



# **EASTINGTON PRIMARY SCHOOL**



## **BEHAVIOUR POLICY**

**September 2017**  
(Reviewed annually)

## BEHAVIOUR POLICY CONTEXT

We are a Rights & Responsibility School and this policy incorporates the principles and practices of the UNICEF Rights Respecting initiative. In particular, it is important to refer to the following articles of Children's Rights:

- Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
- Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

In addition we endorse British Values, including respect, democracy, the law and tolerance of differences in faith/beliefs.

## STATEMENT

We are a caring community at Eastington School and place a great deal of importance upon creating an environment which encourages the individual child to achieve self-discipline and have respect for other people and their belongings.

We consider that good behaviour assists in the development of the potential of all pupils.

## AIMS

- Pupils to show respect and care for people, their property and our environment.
- Pupils to feel good about themselves and develop a sense of consideration for their peers.
- Pupils to encourage and support each other.
- Pupils to be helpful, truthful and develop a sense of tolerance and the ability to share.
- To promote a happy, safe and caring community where children feel secure when informing an adult in school if they are hurt or upset, so that the matter can be dealt with appropriately.
- To encourage pupils to accept responsibility for their decisions and actions, together with their consequences.
- To help give pupils, staff, parents and governors a sense of partnership and feeling of common purpose.
- To value the quality of relationships between pupils and adults and between pupils and their peers.
- To create a curriculum which reflects the needs of all pupils and enhances a positive learning environment.
- To deter ill-discipline rather than devising a series of punishments for use after the event.

## APPROACHES

- Establish minimal clear school rules.
- Clear communication of class and playground charters. These are developed, well known, understood, agreed and supported by children and staff.
- Consistent approach throughout the school, e.g. class expectations and charters will link with school expectations.
- Strong PSHE curriculum reinforced through additional opportunities in assemblies, role play & circle time etc.
- Being positive about work and behaviour: using specific praise, encouragement and privileges which encourage positive self-control.
- Adults being role model for pupils, e.g. respectful relationships, exhibiting punctuality etc.
- Talking quietly and calmly. Addressing individual children where necessary.
- Establishing relationships of trust to create a secure atmosphere, where children feel safe to communicate "worries and fears" and well as joys.
- Giving children the time to speak and listen. Worry and happy boxes are used in classes to allow children to share positives and concerns
- Giving pupils the responsibility and opportunity to use the school buildings safely.
- Use of "Big Friends" and "Little Friends" mentoring system.

## FIVE GOLDEN RULES

We have five golden rules which ensure our school is a great place to be for everyone. We expect parents to work with us in developing an understanding of these with children.

- **Be kind**
- **Be fair**
- **Be honest**
- **Be respectful and polite – people and belongings**
- **Try your best at everything**

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

Eastington School is a place for everyone. We insist on high standards of behaviour, work and respect. We deal with problems to support children in their development.

**Relationships** are vital: relationships between everyone and at every level. It must be recognised that although poor behaviour is unacceptable it is the relationship between the adult in school and the child which serves to reinforce meeting the needs of the individual during his/her development and improvement.

**'Problems'** are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.

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

### **Staff:**

- High standards are set and modelled
- Establish their authority firmly and calmly
- Apply school rules: the class and playground charters positively and fairly
- Insist on positive behaviour for the benefit and safety of all
- Proactively notice and discuss problems in school
- Separate the problem from the child
- Treat everyone as an individual
- Recognise all have positive contributions to make
- 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

### **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: Pupils start here everyday	Pupils move up for using learning values/ assembly values/the golden rules  One warning is given and then a pupil is moved down for breaking a golden rule etc A pupil has the opportunity to improve behaviour and move up
Red	
Grey	If a pupil is here at the end of the day sanctions will be put in place and expectations of class/school reinforced Parents will be informed by the teacher.  If this happens several times the HT will be informed and expectations 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. Poor behaviour is addressed with one reminder of expectation and then a child will miss part of their break.

## REWARDS

A range of rewards are used in the classrooms to help pupils develop and understand positive behaviour. Recognition of good behaviour is made using the school Achievement Book and website with certificates taken home. The Achievement Book is on display in the main entrance at all times and may also include 'achieving adults'!

