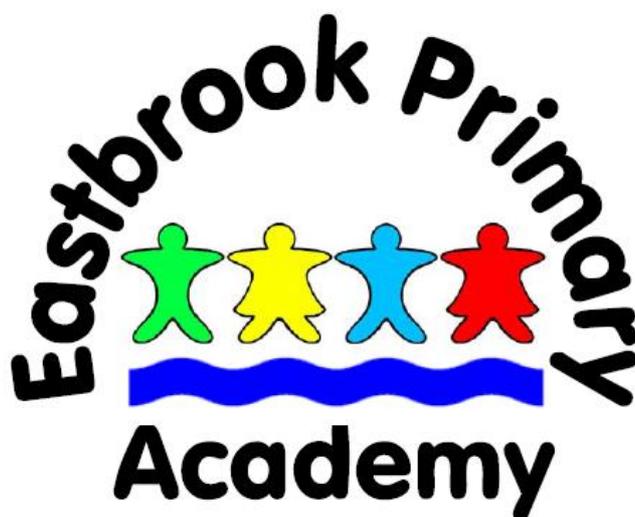


Behaviour Policy



Lead Person/People	Senior Leadership Team
Ratified by Governors	December 2013
Reviewed	March 2017
Next Review Date	March 2019
Signed – Governor	Louise Askew
Signed – Headteacher	Julia Sherlock

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 In order to achieve this we believe in a consistent approach to positive behaviour management and the setting of clear behavioural expectations.
- 1.3 At the beginning of the academic year each class teacher discusses the school rules and expectations with his or her class. Each class in the school has a behaviour board that displays the behaviour expectations, the rewards (and how to earn those rewards) and negative consequences of children's behaviour. In this way, every child in the school knows the standard of behaviour that we expect in our school. All adults who work with children in the school are given a behaviour handbook, which offers practical guidance on applying our system of rewards and consequences. Any incidents of anti-social behaviour may also be discussed with the whole class during circle or discussion time.
- 1.4 We aim to develop within all our children:
- An understanding of appropriate behaviour in a wide range of situations;
 - An understanding of the consequences of their behaviour, on both themselves and others;
 - The ability to reflect on their own behaviour and modify it when necessary;
 - A sense of responsibility for themselves and their behaviour;
 - A sense of pride in and commitment to the values of the school;
 - An ethical understanding of how to live in society.
- 1.5 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behavioural choices, rather than merely deter poor behavioural choices.

2 Rewards

- 2.1 We aim to instil in our children a strong sense of the 'right way to behave' through very high expectations which are consistently reinforced by every member of Eastbrook staff. We also praise and reward children for good behaviour in a variety of ways:
- **Housepoints** – for good academic attainment or progress.
 - **Golden beads** – for good behaviour that demonstrates our Community Values (Kindness, Respect Honesty and Positivity) and/or Learning Values (Curiosity, Perseverance, Composure, Aspiration).
A golden bead is placed in a class jar. During year assemblies the golden beads collected that week are transferred to a year group jar. When the year group jar is filled the whole year group receive a reward afternoon.
 - **Golden recognition** – for outstanding behaviour that sets an excellent example to other children.
During year assemblies, five children are chosen to receive a golden recognition certificate, which they take home.
 - **Star of the week** – For excellent academic attainment and progress or excellent consistent behaviour across the week.
A certificate is given to one child from each class during celebration assemblies.

In addition class teachers may choose to offer other rewards for academic progress or behaviour such as stickers, raffle tickets or star of the day.

- **Marvellous Me** – This is an App used to send positive messages and e-stickers to parents and family members,

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The school's newsletter regularly includes articles detailing pupils' successes.

3 Sanctions

3.1 The school employs a number of strategies to enforce the school rules, and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation.

Reception

- 1) A verbal warning is given.
- 2) If the negative behaviour continues, their name is moved from the gold to the white cloud and they have 5 minutes timeout in the classroom.
- 3) If the child continues to misbehave, their name is moved to the grey cloud and they have 10 minutes timeout in another classroom.
- 4) The child's teacher or TA will talk to them about their behaviour using reflective questions.
- 4) For more serious incidents such as hitting, biting, swearing or refusal to comply with instructions, the child is taken to a member of the senior leadership team.

