



EASTINGTON PRIMARY SCHOOL



BEHAVIOUR POLICY

September 2020
(To be reviewed September 2021)

BEHAVIOUR POLICY CONTEXT:

We endorse British Values, including respect, democracy, the law and tolerance of differences in faith, beliefs etc. To find out more about this please see our British Values statement.

STATEMENT:

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin behaviour. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

Aiming high together to be:

- Kind – show respect and care
- Cooperative – work well together
- Resilient – keep trying
- Responsible – reflect and learn
- Ambitious – challenge yourself

AIMS:

Pupils:

- are part of creating a happy, safe and caring community where everyone feels safe & secure.
- show respect and care for people, property and our shared environment.
- value the quality of relationships with pupils and adults.
- accept responsibility for their decisions and actions, together with their consequences.
- are truthful and forgiving to enable relationships to be restored.
- develop an understanding of children & adults who are different than themselves.
- work with staff, parents and governors to support school values in a sense of partnership and feeling of common purpose.

APPROACHES:

- Consistent approach throughout the school. EG, class expectations and charters will be underpinned by the school values.
- Clear communication of class and playground charters. These are developed, well known, understood, agreed and supported by children and staff.
- Strong PSHE curriculum reinforced through additional opportunities in assemblies, role play, visiting speakers, life sessions & circle time etc..

- Establishing relationships of trust to create a secure atmosphere, where children feel safe to communicate “worries and fears” as well as joys.
- Being positive about work and behaviour: using specific praise, encouragement and privileges which encourage positive self-regulation and self-control. These will be rewarded in Golden Achiever Assemblies and class reward systems.
- Adults and older children being role model for other pupils. EG: respectful relationships, positive greetings, politeness, exhibiting punctuality etc..
- Giving children the time to speak and listen. Worry and happy boxes are used in classes to allow children to share positives and concerns. Addressing individual children where necessary.
- Giving pupils the responsibility and opportunity to use the school buildings safely.
- Use of “Big Friends” and “Little Friends” mentoring system to support our youngest children in feeling safe in school and to give our oldest children the opportunity to be responsible and nurturing.

THE OUTLINE OF GOOD PRACTICE AND THE WAYS TO ACHIEVE POSITIVE BEHAVIOUR

Eastington is a place for everyone. We insist on high standards of behaviour, work and respect. Problems are normal where children are learning and testing the boundaries of acceptable behaviour. We deal with problems to support all children feeling safe and happy in school and to support the development of the whole child in preparation for being part of our school and for their next steps.

Relationships are vital; relationships between everyone and at every level. It must be recognised that deliberately hurtful behaviour is unacceptable. It is the relationship between the adults in school and the child which serves to reinforce meeting the needs of the individual during his/her development and improvement.

High standards of behaviour, work and respect depend on the example of us all:

Staff:

- Apply school values, the class and playground charters positively and fairly
- Insist on positive behaviour for the benefit and safety of all
- High standards are set and modelled
- Establish their authority firmly and calmly
- Proactively notice and discuss problems with children before they become significant issues
- Separate the problem from the child – no child is a problem
- Treat everyone as an individual
- Recognise all have positive contributions to make and look for opportunities to celebrate these and label all children in positive ways
- Follow up problems to their conclusion including discussing with parents
- Refer a problem to a colleague/HT if a problem cannot be resolved/it is serious

PROMOTING GOOD BEHAVIOUR THROUGH REWARDS AND SANCTIONS

REWARDS

A range of rewards are used in the classrooms to help pupils develop and understand positive behaviour. The most important of these is the recognition by adults and peers of positive behaviour that reflects our school values.

- Specific verbal praise
- Sharing work with others, including parents, other teacher/pupils/headteacher
- Being selected for the achievement book: names and reasons are shared with the school in assembly, parents through a certificate to take home and the website.
- Moving up the KS1 reward system.
- In KS1 stickers if at the top of the reward system.
- Earning team points for the KS2 reward system - the winning team may leave first for play, have a small treat etc.

KS1

In KS1 a chart reward system is used. Children start in the middle of the chart and move their names up as they show exceptionally positive behaviour or learning behaviour. The aim is to be on gold at the end of the day. Poor behaviour is addressed with one reminder of expectation and then a child will move their name down the chart. They will be moved up as they change their behaviour and it becomes positive.

Gold If a child is on gold at the end of the day they are rewarded with sticker to share with their parents
Purple
Green: Children start here everyday Children move up for: using the school values of being kind, being cooperative, being responsible, being ambitious, being resilient; showing a value explored in assembly One warning is given where a child is being unhelpful. At this moment the child will be told specifically what they need to do. If a child repeats the unhelpful behaviour they are moved down the chart. A pupil has the opportunity to improve behaviour and move up.
Red
Silver If a child is here at the end of the day more than once in a week, parents will be informed by the teacher and behaviour discussed. If a child is here several times the SENCo/HT will be informed and expectations/provision will be discussed.

KS2

In KS2 children in each class are grouped into teams. Each team earns points for positive behaviour and learning behaviour. The team with the most points at the end of a week earns small privileges for their team such as leaving class first for lunch/break the following week, an

item from a treat box. Poor behaviour is addressed with a reminder of expectation and dependant on the pupil's response, and other consequences from the list below.

