

Behaviour in Schools (including Anti-Bullying) Policy

Eastover Primary School



**Approved by the Governing Body of
Eastover Primary School**

Signed by: *B. Cockerell.*

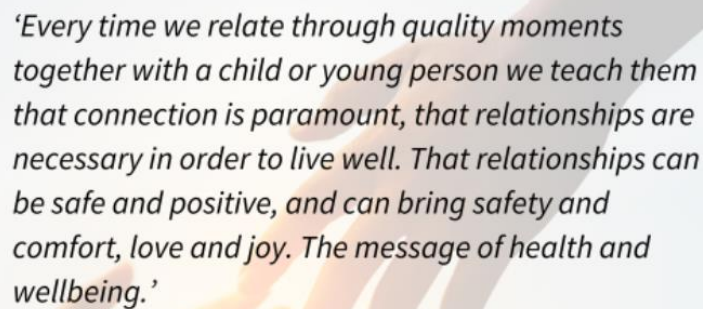
NameMrs B Cockerell.....

Signature:

Statutory: Yes

Website: Yes





'Every time we relate through quality moments together with a child or young person we teach them that connection is paramount, that relationships are necessary in order to live well. That relationships can be safe and positive, and can bring safety and comfort, love and joy. The message of health and wellbeing.'

Louise Bomber, Know Me to Teach Me, 2020

Pupil Behaviour Policy

Aims

Through our Behaviour policy, we aim to:

- foster and develop in each pupil a positive self esteem
- help children to learn and to live together in a community and to show sensitivity to the differences between one another
- develop in children the ability to become responsible independent people, who are able to look at and think deeply about the world around them
- develop in children a positive sense of moral responsibility and self-discipline
- Encourage learning behaviours

At Eastover we are committed to promoting an ethos which encourages relationships based on mutual trust and respect; as a result; we will create a positive and inclusive atmosphere in which to learn.

We will learn in an environment which shows respect to other people and have a responsible attitude to the general care of the school. We believe the development of self-control and an acceptance of responsibility for their actions is essential if children are to live happily in a community. We also have a set of school rules of which children will be regularly reminded. These are designed to ensure a safe and orderly school environment.

If a child's behaviour is beyond the care and control of the school, discussions will be held with the child's parents to find the best way to support the child's behaviour.

Eastover's relational approach promotes consequences that teach rather than punish. Relevant consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others. Reflection room is used for children to reflect on behaviours that are not as expected. Children spend up to 30 minutes reflecting.

At Eastover, we encourage children to make good choices. There are rewards such as house points, stickers and being able to share good work and behaviours to other staff and Headteacher. Parents may be invited in or phoned to share good work and postcards sent home.

The school rules aim to show how to be successful as a member of Eastover School:

1. Work hard and be the best we can be.
2. Show respect for ourselves, each other and all adults in school.
3. Use kind words and actions.
4. Talk about problems so they can be solved quickly.
5. Look after property – our own, each other's and schools.

Each class will set their own rules at the beginning of each year which are collaborative and agreed within each class to show how they wish to behave and how others will behave towards them.

Incentives to positive behaviour

When a child is successful, we believe that this success should be acknowledged. We aim to foster a positive attitude, promoting warm relationships and using role models.

However, we believe it is important to have a more explicit reward system in place that takes account of the age of the children and appropriateness of what is on offer.

- Verbal and non-verbal praise will be used by anyone to anyone.
- Individual teachers may reward children with appropriate badges, stickers, house points.
- Assemblies will be used to praise children in very special circumstances including the presentation of weekly achievement certificates.
- Parents will be informed of the rewards on offer so that they can be reinforced at home.
- Postcards will be sent home at the end of each half-term to inform parents of the good work/behaviour of one child in each class.
- Using J2 stars to reward positive behaviours such as being kind, working hard and good listening

Graduated response

However, there will be occasions where behaviours are not as expected and therefore we have a traffic light system in place. This system is based on repeated warnings and opportunities to change behaviours. Staff will clearly and calmly state which behaviour is not appropriate or acceptable and model how to change. If warnings are ignored, the child's name will be moved down the traffic lights.