Key Stage 1

- 1) A verbal warning is given.
- 2) The child's name is moved from the gold to the white cloud.
- 3) If the negative behaviour continues, their name moves to the grey cloud and they miss 5 minutes of their break time.
- 4) The child's teacher or TA will talk to them about their behaviour using reflective questions.
- 5) If the negative behaviour continues the child misses their next break time.
- 6) For more serious incidents such as hitting, biting, swearing or refusal to comply with instructions, the child is taken to a member of the senior leadership team.

Key stage 2

- 1) A verbal warning is given.
- 2) If the negative behaviour continues the child has 5-10 minutes timeout in their classroom.
- 3) If the negative behaviour continues the child will have timeout in another classroom for 10 minutes and will miss the next break time.
- 4) For more serious incidents such as hitting other children, offensive language or refusal to comply with instructions, a child may lose up to 3 break times and there may be involvement of the senior leadership team, depending on the context of the incident.
- 5) The child's teacher, TA or senior member of staff will talk to them about their behaviour using reflective questions and apply consequences as necessary.

The school has a very clear and detailed framework for matching a child's behaviour to the consequence, which can be found in the behaviour handbook. This is applied consistently.

Incidents at break time or lunchtime are recorded and reported back to the class teacher. Occasionally, a child may have to see a senior member of staff if a serious incident of negative behaviour has occurred.

- 3.2 If a child receives a breaktime sanction their name is recorded in the sanction folder and they must go to the dining hall during break time on the stipulated day/s. 1 member of teaching staff is on duty in the dining hall each day.
- 3.3 The academy 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. If a child is found to be bullying another child the class teacher, together with a senior member of staff, will have meetings with all the parents involved. At these meetings a course of action will be agreed and the teacher will closely monitor the situation to ensure that the bullying ceases. We do everything in our power to ensure that all children attend school free from fear (please see our Anti-Bullying Policy for more details).
- 3.4 At times it may be necessary to physically restrain an individual. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children if they are deemed to be at risk of injury to themselves or others and/or to prevent significant damage to property. The actions that we take are in line with government guidelines on the restraint of children. Any restraint is recorded on a Significant Incident Form and kept on file by the Headteacher.

4 The role of the staff

- 4.1 It is the responsibility of all staff to ensure that the school's Values are followed, and that pupils behave in a responsible manner during lesson and break time.
- 4.2 All the staff at Eastbrook have high expectations of the children, with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3 Staff treat each child fairly and enforce the school rules and routines consistently. Staff members treat all children in the school with respect and understanding and will attempt to correct their behaviour, initially with a number of preventative measures.
- 4.4 If a child misbehaves repeatedly in class the teacher will inform the Year Group Leader and keep a record of all such incidents in the Class Behaviour Book. In the first instance the class teacher deals with incidents him/herself in the normal manner. However, if inappropriate behaviour continues, the class teacher seeks help and advice from senior members of staff and subsequently the headteacher.
- 4.5 If a member of staff requires support to deal with very challenging behaviour they send a yellow or red card to the office. A yellow card indicates that support is required but does not need to be immediate. A red card indicates that support is required immediately, usually if a pupil's behaviour is deemed to be unsafe to themselves or others. A senior member of staff will go to the classroom or learning area on the card to offer support.
- 4.6 If a pupil is identified as having specific behavioural difficulties then they will be referred to our Inclusion Team. Members of the team will work with the child through one to one sessions, group activities, playtime and lunchtime sessions, and through collaboration with parents. Each child will have a Support Plan and will sign a Behaviour Contract. The aims of intervention are to improve the child's social interaction, improve self-esteem and develop positive relationships with others. Class teachers are responsible for initiating, completing, monitoring and reviewing the Support Plans and Behaviour

Contracts in conjunction with the Inclusion Team, Special Educational Needs Coordinator (SENCo) and, when appropriate, the headteacher. Risk Assessments are also produced to support the most vulnerable children, particularly if outside agencies are involved.

