
APPENDIX 4 – Time Out Form for Key Stage 1

| <u>Time Out (KS1)</u> | |
|--------------------------------------|---|
| Name: | Date: |
| What did I do wrong? |  |
| What class rule did I break? |  |
| I am sorry for: |  |
| What can I do to make things better? |  |
| Teacher Comments: | |
| Signed: | Date: |

APPENDIX 5 – Reflection Sheet for Key Stage 2

| <u>Reflection Sheet (KS2)</u> | | |
|---|--------|---|
| Name: | Class: | Date: |
| This is what happened (My side of the story) | |  |
| This caused the following to happen: | | |
| What could you have done differently? | |  |
| What could you do to sort things out? | |  |
| Which of our rights and responsibilities have you broken? | | |
| Signed: | | Date: |

APPENDIX 6 – Reflection Sheet for Key Stage 1

| <u>Reflection Sheet (KS1)</u> | | |
|--|--------|--|
| Name: | Class: | Date: |
| This is what happened (My side of the story) | |  |
| I am sorry for: | |  |
| What could you do to make things better? | |  |
| Which of our rights and responsibilities have you broken? | | |
| <input type="checkbox"/> Everyone at Eastbury has the right to be safe. | | |
| <input type="checkbox"/> Everyone at Eastbury has the right to be respected. | | |
| <input type="checkbox"/> Everyone at Eastbury has the right to learn. | | |
| <input type="checkbox"/> Everyone at Eastbury has the right to be heard. | | |
| <input type="checkbox"/> Everyone at Eastbury has the right to be happy. | | |
| Signed: | | Date: |