This is consistently used in class as well as on the playground.

We are keen at all times to be positive when dealing with behaviour problems, but there is a need for sanctions to be applied firmly and consistently and we look for the support of parents/carers.

It is important at all times to separate the behaviour from the child.

The following sanctions are agreed in accordance with the 'traffic light' system used in classes.

Green – positive behaviour: rewards may be in class or whole school such as certificates in assembly or house points or the child is sent with good work to the Head/Deputy.

Yellow - low level disruption or behaviours in class that stops children from learning, or inappropriate use of ICT equipment. The child will be reminded of the rules and will be asked to move somewhere else in the class where possible.

Amber – Continuing low level disruption or silliness in class that stops children from learning, or inappropriate use of ICT equipment. The child will be sent to a paired class for time out. They should be sent with work wherever possible and should remain in the paired class for at least 20 minutes.

Red – more serious cases of being rude to staff or being violent or threatening to another child or persistent 'amber' behaviour. In these cases, the child will be sent to the Head/Deputy. Reflection room will also run each lunchtime for children who have been in red.

When a child is put in 'red' or has been placed in amber three times in a week, the behaviour is logged on the child's record and accrues points. An escalation of points will mean the following courses of action:

5 points – the child will not be able to represent the school in 1 event that half term

10 points – parents/carers are asked to meet with the class teacher and a letter will be sent from the office. The child will not be able to represent the school in 1 additional event that half term

15 points – parents/carers will be invited to a further meeting with the Head/Deputy and the child will have individual behaviour targets set. If these are not met in the agreed time and poor behaviour continues, the child will receive a fixed term exclusion from school. In these cases, the Head or Deputy will make this clear to the parents/carers and the County Guidelines and Procedures will be followed. A Pastoral Support Plan may be put in place to support.

The points will usually reset at the beginning of half term.

More challenging behaviours

Behaviour is a way that a child may communicate an unmet need.

When children behave in an unpredictable, challenging or distressed way there may be times when they need to leave a classroom. In these cases, there should be planned options for the child to exit the room. Some children will benefit from having a safe place to go to, which can provide an environment with low social and sensory demand and regulatory activities. Other children will benefit from having a trusted adult with whom they feel safe.

Please be aware that some behaviours, i.e. violence or rudeness to staff, the traffic light system may be bypassed at the discretion of the headteacher.

In the unlikely event that a child's behaviour becomes physical and staff feel that the child, their peers or staff members are at risk of harm, we have a duty of care to ensure the safety of everyone. As a last resort, this may involve the use of specific holds by trained staff to remove child to a safe space.

Emotion coaching

Staff are trained in emotion coaching and this approach is expected as the response to any situation. This allows the child time to calm down, regulate and, when appropriate, discuss the consequence.

Class discussions in RSHE, P4C or assemblies are places where children can learn about emotions, responses to emotions, rules and consequences. We promote a culture that supports the development of social and emotional skills and the adult modelling positive relationships and communication. Children are taught about why the brain responds in particular ways and how to develop appropriate responses.

Anti-Bullying Statement

Rationale

At Eastover Community Primary School, we believe that children have an entitlement to an education free from fear, intimidation, sexist, racist, homophobic or cultural abuse. We promote a caring, supportive and protective environment. We define bullying as any process that encroaches on that entitlement.

Instances of bullying will be taken seriously and all sides listened to. Each incident will be investigated and a note will be logged, together with actions taken.

Our Behaviour Policy belongs to all our School Community. If it is to be effective everyone must

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Online bullying through social networking, messaging apps or gaming sites

use it with confidence and consistency.

Monitoring, Inspection and Review:

The governors will ensure that the working of the Policy is monitored.

The governors recognise that these duties are monitored by OFSTED through their inspection.

Review

The Policy will be reviewed and revised annually by the Governing Body, or sooner if there is a clear need.

This policy was adopted by the Governing Body at its meeting held on

Signature of Chairperson of Governing Body