- 4.7 The academy has developed a range of strategies to support children who find it difficult to keep others and themselves safe in the playground. This takes the form of playtime clubs, where children are encouraged to foster safe and responsible play. The impact is measured in the reintegration within the playground.
- 4.8 With the guidance of the SENCo, the class teacher liaises with external agencies, to support and guide the progress of each child. When a child is at risk of being permanently excluded due to continued challenging behaviour then the SENCo will initiate a support programme. The class teacher, parents/carers, inclusion team and any external agencies working with the pupil will be invited to attend. The aim of the programme is to ensure that the pupil is receiving the appropriate support within the school setting and from external agencies in order to prevent an exclusion from happening. The pastoral support programme will then be reviewed six weeks later to ascertain whether any progress is being achieved by the pupil and determine if further changes to the support are necessary.
- 4.9 The class teacher will report to parents about the progress of each child in his/her class in line with the whole-school policy. The class teacher may also contact the parent/carer if there are concerns about the behaviour or welfare of a child.
- 4.10 Most importantly, staff support the positive behaviour of pupils by modelling the positive values and behaviour themselves.

5 The role of the Headteacher and Senior Leadership Team

- 5.1 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.
- 5.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 A senior member or staff monitors the behaviour books in order to identify patterns of behaviour.
- 5.4 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.5 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the chair of governors has been informed.

6 The role of the pupils

- 6.1 Pupils are given every opportunity to take responsibility for their own actions and to make a full contribution towards maintaining good behaviour. They also have a proactive role to play through various groups such as the school council, digital leaders or house captains.
- 6.2 At the beginning of each academic year pupils agree what the Golden Rules will look like in their own class. Pupils are also asked to sign the Home-School Agreement.
- 6.3 Pupils should feel safe and secure at all times and know the procedures to follow if they are aware of or subjected to any form of bullying (see Anti-Bullying Policy).
- 6.4 Pupils should care for and be considerate of others in the school community.

7 The role of parents

- 7.1 Parental support is fundamental to the success of the school community. Academy staff work hard to establish and maintain close relationships with parents and carers so children receive consistent messages about how to behave at home and at school.
- 7.2 The Marvellous Me App is used to share positive news and parents have the opportunity to respond immediately.
- 7.3 We send out an information leaflet about our behaviour policy to parents. We share the Golden Rules in the academy's prospectus and on the academy's website, and we expect parents to read them and support them.
- 7.4 We expect parents to support their child's learning, and to cooperate 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 both of their child's achievements and, if we have concerns, about their child's welfare or behaviour.
- 7.5 If the school has to impose reasonable sanctions on a child, parents should support the actions of the academy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the year group leader and subsequently the Assistant Headteacher, Deputy Headteacher or Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the governing body.
- 7.6 Parents must take responsibility for their child if excluded and are expected to attend a reintegration interview following any fixed term exclusion.

8 The role of governors

- 8.1 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.
- 8.2 The headteacher and staff have 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.

9 Additional measures to encourage good behaviour

- 9.1 Good behaviour is encouraged through the explicit teaching of the core values that underpin the School's Community Values: Respect, Kindness, Positivity and Honesty and Learning Values: Perseverance, Composure, Curiosity and Aspiration. These are taught in class through PSHE (Personal, Social, Health and Economic Education) and through assemblies.
- 9.2 SEAL (Social and Emotional Aspects of Learning) materials are used to support the PSHE curriculum; it helps children in their development of confidence and self-esteem. These materials are used in lessons, as part of circle time activities and in assemblies.

10 Fixed-term and permanent exclusions

- 10.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Only the headteacher (or the person deputising for the headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 10.2 If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the 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.

- 10.3 The headteacher informs the LA, REAch2 and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 10.4 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 10.5 The governing body has a sub-committee which is made up of a minimum of three members. This committee considers any exclusions appeals on behalf of the governors.
- 10.5 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.
- 10.6 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.
- 10.7 For more details please refer to the school's Exclusion Policy.

11 Monitoring and review

- 11.1 The headteacher and senior leadership team monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records initial issues in a Behaviour Book including incidents that occur at break time and lunch time, which is in turn monitored by a member of the senior leadership team. The Inclusion Team and SLT record significant incidents and the headteacher maintains a record of all exclusions
- 11.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 11.4 The following will also help to identify the effectiveness of the policy:
 - Lesson observations including Moderated Trust Inspections.
 - Informal discussion and questionnaires to the children and parents
 - Discussion at Senior Leadership, staff and governing body meetings
 - A reduction in recorded incidents
- 11.5 The governing body reviews this policy every two years. 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.

This policy should be read in conjunction with Eastbrook Primary Academy's Safeguarding Policy, Anti-bullying Policy and Exclusion Policy.