- 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.
- In KS1 stickers if at the top of the reward system.
- In KS2 the winning team may leave first for play, have a small treat etc.

## SANCTIONS

Sanctions are appropriate and clearly understood. There must be a positive approach that recognises individual development if 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 and positive elements to be reinforced by the teacher. These sanctions are not an ordered response sequence and are dependent on situations and pupils.

- Verbal reminder to child of expectations
- Use of class reward system in KS1
- Missing of part of playtime
- Discussion and verbal apology
- Discussion and written apology
- Repetition of a task

- Time out – time of separation from other children within class
- Loss of privilege – right to take on specific responsibilities, playtime etc
- Constant poor behaviour may lead to a reporting back to the parents and in exceptional circumstances exclusion of the pupil from the school. (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.

# Read carefully!



Our

## Playground Charter



<p><b>We have the right...</b> Our responsibility...</p>	<p><b>play with our friends</b> to let others play with us</p>	<p><b>Article 15</b> Freedom to meet and join in</p>
<p><b>We have the right...</b> Our responsibility...</p>	<p><b>to feel safe and looked after</b> to play safely, looking out for others</p>	<p><b>Article 6</b> Right to life</p>
<p><b>We have the right...</b> Our responsibility...</p>	<p><b>to use the loo or go indoors</b> <b>to get a drink</b> to ask the teacher outside first</p>	<p><b>Article 24</b> Right to be healthy</p>
<p><b>We have the right...</b> Our responsibility...</p>	<p><b>to enjoy ourselves and have fun</b> to be kind and friendly</p>	<p><b>Article 31</b> Right to play and relax</p>
<p><b>We have the right...</b> Our responsibility...</p>	<p><b>to be listened to</b> to listen to others and respect them</p>	<p><b>Article 12</b> Respect for children's views</p>

- If a child has been hurt they are taught to tell the duty staff immediately so the situation can be dealt with by an adult.
- 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 children to understand.

- If a child has been upset by another child's words or 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 children involved.
- 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 fully with the children.
- If a child still continues with the unkind/unhelpful behaviour the class teacher will seek the support of parents/the Headteacher to seek a positive resolution.
- Pupils with other health or behavioural/social/emotional needs are identified and different procedures are in place to support them if necessary.

## **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 are on site.
- Children are expected to walk sensibly and open doors carefully. Always being mindful of the safety of others around them.

## **MONITORING AND ASSESSMENT**

- Assessment takes place continuously through staff observations, discussion, pupil circle time and pupil conferencing sessions.
- The Headteacher monitors classroom/playtime behaviour through regular learning walks and observations.
- Meetings are held between Midday staff and the Headteacher to discuss behaviour.
- Pupil surveys and conferencing also provide a useful indication how often positive/negative behaviour occurs.
- Pupils are discussed at the beginning of every term to share any necessary information that may affect their wellbeing and conduct in school.

## **PARENTAL INVOLVEMENT**

It is through a strong commitment to sound discipline from pupils, staff, governors and parents which enables effective teaching and learning to take place at this school. Parents are expected to support school expectations of good behaviour:

- Sharing any concerns early, with the class teacher in the first instance, to support children's social, emotional and behavioural learning – we want to work together to support your child.

- Supporting our school sanctions and rewards, enabling a climate of trust between the home and the school. (See Home / School Agreement).
- 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. (This is in line with GCC Policy).
- Encouraging children to enter the classrooms on their own.
- Keeping us updated of any change of address, telephone number or any medical problems.
- Avoiding taking children on holiday during term time.
- Taking every opportunity to support open evenings and parental consultations in support of their child's development.

## **EQUAL OPPORTUNITIES**

Our school ethos encourages views to be expressed and discussed openly. There is freedom of expression for all pupils and teachers promoting fairness. Children are entitled to an understanding and consistent approach, regardless of gender, ability, ethnicity, cultural background, sexual orientation, transgender, social circumstances or any other reason. Any reward or sanction applied will be appropriate to the child's action and its outcome will be consistent with our code of practice.



**Aiming high... together**