CONSEQUENCES & SANCTIONS

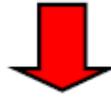
There must be a positive approach that recognises individual development if consequences and sanctions are to lead to an improvement in behaviour. Sanctions should be seen as an opportunity to allow the child to reflect upon his/her behaviour, put right mistakes, and restore positive relationships with others involved. These approaches here are not an ordered response sequence and are used dependent on situations and pupils.

- Verbal reminder to child of expectations
- Repetition of a task
- Use of class reward system in KS1 and KS2
- Time out – time of separation from other children within class
- Discussion and verbal apology to a person who has been hurt
- Discussion and written apology to a person who has been hurt
- Missing of part of playtime
- Loss of privilege – right to take on specific responsibilities: EG: school council duties, school librarian, taking part in sports matches etc
- Constant poor behaviour that affects the safety of other adults or children, or significantly impairs the learning of others will lead to close and regular discussion with parents. It may lead to a pupil not attending an educational visit such as PGL.
- In exceptional circumstances, fixed term and permanent exclusion of the pupil from the school will be considered. (See exclusion policy)

PLAYGROUND AREA

The playground is used by all the children and is recognised as an important area for social/play time. We do not accept rough play (lifting, pushing, pretend kicking etc) as these often lead to a child being hurt. The children devised a playground charter to ensure it is a positive space to play– it is displayed in the playground. This charter is discussed in whole school assemblies and in classes. It is referred to when needed.

Read carefully!



Our

Playground Charter



We have the right...
Our responsibility...

play with our friends
to let others play with us

Article 15
Freedom to meet
and join in

We have the right...
Our responsibility...

to feel safe and looked after
to play safely, looking out
for others

Article 6
Right to life

We have the right...
Our responsibility...

**to use the loo or go indoors
to get a drink**
to ask the teacher outside first

Article 24
Right to be
healthy

We have the right...
Our responsibility...

**to enjoy ourselves and
have fun**
to be kind and friendly

Article 31
Right to play and
relax

We have the right...
Our responsibility...

to be listened to
to listen to others and respect
them

Article 12
Respect for
children's views

- If a child has been hurt they are taught to tell the duty staff immediately so the situation can be dealt with adult help.
- We encourage pupils to be independent and take ownership of all aspects of their learning. This includes developing a recognition of non-verbal communication of others. A game can be considered fun by one child but not another. **"If the smile stops, the game stops"** is a good starting point in helping young children to understand.
- If a child has been upset by another child's words/actions we encourage them to express this clearly and positively to try and resolve the problem for themselves. For example a child might say: **"Please don't because it makes me feel ..."**. This should trigger an apology and a change in behaviour from the offending child. If a child is unkind again then we teach our pupils to seek adult help so an adult can support.
- The duty staff will support both parties in thinking through feelings and a positive resolution to problems when they occur. The class teacher will be informed by the duty staff if the incident is of concern. The class teacher will explore the issue further with the children if needed.
- If a child still continues with the unkind/unhelpful behaviour the class teacher will seek the support of parents/SENCo&Inclusion Leader/the Headteacher to seek a positive resolution.

BUILDINGS AND TIMETABLING

- Staff are ready to receive children in the classrooms at 8:50am, 10:15 am and 1:30 pm. (The children are supervised before school (8:40am – 8:50am and 3:15pm – 3:25pm) by the duty day member of staff.)
- Children are asked not to play running games before the start of school and to take extra care as younger children and parents carrying babies are on site.
- Children are expected to walk sensibly and open doors carefully, being mindful of the safety of others around them.

MONITORING AND ASSESSMENT

- Assessment takes place continuously through staff observations, discussion, class pupil circle time and pupil conferencing sessions.
- The headteacher monitors classroom/playtime behaviour through regular walks and observations. Any noted issues are addressed.
- Formal and informal meetings are held between Midday staff and the Headteacher – behaviour is discussed at these.
- Pupil surveys and conferencing also provide a useful in identifying issues.
- Pupils are discussed at the beginning of every term/staff meeting so any necessary information that may affect their wellbeing and behaviour in school can be shared to support staff being mindful of specific individuals.

PARENTAL INVOLVEMENT

It is through a strong commitment to sound behaviour from pupils, staff, governors and parents that enables effective teaching and learning to take place at school. Parents are expected to support school expectations of good behaviour as set out in this policy. In addition, they are expected to work with staff to:

- Share any concerns early, with the class teacher in the first instance, around the social, emotional and behavioural learning of a child – we want to work together to support your child.
- Supporting school consequences and rewards, enabling a climate of trust between the home and the school.
- Ensuring that their children arrive on the premises no earlier than 8:40am and in time for school to commence at 8:50 am. It is from 8:40am that the duty teacher becomes responsible for the welfare and safety of the children on the school premises.
- Expecting children to enter the classrooms on their own.
- Keeping us updated of any change of address, telephone number or any medical problems. This can be done by seeing a classteacher at the end of the day or by phoning the school.
- Avoiding taking children on holiday during term time (as this impacts on learning and may affect relationships/confidence for some pupils too).

- Taking every opportunity to support information evenings and parental consultations in support of their child's development.

EQUAL OPPORTUNITIES

We aim to promote fairness for all. Children are entitled to a consistent approach, regardless of gender, ability, ethnicity, cultural background, sexual orientation, transgender, social circumstances or any other reason. Any reward or consequence applied will be appropriate to the child's action and fairly administered.



Aiming high... together